Learners at the Center with LinguaFolio Online

Krystal Sundstrom, CASLS/UO
STARTALK Spring Meeting
May 5, 2012
Increased student achievement by 0.5-1.0 standard deviations

This is equivalent to:
- 2-4 grade levels
- 100 SAT points
- 15 IQ points
- 35 percentile points
- Would raise U.S. Timms rank from 22/41 to the top 5
Effective Formative Assessment
(Black & Wiliam, 1998b)

1. Assessment=instructional intervention: adjust teaching and learning in response to evidence
2. Students receive feedback about learning with advice about how to improve
3. Students participate in the process through self-assessment
I am....

- a starter in volleyball
- medium at baseball
- a million thumbs up at basketball
- infinity thumbs up at football

(John, age 9)
Self-evaluation vs teacher evaluation

LFO-CAP

TRO-CAP
Motivation

Amotivation
- Incompetence
- Lack of control
- Apathy

Extrinsic Motivation
- Compliance
- Rewards & Punishments
- Importance
- Valuing
  - Synthesis with Self

Intrinsic Motivation
- Interest
- Enjoyment
- Satisfaction
What motivates people is...

Autonomy
Mastery
Purpose
Autonomy

Autonomous learners...

- Understand the purpose of their learning
- Responsible for their learning
- Set learning goals
- Plan and execute learning activities
- Regularly review their learning

- David Little, 2011
Autonomy

“The kids feel so accomplished because they have ownership of their own learning.”

–Program Director
Purpose

- Communicative outcomes = real world purpose
- Goal setting using LinguaFolio improves student performance
  (Moeller, forthcoming in MLJ)
Mastery/Competence

Chart 1. Students Planning to Continue Language Study by Speaking Proficiency Level and Grade

- Blue line: Grade 9
- Red line: Grade 10
- Green line: Grade 11
- Purple line: Grade 12

Y-axis: Percent of students
X-axis: Proficiency Level

Levels: Level 1 or 2, Level 3, Level 4, Level 5 or 6
Online portfolio assessment tool

Initial Development
- Inspired by European Language Portfolio
- Developed & piloted by NCSSFL
- Based on ACTFL Guidelines

CASLS’ Involvement
- Online version funded by NFLC
- Delivered to STARTALK students
- 5-year grant (2009-2014)
https://linguafolio.uoregon.edu
## Passport of Krystal

### External Test Scores

### Interculturality

### Languages I have learned in school

### Languages I learned outside of normal school instruction

### Language experiences (travel abroad, work exchange, homestay, study program)

<table>
<thead>
<tr>
<th>Country</th>
<th>Type of Experience</th>
<th>Age During Participation</th>
<th>Length of Stay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>travel</td>
<td>16, 19, 33</td>
<td>1 week each time</td>
</tr>
<tr>
<td>Oakland, CA, U.S.</td>
<td>Bilingual Education; tutored Spanish-speaking students in literacy skills</td>
<td>23</td>
<td>1 year</td>
</tr>
<tr>
<td>Portland, OR, U.S.</td>
<td>Bilingual education; served as bilingual family liaison for school.</td>
<td>25-27</td>
<td>2 years</td>
</tr>
<tr>
<td>Oakland, CA, U.S.</td>
<td>Bilingual education; taught Spanish dual immersion and ESL class; communicated with Spanish-speaking families via conferences, phone calls, and newsletters.</td>
<td>28-29</td>
<td>2 years</td>
</tr>
</tbody>
</table>

### Language: Spanish

<table>
<thead>
<tr>
<th>Skill</th>
<th>Novice</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpretive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpretive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentational</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentational</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Language: Chinese (Mandarin)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Novice</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Interpretive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
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</tr>
<tr>
<td>Interpretive</td>
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</tr>
<tr>
<td>Reading</td>
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<tr>
<td>Presentational</td>
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<tr>
<td>Speaking</td>
<td></td>
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</tr>
<tr>
<td>Presentational</td>
<td></td>
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</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
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<td></td>
</tr>
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</table>

### Language: Arabic
Biography

Languages I have learned in my family

<table>
<thead>
<tr>
<th>Language Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
</tbody>
</table>

Languages I have learned in school

<table>
<thead>
<tr>
<th>Language</th>
<th>Type of Program</th>
<th>Years From - To</th>
<th>Average Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>language instruction</td>
<td>1990-1998</td>
<td>5</td>
</tr>
</tbody>
</table>

