



Assessment to Inform Instruction and Learning



Paul Sandrock
ACTFL
Director of Education



Starting with the End in Mind



To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.

- Steven Covey

Connecting the Dots in Support of Language Learning (PK-16)

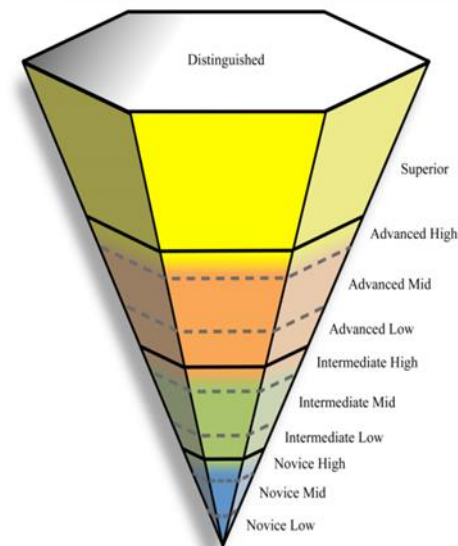
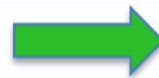
- Role of National Standards
- Differences between assessments of classroom performance and of global proficiency
- What learners need to practice in order to move from **Novice** to **Intermediate**; and from **Intermediate** toward **Advanced**
- Using this understanding of assessment to frame learning targets and guide classroom instruction and assessment

Identify desired results – What are the learning targets?

What?



How well?





World-Readiness Standards for Learning Languages

Standards Collaborative Board
(16 national language organizations)

Our Core of Common Content

5 Cs and the 11 descriptive standards

- State Standards in over 40 states
- Local curricula based on these Standards
- Teacher preparation based on these Standards

www.actfl.org – click *Publications* – click *World-Readiness Standards*

Standards for Learning Languages

FROM:

Interpersonal Communication: Students **engage in conversations**, provide and obtain information, express feelings and emotions, and exchange opinions.

TO:

Interpersonal Communication: Learners **interact and negotiate meaning** in spoken, signed, or written conversations to **share information, reactions, feelings, and opinions**



Standards for Learning Languages

FROM:

Interpretive Communication: Students **understand and interpret** written and spoken language on a variety of topics.

TO:

Interpretive Communication: Learners **understand, interpret, and analyze** what is heard, read, or viewed on a variety of topics.



Standards for Learning Languages

FROM:

Presentational Communication: Students **present** information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

TO:

Presentational Communication: Learners **present information, concepts, and ideas to inform, explain, persuade, and narrate** on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers





World-Readiness Standards for Learning Languages

FROM:

Practices of Culture: Students **demonstrate an understanding** of the relationship between the practices and perspectives of the culture studied.

TO:

Relating Cultural Practices to Perspectives: Learners **use the language to investigate, explain, and reflect on** the relationship between the practices and perspectives of the cultures studied



World-Readiness Standards for Learning Languages

Relating Cultural Practices to Perspectives: Learners *use the language* to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied

Relating Cultural Products to Perspectives: Learners *use the language to* investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied



World-Readiness Standards for Learning Languages

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while *using the language* to develop critical thinking and to solve problems creatively

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its culture



World-Readiness Standards for Learning Languages

Language Comparisons: Learners *use the language* to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own

Cultural Comparisons: Learners *use the language* to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.



World-Readiness Standards for Learning Languages

School and Global Communities: Learners *use the language* both within and beyond the classroom to interact and collaborate in their community and the globalized world

Lifelong Learning: Learners set goals and reflect on their progress in *using languages* for enjoyment, enrichment, and advancement

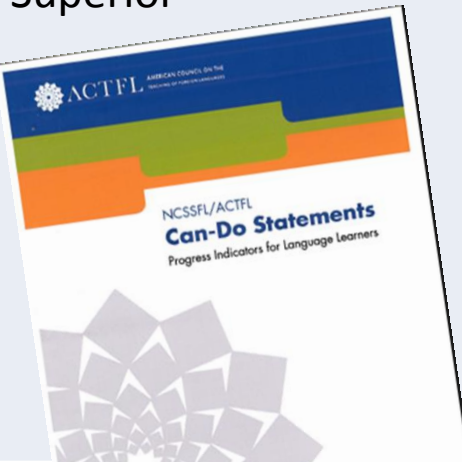


World-Readiness Standards for Learning Languages

Component	Example
Goal Area:	Communication
Short descriptive phrase of the goal area	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
Title for Standard:	Interpersonal Communication
Content Standard:	Learners interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings and opinions.
Performance Descriptors <ul style="list-style-type: none">• Novice• Intermediate• Advanced	Intermediate Range: Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.



World-Readiness Standards for Learning Languages

Title for Standard:	Interpersonal Communication	
Performance Descriptors <ul style="list-style-type: none"> • Novice • Intermediate • Advanced 	Intermediate Range: Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.	
Sample Performance Indicators	Global Statement	Sample Indicators
<ul style="list-style-type: none"> • Novice Low-Mid-High • Intermediate Low-Mid-High • Advanced Low-Mid-High • Superior 	Intermediate Low Learners can participate in conversations on a number of familiar topics using simple sentences. They can handle short social interactions in everyday situations by asking and answering simple questions.	Intermediate Low Learners can <ul style="list-style-type: none"> • have a simple conversation on a number of everyday topics • ask and answer questions on factual information that is familiar to them • use the language to meet their basic needs in familiar situations



World-Readiness Standards for Learning Languages

Sample Progress Indicators

Novice Range

- Students ask and answer questions about topics such as family, school events, and celebrations in person or via letters, email, voice chats, videochat, or instant messages.

Intermediate Range

- Students exchange information about personal events, memorable experiences, and other school subjects with peers and/or members of the target cultures.

Advanced Range

- Students exchange, support, and discuss their opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary and historical issues.



