Evidence and Outcomes: LinguaFolio Online
Outcomes

After this session, you will be able to:

• discuss ways in which LFO was used in 2014 programs
• implement LFO To Go in upcoming summer STARTALK program
• suggest future ideas for improving the LFO experience

• **efficiently collect high quality evidence aligned to program objectives**
• **guide students through their own learning journey**
What is STARTALK LFO?

• A place for:
  o Collection
  o Self-Assessment
  o Reflection
  o Implementation of intentional, backwards design
  o Targeting program-specific CanDos
**Learning Targets**

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you’ve selected.

<table>
<thead>
<tr>
<th><strong>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</strong></th>
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<tbody>
<tr>
<td><em>Be sure to label the mode and proficiency level of each statement.</em></td>
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<tr>
<th><strong>PROGRAM CAN-DO STATEMENTS</strong></th>
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<tbody>
<tr>
<td><strong>OR NCSSFL-ACTFL CAN-DO STATEMENTS</strong></td>
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<tr>
<td><em>Number the Can-Do statements here and then transfer to Stage 3.</em></td>
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STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Experiences
In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSSFL-ACTFL CAN-DO STATEMENTS</td>
<td>Learners need to use ...</td>
<td>Learners will experience &amp; demonstrate ...</td>
</tr>
<tr>
<td>Learners can ...</td>
<td>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</td>
</tr>
</tbody>
</table>

Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.

You may add additional rows as necessary.
STARTALK LFO 2014

A look at the data
How many pieces of evidence were uploaded in Summer 2014?

15,690 pieces of evidence were uploaded by 1,331 students.
Which mode represents the most pieces of evidence?

interpersonal
What do I upload as evidence?

What you do every day in class.
What would you do?

Imagine you are working with one of these three Can-Do statements in your classroom. What would a lesson look like and what would be useful as evidence?

• I can greet my peers. (NL)
• I can exchange personal information. (NH)
• I can make plans with others. (NH)
Evidence

Novice Low

I can greet my peers.
Sample Evidence

Novice High

I can exchange personal information.
Sample Evidence

Novice High

I can make plans with others.
What would you like to see in STARTALK LFO?
Questions?

Email: lfo@uoregon.edu
Phone: 541-346-5699