Languages I learned outside of normal school instruction

<table>
<thead>
<tr>
<th>Language</th>
<th>Type of Language Acquisition</th>
<th>Age From - To</th>
</tr>
</thead>
</table>

Language experiences (travel abroad, work exchange, homestay, study program)

<table>
<thead>
<tr>
<th>Country</th>
<th>Type of Experience</th>
<th>Age During Participation</th>
<th>Length of Stay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>This is a Goal</td>
<td>I Can Do With Help</td>
<td>I Can Do</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------</td>
<td>--------------------</td>
<td>----------</td>
</tr>
<tr>
<td>I can engage in simple conversation using phrases and complete sentences on most topics about everyday life.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can engage in simple conversation about family or household tasks.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can engage in simple conversation about hobbies and interests.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can engage in simple conversation about work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can express reactions and emotions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can express happiness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can express sadness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can express frustration.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can exchange information about academic topics familiar to me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can ask and respond to factual questions about geography, history, art, music, math, science, and literature.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can ask and answer questions on familiar topics to keep a conversation going.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can ask for and give information on a familiar topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can ask for and give clarification on a familiar topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can ask for and give explanations on a familiar topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can ask for and give examples on a familiar topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can deal with simple situations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can check in at a hotel.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evidence for CanDo: Spanish, Novice High, Presentational Speaking

Cando: I can describe aspects of my daily life using phrases and simple sentences.
Status: I can do

No evidence uploaded

- Upload New Writing Sample
- Upload New Web 2.0 Evidence
- Upload New MP3 Sound
- Upload New Speech Recording
- Upload New Picture File
- Upload New PDF Document
- Link to Anvill tCast Evidence

Click Here to view Evidence Examples
Speaking Evidence

EVIDENCE FOR CANDO: Spanish, Novice High, Interpersonal Speaking

Cando: I can order a meal.
Status: I can do

Back to the CanDo
From: falsgraf@uoregon.edu
Subject: Re:
Date: Thu, 11 Mar 2010 09:21:09 -0800
To: yokomiwa@hotmail.com

三輪先生がコーディネーターになったとはしらなくて、すみませんでした。4月でよろしければ、是非発表させてもらい
ます。確認ですが、4月9日、5：30PMからタイガード高校で行うですね。

On Mar 10, 2010, at 7:53 PM, Miwa-Cook Yoko wrote:

カール・フォルスグラフ教授、
2009-10年度の勉強会のコーディネーターをStephanie Smith先生といっしょにしております関係で、5月の
サンフランシスコの出張の件について私にもメールで連絡が届きました。
それでは5月にではなく来月の4月の勉強会に来ていたくのはどうでしょうか。
お返事ください。

Translation:

Dear Professor Falsgraf,

Because I am coordinating the 2009-10 Japanese study group with Stephanie Smith, I was contacted regarding
the matter of your business trip to San Francisco. Would it be alright if you cam to the the April meeting instead
of the May meeting?

Yoko Miwa

Reply:

I didn't know you had become the coordinator this year. Sorry about that. If April works for you, I would be
glad to give the presentation then. Just to check, the time is 5:30 on April 9, correct?
Tengo dos hijos que se llaman John y Elijah. John tiene ocho años y Elijah tiene dos años. Los dos tienen pelo y ojos castaños. Ellos son muy activos y les gustan jugar afuera.

John le gusta bailar, jugar basquetbol, y construir edificios con Legos. Le encantan a los libros de *Diario de un niño 'wimpy'.* Elijah le gusta jugar con los coches y está aprendiendo a hablar. El puede copiar muchas de las palabras que yo digo. Quiero enseñarle como hablar español!
I can ask and answer a variety of questions about routine personal information in uncomplicated situations.

**Exemplars:**
Interpersonal Communication

Intermediate Mid:

I can ask and answer a variety of questions about routine personal information in uncomplicated situations.
Think/Pair/Share

• What types of evidence will students generate in your program?

• How can they document their progress in different modes of communication?
Tasks: Chinese and Arabic

You are in a vacation in the Emirates. You are on your way from Dubai to Abu Dhabi and you see this sign on the road. What type of information is provided in the sign?