World-Readiness Standards for Learning Languages

Language-specific standards documents available for:

American Sign Language	Italian
Arabic	Japanese
Chinese	Korean
Classical Languages (Latin & Greek)	Portuguese
French	Russian
German	Scandinavian Languages
Hindi	Spanish

Under development:

Modern Greek

African Languages: Akan, Swahili, Yoruba



World-Readiness Standards for Learning Languages

Language Specific Standards:

- Beginning revision process (to align with World-Readiness Standards)
- Starting with updating of Learning Scenarios (glimpses into implementation, PK-16)
- On own timetables for completion
- Available with the generic volume (one or all, eBook version only, includes access to all updates)

Standards Collaborative Board

Connecting the Dots in Support of Language Learning (PK-16)

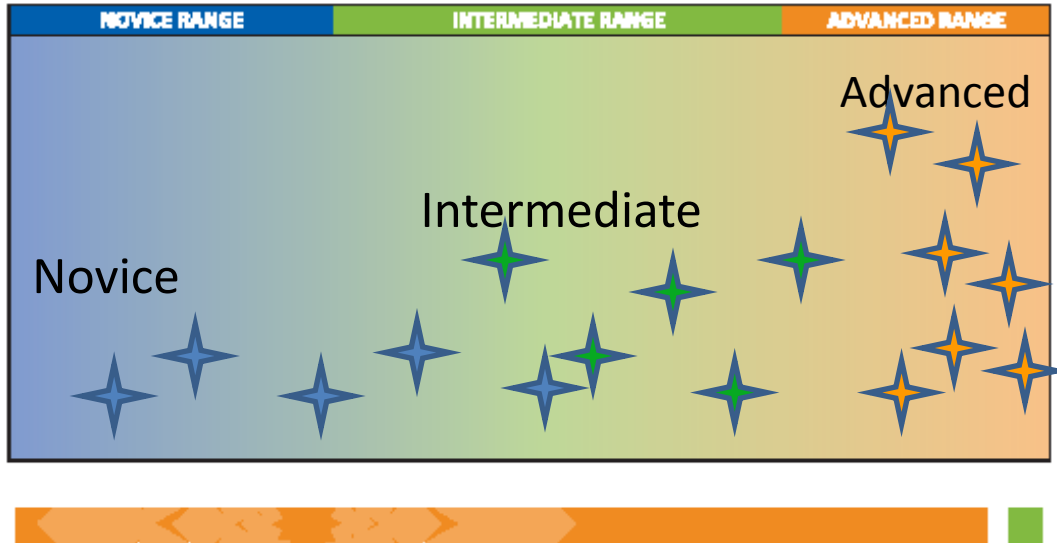
- Role of National Standards
- **Differences between assessments of classroom performance and of global proficiency**
- What learners need to practice in order to move from Novice to Intermediate; and from Intermediate toward Advanced
- Using this understanding of assessment to frame learning targets and guide classroom instruction and assessment

Assessing Classroom Learning	Assessing Global Proficiency
<ul style="list-style-type: none"> • Based on Instruction • Practiced • Familiar Content and Context 	<ul style="list-style-type: none"> • Independent of specific instruction or curriculum • Unrehearsed • Broad Content and Context

The language a learner produces on **a collective set of performances points to a range of proficiency**; ratings that a language learner receives on **a variety of performance assessments** provides evidence of how the learner may be rated on an assessment of proficiency

Building Performance

Taking Steps toward Proficiency



Performance Toward Proficiency

What are we currently doing in our classrooms to prepare learners for authentic applications of language?



**Learning
Experiences
(Bridge)**



Performance and Proficiency

How far is your gaze on the horizon?



OPI/WPT

AAPPL

Summative Assessments

Formative Assessments

ACTFL
**PROFICIENCY
GUIDELINES**
2012



ACTFL

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES
1001 N. FAIRFAX ST., SUITE 200 | ALEXANDRIA, VA 22314
PH 703-894-2900 | FAX 703-894-2905 | www.actfl.org



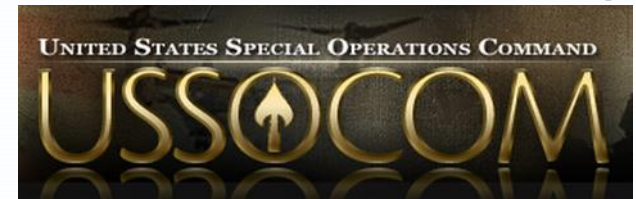
ACTFL Proficiency Guidelines 2012



Academic Testing



Government Testing



Commercial Testing





THE LANGUAGE FLAGSHIP

Creating Global Professionals

ciee

Assessing Program Outcomes



College Credit Recommendation



Based on:

- Oral Proficiency Interview (OPI , OPIc,)
- Writing Proficiency Test (WPT)

Rating	Credit Recommendation
AH/S	6 (LD) + 8 UD)
AM	6 (LD) + 3 (UD)
IH/AL	6 (LD) + 1(UD)
IM	6 (LD)
NH/IL	3 (LD)

<http://www.acenet.edu/news-room/Pages/College-Credit-Recommendation-Service-CREDIT.aspx>

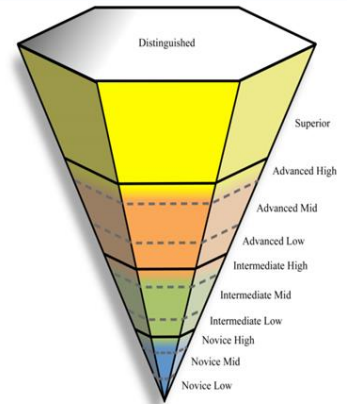
Oral Proficiency Levels in the Work World

