

Piecing Together the Proficiency Puzzle

Assessing Proficiency in the Language Classroom

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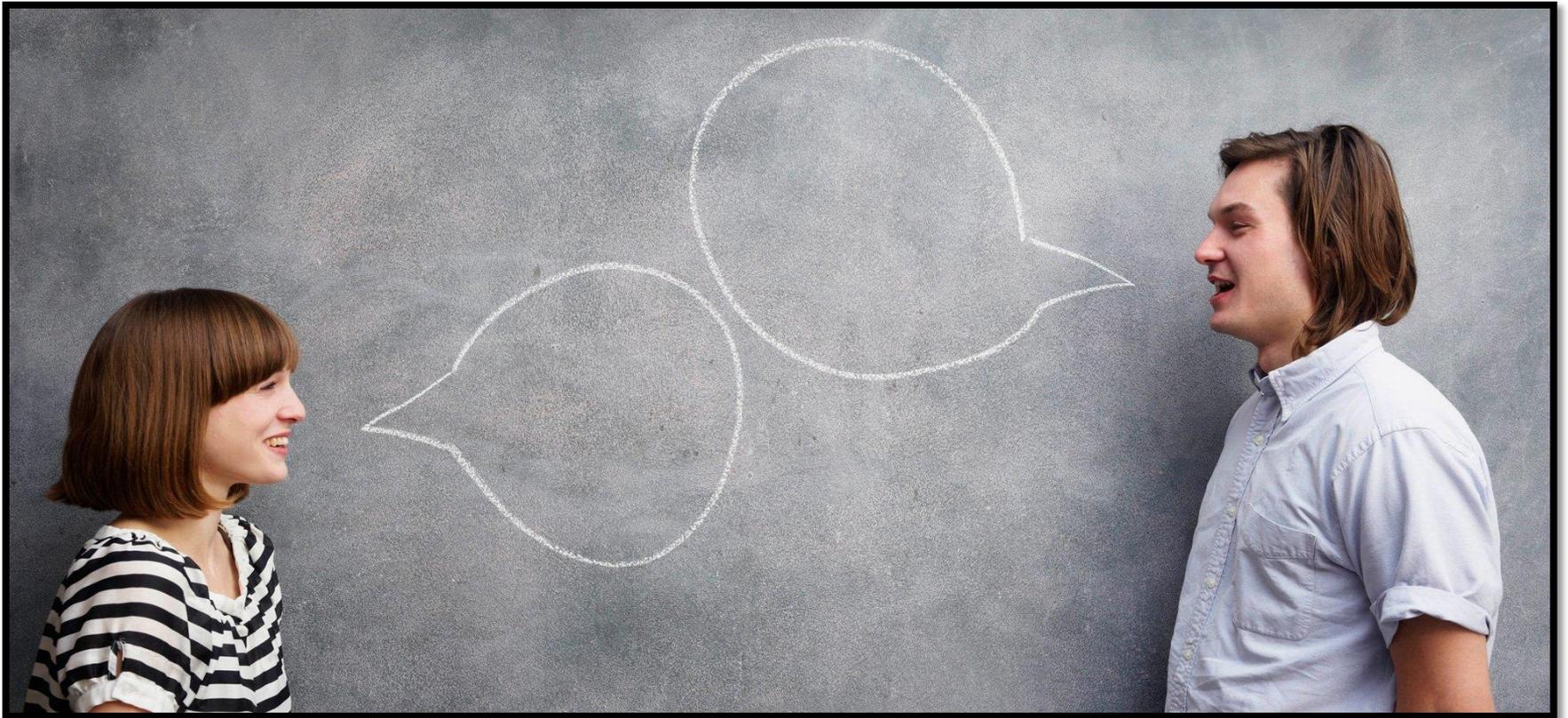
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What is some **terminology** relating to proficiency?



What is **proficiency**?

