Designing Appropriate technology-integrated Assessment Tasks in Intermediate L2 Chinese Classrooms

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About Me & My School

- I am Xiaoqing Chen, working in Chinese American International School (CAIS) as Educational Technology Specialist for 5 years

- Chinese American International School (CAIS)
  - based in San Francisco for the past 33 years
  - A 50/50 Partial Immersion school, PreK-8th grade in target language across subjects: Language arts, Math, Social Studies, Health and Wellness, Music
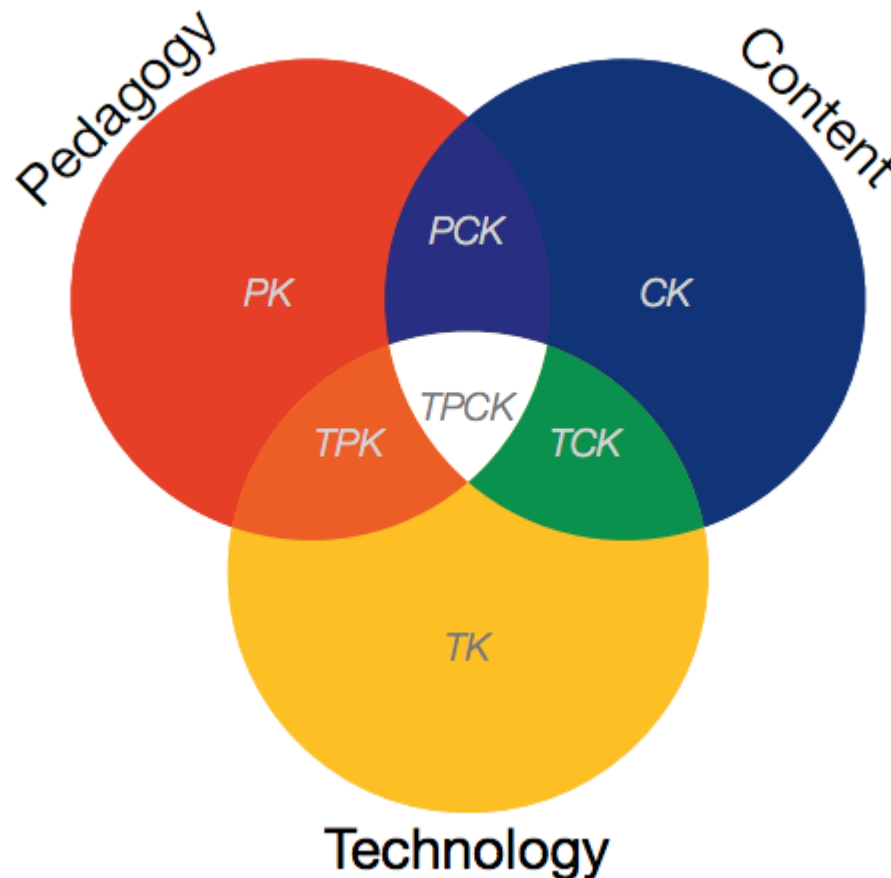
Session Goals

During this session you will:

- *Gain insight of the step-by-step designing process of the technology-integrated assessment tasks*

- *Learn how the four actual classroom projects (across grades 3-7 in different subject areas) take place following the designing process*

- *Explore the strategies to adapt the technology-integrated assessment tasks for learners at different proficiency levels in various learning contexts.*

Designing Process

- Understand clearly students' learning goals, challenges and expected outcomes
  - *TPCK Diagram*
  - *ACTFL World-Readiness Standards (the five "C" - Communication, Cultures, Connections, Comparisons, Communities)*
- Identify the **measurable** assessment
- Pace and align the assessment with effective classroom instruction
- Analyze students' performance data

TPCK Diagram
Technology Connects with Content & Pedagogy

Puentedura, Ruben R. "The Samr Model:background and Exemplars." 23 Aug. 2012. Speech

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Project #1

[Dumpling Making](#)

Grade: 7th grade

Subject: Chinese

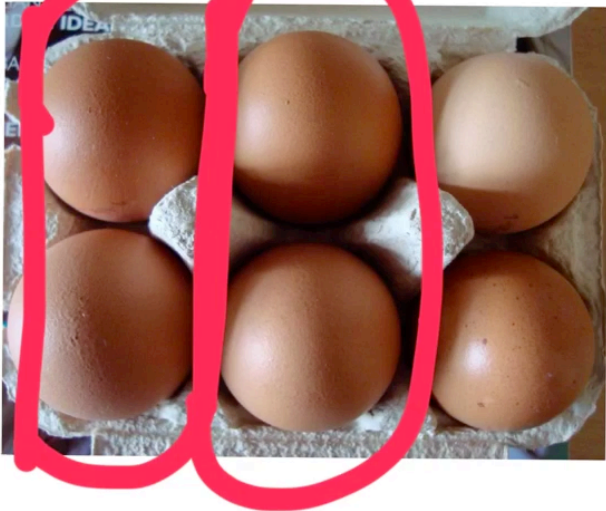Language Arts

Tools: iMovie app

Project #2

[Healthy Meals](#)

