Assessment to Inform Instruction and Learning

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ACTFL
Director of Education
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 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
Identify desired results – What are the learning targets?

What?  →  How well?
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

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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.
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.
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.
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.
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.
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.
<table>
<thead>
<tr>
<th>Component</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Area:</td>
<td>Communication</td>
</tr>
<tr>
<td>Short descriptor phrase of the</td>
<td>Communicate effectively in more than one language in order to function</td>
</tr>
<tr>
<td>goal area</td>
<td>in a variety of situations and for multiple purposes</td>
</tr>
<tr>
<td>Title for Standard:</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>Content Standard:</td>
<td>Learners interact and negotiate meaning in spoken, signed or written</td>
</tr>
<tr>
<td></td>
<td>conversations to share information, reactions, feelings and opinions.</td>
</tr>
<tr>
<td>Performance Descriptors</td>
<td>Intermediate Range:</td>
</tr>
<tr>
<td>• Novice</td>
<td>Expresses self and participates in conversations on familiar topics</td>
</tr>
<tr>
<td>• Intermediate</td>
<td>using sentences and series of sentences.</td>
</tr>
<tr>
<td>• Advanced</td>
<td>Handles short social interactions in everyday situations by asking and</td>
</tr>
<tr>
<td></td>
<td>answering a variety of questions. Can communicate about self, others,</td>
</tr>
<tr>
<td></td>
<td>and everyday life.</td>
</tr>
</tbody>
</table>
## Title for Standard:

### Interpersonal Communication

### Performance Descriptors
- 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
- Novice Low-Mid-High
- Intermediate Low-Mid-High
- Advanced Low-Mid-High
- Superior

### Global Statement

**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.

### Sample Indicators

**Intermediate Low Learners** can
- 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
## 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, video chat, 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.
Language-specific standards documents available for:

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

Under development:
- Modern Greek
- African Languages: Akan, Swahili, Yoruba
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)
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
### Assessing Classroom Learning vs. Assessing Global Proficiency

<table>
<thead>
<tr>
<th>Assessing Classroom Learning</th>
<th>Assessing Global Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Based on Instruction</td>
<td>• Independent of specific instruction or curriculum</td>
</tr>
<tr>
<td>• Practiced</td>
<td>• Unrehearsed</td>
</tr>
<tr>
<td>• Familiar Content and Context</td>
<td>• Broad Content and Context</td>
</tr>
</tbody>
</table>

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

How far is your gaze on the horizon?

OPI/WPT

AAPPL

Summative Assessments

Formative Assessments
Assessing Program Outcomes
## College Credit Recommendation

<table>
<thead>
<tr>
<th>Rating</th>
<th>Credit Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH/S</td>
<td>6 (LD) + 8 UD)</td>
</tr>
<tr>
<td>AM</td>
<td>6 (LD) + 3 (UD)</td>
</tr>
<tr>
<td>IH/AL</td>
<td>6 (LD) + 1 UD)</td>
</tr>
<tr>
<td>IM</td>
<td>6 (LD)</td>
</tr>
<tr>
<td>NH/IL</td>
<td>3 (LD)</td>
</tr>
</tbody>
</table>

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

[http://www.acenet.edu/news-room/Pages/College-Credit-Recommendation-Service-CREDIT.aspx](http://www.acenet.edu/news-room/Pages/College-Credit-Recommendation-Service-CREDIT.aspx)
## Oral Proficiency Levels in the Work World