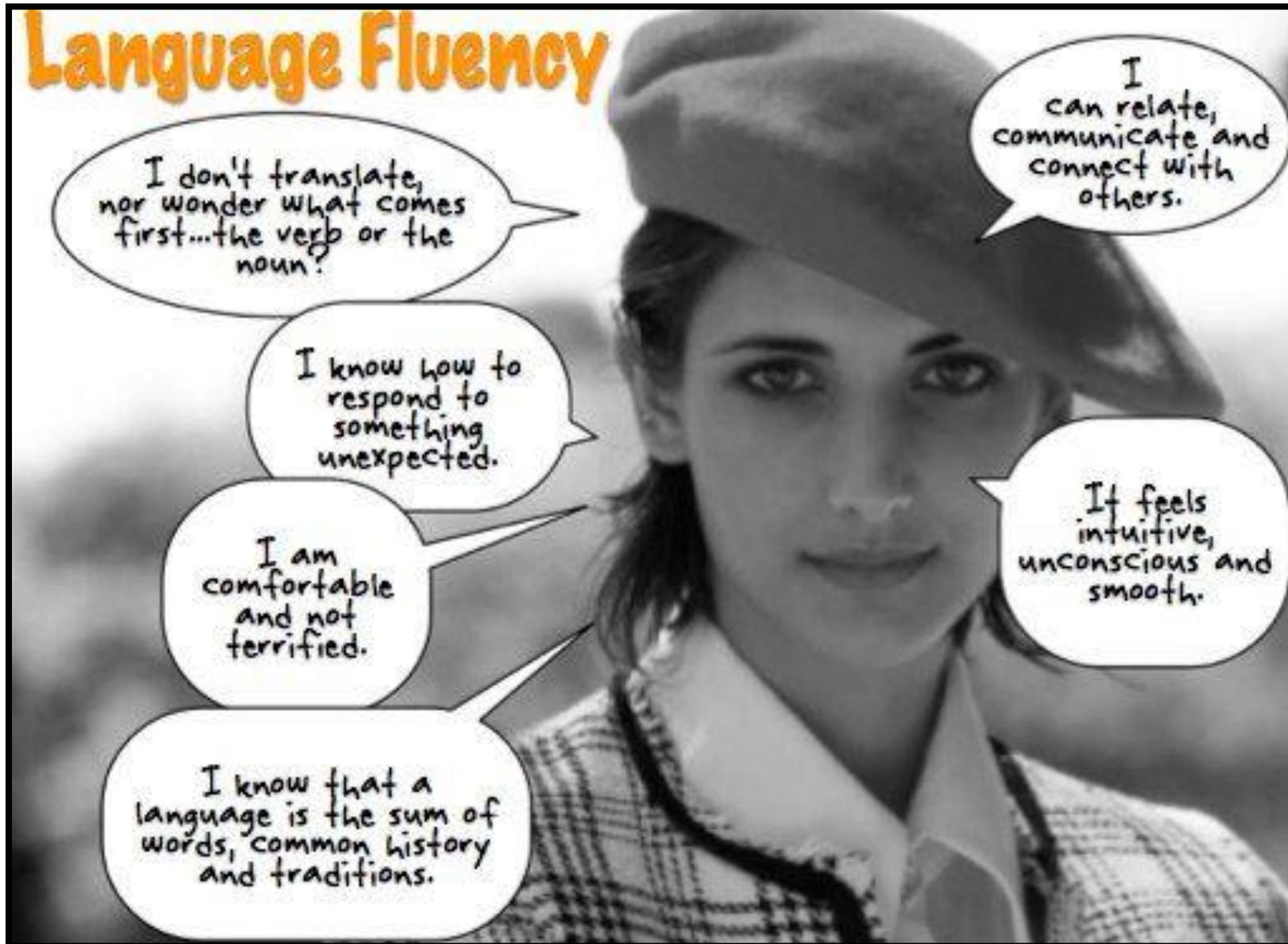
Language proficiency is the **ability to speak or perform** in an acquired language.