ACTFL Level	US Gov	Language Functions	Corresponding Professions/Positions	Examples of Who Is Likely to Function at the Level?
Distinguished	5 4	Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.	<ul style="list-style-type: none"> Diplomat, Contract Negotiator, International Specialist, Translator/Interpreter, Intelligence Specialist 	<ul style="list-style-type: none"> Highly articulate, professionally specialized native speakers; L2 learners with extended (17 years) and current professional and/or educational experience in the target culture
Superior	3	Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situation	<ul style="list-style-type: none"> University FL Professor, Business Executive, Lawyer, Judge, Financial Advisor 	<ul style="list-style-type: none"> Well-educated native speakers Educated L2 learners with extended professional and/or educational experience in the target language environment
Advanced High	2+	Narrate and describe in past, present and future and deal effectively with an unanticipated complication	<ul style="list-style-type: none"> Physician, Military Linguist, Senior Consultant, Human Resources Personnel, Financial Broker, Translation Officer, Marketing Manager, Communications Consultant. 	<ul style="list-style-type: none"> L2 learners with graduate degrees in language- related area and extended educational experience in target environment Heritage speakers, informal learners, non-academic learners who have significant contact with language Undergraduate language majors with year-long study abroad experience
Advanced Mid	2		<ul style="list-style-type: none"> Fraud Specialist, Account Executive, Court Stenographer /Interpreter, Benefits Specialist, Technical Service Agent, Collection Representative, Estimating Coordinator 	
Advanced Low			<ul style="list-style-type: none"> Customer Service Agent, Social Worker, Claims Processor, K-12 Language Teacher, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist 	
Intermediate High	1+	Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions	<ul style="list-style-type: none"> Auto Inspector, Aviation Personnel, Missionary, Tour guide 	<ul style="list-style-type: none"> Undergraduate language majors without year-long study abroad experience. L2 learners after 6-8 year sequences of study (AP, etc.) or 4-6 semester college sequence L2 learners after 4 year high school sequence or 2 semester college sequence
Intermediate Mid	1		<ul style="list-style-type: none"> Cashier, Sales clerk (highly predictable contexts) 	
Intermediate Low			<ul style="list-style-type: none"> Receptionist, Housekeeping Staff. 	
Novice High Novice Mid Novice Low	0+ 0	Communicate minimally with formulaic and rote utterances, lists and phrases		<ul style="list-style-type: none"> L2 learners after 2 years of high school language study

Backward Design



Identify desired results
What are the goals?



Determine acceptable evidence

How will you and learners know they reached the goals?

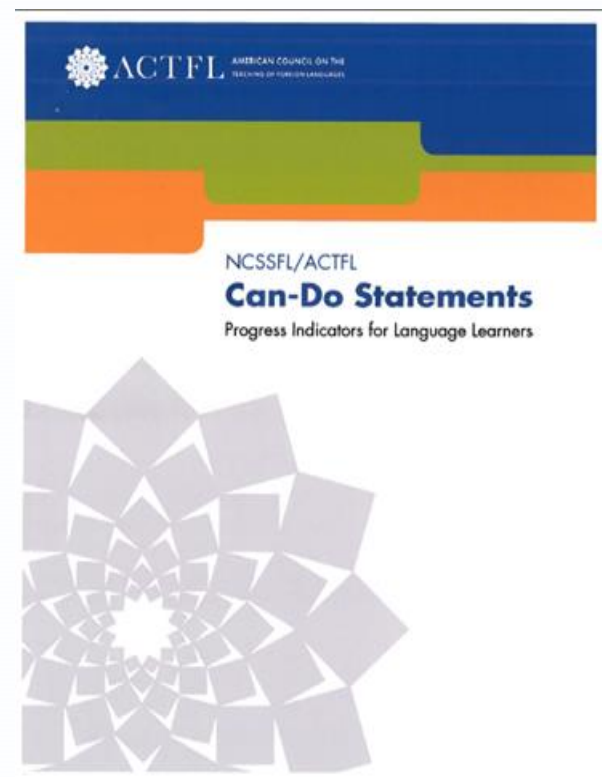
Plan learning experiences and instruction

What does it take to get there?

www.actfl.org – Publications – Guidelines & Manuals – Can-Do

NCSSFL/ACTFL Can-Do Statements

**Bridging
performance
and proficiency**



Intermediate Low - Interpersonal

ACTFL Proficiency Guidelines - Speaking

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by **creating with the language in straightforward social situations**. Conversation is restricted to some of the concrete exchanges and **predictable topics necessary for survival** in the target-language culture. These topics relate to **basic personal information**; for example, **self and family, some daily activities** and personal preferences, and **some immediate needs**, such as ordering food and making simple purchases. Speakers are primarily reactive and struggle to answer direct questions or requests for information. **They are also able to ask a few appropriate questions.**

Can-Do Global Benchmark

I can **participate in conversations** on a number of **familiar topics** using **simple sentences**. I can handle **short social interactions** in **everyday situations** by **asking and answering questions**.

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have practiced and	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.
Presentational Speaking	phrases.	memorized expressions.	sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.	I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.	I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.
Presentational Writing	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.	I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.



Global Can-Do Benchmarks
General description of the proficiency level for each of the modes

INTERMEDIATE LOW



I can participate in conversations on a number of familiar topics using simple sentences.
I can handle short social interactions in everyday situations by asking and answering simple questions.

I can have a simple conversation on a number of everyday topics.

- ☐ I can talk with someone about family.
- ☐ I can talk with someone about hobbies.
- ☐ I can talk with someone about school.
- ☐ I can _____

Global Can-Do Benchmarks

General
description of the
proficiency level
for each of the
modes

I can meet my basic needs in familiar situations.

I can communicate in school, work, or in the community.

I can

I can communicate about transportation, such as by train, bus, or car.
I can communicate with friends.

I can ask and answer questions on factual information that is familiar to me.

- ☐ I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
- ☐ I can _____

INTERMEDIATE LOW

I can participate in conversations on a number of familiar topics using simple sentences.
I can have short social interactions in everyday situations by asking and answering simple questions.

I can have a simple conversation on a number of everyday topics.

- ☐ I can talk with some
- ☐ I can talk with some
- ☐ I can talk with some
- ☐ I can _____

I can use the language to meet my basic needs in familiar situations.