<table>
<thead>
<tr>
<th>ACTFL Level</th>
<th>US Gov</th>
<th>Language Functions</th>
<th>Corresponding Professions/Positions</th>
<th>Examples of Who Is Likely to Function at the Level?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distinguished</strong></td>
<td>5</td>
<td>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</td>
<td>• Diplomat, Contract Negotiator, International Specialist, Translator/Interpreter, Intelligence Specialist</td>
<td>• Highly articulate, professionally specialized native speakers; • L2 learners with extended (17 years) and current professional and/or educational experience in the target culture</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Superior</strong></td>
<td>3</td>
<td>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situation</td>
<td>• University FL Professor, Business Executive, Lawyer, Judge, Financial Advisor</td>
<td>• Well-educated native speakers • Educated L2 learners with extended professional and/or educational experience in the target language environment</td>
</tr>
<tr>
<td><strong>Advanced High</strong></td>
<td>2+</td>
<td>Narrate and describe in past, present and future and deal effectively with an unanticipated complication</td>
<td>• Physician, Military Linguist, Senior Consultant, Human Resources Personnel, Financial Broker, Translation Officer, Marketing Manager, Communications Consultant.</td>
<td>• L2 learners with graduate degrees in language-related area and extended educational experience in target environment</td>
</tr>
<tr>
<td><strong>Advanced Mid</strong></td>
<td>2</td>
<td></td>
<td>• Fraud Specialist, Account Executive, Court Stenographer/Interpreter, Benefits Specialist, Technical Service Agent, Collection Representative, Estimating Coordinator</td>
<td>• Heritage speakers, informal learners, non-academic learners who have significant contact with language</td>
</tr>
<tr>
<td><strong>Advanced Low</strong></td>
<td>1</td>
<td></td>
<td>• Customer Service Agent, Social Worker, Claims Processor, K-12 Language Teacher, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist</td>
<td>• Undergraduate language majors with year-long study abroad experience</td>
</tr>
<tr>
<td><strong>Intermediate High</strong></td>
<td>1+</td>
<td>Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions</td>
<td>• Auto Inspector, Aviation Personnel, Missionary, Tour guide</td>
<td>• 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</td>
</tr>
<tr>
<td><strong>Intermediate Mid</strong></td>
<td>1</td>
<td></td>
<td>• Cashier, Sales clerk (highly predictable contexts)</td>
<td></td>
</tr>
<tr>
<td><strong>Intermediate Low</strong></td>
<td>0</td>
<td></td>
<td>• Receptionist, Housekeeping Staff.</td>
<td></td>
</tr>
<tr>
<td><strong>Novice High</strong></td>
<td>0+</td>
<td>Communicate minimally with formulaic and rote utterances, lists and phrases</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Novice Mid</strong></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Novice Low</strong></td>
<td>0</td>
<td></td>
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</tbody>
</table>


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?

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NCSSFL/ACTFL Can-Do Statements

Bridging performance and proficiency
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.

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.
<table>
<thead>
<tr>
<th>Mode</th>
<th>Novice Low</th>
<th>Novice Mid</th>
<th>Novice High</th>
<th>Intermediate Low</th>
<th>Intermediate Mid</th>
<th>Intermediate High</th>
<th>Advanced Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal</td>
<td>I can communicate on some very familiar topics using single words and phrases that I have practiced and used.</td>
<td>I can communicate on very familiar topics using a variety of words and phrases that I have practiced and used.</td>
<td>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</td>
<td>I can participate in conversations on a number of familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
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</tr>
<tr>
<td>Presentational</td>
<td>I can present information on most familiar topics using a series of simple sentences.</td>
<td>I can make presentations on a wide variety of familiar topics using connected sentences.</td>
<td>I can write briefly about most familiar topics and present information using a series of simple sentences.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.</td>
</tr>
<tr>
<td>Writing</td>
<td>I can copy some familiar words, characters, or phrases.</td>
<td>I can write lists and memorized phrases on familiar topics.</td>
<td>I can write short messages and notes on familiar topics related to everyday life.</td>
<td>I can write on a wide variety of familiar topics using connected sentences.</td>
<td>I can write on a wide variety of familiar topics using connected sentences.</td>
<td>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.</td>
<td>I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.</td>
</tr>
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</tbody>
</table>
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.

Global Can-Do Benchmarks

General description of the proficiency level for each of the modes

I can have a simple conversation on a variety of topics such as food, family, and entertainment.

- I can talk with someone about familiar topics, such as family, work, or hobbies.
- I can talk with someone about school, work, or in the community.

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.
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 someone on the phone.
☐ I can talk with someone face to face.
☐ I can talk with someone in a public place.
☐ 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 ask for help to make a reservation.
☐ I can arrange for transportation, such as by train, bus, or a ride with friends.
☐ 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 ____________________________
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 car.
☐ I can ____________________________________________

Target statements (Examples Only)

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

<table>
<thead>
<tr>
<th>What can you find out about the family?</th>
<th>Letter from Eissa Family</th>
<th>Letter from Mizrahi Family</th>
<th>Letter from El Nabawy Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do they live?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do they live in a house, apartment, apartment, condo, something else?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many people live together as the family? Who are they?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What activities do they like to do?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What else can you do during homestay with this family?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpretive Reading</td>
<td>Interpersonal</td>
<td></td>
<td></td>
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<tr>
<td>----------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpretive</td>
<td>Interpersonal</td>
<td>Presentational</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Look at (or listen to) information from three different host families in</td>
<td>You and your partner are exchange students. It will be your first night with</td>
<td>The exchange program would like you to write a letter describing your family</td>
<td></td>
</tr>
<tr>
<td>Egypt, to find out as much as you can: Where they live, how many children</td>
<td>your host family in Egypt next week and you want to practice your conversational</td>
<td>that the Egyptian students will read to decide on their American host family.</td>
<td></td>
</tr>
<tr>
<td>they have, what activities they like to do, etc.</td>
<td>skills. You are given a picture of your own family and you will practice with</td>
<td>Provide as many details as you can to describe you and your family. Include</td>
<td></td>
</tr>
<tr>
<td></td>
<td>your partner the kinds of questions you will ask and how you will respond.</td>
<td>likes, dislikes and activities.</td>
<td></td>
</tr>
<tr>
<td>Then decide which family you would prefer to host you and list as many</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reasons as possible to explain why.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpretive Reading</td>
<td>Interpersonal</td>
<td>Presentational Writing</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
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<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Novice Mid: I can recognize words, phrases, and characters when I associate them with things I already know</td>
<td>Novice Mid: I can ask some simple questions; I can communicate basic information about myself and people I know</td>
<td>Novice Mid: I can write about myself using learned phrases and memorized expressions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Novice Low: I can answer a few simple questions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Performance and Proficiency

How far is your gaze on the horizon?