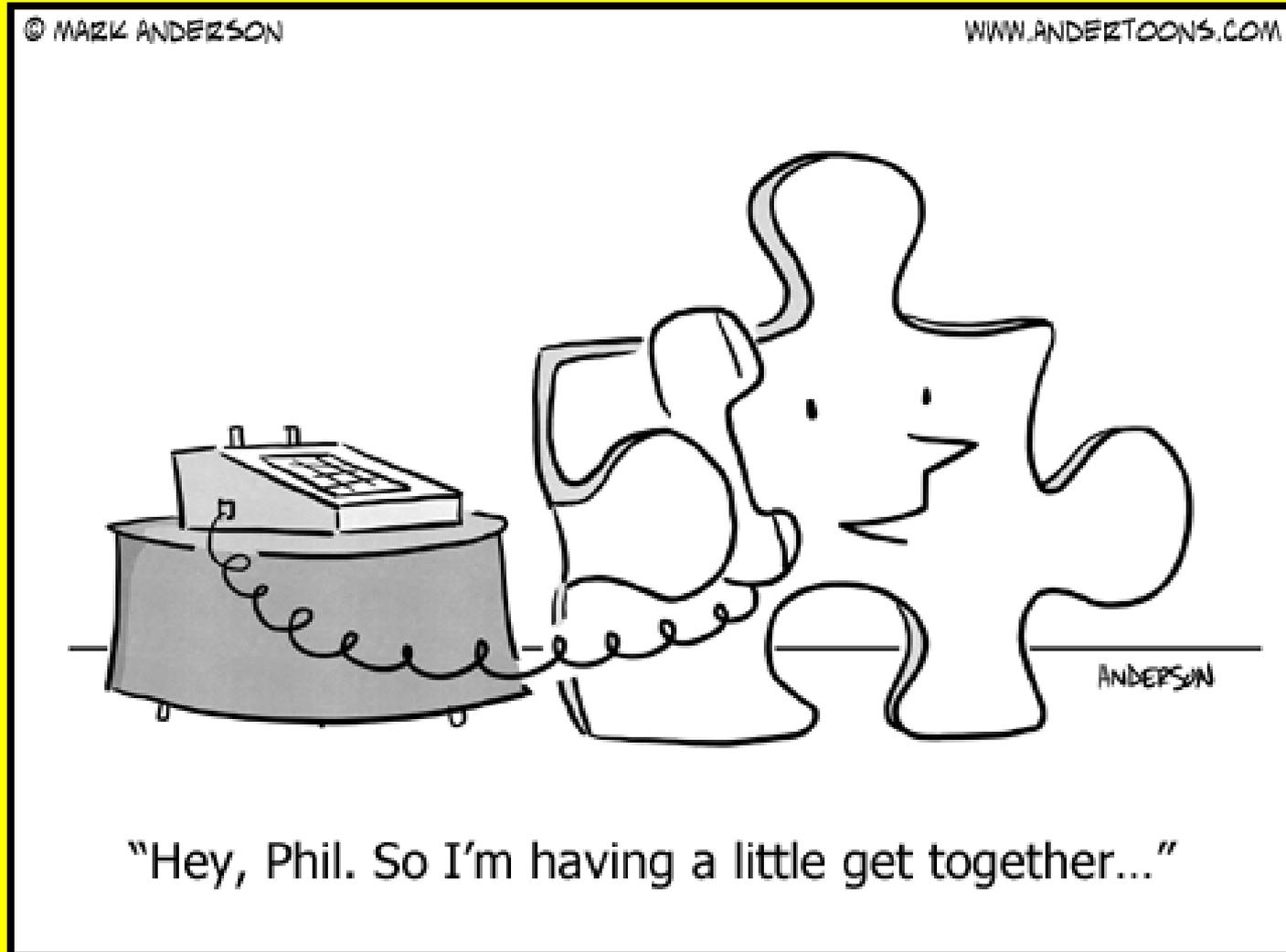
What is the difference between **performance** and **proficiency**?



Are they fluent yet?



What are the **pieces** of the puzzle?



The **EDGE** pieces



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

Cultures

Interact with cultural competence and understanding

Comparisons

Develop insight into the nature of language and culture in order to interact with cultural competence

Communication

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

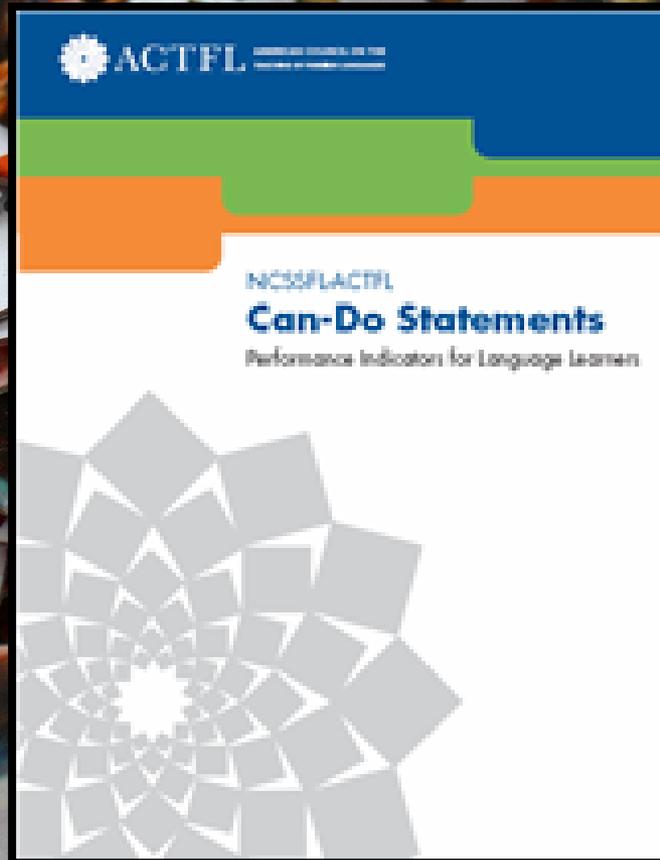
Connections

Connect with other disciplines & acquire information & diverse perspectives in order to use the language to function in academic and career-related situations

Communities

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

The CENTER pieces



Fiesta Fatal by Mira Canion
I CAN Statements



- ___ I CAN write actions of what 2 or more did DID.
- ___ I CAN explain the role of "coyotes" related to immigration.
- ___ I CAN describe Mexican foods: burritos and enchiladas.



- ___ I CAN list similarities and differences between Mexican and US schools.



- ___ I CAN explain events and symbolism of articles related to a quinceañera celebration.



