

Accomplished teachers are adept at implementing multiple assessments and opportunities to observe students' progress in reading, writing, speaking, listening, viewing, and multimodal representation. They evaluate their students' current strengths and determine what they need to learn next. Teachers know that language is learned through approximation and that making mistakes is an integral part of learning. They provide students with multiple opportunities to demonstrate what they know, what interests them, and how they interpret texts. They provide students with chances to engage in self-assessment while receiving constructive feedback from their peers and teachers. Accomplished teachers excel at using a wide range of response activities, such as journals, dramatic productions, informal presentations, and report writing for the purpose of ongoing assessment. These and other activities provide teachers numerous opportunities to differentiate processes as they measure

student understanding and determine the extent to which students are reaching immediate and long-term instructional objectives.

Accomplished teachers incorporate their students' language skills and strategies into other areas of their curricula. They understand that reading, writing, speaking, listening, viewing, and multimodal representation are employed throughout school curricula, and they emphasize their usefulness in all subject areas as well as nonschool settings. Teachers also understand and communicate to their students the importance of multimedia literacy in an information-rich, global society. They design significant tasks across curricula that help students appreciate the usefulness of reading, writing, speaking, listening, viewing, and multimodal representation as tools for learning, as ways of acquiring and organizing new information, and as a means of enjoyment.