Goal Setting, Reflection, and Program Outcomes: Make the Best Use of LinguaFolio Online in your STARTALK Program

Aleidine J. Moeller
Julie Sykes
STARTALK 2015
Teaching = Learning?
Objectives/Can-Do’s

- I can explain how and why NCSSFL-ACTFL Can-Do Statements increase learner engagement.
- I can explain the benefits of Can-Do statements in language learning.
- I can design curriculum and learning tasks that integrate the NCSSFL-ACTFL Can-Do Statements in my language classroom.
- I can describe how LFO can be used in programs to guide learners on through their own learning journey.
- I can implement LFO in upcoming STARTALK program and collect high quality evidence aligned to program objectives.
Language Performance: Ability to use language in instructional settings and familiar contexts

VS

Language Proficiency: Ability to use language in authentic situations regardless of where, when, or how the language was acquired
Can Do Statements
Purposes of Can Do’s

To promote functional use of the target language.

To provide opportunities for learners to experience language and culture together.

To assist teachers and learners in communicating and assessing what and how well they can function in the target language.

To guide teachers and learners in the language learning process to ensure continual language development.
What is STARTALK LFO?

• A place for:
  – Collection
  – Self-Assessment
  – Reflection
  – Implementation of intentional, backwards design
  – Targeting program-specific CanDos
Why STARTALK LFO?
Alice came to a fork in the road: “Which road do I take?” she asked.

“Where do you want to go?” responded the Cheshire cat.

“I don’t know,” Alice answered, “Then,” said the cat, “it doesn’t matter.”

_Alice in Wonderland_ Lewis Carroll (1832-1898)
Goal Setting

“Goal setting influences learning and motivation by providing a target and information about how well one is doing.”

(Alderman, 2005, pg. 105)
Long term goals & purpose:

What do you ultimately want to achieve/be able to do and at what level of accomplishment?

Bicycle: Be able to be an Olympian champion?
Be able to ride my bike to work?
Be able to exercise in my free time?
# Stamps!!

**Program goals – how am I doing?**

## Program Goals:

<table>
<thead>
<tr>
<th>I can greet my peers. (Hello/Goodbye)</th>
<th>I can introduce myself and provide basic personal information.</th>
<th>I can answer questions about what I like and dislike.</th>
<th>I can give times and dates.</th>
<th>I can occasionally identify the sound of a character or a word.</th>
<th>I can recognize the difference between a question and a statement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can identify family member words on a family tree.</td>
<td>I can name countries on a map.</td>
<td>I can sing a short song.</td>
<td>I can talk about holiday celebrations based on pictures or photos.</td>
<td>I can write about a topic from a lesson using pictures or photos.</td>
<td>I can discuss the colors of various objects with a classmate.</td>
</tr>
<tr>
<td>I can talk about quantity using the structure <strong>数量</strong> (how many... are there?)</td>
<td>I can address family members with Chinese kinship terms.</td>
<td>I can express compliments to a significant other, friends and family members.</td>
<td>I can use preposition words to describe the relative position of a subject compared to another.</td>
<td>I can recognize the names of body parts.</td>
<td>I can copy some characters or letters and words that I see on the wall or board in a book, or on the computer.</td>
</tr>
</tbody>
</table>

## Personal Goals:

<table>
<thead>
<tr>
<th>I can...</th>
<th>I can...</th>
<th>I can...</th>
<th>I can...</th>
<th>I can...</th>
<th>I can...</th>
</tr>
</thead>
</table>


Learning Goals Matter

Goals form the foundation for student motivation in school and for where their working memory capacity is being allocated.
Goals/Effort

• Goals motivate their attainment
• Once we have a goal, we exert cognitive effort to achieve the goal
• All intentional learning is goal directed
• Goals are highly individual--we cannot assume everyone is pursuing the same or similar goals
When learners register the gap between their internal understanding of language and their ability to produce language, they are motivated to fill that gap.

Goal of guidance is to lead the learners toward self-assess by providing additional help and maintaining their engagement in the learning task.
Students must make what they learn part of themselves

Chickering & Gamson, 1987, p. 3

Too often we see students as subjects of assessment, not users of assessments. The student must be considered the primary user of assessment information.
Promote Self-Regulation

How do we position students to think about their own learning and make connections inside and outside the classroom to monitor their learning development?
Has it been tested?