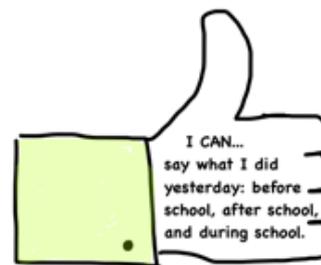
- ___ I CAN distinguish between actions and descriptions/emotions in the past.



- ___ I CAN retell the events and emotions of characters in the past in chapter 10 and other chapters in the book.
- ___ I CAN create additional information for book characters by writing epilogues for the characters.

I CAN STATEMENTS!

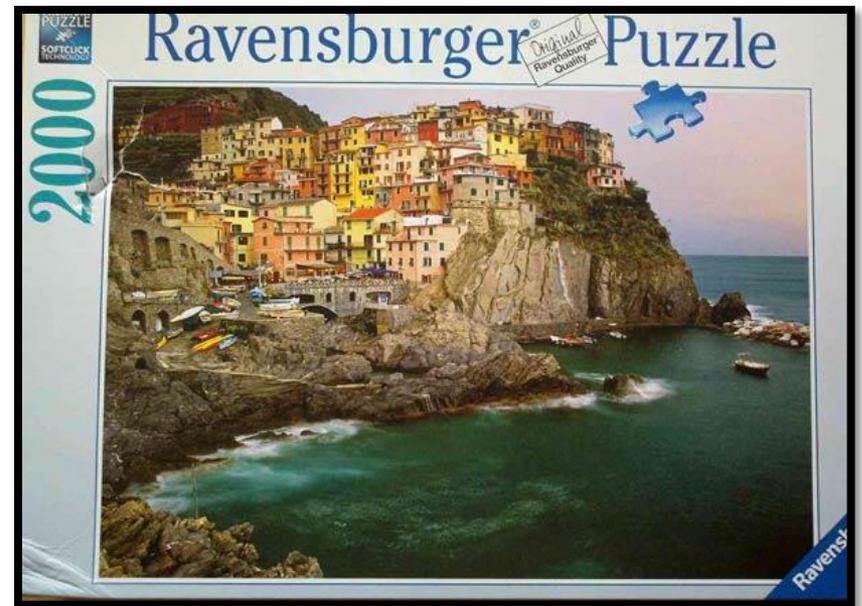
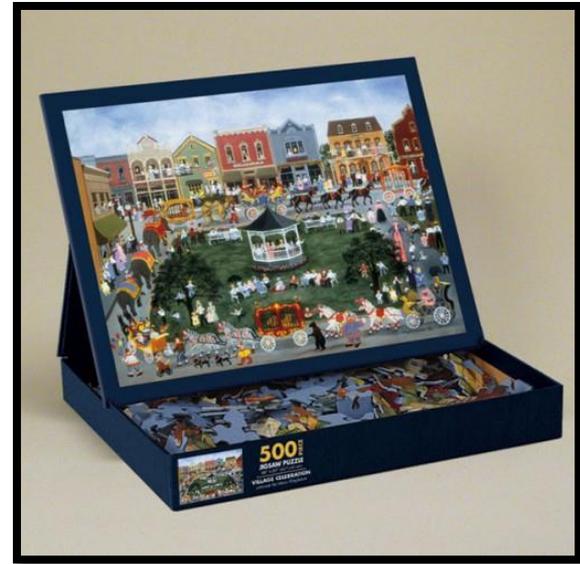
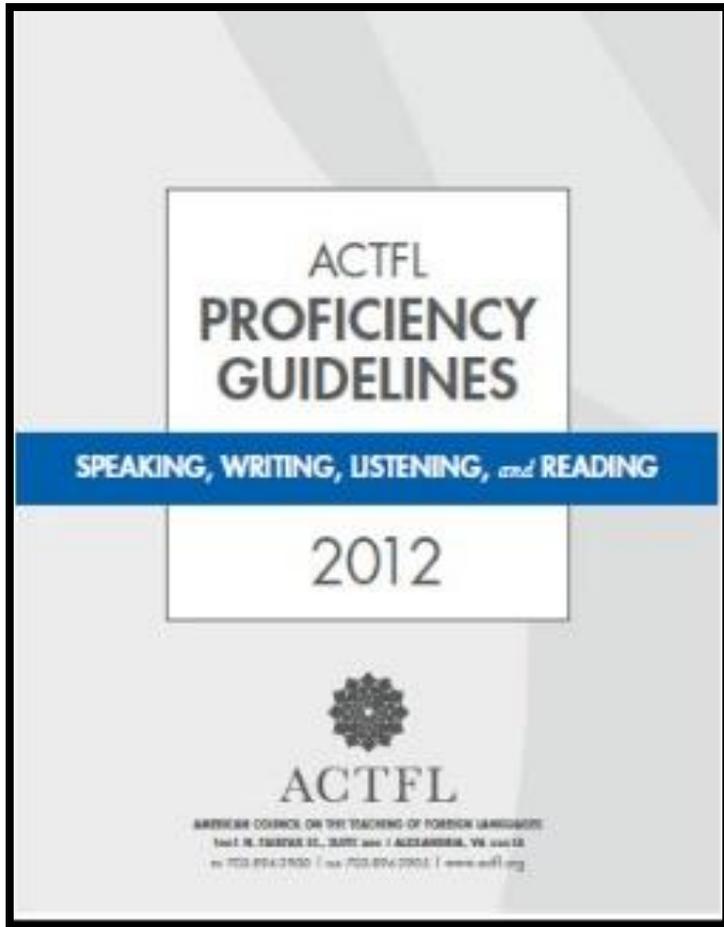
Sign your name in each cuff when you feel you are able to complete the task successfully! In the last hand, write your own I CAN statement.