- ☐ I can ask for help at school, work, or in the community.
- ☐ I can make a reservation.
- ☐ I can arrange for transportation, such as by train, bus, or a ride with friends.
- ☐ I can _____

Bold statements
Main indicators for
the level and the
mode

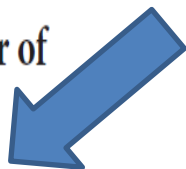
I can ask and answer questions on factual information that is familiar to me.

- ☐ I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
- ☐ I can _____

INTERMEDIATE LOW

I can participate in conversations on a number of familiar topics using simple sentences.
I can handle short social interactions in everyday situations by asking and answering simple questions.

I can have a simple conversation on a number of everyday topics.



- ☐ I can talk with someone about family or household tasks.
- ☐ I can talk with someone about hobbies and interests.
- ☐ I can talk with someone about school or work.
- ☐ I can _____

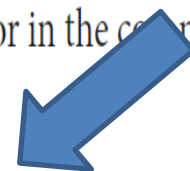
I can ask and answer questions on factual information that is familiar to me.

- ☐ I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
- ☐ I can _____



I can use the language to meet my basic needs in familiar situations.

- ☐ I can ask for help at school, work, or in the community.
- ☐ I can make a reservation.
- ☐ I can arrange for transportation, such as by train, bus, taxi, or _____
- ☐ I can _____



Target statements (Examples Only)

Provide instructional
focus
Create class evidence
Should emphasize
“re-spiraling”

INTERMEDIATE LOW

I can participate in conversations on a number of familiar topics using simple sentences.
I can handle short social interactions in everyday situations by asking and answering simple questions.

I can have a simple conversation on a number of everyday topics.

- ☐ I can talk with someone about family or household tasks.
- ☐ I can talk with someone about hobbies and interests.
- ☐ I can talk with someone about school or work.
- ☐ I can _____

I can ask and answer questions on factual information that is familiar to me.

- ☐ I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
- ☐ I can _____

I can use the language to meet my basic needs in familiar situations.

- ☐ I can ask for help at school, work, or in the community.
- ☐ I can make a reservation.
- ☐ I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.
- ☐ I can _____

Did learners achieve the Novice learning target?

Interpretive

Look at (or listen to) information from three different host families in Egypt, to find out as much as you can: Where they live, how many children they have, what activities they like to do, etc.

Then decide which family you would prefer to host you and list as many reasons as possible to explain why.

Did learners achieve the Novice learning target?

What can you find out about the family?	Letter from Eissa Family	Letter from Mizrahi Family	Letter from El Nabawy Family
Where do they live?			
Do they live in a house, apartment, condo, something else?			
How many people live together as the family? Who are they?			
What activities do they like to do?			
What else can you do during homestay with this family?			



ACTFL

AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

Did learners achieve the Novice learning target?

Interpretive Reading

Look at (or listen to) information from three different host families in Egypt, to find out as much as you can: Where they live, how many children they have, what activities they like to do, etc. Then decide which family you would prefer to host you and list as many reasons as possible to explain why.

Interpersonal

You and your partner are exchange students. It will be your first night with your host family in Egypt next week and you want to practice your conversational skills. You are given a picture of your own family and you will practice with your partner the kinds of questions you will ask and how you will respond.





ACTFL

AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

Did learners achieve the Novice learning target?

Interpretive

Look at (or listen to) information from three different host families in Egypt, to find out as much as you can: Where they live, how many children they have, what activities they like to do, etc.

Then decide which family you would prefer to host you and list as many reasons as possible to explain why.

Interpersonal

You and your partner are exchange students. It will be your first night with your host family in Egypt next week and you want to practice your conversational skills. You are given a picture of your own family and you will practice with your partner the kinds of questions you will ask and how you will respond.

Presentational

The exchange program would like you to write a letter describing your family that the Egyptian students will read to decide on their American host family.

Provide as many details as you can to describe you and your family. Include likes, dislikes and activities.

Interpretive Reading

Look at (or listen to) information from three different host families in Egypt, to find out as much as you can: Where they live, how many children they have, what activities they like to do, etc. Then decide which family you would prefer to host you and list as many reasons as possible to explain why.

Novice Mid: I can recognize words, phrases, and characters when I associate them with things I already know

Interpersonal

You and your partner are exchange students. You are given a picture of your own family and you will practice with your partner the kinds of questions you will ask and how you will respond.

Novice Low: I can answer a few simple questions

Novice Mid: I can ask some simple questions; I can communicate basic information about myself and people I know

Presentational Writing

The exchange program would like you to write a letter describing your family that the Egyptian students will read to decide on their American host family.

Provide as many details as you can to describe you and your family. Include likes, dislikes and activities.

Novice Mid: I can write about myself using learned phrases and memorized expressions

Performance and Proficiency

How far is your gaze on the horizon?

OPI/WPT

AAPPL

Summative Assessments

Formative Assessments



THE ACTFL ASSESSMENT OF PERFORMANCE
TOWARD PROFICIENCY IN LANGUAGES

[ABOUT AAPPL](#)[TASKS & TOPICS](#)[SCORES](#)[FAQS](#)[TIPS](#)[DEMO](#)[TOOLS](#)

AAPPL is administered online in a school's computer or language lab.



WELCOME TO AAPPL

The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) is unlike any other assessment. AAPPL Measure addresses the [*World-Readiness Standards for Learning Languages*](#) and uses today's communication media in which test takers perform tasks such as participating in a virtual video chat, creating wikis, e-mailing, and using apps to demonstrate language ability.

LANGUAGE AND MODES OF COMMUNICATION


The AAPPL Measure assesses the following [*modes of communication*](#):

- Interpersonal Listening/Speaking
- Presentational Writing
- Interpretive Reading and Listening

AAPPL - DEMO

← → ↻ a http://aappl.actfl.org/demo

ACTFLREGISTER

**AAPPL**THE ACTFL ASSESSMENT OF PERFORMANCE
TOWARD PROFICIENCY IN LANGUAGES

Search...

