

Assessing Proficiency in the Language Classroom

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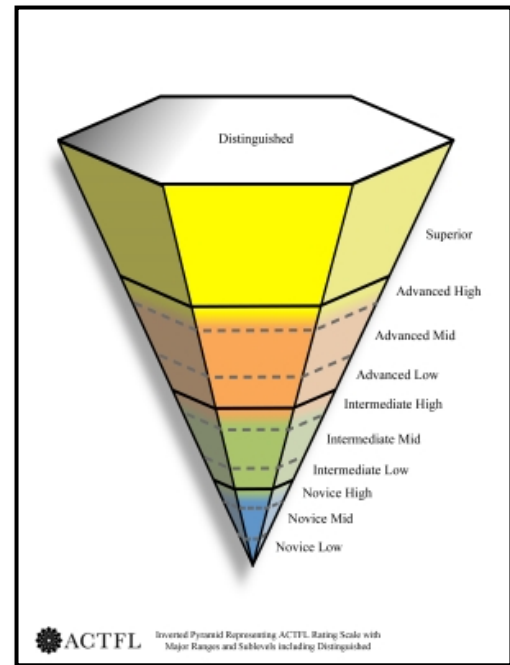
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ACTFL Proficiency Guidelines

(<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>):

The ACTFL Proficiency Guidelines are a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired.



NCCSFL/ACTFL Global Can-do Benchmarks

(http://www.actfl.org/global_statements): Self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. These modes of communication are defined in the National Standards for 21st Century Language Learning and organized in the checklist into the following categories: Interpersonal (Person-to-Person) Communication, Presentational Speaking (Spoken Production), Presentational Writing (Written Production), Interpretive Listening, Interpretive Reading

LEVEL / MODE	INTERPERSONAL COMMUNICATION	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING	INTERPRETIVE LISTENING	INTERPRETIVE READING
NOVICE LOW					
NOVICE MID					
NOVICE HIGH					
INTERMEDIATE LOW					
INTERMEDIATE MID					
INTERMEDIATE HIGH					
ADVANCED LOW					
ADVANCED MID					
ADVANCED HIGH					
SUPERIOR					
DISTINGUISHED					

PALS Rubrics (<http://www.fcps.edu/is/worldlanguages/pals/>):

Fairfax County Public Schools (FCPS) teachers have developed a performance assessment program, have field tested the rubrics, and modified them to reflect the language development of students within an academic setting. The assessment tasks, both formative and summative, and accompanying rubrics are laid out in a program called PALS: Performance Assessment for Language Students. The program also includes conversion charts for turning the score on a performance task into a corresponding grade.

Level 1 Speaking Tasks Analytic Rubric									
Task Completion					Name _____				
1 Minimal completion of the task and/or responses frequently inappropriate.					Task Completion 1/2 1 1 1/2 2 2 1/2 3 3 1/2 4				
2 Partial completion of the task; responses mostly appropriate yet undeveloped.					Comprehensibility 1/2 1 1 1/2 2 2 1/2 3 3 1/2 4				
3 Completion of the task; responses appropriate and adequately developed.					Fluency 1/2 1 1 1/2 2 2 1/2 3 3 1/2 4				
4 Superior completion of the task; responses appropriate and with elaboration.					Pronunciation 1/2 1 1 1/2 2 2 1/2 3 3 1/2 4				
Comprehensibility					Vocabulary 1/2 1 1 1/2 2 2 1/2 3 3 1/2 4				
1 Responses barely comprehensible.					Language Control 1/2 1 1 1/2 2 2 1/2 3 3 1/2 4				
2 Responses mostly comprehensible, requiring interpretation on the part of the listener.					Raw Score: _____ / 24				
3 Responses comprehensible, requiring minimal interpretation on the part of the listener.									
4 Responses readily comprehensible, requiring no interpretation on the part of the listener.									
Fluency									
1 Speech halting and uneven with long pauses and/or incomplete thoughts.									
2 Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.									
3 Some hesitation but manages to continue and complete thoughts.									
4 Speech continuous with few pauses or stumbling.									

