



LEARNER PATHWAY to Teacher Effectiveness for Language Learning

How do performance assessments support language development?

1. A learner pathway identifies learner engagement behaviors that support language development. Use this **feedback form** to reflect on the degree to which learners in your classes exhibit these behaviors.

Learners engage in formative real-world performance tasks to demonstrate how well they are making progress toward meeting the performance objectives.

Learners engage in summative real-world performance tasks to demonstrate how well they meet the performance objectives.

Learners use timely and actionable feedback on how well they are meeting the performance objectives to improve their performance.

2. Consider how teacher practices contribute to learner engagement. For each of these learner behaviors, review key sub-criteria from the Teacher Effectiveness for Language Learning (TELL) Framework to identify areas of focus for your professional growth.

The teacher plans opportunities to assess students' ability to demonstrate the daily learning targets.

PL4.b

PART OF MY PRACTICE

A GOAL FOR ME

The teacher designs assessment tasks in the modes of communication.

PL2.a

PART OF MY PRACTICE

A GOAL FOR ME

The teacher uses performance tasks that provide feedback on how well students have met the performance objectives.

PF1.d

PART OF MY PRACTICE

A GOAL FOR ME

The teacher plans how to help students reflect on their attainment of the learning targets.

PL5.d

PART OF MY PRACTICE

A GOAL FOR ME

The teacher designs assessment tasks that allow students to perform within the range of their proficiency targets.

PL2.b

PART OF MY PRACTICE

A GOAL FOR ME

The teacher shares performance criteria with students that measure the effectiveness of communication.

PF2.a

PART OF MY PRACTICE

A GOAL FOR ME

The teacher ensures that students' learning experiences prepare them for the performance tasks.

PF1.a

PART OF MY PRACTICE

A GOAL FOR ME

The teacher uses performance tasks that clearly outline expectations and that have a real-world purposeful context.

PF1.b

PART OF MY PRACTICE

A GOAL FOR ME

The teacher provides students with feedback that is supported by evidence from student performance.

PF2.b

PART OF MY PRACTICE

A GOAL FOR ME

The teacher uses daily checks for learning to collect evidence of students' growth toward the learning targets.

PF3.a

PART OF MY PRACTICE

A GOAL FOR ME

The teacher uses performance tasks that allow students to demonstrate growth relative to the proficiency targets.

PF1.c

PART OF MY PRACTICE

A GOAL FOR ME

The teacher and students use rubrics to define performance and provide feedback throughout the learning process.

LT4.a

PART OF MY PRACTICE

A GOAL FOR ME

The teacher provides opportunities for students to reflect on how well they meet daily learning targets and their own goals.

PF3.b

PART OF MY PRACTICE

A GOAL FOR ME

The teacher and students use tools to document, track, and reflect on performance over time.

LT4.c

PART OF MY PRACTICE

A GOAL FOR ME

TELL Framework Domains:

EN: Environment - PL: Planning - LE: Learning Experience - PF: Performance & Feedback - LT: Learning Tools - CO: Collaboration - PR: Professionalism



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