ABOUT AAPPLTASKS & TOPICSSCORESFAQSDEMOPROFESSIONAL DEVELOPMENT

DEMO

Upon completion of the assessment samples, click [here](#) for information about AAPPL Measure Score Reports.

Language	Form A	Form B
Arabic	IL IR ILS F / ILS M PW	IL IR ILS F / ILS M PW
Chinese	IL IR ILS PW	IL IR ILS PW
French	IL IR ILS PW	IL IR ILS PW
German	IL IR ILS PW	IL IR ILS PW
Russian	IL IR ILS PW	IL IR ILS PW
Spanish	IL IR ILS PW	IL IR ILS PW
ESL	IL IR ILS PW	IL IR ILS PW

INTERPERSONAL LISTENING/SPEAKING - INTERMEDIATE

Prompt

- Let's talk about music. Tell me what kind of music you listen to. Why do you listen to this music?
- I listen to music on my iPod. How do you listen to music?
- Listen to this. This is The Zodiaks - my favorite group. Tell me about a group that is popular with young people in America.
- Your school has music programs, doesn't it? Tell me about one of them. What do the students do who participate in this program?

Intermediate-Level Response

- I like all music, um, without classical music. It is boring.
- Ah, I listen to my music on my telephone, but I have an I-Phone and also I have an I-Pod and, uh, my computer.
- Ah, a group that is very popular with young people in the United States and North America, um, is the Black-Eyed Peas group. All the members in the group are young and the music is, um, very good and all, um, like them.
- Ah, there is a band and an, ah, and, um, piano and guitar classes. Um, many people go to the school in order to see the band.

AAPPL Measure Score Report

Student Name/ID:

Language:

School Name:

Report Date:

Mode	Your Score	Score Description	Strategy
Interpersonal Listening and Speaking	I-5	<p>Your AAPPL Interpersonal Listening/Speaking score of I-1 means that you can have a conversation about yourself and your life. You can also use your language to express your own thoughts and get the things that you need. You tend to speak in single sentences. You can ask and answer simple questions. You can do all of this in a way that your teacher and others who are used to language learners can understand what you are saying.</p>	<p>Take advantage of every chance to participate in conversations on a variety of topics about yourself, your conversation partner, your interests, and daily routine. Do this both in class and especially outside of class. Once you've answered the specific question, add another fact, thought, or even a question.</p>
	I-4		
	I-3		
	I-2		
	I-1		
	N-4		
	N-3		
	N-2		
	N-1		

Connecting the Dots in Support of Language Learning (PK-16)

- Role of National Standards
- Differences between assessments of classroom performance and of global proficiency
- **What learners needs to practice in order to move from Novice to Intermediate; and from Intermediate toward Advanced**
- Using this understanding of assessment to frame learning targets and guide classroom instruction and assessment

What are the key language elements learners need in order to move to the next range of performance?

From Novice to Intermediate Range

1. Create with language
2. Ask questions
3. Express personal meaning
4. Start to tell/retell stories
5. Provide more description
6. Produce sentences
7. Use a series of sentences
8. Control present time
9. Show some self-correcting/editing

From Intermediate to Advanced Range

1. Narrate
2. Use multiple time frames
3. Expand detail/description
4. Elaborate
5. Organize thoughts (cohesion and chronology)
6. Give reasons for opinion (or point of view)
7. Control paragraphs

Language Functions

	Novice		Intermediate		Advanced
Asking and responding to questions	respond to a simple question	ask and respond to simple, memorized questions	ask and respond with details to who, what, when, and why questions	maintain a conversation, asking and responding to questions and follow-up questions	sustain a conversation, asking and responding to detailed questions with follow-ups

Connecting the Dots in Support of Language Learning (PK-16)

- Role of National Standards
- Differences between assessments of classroom performance and of global proficiency
- What learners need to practice in order to move from Novice to Intermediate; and from Intermediate toward Advanced
- **Using this understanding of assessment to frame learning targets and guide classroom instruction and assessment**



Identify desired results
What are the goals?



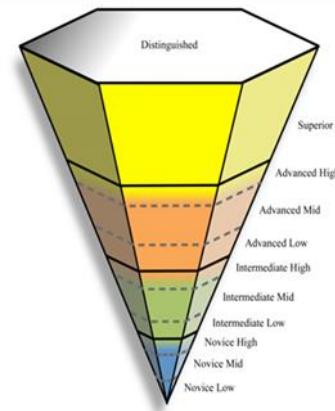
Determine acceptable evidence

How will you and learners know they reached the goals?



Plan learning experiences and instruction

What does it take to get there?



Performance and Proficiency

How far is your gaze on the horizon?

OPI/WPT

AAPPL

Summative Assessments

Formative Assessments

Living Together: We need others, others need us
小蝌蚪找妈妈 (Tadpoles Search For Mom)
Fortune, T. W., & Peng, P. (2010)

To prepare for this activity, students will need to:

1. Choose an animal.
2. Identify both the baby and the adult for this animal.
3. Identify at least 5 unique characteristics for the adult animal.
4. Order the characteristics from most common (1) to least common (5)
5. Brainstorm one animal with most common feature #1
6. Think of another animal with two most common features, #1 + #2
7. Think of a third animal with three most common, #1 + #2 + #3, etc.
8. Think of a fourth animal with most common features #1-4
9. Each animal will introduce one characteristic, one of the animals can introduce two characteristics
10. Finally, identify the real mother by naming all 5 characteristics.

毛虫找妈妈. 他找一个动物像它一样能爬的...

(Caterpillar is looking for mom, and so looks for something like him/her that crawls...)

蚯蚓! 不, 你的妈妈有两个大眼睛.

(An earthworm! No, your mom has two big eyes.)

狗! 不, 你的妈妈有两条长长的触角.

(A dog! No, your mom has two long antennae.)

蜗牛! 不, 你的妈妈身体有三部分, 有六条腿.

(A snail! No, your mom has three body parts, 6 thin legs.)

蚂蚁! 不, 你的妈妈有两个美丽的翅膀.

(An ant! No, your mom has 2 colorful wings.)

