**Guiding Language Learning – Applying Proficiency**

**LFLTA Conference Workshop**

**January 13, 2018**

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| C:\Users\psandrock.ACTFL\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\5Cs_LOGO_2014_PRINTsmall.jpg | **Paul Sandrock**  American Council on the  Teaching of Foreign Languages  www.actfl.org  [psandrock@actfl.org](mailto:psandrock@actfl.org) |  |

*World-Readiness Standards for ACTFL Proficiency*

*Learning Languages (2015) Guidelines (2012)*

**Focus: Unwrapping Proficiency**

**Learning Targets:**

I can **describe** what it takes to move from one Proficiency level to the next:

* Moving from Novice to Intermediate
* Moving from Intermediate toward Advanced

I can **identify** communication strategies learners need to practice to reach their next level

**Focus: Applying Proficiency**

**Learning Target:**

I can **chart** **learners’ progress** across the proficiency continuum within each unit of instruction:

* Learning Checks
* Formative Assessments
* Summative Assessments

**Focus: Guiding Language Learning**

**Learning Targets:**

I can **design effective tasks** to help learners develop the language functions and communication strategies they need to progress along the proficiency continuum

* Interpersonal Mode of Communication (Interacting in conversations)
* Presentational Mode of Communication (Creating messages)
* Interpretive Mode of Communication (Understanding what is heard, read, or viewed)

**Key Characteristics of Novice – Intermediate – Advanced Proficiency Levels: What do you hear?**

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| --- | --- |
| **Novice level speakers can…** | **What does this mean for my classroom?** |
|  |  |
| **Intermediate level speakers can …** | **What does this mean for my classroom?** |
|  |  |
| **Advanced level speakers can …** | **What does this mean for my classroom?** |
|  |  |

**ACTFL Proficiency Guidelines**

<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

**Sample Integrated Performance Assessment: Novice Level**

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| **Interpretive** | **Interpersonal** | **Presentational** |
| 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. | 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 share pictures of your own family and you practice with your partner the kinds of questions you will ask and how you will respond. | 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. |

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| **What can you find out** **about each family?** | **Eissa Family** | **Mizrahi**  **Family** | **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? |  |  |  |

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| **Performance** | **Proficiency** |
| * Language is learned and practiced in an instructional setting * Familiar contexts and content areas * Curriculum dependent * Assessment is based on what was taught and practiced | * Spontaneous, non-rehearsed interaction in real-world situations * Broad content and context in authentic situations * Independent of curriculum or when, where, or how the language was acquired * Assessment is based on the criteria in the ACTFL Proficiency Guidelines |
| How can I guide language learners to bridge from performance into proficiency? | |

**Gradual Release of Responsibility**

Student Responsibility

Teacher Responsibility

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| --- | --- | --- | --- |
| **Providing Input** | **Sharing** | **Guiding** | **Applying** |
| The teacher demonstrates, models, explains to make input comprehensible. As learners gain proficiency, the teacher guides them in the selection of authentic text. | The teacher scaffolds instruction and begins to guide student work. | The teacher offers support and encouragement and provides feedback. | The teacher monitors and provides feedback. |
| Learners independently demonstrate progress toward learning targets and self-assess their progress |
| Learners engage in pair and small group activities that allow them to interpret and express meaning for real-world purposes. |
| Learners contribute and begin to work with teacher support. |
| Learners engage with the content, process input. |
| **I do** | **We do** | | **You do** |

FROM: STARTALK Learner Centered Learning  At A Glance document,

adapted from the Fisher & Frey model in *Better Learning Through Structure Teaching*.

**Into the Classroom:** How many ways does the teacher check students’ learning?

What are the specific tasks (assessments) that move from “I do” to “We do” to “You do”?

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| **“I Do”** | **“We Do”** | **“You Do”** |
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What changes in learners’ performance?

What changes in teacher’s feedback?

* **Interpersonal Mode of Communication ‘**

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| --- | --- |
| **IS** | **IS NOT** |
| Two-way communication | One-way communication |
| Spontaneous, unrehearsed | Memorized (dialogues, skits) |
| Negotiated: responding and reacting to what others say, asking follow-up questions to confirm understanding | Making random comments, asking unrelated, off-topic questions |
| Asking for/giving clarification | Giving up if you don’t understand or if others don’t understand you |
| Using words, phrases, sentences as appropriate to communication | Speaking in complete sentences all the time |
| Active listening | Daydreaming, being off-task |
| Using culturally appropriate language and gestures | Being unmindful of appropriate language and gestures |
| Staying in the target language | Sprinkling in English for words you don’t know |

**Targeting the Proficiency Level: Interpersonal Performance Assessments**

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| --- | --- | --- |
| **Novice** | **Intermediate** | **Intermediate High/Advanced** |
| **Collaboration:** Students develop a survey to investigate the eating habits of the class, interview students, and discuss the results to create a graph | **Storytelling:** Students collaborate to retell a familiar story and prepare to present it to their classmates | **Debate:** Circulate in the room to find students who have the most similar ideas to your ideas on a debate topic; the resulting small groups work together to create the main points they will make in a debate |
| **Recipes:** Students browse online recipes and work in pairs to change ingredients to healthier alternatives | **Agreement:** Students exchange text messages to determine who has the busiest week | **Consensus:** Students examine a blog about a news event in the target language country; identify what new information they discover and collaborate to post a reply |
| **Introductions**: Practice the first night at your host family’s home: introduce yourself, show your photos, and ask questions of each other’s family and home | **Presentation**: Plan and practice giving a tour of your school for the group of visiting students. What differences do you need to highlight? | **Discussion**: How do you change stereotypes? With your partner, examine any ideas about the target culture that have changed during your study of their language; try to identify what caused a change |
| **Making Plans**: Organize the plan for a day in a new city, agreeing on what to do first, second and last | **Analysis**: Is it worth it to be famous? With your partner, identify as many advantages and disadvantages as you can |

