Using Assessment to Focus STARTALK Instruction

Paul Sandrock
ACTFL
Session Learning Targets:

1. I can describe different types of assessments helpful to inform STARTALK instruction

2. I can envision how to use assessment to examine what needs improvement in my STARTALK program

3. I can identify some characteristics of STARTALK programs that support stronger language performance (informed by assessments)
Performance **TOWARD** Proficiency

Multiple Measures Over Time
### Assessing Performance

- Based on Instruction
- Practiced
- Familiar Content and Context

### Assessing Proficiency

- Independent of specific instruction or curriculum
- Unpredictable
- Broad Content and Context

The language a learner produces on a collective set of performances generally correlates to a proficiency level; 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.
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 celsius
  - con un termómetro

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

From: Tara Fortune – ACTFL Webinar

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Performance and Proficiency

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OPI/WPT

AAPPL

Summative Assessments

Formative Assessments
<table>
<thead>
<tr>
<th>INTERPERSONAL</th>
<th>INTERPRETIVE</th>
<th>PRESENTATIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find at least five things you have in common and/or differentiate with your partner regarding your favorite holiday</td>
<td>Show a video clip (in target language) of the celebration of a holiday in the target culture; have students fill out in a graphic organizer to capture what was learned</td>
<td>Create a video explaining your favorite holiday to be shown to a student from a target country (highlighting similarities and differences)</td>
</tr>
</tbody>
</table>
To prepare for this activity, students will need to:

1. Choose an animal.
2. Identify both the baby and the adult for this animal.
3. Identify at least 5 unique characteristics for the adult animal.
4. Order the characteristics from most common (1) to least common (5)
5. Brainstorm one animal with most common feature #1
6. Think of another animal with two most common features, #1 + #2
7. Think of a third animal with three most common, #1 + #2 + #3, etc.
8. Think of a fourth animal with most common features #1-4
9. Each animal will introduce one characteristic, one of the animals can introduce two characteristics
10. Finally, identify the real mother by naming all 5 characteristics.
毛虫找妈妈。他找一个动物像它一样能爬的…
（Caterpillar is looking for mom, and so looks for something like him/her that crawls…）
蚯蚓! 不, 你的妈妈有两个大眼睛.
（An earthworm! No, your mom has two big eyes.)
狗! 不, 你的妈妈有两条长长的触角.
（A dog! .... No, your mom has two long antennae.)
蜗牛! 不, 你的妈妈身体有三部分, 有六条腿.
（A snail! No, your mom has three body parts, 6 thin legs.)
蚂蚁! 不, 你的妈妈有两个美丽的翅膀.
（An ant! No, your mom has 2 colorful wings.)
蝴蝶! 是!
（A butterfly? Yes!）
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ACTFL PROFICIENCY GUIDELINES 2012

Welcome to the ACTFL Proficiency Guidelines 2012 online. Here you will find the most current version of the ACTFL Proficiency Guidelines for Speaking, Writing, Listening, and Reading made interactive through the inclusion of glossed terms and multimedia exemplars. You can explore the Guidelines by skill or by level, listen to and read samples in English that represent abilities at each of the major proficiency levels.

Download the complete text of the ACTFL Proficiency Guidelines 2012 document in a PDF format.


Download the Guidelines Pyramid suitable for printing: 8.5 x 11 or 11 x 17. (PDF)

GENERAL PREFACE TO THE 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. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability.

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. Together these levels form a hierarchy in which each level subsumes all lower levels. The Guidelines are not based on any particular theory, pedagogical method, or educational curriculum. They neither describe how an individual learns a language nor prescribe how an individual should learn a language, and they should not be used for
Example of a Novice Level Task

STUDENT QUESTIONNAIRE:

NAME: _____________________________________________________________

ADDRESS: _________________________________________________________

TELEPHONE NUMBER: _____________________________________________

DATE OF BIRTH: ___________________________________________________

CURRENT CLASSES YOU ARE TAKING:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

HOBBIES AND INTERESTS:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Writing Proficiency Test Languages

- Albanian, Arabic, Chinese, Dutch, English, French, German, Greek (Modern), Hebrew, Hindi, Italian, Japanese, Korean, Persian-Farsi, Polish, Portuguese, Russian, Serbo-Croatian, Spanish, Turkish, Urdu and Vietnamese.
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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 National Standards for Foreign Language Learning 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. Click here for more information.