蝴蝶! 是!

(A butterfly? Yes!)

Los 10 consejos para proteger el medio ambiente

Con motivo del Día Mundial del Medio Ambiente, te proponemos unos consejos para pensar en verde, muy útiles para combatir el calentamiento global. Tomad acción para ser parte de la solución de los problemas medioambientales. Todos podemos aportar nuestro granito de arena para [proteger el planeta](#). Pensar en verde no es tan difícil como parece. A continuación te ofrecemos la manera de [reverdecer](#) tu rutina diaria. Todo comienza cuando apagas el despertador...

1. El próximo despertador que te compres que sea solar, no eléctrico.
2. Utiliza una máquina de afeitar eléctrica o manual con cuchillas de repuesto en lugar de las desechables. Será una **gran ayuda para reducir desechos**. No permitas que corra el agua mientras te estás afeitando, lavando la cara, o cepillando los dientes. ¡Ahorras mucha [agua](#)!



Los 10 consejos para proteger el medio ambiente

Possible Content (Predicted)	True, False, No Evidence?	If false, what is the correct information?
1. Using solar energy is the best way to save electricity.	1.	
2. Disposable razors are bad for the environment.	2.	
3. Save water by collecting rainwater.	3.	
4. Don't drive; use a bicycle.	4.	
5. Oil-generated electricity is better for the environment than using coal.	5.	
6. More than half of garbage is now recycled.	6.	

Language and Level	Chinese – Novice Mid → Novice High
Theme/Topic	Well-being: A Balanced Lifestyle
Essential Question	How do people here and in (the Chinese-speaking world) describe a balanced lifestyle?
Goals <i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Explore health and wellness websites to identify elements of a balanced lifestyle here and in China. • Compare lifestyles of teenagers to teenagers in China in terms of balance. • Make recommendations for ways to create or maintain a balanced lifestyle. • Create a presentation for our sister school in China highlighting ways to encourage a balanced lifestyle.

A Balanced Lifestyle

Interpretive Mode

Learners will read a blog written by a teenager where he discusses his activities. They will demonstrate comprehension by answering questions about main ideas and will complete a graphic organizer based on information found in the text.

Interpretive Mode

Learners will watch a commercial for a product that promises to make life easier or less stressful and will demonstrate comprehension by analyzing the effectiveness of the message and product.

Interpretive Mode

Learners will read a schedule of a top athlete to determine how he spends the hours in his day deciding what elements are part of a balanced lifestyle and what is missing.

Presentational Mode

Learners will create a presentation based on multiple sources of information highlighting ways to promote a balanced lifestyle for teenagers. The presentation will be shared with another Chinese class.

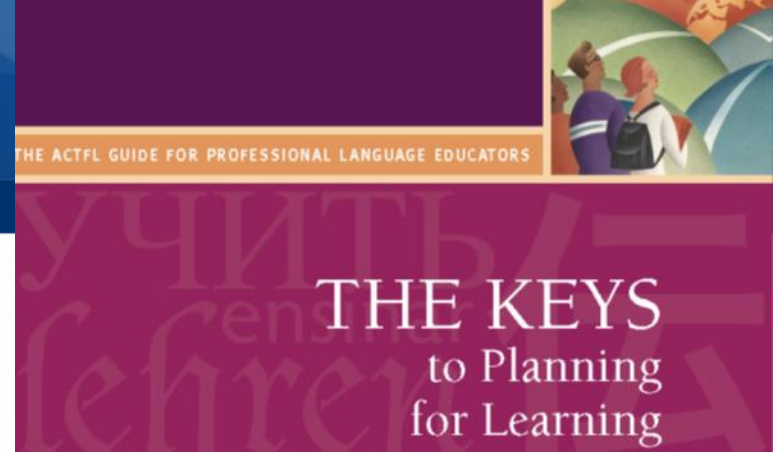
Interpersonal Mode

In pairs or small groups, learners share what they have learned about their lifestyle and the lifestyle of teenagers in China in terms of a balanced lifestyle. They compare their daily routines and schedules and make and respond to suggestions to adjust their lifestyle.

SCORED DISCUSSION

59

	Not observed	Yes: frequency	Yes: quality
Initiates an idea/opinion			
Supports an idea/opinion			
Reacts to ideas/opinions Respectfully & appropriately			
Asks questions			
Responds to other's questions			

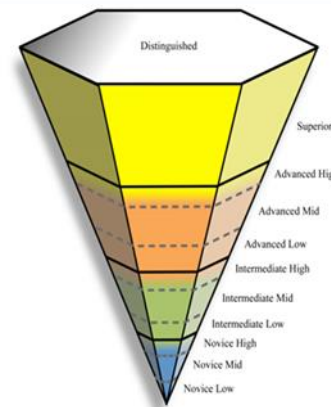


Summative Performance Tasks

- *These tasks allow learners to demonstrate how well they have met the goals of the unit.*
- *The tasks follow the format of Integrated Performance Assessment, but are integrated throughout the unit.*
- *The template encourages multiple interpretive tasks.*
- *The interpretive tasks inform the content of the presentational and interpersonal tasks.*
- *The tasks incorporate 21st Century Skills.*



Identify desired results
What are the goals?



Determine acceptable evidence

How will you and learners know they reached the goals?

Plan learning experiences and instruction

What does it take to get there?