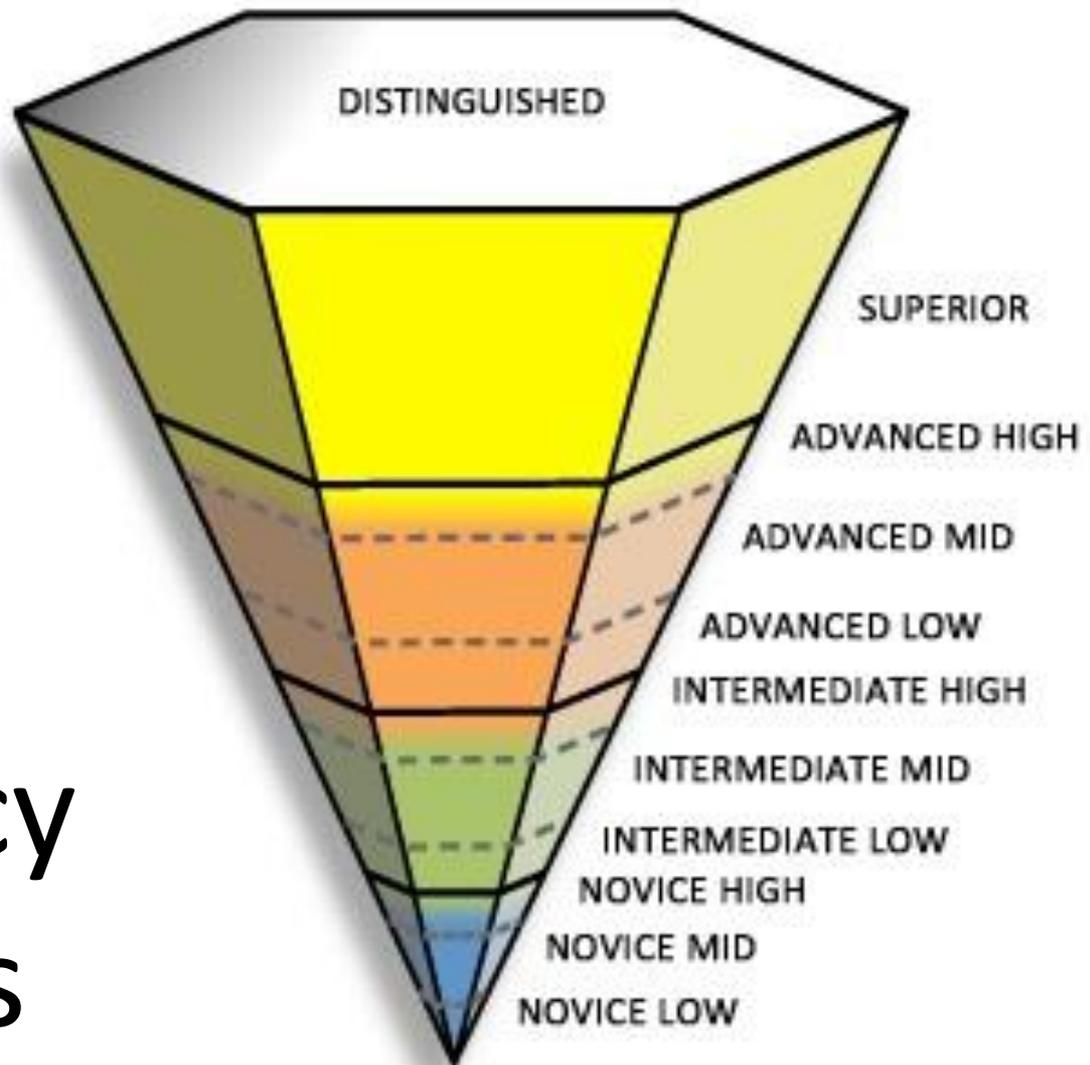
LEVEL \ MODE	INTERPERSONAL COMMUNICATION	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING	INTERPRETIVE LISTENING	INTERPRETIVE READING
NOVICE LOW	●	●	●	●	●
NOVICE MID	●	●	●	●	●
NOVICE HIGH	●	●	●	●	●
INTERMEDIATE LOW	●	●	●	●	●
INTERMEDIATE MID	●	●	●	●	●
INTERMEDIATE HIGH	●	●	●	●	●
ADVANCED LOW	●	●	●	●	●
ADVANCED MID	●	●	●	●	●
ADVANCED HIGH	●	●	●	●	●
SUPERIOR	●	●	●	●	●
DISTINGUISHED	●	●	●	●	●