PROFESSIONAL DEVELOPMENT AND NO-COST CEU’S

The ACTFL Professional Development series supports teaching and learning in a Standards-based environment. The first module in the series, Standards-Based Language Learning, addresses the major
### AAPPL - DEMO

http://aappl.actfl.org/demo

#### DEMO

Upon completion of the assessment samples, click [here](http://aappl.actfl.org/demo) 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 F / ILS M PW</td>
<td>IL IR ILS F / ILS M PW</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>
<tr>
<td>Score</td>
<td>AAPPL Score Description</td>
<td>Strategy</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>N-4</td>
<td>Your AAPPL Interpersonal Listening/Speaking score of N-4 means that you can be part of a conversation about yourself and your life. Much of the time you can also use your language to express your own thoughts and get the things that you need. You tend to speak in phrases and some sentences. You can often 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 most of the time.</td>
<td>Keep the conversation going by asking follow up questions on the same topic, working with your partner to figure out what you don't understand and talking around words that you don't know. Keep saying more about more topics. Pretend you're in a situation where you need to get something or do something.</td>
</tr>
<tr>
<td>I-1</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>Jump into as many conversations as you can, especially outside of class. Once you've answered a question, try to add something more (another fact, thought, or even another question).</td>
</tr>
</tbody>
</table>
AAPPL 2014: By the numbers

- 15 Programs
  - Chinese
  - Russian
  - Arabic
- 342 Students
Focused Data Gathering: Two surveys

- Program Director’s Survey—7 responses
  - Program characteristics
  - Teacher profiles
  - Classroom practices
  - Time spent in target language

- Student survey—269 responses
  - Years of language study
  - Heritage speaker
  - Class level
Examine outcomes and score clusters and correlate with survey results

- Age of program
- Language spoken at home
- Student demographics
  - Years in programs
  - Heritage/non-heritage
  - Contact hours
SNAPSHOT OF 2014 AAPPL OUTCOMES - INTERPERSONAL (LISTENING AND SPEAKING)
PROGRAM PROFILES

1. All 7 Chinese; 2 Arabic; 1 Russian
All STARTALK Results

N-1 15%
N-2 26%
N-3 22%
N-4 11%
I-1 10%
I-2 2%
I-3 1%
I-4 2%
I-5 6%

Below N-1 4%
I-5 6%
I-4 2%
I-3 1%
I-2 2%
I-1 10%
N-4 11%
Below N-4 1%
Russian Results

N-1 18%
N-2 0%
N-3 13%
N-4 3%

I-1 10%
I-2 0%
I-3 0%
I-4 2%
I-5 49%

Below N-1 5%

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Chinese Results

- N-1 14%
- N-2 29%
- N-3 18%
- N-4 13%
- I-1 13%
- I-2 2%
- I-3 2%
- I-4 3%
- I-5 0%

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N-1  18%
N-2  31%
N-3  44%
N-4   5%
I-1    0%
I-2    2%
I-3    0%
I-4    0%
I-5    0%

Arabic Results

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Using Assessment to Inform Instruction

• Compare end-of-program results year-to-year
• Unpack the results – what accounts for differences that you didn’t predict
• Spot check random students
• Compare to students in school year programs to find points of entry
AAPPL upgrades: 2015 and Beyond

• Testing into the Advanced range
• Adding Portuguese & Levantine to AAPPL Languages
• Refreshing all Interpersonal tasks
• Adding practice tests and tools
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
TYPES OF PROFILE

BASIC
Used to try out AAPPL Practice and for all students without email accounts. Passwords are reset by a teacher.

LEARNER
Used by language learners using AAPPL Chat for personal or classroom use. A registered email is required. Passwords are reset by the individual.

PARTICIPANT
Used by those who are actively engaged in language learning, such as students and teachers, and those who support a language learner, such as tutors, teachers, coaches and parents. Accounts must be created in ACTFL’s Online Community.

FULL
Used by those who want no restrictions. Accounts must be created in ACTFL’s Online Community and payment made through the ACTFL Store.

CREATE A NEW ACCOUNT

First name

Last name

Username/Email Address

Password

Confirm Password

BACK TO HOME  CREATE
**STEP 1:** What is the task about?

Name this Task

Give a brief description or instruction about the task

**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

**ADD MORE PROMPTS**

**RE-ORDER PROMPTS**

Done

CANCEL  PROCEED
Sightseeing in Paris

PROMPT 1

PLAY AUDIO

YOUR FEEDBACK

Or type it

PLAY RESPONSE
As you plan for summer 2015:

- Check the AAPPL website
  - Review topics for 2015
- Take advantage of online ACTFL PD available through the STARTALK website
  - Produced in English, Arabic, and Chinese
- Watch for final report on trend data
- Become a user of AAPPL Conversation Builder
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