OPI/WPT

AAPPL

Summative Assessments

Formative Assessments
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

Upon completion of the assessment samples, click here for information about AAPPL Measure Score Reports.

<table>
<thead>
<tr>
<th>Language</th>
<th>Form A</th>
<th>Form B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>IL IR ILS PW</td>
<td>IL IR ILS PW</td>
</tr>
<tr>
<td></td>
<td>ILS F / ILS M</td>
<td>ILS F / ILS M</td>
</tr>
<tr>
<td>Chinese</td>
<td>IL IR ILS PW</td>
<td>IL IR ILS PW</td>
</tr>
<tr>
<td>French</td>
<td>IL IR ILS PW</td>
<td>IL IR ILS PW</td>
</tr>
<tr>
<td>German</td>
<td>IL IR ILS PW</td>
<td>IL IR ILS PW</td>
</tr>
<tr>
<td>Russian</td>
<td>IL IR ILS PW</td>
<td>IL IR ILS PW</td>
</tr>
<tr>
<td>Spanish</td>
<td>IL IR ILS PW</td>
<td>IL IR ILS PW</td>
</tr>
<tr>
<td>ESL</td>
<td>IL IR ILS PW</td>
<td>IL IR ILS PW</td>
</tr>
</tbody>
</table>

http://aappl.actfl.org/demo
**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 Zodiacs - 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

#### Interpersonal Listening and Speaking

<table>
<thead>
<tr>
<th>Mode</th>
<th>Your Score</th>
<th>Score Description</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I-4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I-2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I-1</td>
<td></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>N-4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N-2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N-1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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?

<table>
<thead>
<tr>
<th>From Novice to Intermediate Range</th>
<th>From Intermediate to Advanced Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create with language</td>
<td>1. Narrate</td>
</tr>
<tr>
<td>2. Ask questions</td>
<td>2. Use multiple time frames</td>
</tr>
<tr>
<td>3. Express personal meaning</td>
<td>3. Expand detail/description</td>
</tr>
<tr>
<td>4. Start to tell/retell stories</td>
<td>4. Elaborate</td>
</tr>
<tr>
<td>5. Provide more description</td>
<td>5. Organize thoughts (cohesion and chronology)</td>
</tr>
<tr>
<td>6. Produce sentences</td>
<td>6. Give reasons for opinion (or point of view)</td>
</tr>
<tr>
<td>7. Use a series of sentences</td>
<td>7. Control paragraphs</td>
</tr>
<tr>
<td>8. Control present time</td>
<td></td>
</tr>
<tr>
<td>9. Show some self-correcting/editing</td>
<td></td>
</tr>
</tbody>
</table>
## Language Functions

<table>
<thead>
<tr>
<th>Asking and responding to questions</th>
<th>Novice</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>respond to a simple question</td>
<td>ask and respond to simple, memorized questions</td>
<td>ask and respond with details to who, what, when, and why questions</td>
<td>maintain a conversation, asking and responding to questions and follow-up questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>sustain a conversation, asking and responding to detailed questions with follow-ups</td>
</tr>
</tbody>
</table>

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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
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?
Performance and Proficiency
How far is your gaze on the horizon?

OPI/WPT

AAPPL

Summative Assessments

Formative Assessments
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.

Living Together: We need others, others need us
小蝌蚪找妈妈 (Tadpoles Search For Mom)
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!)
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!

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<table>
<thead>
<tr>
<th>Possible Content (Predicted)</th>
<th>True, False, No Evidence?</th>
<th>If false, what is the correct information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using solar energy is the best way to save electricity.</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2. Disposable razors are bad for the environment.</td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3. Save water by collecting rainwater.</td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4. Don’t drive; use a bicycle.</td>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5. Oil-generated electricity is better for the environment than using coal.</td>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6. More than half of garbage is now recycled.</td>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>Language and Level</td>
<td>Chinese – Novice Mid ➞ Novice High</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Theme/Topic</td>
<td><strong>Well-being</strong>: A Balanced Lifestyle</td>
<td></td>
</tr>
<tr>
<td>Essential Question</td>
<td>How do people here and in (the Chinese-speaking world) describe a balanced lifestyle?</td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td>Learners will be able to:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Explore health and wellness websites</strong> to identify elements of a balanced lifestyle here and in China.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Compare lifestyles</strong> of teenagers to teenagers in China in terms of balance.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Make recommendations</strong> for ways to create or maintain a balanced lifestyle.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Create a presentation</strong> for our sister school in China highlighting ways <strong>to encourage</strong> a balanced lifestyle.</td>
<td></td>
</tr>
</tbody>
</table>
## A Balanced Lifestyle