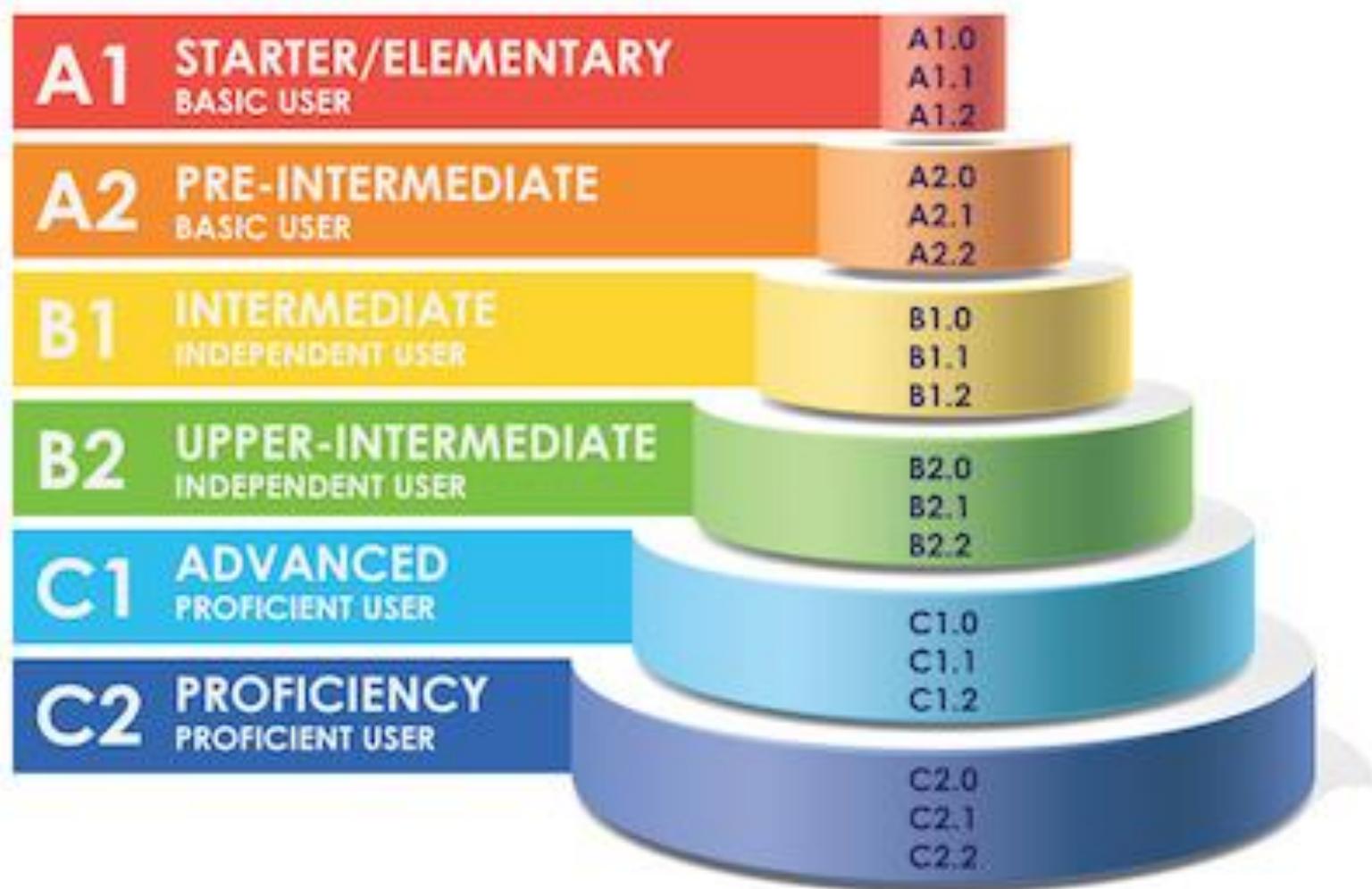
https://www.actfl.org/global_benchmarks

The BOX TOP