تحذير من هبوب رياح رملية قد تسبب في انخفاض الرؤية و تراكم الكثبان الرملية على الطريق

Write your ideas and upload your evidence into LinguaFolio Online.
Review Section
### Interculturality

#### Overview

I _______ seek new experiences with people of other cultures.

- [ ] Always
- [ ] Sometimes
- [ ] Never

I _______ understand people of other cultures.

- [ ] Always
- [ ] Sometimes
- [ ] Never

I _______ act in an appropriate manner with people of other cultures.

- [ ] Always
- [ ] Sometimes
- [ ] Never

#### Encounters

<table>
<thead>
<tr>
<th>Language</th>
<th>Theme</th>
<th>Title</th>
<th>When</th>
<th>Feel</th>
<th>Know</th>
<th>Act</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Going Out</td>
<td>Jamaican restaurant: Negril Cafe</td>
<td>October 2010</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>Edit</td>
</tr>
<tr>
<td>Japanese</td>
<td>Work</td>
<td>Fashion</td>
<td>October 2010</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>Edit</td>
</tr>
<tr>
<td>Spanish</td>
<td>Community</td>
<td>Border Crossing</td>
<td>November 2009</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>Edit</td>
</tr>
</tbody>
</table>

#### General Information

Interculturality refers to the interaction of people from different cultures, using authentic language appropriately to demonstrate knowledge and understanding of the cultures. It is your ability to experience the culture of another person and to be open-minded, interested, and curious about that person and culture. You can also evaluate your own feelings, thoughts, perceptions, and reactions in order to understand and to use that experience to reflect on your own life and surroundings.

[View a Sample Interculturality Encounter](#)

[More Information About Interculturality](#)
After hearing my student talk about how nervous she was about her husband's colleague coming over, I think that Uemura-san was probably equally nervous about inviting me over, especially since I am a foreigner and therefore a 'double guest'.

I often see Uemura-san working in his garden or just hanging out in front of his house. We talk about all these different things and seem to be getting friendlier, but he never invites me into his house. I have had him over to my house, but he never invites me in. Sometimes he hollers for his wife to come out and say hi, but never asks me in. I can't tell if he is trying to keep me at a distance or what. He seems fine talking outside, but he gets nervous when I have him over to my apartment and never asks me into his place. Weird.
Where do I begin?

- With the end! (Backwards planning)
- Implement with existing curriculum and materials
- Focus on student outcomes
Identify Desired Results
- What are the program goals and expected student outcomes?
- STARTALK Student Curriculum Template

Determine Acceptable Evidence
- How will you know that students have met the goals?
- What “performances” will provide such evidence?

Plan Learning Experiences and Instruction
- What specific knowledge and skills will students need to achieve these outcomes?
- What activities will help students learn specific knowledge and skills?
## Teacher Accounts

### Manage Groups

<table>
<thead>
<tr>
<th>Group Name</th>
<th>Type</th>
<th>Description</th>
<th>Membership</th>
<th>Join Code</th>
<th>Manage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Applied Second Language</td>
<td>District</td>
<td></td>
<td>Member</td>
<td>919465850</td>
<td></td>
</tr>
<tr>
<td>MyClass for Krystal Sundstrom</td>
<td>Class</td>
<td></td>
<td>Leader</td>
<td>JV0955Z050</td>
<td></td>
</tr>
<tr>
<td>MyClass</td>
<td>Class</td>
<td></td>
<td>Leader</td>
<td>XS81117C13</td>
<td></td>
</tr>
<tr>
<td>Exemplar</td>
<td>Class</td>
<td>Students working on CanDo Exemplar</td>
<td>Leader</td>
<td>IW3532EC26</td>
<td></td>
</tr>
<tr>
<td>Exemplar</td>
<td>Class</td>
<td></td>
<td>Leader</td>
<td>MY48646384</td>
<td></td>
</tr>
</tbody>
</table>

[Join a Group] [Create a New Group] [Done]
Adding students to your class:

There are two ways to add students to your class in LinguaFolio Online. If you want to setup more classes, see the my profile section.

