Tiered Interpretive Tasks for Authentic Texts

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HELLO! I'M...

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What are tiered tasks?
Groups that work toward learning of the same content, yet they utilize different processes, varying in depth and complexity to develop different products to demonstrate understanding. Groups are chosen by student choice or a pre-assessment.
Tiered Assignments
What is the purpose of tiered tasks?
Purpose of Tiered Tasks

Helping All Learners

Tiered assignments are developed using varied levels of complexity of the task, depth, and abstractness for students who are ready for an additional “push,” and various degrees of scaffolding or direction for students needing additional support. (eleducation.org)

Parallel Tasks

Students will be asked to demonstrate the same knowledge while working within their range of skills

Same skills, different levels of difficulty
Steps Teachers Can Use

**IDENTIFY OUTCOMES**
What should the students know, understand, or be able to do?

**THINK ABOUT YOUR STUDENTS**
Pre-assess readiness, interest, or learning profile

**INITIATING ACTIVITIES**
Use as common experience for whole class

- **GROUP 1 TASK**
- **GROUP 2 TASK**
- **GROUP 3 TASK**
Ideas to Consider

When Tiering:

Adjust---

• Level of Complexity
• Amount of Structure
• Materials
• Time/Pace
• Number of Steps
• Form of Expression
• Level of Dependence
Who should get which tier?

- Determine by assessment
- Determine by asking students
- Determine based on prior knowledge
- Let students change if needed
Reflection

How have you used or how will you use tiered lessons/tasks in class?
Tiered Tasks and Proficiency
Language Proficiency

Some definitions:

Language proficiency is the ability to use a language in real world situations during spontaneous interactions or in a non-rehearsed context in a way that is appropriate and acceptable for native speakers of the language.

Proficient learners can communicate about something appropriately and accurately for a purpose.
What is my proficiency level and how can I level up?

**Novice Low**
- Speak in phrases
- Limited to memorized chunks
- Ask & answer simple questions

**Novice Mid**
- Speak in complete sentences
- Simple conversation about common topics

**Novice High**
- Speak in lists & memorized phrases
- 25-50 words
- No language creation
- Introduce self and others

**Inter. Low**
- Deliver a speech
- Communicate with some memorized phrases
- Topics related to self

**Inter. Mid**
- Create language with some memorized phrases
- Topics related to self
- Create & respond to information questions

**Inter. High**
- Use language to do multi-step task
- Handle a complication
- Present opinion with reason and support
- Speak in present, past & future with errors

**Advanced Low**
- Formal & informal conversation
- Narrate & describe in paragraphs
- Circumlocute occasionally
- Some speech hesitant and irregular

**Advanced Mid**
- Narrate in present, past & future with limited errors
- Speak well on concrete topics & familiar topics
- Handle unanticipated language
- Some speech hesitant and irregular

**Advanced High**
- Speak with ease on a variety of topics
- Hesitant with abstract topics
- Speak very well on concrete topics
- Paraphrase & circumlocute with ease

**Report**
- Work on supporting opinions
- Try to hesitate less when speaking
- Add details to explain and clarify meaning
- Practice speaking about more abstract topics
- Use circumlocution to communicate words that are not known

**Parrot**
- Combine words and phrases into sentences
- Practice asking questions
- Continue learning new words and phrases
Proficiency Activity

Describe it using only words. Try to think of the ten most important words to describe it. There can be spelling errors and wrong words like a kid would make.

Describe it using simple phrases (3 words or less) and lists. There can be spelling errors and awkward wording like "Me like."

Describe it using simple sentences with few details. Use "I like", "It has" and "It is". Use "and" and "with."

Describe it using sentences with details (5 W’s). Explain your opinion with "because" and "but." Ask a question.

Describe it using detailed sentences in a simple paragraph. Start with a topic sentence. Combine some sentences with "even though" and "however."

Describe it using paragraphs with detailed sentences. Include a story about an experience you had (last year, I went, etc). Also include ordinal words like "first," "last" and "then."
# Interpretive Tasks for Different Levels of Proficiency

**Novice**
- Identify words
- Give main idea in general, broad terms
- High frequency

More scaffolding
- Fewer options
- Word bank

**Intermediate**
- Identify phrases
- Identify some main ideas with more details
- Familiar topics

Some scaffolding

**Advanced**
- Identify phrases and sentences
- Identify specific details
- Variety of topics

Less scaffolding
Señora Chase’s Interpretive Quick Quizzes

https://senorachase.com/2020/03/14/interpretive-quick-quizzes-for-distance-learning/
Reflection

How do you incorporate proficiency in your class? How do you help students understand what proficiency is?
Resources
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Leslie Grahn’s Website

Welcome to grahnforlang.com!
Resources for World Language Teachers and Leaders

https://www.grahnforlang.com/
Examples
Unos Ejemplos

**YouTube**
- 3 Actividades - La Diversión de Martina

**Muy Interesante**
- 3 Actividades - El Pollo Creado en el Laboratorio

**El Laberinto del Fauno**
- 2 Actividades - El Laberinto del Fauno
References

http://www.creativelanguageclass.com/explaining-proficiency-levels-to-students/

http://faculty.randolphcollege.edu/mentor_grant/Differentiated/di_tiered.htm


https://senorachase.com/2020/03/14/interpretive-quick-quizzes-for-distance-learning/

http://2differentiate.pbworks.com/w/page/860120/Tiered%20Instructions


https://wlclassroom.com/
CREDITS

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THANK YOU!
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