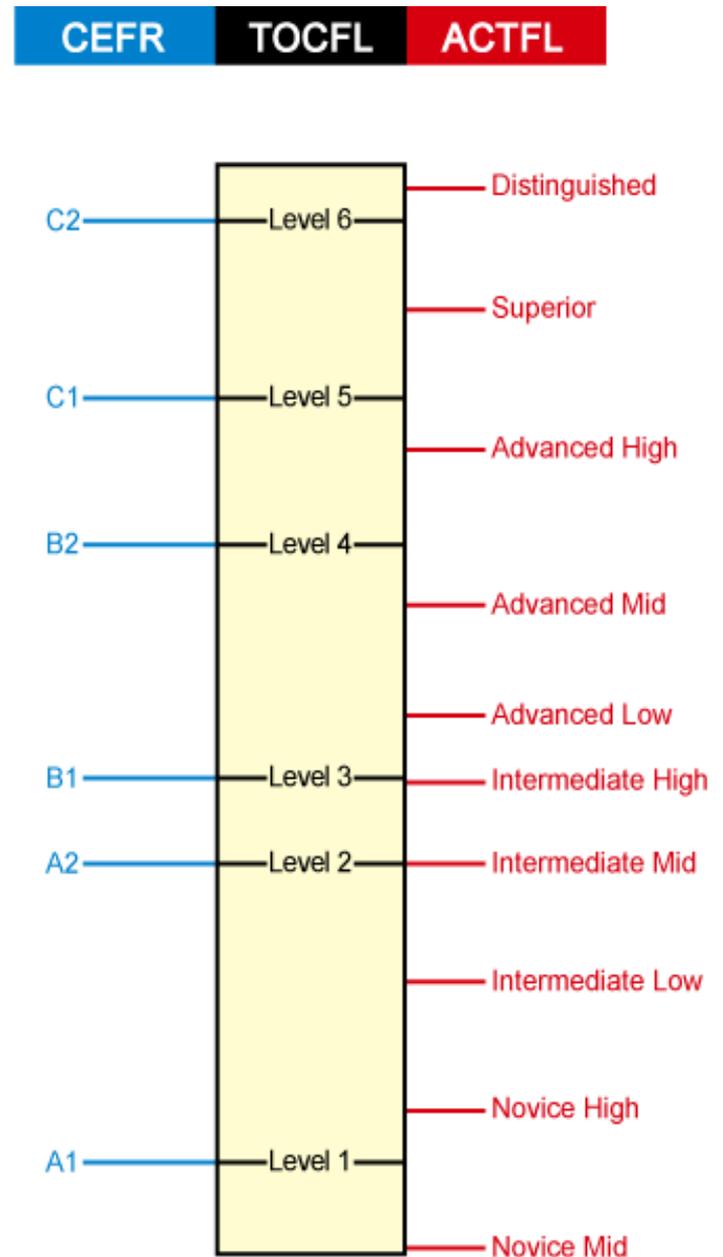
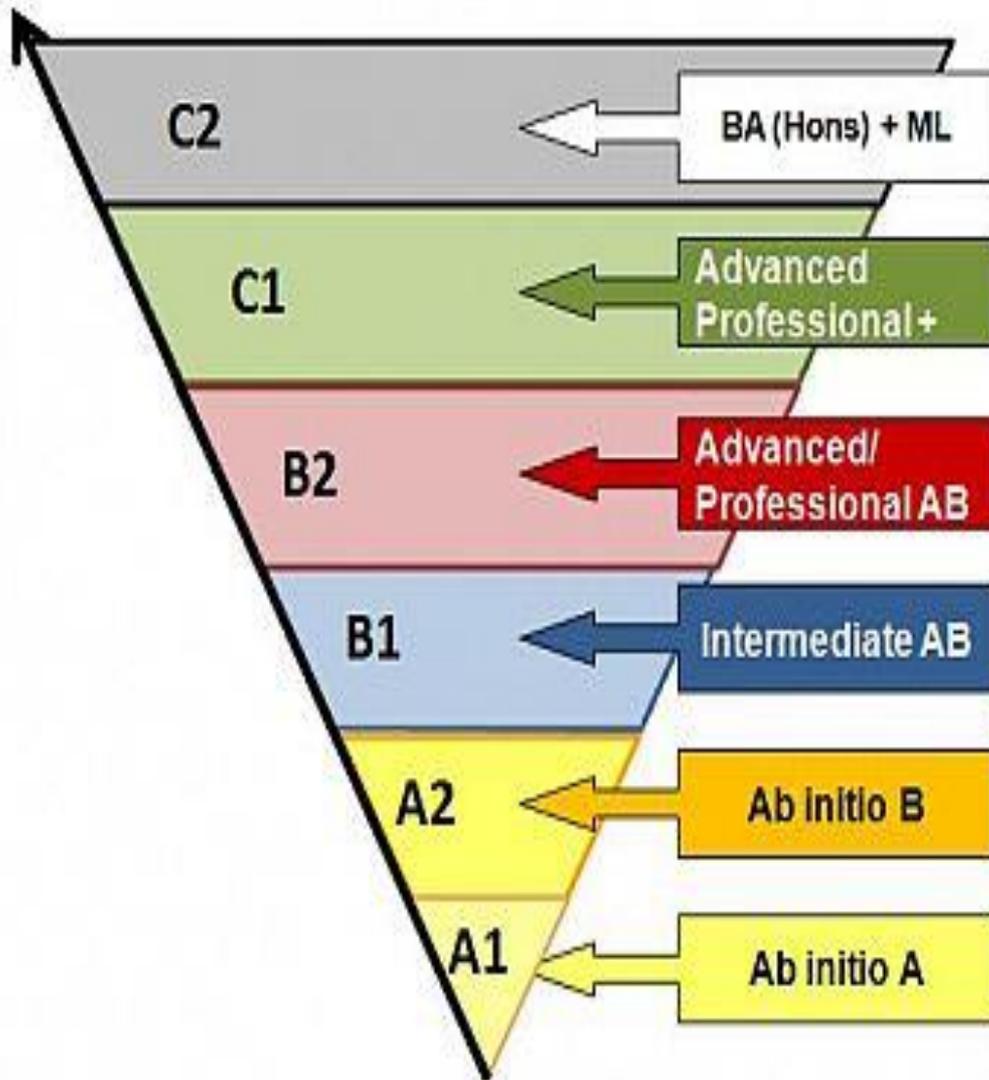
ACTFL proficiency guidelines