Option 1 - Manually Input Accounts:
1. Click on the 'My Students' tab above.
2. Locate the 'Add Student' button on the upper right corner of the page below the menu.
3. Input a username for the student. For example it is typically last name and first initial, student id number, or a nickname.
4. The system will check to see if the username exists.
   - If the user already exists you may add them to your class.
     - Only do this if you know the student you want to add goes by the username entered.
     - Choose the language they will be learning from the drop down box.
     - Choose the class they will be in from the drop down box.
     - Click the 'Add Student' button and wait for the request to complete.
   - If it is a new user, a password must be provided.
     - Create a password that is at least 6 characters long, with at least one letter and one number.
     - The email field is optional.
     - Choose the language they will be learning from the drop down box.
     - Choose the class they will be in from the drop down box.
     - Click the 'Add Student' button and wait for the request to complete.
     - You will need to share the username and password with the student so they can login.
5. Students may then access LinguaFolio Online at https://linguafolio.uoregon.edu.

Option 2 - Self Registration by Email:

With this option, students visit a URL and enter a special activation code. This method is recommended if students have their own email accounts and regular access to computers.

1. Ask your students to access https://linguafolio.uoregon.edu in a web browser.
2. Click on the 'Signup Here' link.
3. Click on the 'Student Signup' link.
4. Fill out their desired user name, email, password, and language.
5. In the 'Registration Code' box, have them enter the following registration code that goes with the class they should be in:

<table>
<thead>
<tr>
<th>Class</th>
<th>Registration Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class for Krystal.Sundstrom</td>
<td>9319468390</td>
</tr>
</tbody>
</table>
## CanDo Overview

### Cando Overview Main Menu

<table>
<thead>
<tr>
<th>Can Do Statement</th>
<th>I Can Do</th>
<th>I Can Do with help</th>
<th>This is a goal</th>
<th>Not Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Novice Low</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>I can greet people in a polite way using single words and memorized phrases.</em></td>
<td>66%</td>
<td>1%</td>
<td>0%</td>
<td>33%</td>
</tr>
<tr>
<td><em>I can introduce myself to someone.</em></td>
<td>59%</td>
<td>3%</td>
<td>0%</td>
<td>36%</td>
</tr>
<tr>
<td><em>I can answer simple questions using one or more words.</em></td>
<td>46%</td>
<td>5%</td>
<td>1%</td>
<td>46%</td>
</tr>
<tr>
<td><em>I can answer questions about my preferences using one or more words or memorized phrases.</em></td>
<td>31%</td>
<td>9%</td>
<td>7%</td>
<td>53%</td>
</tr>
<tr>
<td><em>I can react to a statement using one or more words or memorized phrases.</em></td>
<td>28%</td>
<td>9%</td>
<td>7%</td>
<td>56%</td>
</tr>
<tr>
<td><em>Novice Mid</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>I can introduce myself and others using basic, culturally appropriate greetings.</em></td>
<td>21%</td>
<td>0%</td>
<td>0%</td>
<td>79%</td>
</tr>
<tr>
<td><em>I can ask simple questions and give simple responses on familiar topics using words, phrases, and memorized expressions.</em></td>
<td>17%</td>
<td>1%</td>
<td>1%</td>
<td>80%</td>
</tr>
<tr>
<td><em>I can exchange information about myself, my family, and familiar things using words, phrases, and memorized expressions.</em></td>
<td>17%</td>
<td>1%</td>
<td>1%</td>
<td>80%</td>
</tr>
<tr>
<td><em>I can understand and say numbers in simple situations.</em></td>
<td>16%</td>
<td>1%</td>
<td>0%</td>
<td>80%</td>
</tr>
<tr>
<td><em>I can exchange information about something I have learned using memorized words and phrases.</em></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td><em>Novice High</em></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><em>Intermediate Low</em></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><em>Intermediate Mid</em></td>
<td></td>
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</tr>
</tbody>
</table>
Suggested Implementation

- **Pre-program preparation:**
  - Determine links between CanDo Statements and Program Goals
  - *(Student Curriculum Template)*

- **Getting Started: Introduce LFO to Students**
  - Discuss program goals with students
  - LFO Registration, biography, baseline CanDo data

- **During the Program**
  - Refer often to program goals/CanDo Statements
  - Schedule time to update LFO periodically
Registration

• Getting Started
  • New programs will receive registration codes
  • Continuing programs will use codes from last year

• Flexible groups
  • Each teacher sets up their own teacher account
  • Teachers can create multiple classes or ‘groups’
  • Teachers can add students or students add themselves

• Students
  • If students already have accounts, they can continue to use the same account.
Support Materials

- http://lfonetwork.uoregon.edu
Contact:

Krystal Sundstrom
ksundstr@uoregon.edu
(541) 346-4350