**Feedback Tools**

**Descriptive Scale Feedback: Interpersonal Communication**

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| --- | --- | --- |
| **Move from:** | **1 – 2 – 3** | **Move to:** |
| Only responds when asked |  | Volunteers comments related to the discussion |
| Asks random questions |  | Asks follow-up questions related to what someone else said |
| Gives short responses |  | Gives responses with details, reasons, explanations |
| Dominates the discussion |  | Invites others to give their opinions, ideas |
| Repeats ideas that others already contributed |  | Adds ideas, insights, additional information to make the discussion more interesting |

**Novice Checklist:**

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| --- | --- | --- | --- |
| **Task: Novice Level** – Interpersonal  Performance Criteria: | I can do this on my own | I can do this with some help | I cannot do this |
| 1. I can use numbers |  |  |  |
| 1. I can use words for activities |  |  |  |
| 1. I can use words for locations |  |  |  |
| 1. I can use expressions to show that I agree or disagree with what my partner says |  |  |  |
| 1. I can ask some questions |  |  |  |
| 1. I can say how many times, how often, how frequently I do various things |  |  |  |
| 1. I can provide some description |  |  |  |

**Scoring Guide:**

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| **Moving Intermediate**  **toward Advanced** | No opportunity  to  observe | Never or rarely | Some of the time | Most of the time | Always |
| Staying in the target language |  |  |  |  |  |
| Contributing equally to activity |  |  |  |  |  |
| Staying on task |  |  |  |  |  |
| Helping each other |  |  |  |  |  |
| Encouraging each other |  |  |  |  |  |
| Sharing ideas |  |  |  |  |  |
| Solving problems |  |  |  |  |  |
| Giving feedback respectfully |  |  |  |  |  |
| Accepting feedback respectfully |  |  |  |  |  |

* **Presentational Mode of Communication ‘**

**Targeting the Proficiency Level: Presentational Performance Assessments**

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| --- | --- | --- | --- |
|  | **Novice** | **Intermediate** | **Advanced** |
| **To Persuade** | ***Record a podcast*** on which season is the best and why | ***Create a presentation*** based on multiple sources of information highlighting ways to promote a balanced lifestyle for teenagers. | ***Write a review*** of a movie (book) to convince others your age to see (read) it |
| **To Inform/**  **Explain** | ***Create a brochure*** explaining activities to do in \_\_\_\_, focused for students interested in arts, history, outdoor activities, or food | ***Post on a blog*** two things our school could do (do better) to respect the environment and how that will help | What part of teenage life in \_\_\_\_ would be the hardest for you to adapt to; ***explain why*** |
| **To Narrate** | ***Describe*** your busiest (healthiest) day of the week and why you consider it so | ***Post on a website*** hosted by the \_\_\_\_\_\_Tourist Office. Explain what you did on your trip; share experiences of cultural differences. | ***Tell about a time*** you dealt with stress, share the cause and how you dealt with it |

* **Interpretive Mode of Communication ‘**

**Building Performance in the Interpretive Mode**

**Top-Down Strategies**

**-** Background Knowledge

- Using Context Clues

MEANING

- Discriminating between sounds and letters

- Recognizing word order patterns

- Analyzing sentence structure

- Examining parts of words to decipher meaning

**Bottom-Up Strategies**

**Strategies to Practice and Assess Interpretive Communication**

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| **1. Receive sheet of nine photographs**; listen to descriptions and identify the photograph being described (write the number of the description on the photo) |  |  |  |
|  |  |  |
|  |  |  |

**2**. **Use graphic organizers** to guide learners’ comprehension

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Who** | **What** | **When** | **Where** | **Why** |
| Alice | Fell down a rabbit hole | She was chasing the rabbit | In Wonderland | She was very curious |
|  | | | | |

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

**3. Fill in graphic organizer to identify key details**

|  |  |  |
| --- | --- | --- |
| **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. 2. Disposable razors are bad for the environment. 3. Save water by collecting rainwater. 4. Don’t drive; use a bicycle. 5. Oil-generated electricity is better for the environment than using coal. 6. More than half of garbage is now recycled. |  |  |

**RESOURCES**

**World-Readiness Standards for Learning Languages (2015)**

<http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

**Oral Proficiency Levels in the Workplace**

<https://www.actfl.org/sites/default/files/pdfs/TLE_pdf/OralProficiencyWorkplacePoster.pdf>

**NCSSFL-ACTFL Can-Do Statements**

<http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

**ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)**

<http://aappl.actfl.org/>

**ACTFL Conversation Builder** [http: //aappl.actfl.org/tools](http://aappl.actfl.org/tools); Access at: [http: //aapplcb.actfl.org/](http://aapplcb.actfl.org/)

**Annenberg/CPB Library**

Teaching Foreign Languages K-12: A Library of Classroom Practices: <http://learner.org/libraries/tfl/>

**ACTFL Publications** (<http://www.actfl.org/publications/all>)

*The Keys to Assessing Language Performance* (Sandrock)

*The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design* (Clementi & Terrill)

*The Keys to Strategies for Language Instruction* (Grahn and McAlpine)

*Implementing Integrated Performance Assessment* (Adair Hauck,. Glisan,. Troyan)