



**Apply: Identify High-Quality
Opportunities for Evidence
Collection (Answer Key)**

This document provides answers to the questions posed to veteran teachers under “Apply: Identify High-Quality Opportunities for Evidence Collection”.

1. What types of evidence do you think would best demonstrate students’ ability to introduce themselves?

- a. Text
- b. Video
- c. Document upload
- d. Image
- e. Audio
- f. Web link
- g. Other

Feedback: Ideal evidence file types for this task are any that can capture students speaking (audio, video, or Web link). However, any type of evidence could be used as long as it facilitates learner goal setting and reflection.

2. What types of evidence do you think would best demonstrate students’ ability to introduce their families?

- a. Text
- b. Video
- c. Document upload
- d. Image
- e. Audio
- f. Web link
- g. Other

Feedback: Ideal evidence file types for this task are those that can capture students speaking as well as images of their family members (video or Web link). However, any type of evidence could be used as long as it facilitates learner goal setting and reflection.

3. What types of evidence do you think would best demonstrate students’ ability to present a plan for a trip?

- a. Text
- b. Video
- c. Document upload
- d. Image
- e. Audio

- f. Web link
- g. Other

Feedback: Ideal evidence file types for this task are those that can capture students spoken presentations (or writing if the task design requires it). File types could include text entry, document upload, or a recorded Powerpoint presentation (video or Web link). However, any type of evidence could be used as long as it facilitates learner goal setting and reflection.

4. What types of evidence do you think would best capture students' ability to ask for help while shopping?

- a. Text
- b. Video
- c. Document upload
- d. Image
- e. Audio
- f. Web link
- g. Other

Feedback: The ideal evidence file type for this task is a recording (audio or video) of the actual conversation. However, an image that proves that the student was able to purchase everything he or she wanted (like a receipt) could work as well. The most important thing is that the evidence facilitates goal setting and reflection.

5. Now apply integrating evidence upload with task design to your own class. Think of one activity that you plan to use. Specify the evidence types that might be collected, the method for creating the files and sharing them with students, and your plan for how and when students would upload the evidence, e.g., using mobile devices during the activity, after the activity in the lab, with the voice recorder in the lab, etc.

Feedback: Answers will vary depending on your context. Make sure that your answer specifies 1) the learning target(s), i.e., the relevant Can-Do Statement(s) 2) the evidence that students will collect, 3) how the evidence will be collected, and 4) when it will be uploaded into the platform.

The STARTALK Program, administered by the National Foreign Language Center at the University of Maryland and the U.S. Department of Education Title VI under grant #P229A140004, supports development of LinguaFolio Online. Contents do not necessarily represent the policy of the U.S. Department of Education nor imply endorsement by the federal government.