Key Learning Activities/Formative Assessments

Learning Activity/Formative Assessment (<i>representative samples from beginning to end of unit</i>)	How does this activity support the unit goals or performance tasks?	Mode of Communication
Watch video clip and list activities that relate to creating stress and activities that relate to a more relaxed lifestyle.	explore elements of a balanced lifestyle.	Interpretive
Use a magazine headline and article on stress at school. Have learners complete graphic organizer with statistics from article and then compare to their own situations.	impact of school on lifestyles	Interpretive Interpersonal
Read article on how Chinese teenagers spend free time. Design survey questions to use with learners studying Chinese. Create graphic organizer to compare school results to those in article. Discuss results in groups.	how Chinese teens spend free-time and make comparisons	Interpretive Interpersonal Presentational

Language Functions

Related Structures
& Patterns

Vocabulary
Expansion



Performance and Proficiency

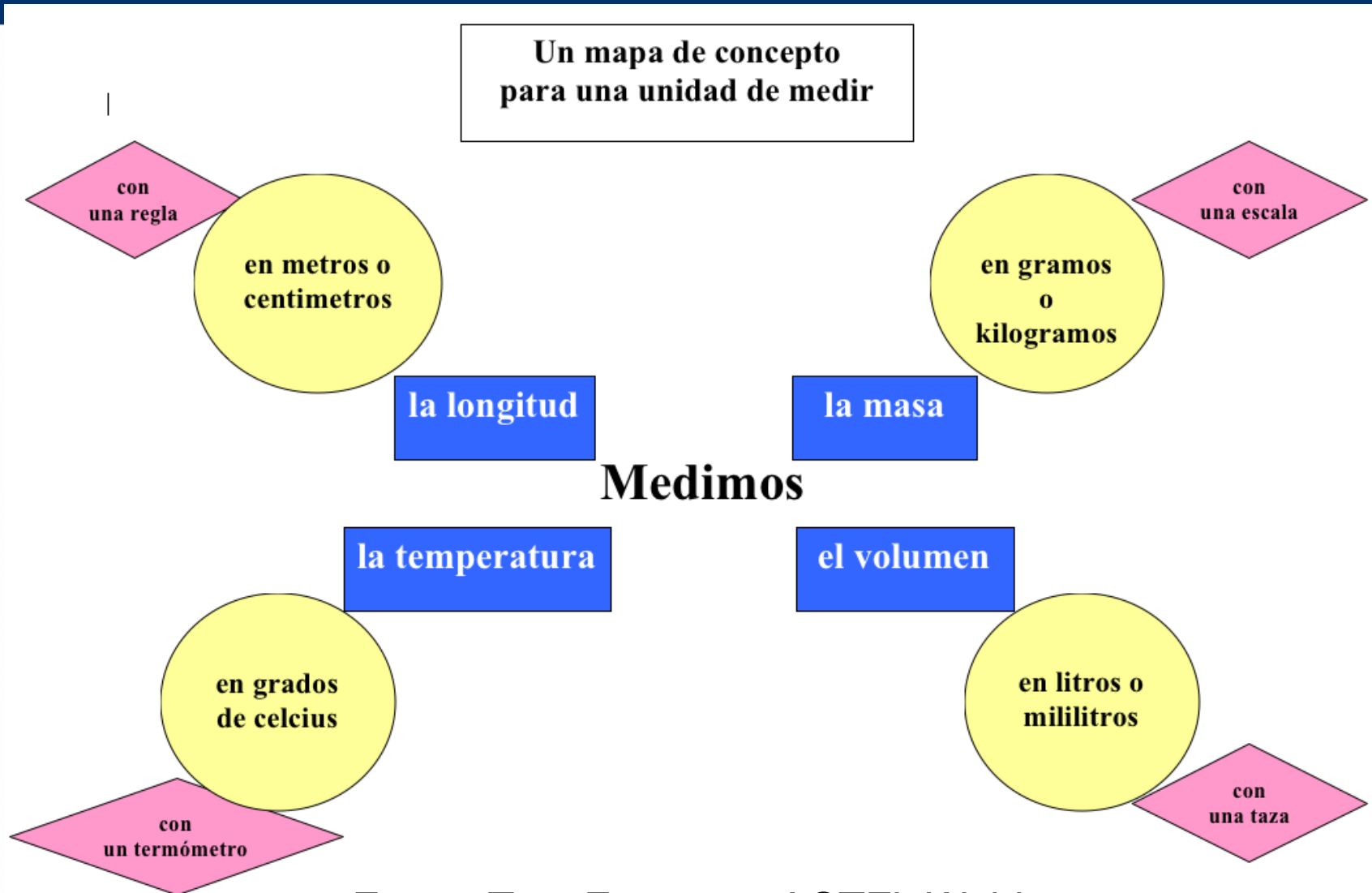
How far is your gaze on the horizon?

OPI/WPT

AAPPL

Summative Assessments

Formative Assessments



From: Tara Fortune – ACTFL Webinar

Strategies: After reading

Graphic Organizers

Who	What	When	Where	Why
Alice	Fell down a rabbit hole	She was chasing the rabbit	In Wonderland	She was very curious
Because Alice was very curious, she chased a rabbit and fell down a rabbit hole in Wonderland.				

<http://www.carla.umn.edu/cobal/tt/modules/strategies/gorganizers/EDITABLE.HTML>



Building Blocks

Mouna studies for the Abitur _____
_____ where ? _____ with whom?
_____ when ? _____ at what time? _____ why?

Mouna studies for the Abitur at her home
with her friends every Friday in the afternoon
to get into the university.

Write 5 sentences about something that is different in a US school compared to a school in _____



Students only have classes in a ____ school. We have school sports teams for men and women. We have an auditorium and a stadium. School is the center of our community. In my school we have more clubs.

In a _____ school, students only have classes, **but** in my school we have more clubs **and** we have school sports teams for men and women **because** school is the center of our community, **so therefore** we have an auditorium and a stadium.

[LOGIN](#)

OR

[GET A NEW ACCOUNT](#)[Forgot Password](#)

PROFICIENT
PRACTICE MAKES ~~PERFECT~~

ACTFL presents the AAPPL Conversation Builder, a web-based tool (coming in January 2015) that provides language learners extended practice opportunities in the Interpersonal mode. Teachers choose the subject matter, language, and targeted level that best fits their students' needs

Features of AAPPL Conversation Builder

- Assignment of *practice* interpersonal tasks
 - Search the pool (level, language, keyword)
 - Write and produce original tasks (on topic of your choice)
 - Assign to learners for practice (or search on own)
- Students respond (computer, mobile device)
- Play back student responses
- Provide feedback

CREATE A NEW TASK

STEP 1 & 2

STEP 3

STEP 4

FINAL STEP

STEP 1: What is the task about?