• Longitudinal Study (Moeller, Theiler, Wu. 2012)
  – 23 school districts

• Study with College Language Majors
  – Ziegler & Moeller (2012)

• Study with ELP in Germany
  – Ziegler (2014)

• Clarke (2014)
<table>
<thead>
<tr>
<th></th>
<th>LinguaFolio Goal Score</th>
<th>LinguaFolio Action Plan Score</th>
<th>LinguaFolio Reflection Score</th>
<th>STAMP Reading score</th>
<th>STAMP Writing score</th>
<th>STAMP Speaking Score</th>
</tr>
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<tbody>
<tr>
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<tr>
<td><strong>Pearson Correlation</strong></td>
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<td>.363(**)</td>
<td>.585(**)</td>
<td>.329(**)</td>
<td>.317(**)</td>
<td>.331(**)</td>
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<tr>
<td><strong>Sign. (2-tailed)</strong></td>
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<td>193</td>
</tr>
<tr>
<td><strong>LinguaFolio Action Plan Score</strong></td>
<td><strong>Pearson Correlation</strong></td>
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<tr>
<td><strong>Sig. (2-tailed)</strong></td>
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<td>525</td>
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<tr>
<td><strong>STAMP Writing score</strong></td>
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<td>525</td>
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<td><strong>STAMP Speaking Score</strong></td>
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<td>.311(**)</td>
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<td>168</td>
<td>193</td>
<td>526</td>
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</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).
LinguaFolio Research

- LF research at UNL in Spring 2010:
  - Increased Task Value
  - Increased Mastery Goal Orientation
  - More Accurate Self-Assessments of Ability
  - Student beliefs correlated to Teacher beliefs
The more used, the better the results

Intrinsic Motivation

Autonomous Learning

Task Value

Teacher Rapport

Student Evaluation of EPS/LF
Effects on Learner Achievement

Principles of Assessment for Learning + LinguaFolio®

Reduced Class Size

4x to 5x

Moeller, 2010
Formula for Success

Setting goals
+ documenting progress
+ self-assessing learning

= student achievement
Where do I begin

1. 5 C’s & Identify standards (11)
2. Identify level of language (NL-D)
3. Identify mode of communication
4. Identify can-do statements
5. Identify acceptable evidence of learning accomplishments
6. Plan learning tasks
7. Return to can-do statements & self-assess
How to integrate Can-Do Statements into language instruction?

BACKWARD DESIGN

Identify desired results (What are the goals?)

Determine acceptable evidence (How will the teacher and learners know they reached the goal?)

Plan learning experiences and instruction (What does it take to reach the goals?)
## 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>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</th>
<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Be sure to label the mode and proficiency level of each statement.</em></td>
<td><em>Number the Can-Do statements here and then transfer to Stage 3.</em></td>
</tr>
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</tbody>
</table>
Standard 1.1: Interpersonal Communication
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Presentational Communication
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Modes of Communication

Primary learning objectives
1. spoken interpersonal communication
2. written interpersonal communication
3. audio, visual and a-v interpretive comm
4. written and print interpretive comm
5. spoken presentational communication
6. written presentational communication

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Can-Do Statements

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language.
GROUP CAN DO FOR: Beginning Swahili

Models:
- Interpersonal Communication (2)
- Interative Listening (2)
- Interative Reading (2)
- Presentational Speaking (2)
- Presentational Writing (2)

This is where you select Can Do Statements for your group, based on the learning targets you identified in the STARTALK Curriculum Template. You can also enter group-specific Can Do statements.
Classroom example

1. Identify desired learning outcomes – Interpersonal Novice High (linguistic level)

• *I can ask and give simple directions based on familiar topics.*

• *I can tell someone where something is located*
You are staying with a family in Munich during your semester abroad experience. You want to visit two places today that you had heard much about in your German classroom in the US—the Glockenspiel located in the Rathaus on the Marienplatz, and the Hofbräuhaus, a popular tourist spot. A classmate texts and says they would like to join you at the Marienplatz. She lives near the Olympiaplatz—explain how to get from Olympiaplatz to the Marienplatz via subway. Also explain that in case you do not meet up on time at the Marienplatz how she can walk to the Hofbräuhaus.
2. Identify acceptable evidence of task accomplishment

Using a subway map of Munich, Partner A (path is highlighted) provides oral directions to partner B who highlights the path on her map as provided by partner A. Partner B provides directions to another location using the Munich subway map—peer and self assessment.
3. Plan Instruction

Teacher task:
- Carefully scaffolded tasks that allow learner to accomplish task independently

**Teacher input**
- Introduce vocabulary needed of places in the city
- Authentic map of subway; one section of the city, jigsaw activity in which names of streets are researched
- Introduce and practice direction words
- TPR, visuals, gestures
Scaffolded tasks

- Moving from input to intake—have student practice simple directions with flashcards, TPR etc.
- Sitting back-to-back students give each other directions (turn left, go straight, stop, across from, over the bridge based on TPR gestures)
- Practice with a map of Munich subway
- Trace route from home to school and describe to partner
- Trace route from language classroom to the gym
- Scavenger hunt in school based on written directions
Independent practice/assessment

Provide written or oral directions and students demonstrate the route on a map.