LinguaFolio online (<https://linguafolio.uoregon.edu/>): A tool for documenting students’ language abilities, allows for student self-reflection and includes Language Passport, Language Biography, and a Dossier:

NCLRC Portfolio Assessment in the FL Classroom (<http://www.nclrc.org/portfolio/modules.html>):

Portfolio assessment is the systematic, longitudinal collection of student work created in response to specific, known instructional objectives and evaluated in relation to the same criteria. Assessment is done by measuring the individual works as well as the portfolio as a whole against specified criteria, which match the objectives toward a specific purpose. Portfolio creation is the responsibility of the learner, with teacher guidance and support, and often with the involvement of peers and parents.

CAPS Rubrics (<http://flenj.org/CAPS/rubrics.shtml>): Created by teachers in New Jersey, these rubrics are based on the ACTFL Performance Guidelines for K-12 Learners. At the novice and intermediate level an attempt has been made to use student-friendly language. Thus, the criteria have been re-stated in terms of a question that the student would ask him/herself while completing the assessment task. At the pre-advanced level, the language of the rubrics closely corresponds to the language in the Guidelines. By the time students reach this level, they have had experience with the novice and intermediate rubrics so that they are ready to understand the criteria as defined by professionals in the field.

Novice-mid Interpersonal Rubric			
	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Does the teacher understand me? (Comprehensibility)	The teacher understands me without difficulty.	The teacher understands me with occasional difficulty.	The teacher understands me only with much difficulty.
Do I understand the teacher? (Comprehension)	I understand the teacher without difficulty.	I understand the teacher but sometimes I need repetition or restatement.	Most of the time I don't understand the teacher.
How well do I use the Spanish language? (Vocabulary Use & Language Control)	I am mostly correct when producing simple sentences. I attempt to create. I recognize and use vocabulary with ease.	I am mostly correct with memorized language. I am less correct when I try to create language. I recognize and use most of the vocabulary correctly.	I can only communicate at the word level. I use a limited number of words / phrases.
How well do I keep the conversation going? (Communication Strategies)	I begin to recombine some memorized language to ask for repetition and/or clarification.	I use memorized chunks of language to: -Ask for repetition -State that I don't understand.	I cannot keep the conversation going.

Ohio Foreign Language Model Assessment Project (<http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Resources/Ohio-Foreign-Language-Model-Assessment-Project>): The model assessments contain practical applications of the teaching guidelines and philosophies set forth in the National Standards for Foreign Language Learning and ACTFL's Performance Guidelines for K-12 Learners. By modeling these assessments, you can be sure that your own tests and curricula are aligned with standards for foreign language learning.

The screenshot shows the Ohio Department of Education website. The header includes the Ohio Department of Education logo and navigation links for Administrators, Teachers, Parents, Community, Topics, How Do I?, About, Media, and Contact. The main content area is titled "Ohio Foreign Language Model Assessment Project" and includes a welcome message, a list of quick links, and a description of the project's purpose and background.

CAL's SOPA/ELLOPA assessments

(<http://www.cal.org/ela/sopaellopa/>):

The SOPA or ELLOPA interviews are language proficiency assessment instruments designed to allow students to demonstrate their highest level of performance in oral fluency, grammar, vocabulary, and listening comprehension. These interactive listening and speaking assessments include hands-on activities and are conducted entirely in the foreign language. Students are assessed in pairs by two trained test administrators and, during the activities or tasks, are encouraged to interact with each other as well as with the interviewers. The focus of the interview is to determine what the students can do with the language.

The screenshot shows the CAL website's "Early Language Assessments" page. It features a header with the CAL logo and a navigation menu. The main content area is titled "Early Language Assessments" and includes a description of the assessments, a list of resources, and a section for "SOPA ONLINE TRAINING". The page also includes a "Spotlight" section and a "Resource Corner".