<table>
<thead>
<tr>
<th>Interpretive Mode</th>
<th>Interpretive Mode</th>
<th>Interpretive Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentational Mode</th>
<th>Interpersonal Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Not observed</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Initiates an idea/opinion</td>
<td></td>
</tr>
<tr>
<td>Supports an idea/opinion</td>
<td></td>
</tr>
<tr>
<td>Reacts to ideas/opinions Respectfully &amp; appropriately</td>
<td></td>
</tr>
<tr>
<td>Asks questions</td>
<td></td>
</tr>
<tr>
<td>Responds to other’s questions</td>
<td></td>
</tr>
</tbody>
</table>
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.
Backward Design

1. Identify desired results
   - What are the goals?

2. Determine acceptable evidence
   - How will you and learners know they reached the goals?

3. Plan learning experiences and instruction
   - What does it take to get there?

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<table>
<thead>
<tr>
<th>Learning Activity/Formative Assessment (representative samples from beginning to end of unit)</th>
<th>How does this activity support the unit goals or performance tasks?</th>
<th>Mode of Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch video clip and list activities that relate to creating stress and activities that relate to a more relaxed lifestyle.</td>
<td>explore elements of a balanced lifestyle.</td>
<td>Interpretive</td>
</tr>
<tr>
<td>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.</td>
<td>impact of school on lifestyles</td>
<td>Interpretive Interpersonal</td>
</tr>
<tr>
<td>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.</td>
<td>how Chinese teens spend free-time and make comparisons</td>
<td>Interpretive Interpersonal Presentational</td>
</tr>
</tbody>
</table>
Toolbox

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
Un mapa de concepto para una unidad de medir

Medimos

- la longitud
  - en metros o centímetros
  - con una regla

- la masa
  - en gramos o kilogramos
  - con una escala

- la temperatura
  - en grados de celsiús
  - con un termómetro

- el volumen
  - en litros o mililitros
  - con una taza

From: Tara Fortune – ACTFL Webinar

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## Strategies: After reading

### Graphic Organizers

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alice</td>
<td>Fell down a rabbit hole</td>
<td>She was chasing the rabbit</td>
<td>In Wonderland</td>
<td>She was very curious</td>
</tr>
</tbody>
</table>

Because Alice was very curious, she chased a rabbit and fell down a rabbit hole in Wonderland.

http://www.carla.umn.edu/cobaltt/modules/strategies/gorganizers/EDITABLE.HTML
Mouna studies for the Abitur **at her home** with **her friends** every **Friday** in the **afternoon** to **get into the university**.
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.
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
**STEP 1: What is the task about?**

Name this Task

Give a brief description or instruction about the task

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

**PROMPT 2**

- Upload Audio
- Record
- Attach Image
- Upload Video

---

ADD MORE PROMPTS

RE-ORDER PROMPTS

Done
CREATE A NEW CHAT  "Sightseeing in Paris"

STEP 3: Add tags to your Chat
Tags help to describe your Chat better and help users search for it

- French
  - Interchange a new language
- Intermediate
- Travel and vacations
  - Suggest a new topic
- Communication and cultures
- Not applicable
  - Select gender of conversation partner.

Type to add keywords
Please add one keyword at a time.

- Paris
- Travel
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

T.A.L.K. Scores
Description about Rubric and suggestion of the best situation to use it

Can Do Checklist Scores
Description about Rubric and suggestion of the best situation to use it

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

View example
SELECT

View example
SELECT

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

---

**Scored Discussion**

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

<table>
<thead>
<tr>
<th>Move from</th>
<th>+</th>
<th>√</th>
<th>-</th>
<th>Move to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asks random question</td>
<td></td>
<td></td>
<td></td>
<td>Follows up with logical questions</td>
</tr>
<tr>
<td>Only answers the question asked</td>
<td></td>
<td></td>
<td></td>
<td>Contributes additional information</td>
</tr>
<tr>
<td>Responds, but rarely initiates</td>
<td></td>
<td></td>
<td></td>
<td>Contributes personal insights to enhance discussion and draw in others</td>
</tr>
<tr>
<td>Comments are not relevant</td>
<td></td>
<td></td>
<td></td>
<td>Stays on topic</td>
</tr>
</tbody>
</table>

**If work is good to fair**

**If work is excellent**

**If work is needed**

---

VIEW OTHER

SKIP THIS STEP
Sightseeing in Paris

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