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**Dr. Jennifer Eddy** is Assistant Professor of World Language Education in the department of Secondary Education and Youth Services (SEYS) at Queens College of the City University of New York. Dr. Eddy teaches undergraduate and graduate courses for initial and professional certification as well as writes curriculum, designs assessment tasks, and directs workshops and seminars for in-service teachers.

Dr. Eddy designed a protocol aligning Understanding by Design/Backward Design with the National Standards for performance assessment (5Cs) in 2003. The teacher training program at Queens College has adopted this model for unit, assessment, and lesson design. Dr. Eddy wrote and recorded five television broadcasts on performance assessment and wrote accompanying publications for the educational television network of the Department of Education of South Carolina specifically for their world language curriculum reform initiative. She worked with Delaware Department of Education on their 502 alignment to grade level expectations, reviewing thematic units and performance assessment models for all districts. Dr. Eddy created the online assessment design guide *From Text to Transfer*, for NYU language programs to develop performance tasks in all languages. She developed the Online Curriculum Guide as well as the multimedia workshop *Planning for Performance with Backward Design* for **STARTALK**, an NSLI funded project providing student and teacher programs across the country in critical languages. She recently presented for the South Asia Institute at Columbia University on performance assessment and transfer. She is currently finishing *Planning for Performance: Designing your Program in African Languages (PAL)*, a publication for the National Council of Less Commonly Taught Languages (NCOLCTL) and the National African Language Resource Center (NALRC).

Dr. Eddy is author of ***Sonidos, Sabores, Y Palabras*** (ThomsonHeinle), a book using songs and lyrics as authentic material for performance assessment within a backward design framework, articles on the arts and language learning, standards-based curriculum and performance assessment, and a book chapter for the People's University Press of Beijing. She co-authored the Pearson Education publication, ***Starting with the End in Mind***, on designing articulated language programs with Backward Design and performance assessments. She recently published two webinars and materials entitled ***Uncover Content, Design for Performance: Curriculum Planning and Assessment for Transfer*** for Better Chinese. She is frequent presenter at local, regional, and national language conferences on backward design and performance assessment and is on the taskforce and Editorial Board of **STARTALK** at the National Foreign Language Center.