This IS your evidence to document the Can Do and guide learners to reflect on their abilities.
Coming full circle

4. Return to Can-Do Statements to determine level of learning accomplishment/outcome
**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><strong>NCSSFL-ACTFL CAN-DO STATEMENTS</strong></td>
<td><strong>Learners need to use ...</strong></td>
<td><strong>Learners will experience &amp; demonstrate ...</strong></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>
<tr>
<td>Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

*You may add additional rows as necessary.*
**Evidence For Can Do:** Swahili, Novice Mid, Interpersonal Communication,

**Can Do:** I can ask simple questions and give simple responses on familiar topics using words, phrases, and memorized expressions.  
**Status:** I can do with help

<table>
<thead>
<tr>
<th>Title</th>
<th>Evidence List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Krystal na Marko wanakula mihogo</td>
<td><a href="https://www.youtube.com/watch?v=example_video_id">Video</a></td>
</tr>
</tbody>
</table>

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Noticing & Reflecting

To help learners reflect on their own learning, the teacher can encourage them to think about the following five questions as adapted from Leni Dam (1995):

• What am I learning?
• Why am I learning it?
• How am I learning it?
• How successful is my learning?
• What am I going to do next?
The reflection process requires learners to have a deeper understanding of learning and their learning experiences to interpret new learned knowledge in relation to their prior knowledge.
A Roadmap for implementing Can-Do Statements in the language classroom

1. Set learning goals
2. Select strategies
3. Provide evidence
4. Self-assess
5. Noticing and reflecting

This cycle represents the process of implementing Can-Do Statements in the language classroom.
<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Young snakes do not live with their parents.</td>
<td>- Why do some baby animals have to stay with their mothers?</td>
<td>- Baby kangaroos stay in their mother’s pouch for 1 year.</td>
<td>- How do animals protect their babies?</td>
</tr>
<tr>
<td>- Some baby animals lick each other to clean.</td>
<td>- Which baby animals have stripes and/or polka dots and which do not?</td>
<td>- Chimpanzees take care of their babies for 5 years.</td>
<td>- Why do baby sharks stay with their moms?</td>
</tr>
<tr>
<td>- Snakes stick their tongues out.</td>
<td>- Why do zebras live in grassy areas?</td>
<td>- Swans snap their wings to keep animals away from their babies.</td>
<td>- Why do baby birds eat worms?</td>
</tr>
<tr>
<td>- Some baby animals hatch out of eggs.</td>
<td>- Why do only some baby animals hatch out of eggs?</td>
<td>- Mother rabbits put grass on their babies to keep them warm.</td>
<td>- What do baby sharks eat?</td>
</tr>
<tr>
<td>- Snakes make hissing sounds.</td>
<td>- Why does the baby zebra stay with its mother?</td>
<td>- Mother goose tucks her babies under her wings to keep them warm and safe.</td>
<td>- How do baby birds learn how to fly?</td>
</tr>
<tr>
<td>- Baby birds like worms.</td>
<td></td>
<td></td>
<td>- What do baby fish eat?</td>
</tr>
<tr>
<td>- A baby cow is called a calf.</td>
<td></td>
<td></td>
<td>- Why do snails siltter?</td>
</tr>
</tbody>
</table>
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.
## Added Benefits of Integrating Can-Do Statements

<table>
<thead>
<tr>
<th>Authenticity</th>
<th>Learner-centeredness</th>
<th>Motivation</th>
<th>Learner Autonomy</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transparent learning process</td>
<td>General communicative goals + personalized goals</td>
<td>Focus on what learners are able to do</td>
<td>self-monitoring</td>
<td>Increase language proficiency and academic achievement (Moeller, Theiler &amp; Wu, 2012; Clarke, 2013)</td>
</tr>
<tr>
<td>Authentic, functional language objectives</td>
<td></td>
<td>Mitigate learning anxiety with short-term and long-term Can-Do goals; Criterion-referenced approach</td>
<td>self-assessment</td>
<td></td>
</tr>
<tr>
<td>Communicative approach</td>
<td></td>
<td></td>
<td>self-reflection</td>
<td></td>
</tr>
<tr>
<td>Task-based learning</td>
<td></td>
<td></td>
<td>take ownership of learning</td>
<td></td>
</tr>
</tbody>
</table>
Yes, I did it!
I will do it
I can do it
I'll try to do it
How do I do it?
I want to do it
I can't do it
I won't do it
Which step have you reached today?
"If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning."

~ Mahatma Gandhi ~
Objectives/Can-Do’s

- I can explain how and why NCSSFL-ACTFL Can-Do Statements increase learner engagement.
- I can explain the benefits of Can-Do statements in language learning.
- I can design curriculum and learning tasks that integrate the NCSSFL-ACTFL Can-Do Statements in my language classroom.
- I can describe how LFO can be used in programs to guide learners on through their own learning journey.
- I can implement LFO in upcoming STARTALK program and collect high quality evidence aligned to program objectives.
I Knew You Could!

A Book For All the Steps in Your Life
Contact Information

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