264 Characters

STEP 2: Add prompts (maximum 12)

You can upload prompts in the form of an audio, a video or a combination of audio and an image.
Audio files (.mp3) up to 2mb, video files (.mp4, .m4v) up to 3mb, image files (.jpg) up to 1mb.

PROMPT 1

UPLOAD AUDIO

PLAY

IMAGE ATTACHED

Done

PROMPT 2

UPLOAD AUDIO

RECORD

ATTACH IMAGE

UPLOAD VIDEO

ADD MORE
PROMPTSRE-ORDER
PROMPTS

CANCEL

PROCEED



CREATE A NEW CHAT "Sightseeing in Paris"

STEP 1 & 2

STEP 3

STEP 4

FINAL STEP

STEP 3: Add tags to your Chat

Tags help to describe your Chat better and help users search for it

French

[Suggest a new language](#)

French



Intermediate



Intermediate



Travel and vacati...

[Suggest a new topic](#)

Travel and vacation activities



Communication a...



Communication and Cultures



Not applicable



Not applicable

*Select gender of conversation partner.*

Type to add keywords



Paris



Travel

*Please add one keyword at a time.*

CANCEL

PROCEED

My Tasks

Public Tasks

Assigned Tasks

Feedback Requests

 **CREATE A NEW TASK "Sightseeing in Paris"**

STEP 1 & 2

STEP 3

STEP 4

FINAL STEP

STEP 4: Attach a Rubric to this Chat

Customize the Rubric of your choice and assign it to the Chat

SKIP THIS STEP

T.A.L.K. Scores

Description about Rubric and suggestion of the best situation to use it

[View example](#)

SELECT

Can Do Checklist Scores

Description about Rubric and suggestion of the best situation to use it

[View example](#)

SELECT

Scored Discussion

Description about Rubric and suggestion of the best situation to use it

[View example](#)

SELECT

 **CREATE A NEW CHAT "Greetings in French"**
STEP 4: Attach a Rubric to this Chat

Customize the Rubric of your choice and assign it to the Chat


[SKIP THIS STEP](#)
Scored Discussion

Description about Rubric and suggestion of the best situation to use it

Scored Discussion

Move from	+ ✓ -	Move to
Asks random question		Follows up with logical questions
Only answers the question asked		Contributes additional information
Responds, but rarely initiates		Contributes personal insights to enhance discussion and draw in others
Comments are not relevant		Stays on topic

 If work is good to fair

 If work is excellent

 If work is needed

[VIEW OTHER](#)
[SKIP THIS STEP](#)

Sightseeing in Paris



[VIEW DETAILS](#)

PROMPT 1



RE-RECORD

SAVE



FINISH LATER

REDO TASK

Sightseeing in Paris



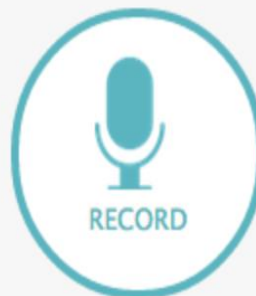
[VIEW DETAILS](#)

PROMPT 1

PLAY AUDIO



YOUR FEEDBACK



Or type it

PLAY RESPONSE



Assessing Classroom Learning

1. Task needs to provide a real need to communicate
 - Interpersonal: exchange/negotiation
 - Interpretive: what's the message?
 - Presentational: task, audience, purpose
2. Task needs to be within content where student has some familiarity
3. Task needs to provide student with some degree of control (not just one predictable response)

Seal of Biliteracy



What is a Seal of Biliteracy?

The Seal of Biliteracy is an award made by the state to **recognize a student who has attained proficiency in both English and one or more other world languages by high school graduation.** The Seal of Biliteracy may take the form of a gold seal or notation that appears on the transcript and diploma of the graduating senior. It is a statement of accomplishment that helps to signal evidence of a student's readiness for career and college, and to engage as a global citizen.

Seal of Biliteracy

Recommended Criteria in Washington

- (1) **Demonstrate proficiency in English** by meeting state high school graduation requirements in English, including any required state tests.
- (2) **Demonstrate proficiency in one or more world languages** other than English. The criteria must permit a student to demonstrate proficiency in another world language through multiple methods including nationally or internationally recognized language proficiency tests and competency-based world language credits awarded under the model policy adopted by the Washington state school directors' association.

Seal of Biliteracy

Washington State Competency-Based Credits for World Languages

<http://www.k12.wa.us/WorldLanguages/CompetencyBasedCredits.aspx>

Students with proficiency in a language other than English can earn from one to four world language credits by demonstrating proficiency in that language. Students who demonstrate proficiency through the assessment process may be able to receive competency-based credits on their high school transcript.

Of 1600 WA students who earned Competency-Based Credits in World Languages in 2013, 40% earned 4 credits – enough to qualify them for the Seal of Biliteracy

Proficiency Requirement	State-Approved Seal		Seal Under Consideration
Superior	MN (FSI Level 3)		
Advanced			
Advanced Low	LA		UT (Gold Level)
Intermediate High	IL, TX	MN – <i>Proficiency Certificate</i> : 2 Tiers Pre-Advanced Intermediate-Low	NJ, MD
Intermediate Mid	RI, WA		NJ, UT (Silver Level)
Intermediate Low			
No proficiency requirement	CA		
Up to the local district	NY (Pilot Phase)		
To be determined	NM		FL, IN, MA, NC, OH, OR, VA, WI

Seal of Biliteracy



Drafting Common Guidelines for State and Local Implementation



Today's Learning Goals

I can ... use this understanding of assessment to frame learning targets and guide classroom instruction and assessment

How might you use assessment in the future to inform instruction and provide evidence of learning?



Assessment to Inform Learning and Instruction

How far is your gaze on the horizon?





Assessment to Inform Instruction and Learning

Thank You

psandrock@actfl.org

