

Analyzing Language Learner Data

Task/Assessment: _____ **Grade/Level :** _____

Task/Assessment Description:

Proficiency target _____

Communicative Modes: Interpretive Interpersonal Presentational

Skills: Reading Viewing Listening Speaking Writing

Proficiency level scores (row 1: proficiency target in shaded center column, row 2: student names or student initials)

What do I know about the learners in each column?

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What strengths are apparent through the data?

What gaps or areas for growth are indicated?

How will I respond to the data?

Teacher behaviors	Student behaviors	Additional Learning Opportunities	Deepening of teacher skillset
<ul style="list-style-type: none"> <input type="checkbox"/> Target language use <input type="checkbox"/> Scaffolds and supports (expression lists, graphic organizers, anchor charts) <input type="checkbox"/> Differentiating instruction <input type="checkbox"/> Modeling <input type="checkbox"/> Analyzing examples <input type="checkbox"/> Intentional skill building <input type="checkbox"/> Reading skill building <input type="checkbox"/> Varied levels of challenge (ex. tiering) <input type="checkbox"/> Meaningful feedback <input type="checkbox"/> Varied approaches <input type="checkbox"/> Student choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Student target language use <input type="checkbox"/> Goal setting <input type="checkbox"/> Self-assessment <input type="checkbox"/> Peer feedback <input type="checkbox"/> Use of rubrics <input type="checkbox"/> Revising products based on feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Listening practice <input type="checkbox"/> Interpersonal practice <input type="checkbox"/> Practice interpreting authentic resources <input type="checkbox"/> Independent reading <input type="checkbox"/> Whole and small group discussions <input type="checkbox"/> Integrated tasks <input type="checkbox"/> Writing practice <input type="checkbox"/> Pair and small group work 	<ul style="list-style-type: none"> <input type="checkbox"/> Backward design principles <input type="checkbox"/> Differentiated instruction <input type="checkbox"/> Performance task design <input type="checkbox"/> Feedback <input type="checkbox"/> Proficiency levels <input type="checkbox"/> Scoring calibration practice

Program Implications

- Curricular documents
- Resources
- Common assessments
- Teacher professional learning
- Grade level/course proficiency targets
- Student placement

My plan: