Piecing Together the Proficiency Puzzle
Assessing Proficiency in the Language Classroom

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Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished

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.
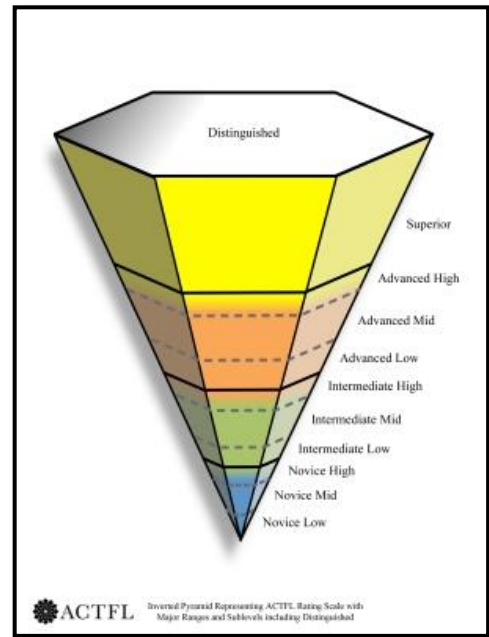
NCCSFL/ACTFL Global Can-do Benchmarks

(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

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.

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.

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.

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.

Avant STAMP 4s
(https://avantassessment.com/stamp4s.html):
Avant STAMP 4s engages students with real world content that is leveled according to the topics commonly taught at each level of instruction. STAMP's adaptive test design adjusts to a student's level so s/he is challenged, but not overwhelmed. The assessment is completely digital (online) and involves students in reading, writing, speaking and listening tasks.

AAPPL (http://aappl.actfl.org/):
The ACTFL Assessment of Performance toward Proficiency in Languages involves students in performing real world tasks such as participating in a virtual video chat, creating wikis, and emailing to demonstrate language ability. AAPPL measures Interpersonal Listening/Speaking, Presentational Writing and Interpretive Reading and Listening.
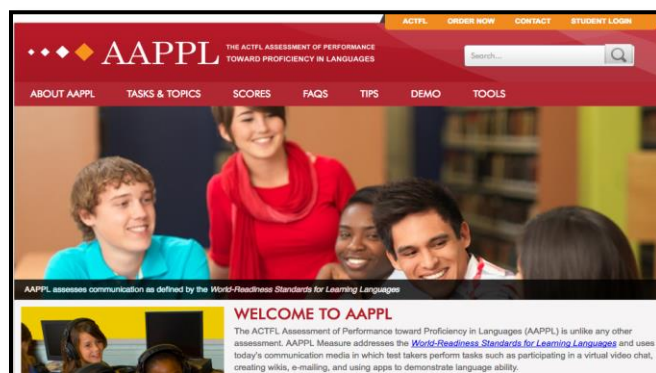
OPI (http://www.languagetesting.com/oral-proficiency-interview-opi):
The ACTFL Oral Proficiency Interview, or OPI, is a live, 20-30 minute telephone conversation between a certified ACTFL tester and the candidate. It is a valid and reliable test that measures how well a person speaks a language. The procedure is standardized in order to assess global speaking ability, measuring language production holistically by determining patterns of strengths and weaknesses. Through a series of personalized questions a sample of speech is elicited and rated against the proficiency levels described in ACTFL Proficiency Guidelines 2012 – Speaking.