Grade: 4th grade

Subject: Science (in Chinese)

Tools: Movenote (https://www.movenote.com/)

Project #3

Fraction Concept

Grade: 3rd grade

Subject: Math (in Chinese)

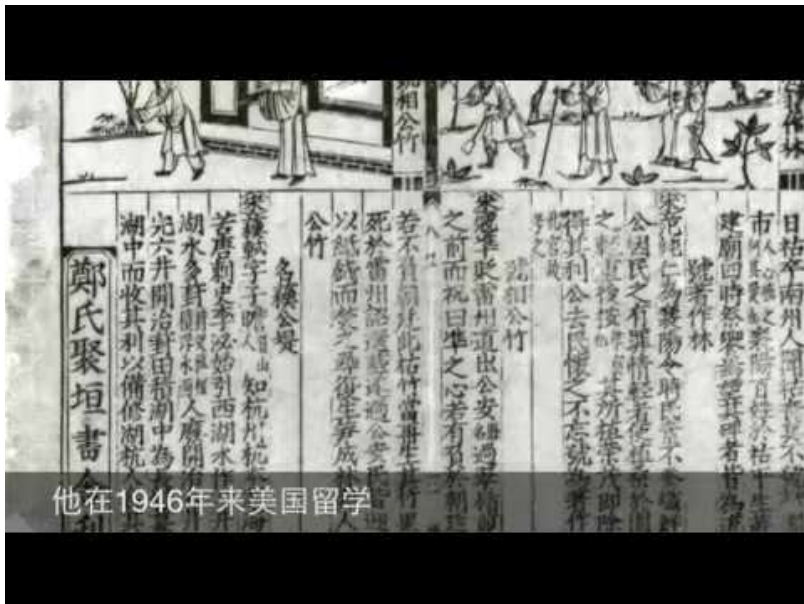**Tools:**

ExplainEverything App

Project #4

[Grandfather's Immigration Journey](#)

他在1946年来美国留学

Grade: 4th grade

Subject: Social Studies (in Chinese)

Tools: iMovie app

Adaptations

Theory Support - SAMR Model

Create new tasks, once unimaginable

Redesign parts of the task

Same task, increase in functionality

Same task, new tech replaces old tech

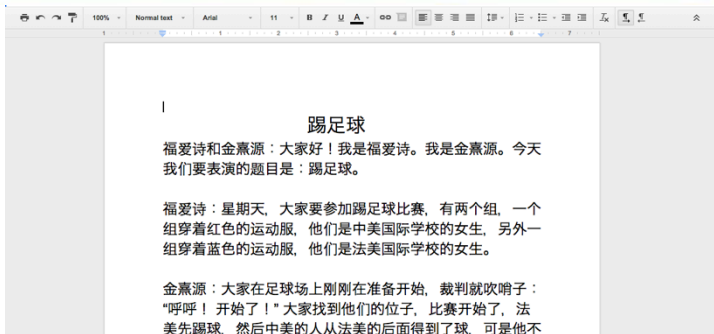Puentedura, Ruben R. "As We May Teach: Educational Technology, From Theory Into Practice." Podcast on iTunes U
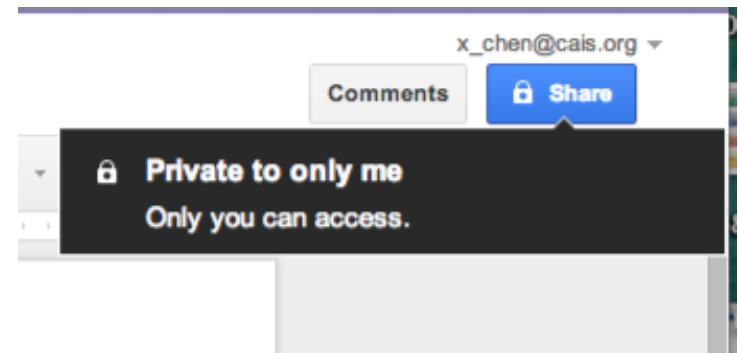
Enhancement

Substitution
Tech acts as a direct tool substitute, with no functional change

Augmentation
Tech acts as a direct tool substitute, with functional improvement

Transformation

Modification
Tech allows for significant task redesign

Redefinition
Tech allows for the creation of new tasks, previously inconceivable

Examples adapted from www.hippasus.com

Thank You!

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