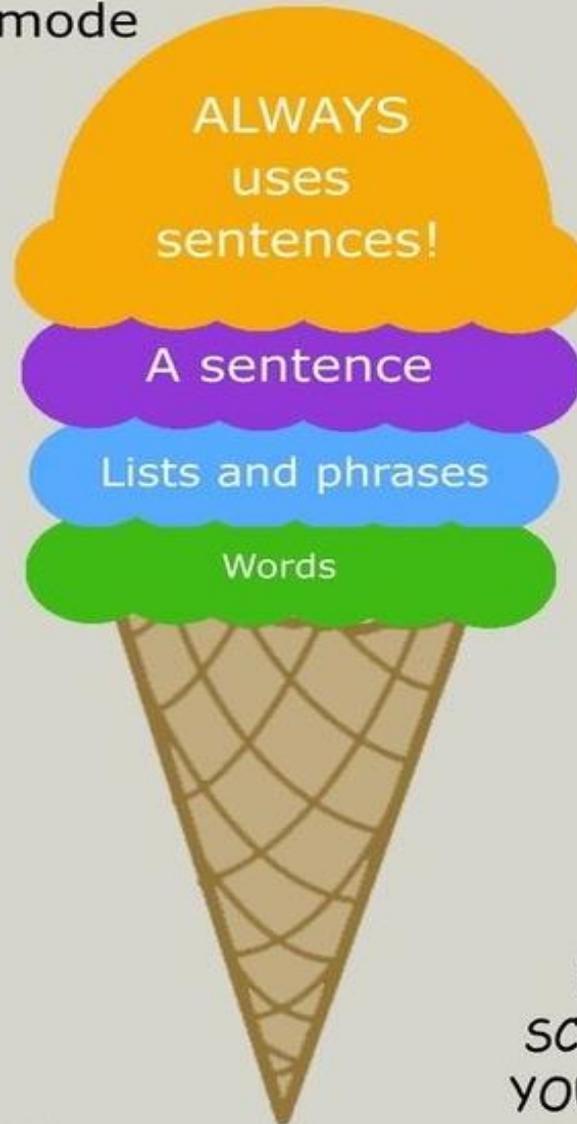
Common European Framework of reference
for languages

→ Crosswalks!



PERFORMANCE

à la mode



INTERMEDIATE LOW

NOVICE HIGH

NOVICE MID

NOVICE LOW

HOW MANY
SCOOPS WILL
YOU CHOOSE?

What's my proficiency level?

Basic User		Independent User		Proficient User	
NOVICE LOW		INTERMEDIATE LOW		ADVANCED LOW	
<ul style="list-style-type: none"> Can give lists Uses only memorized phrases Occasional short sentences 		<ul style="list-style-type: none"> Can create with language using some memorized phrases Created language is mostly related to self Can handle a simple situation or transaction Can create my own questions and answer someone else's 		<ul style="list-style-type: none"> Can participate in most informal and some formal conversations Narrates and describes in paragraphs Can rephrase and describe unfamiliar words Speech may be somewhat irregular, strained, and tentative Can convey intended message without confusion Can narrate a story in the past, present, and future 	
NOVICE MID		INTERMEDIATE MID		ADVANCED MID	
<ul style="list-style-type: none"> Speaks in lists 50+ words No creation Can introduce self and others 		<ul style="list-style-type: none"> Can use language to do a task that requires multiple steps Can handle a situation that may have a complication Can present a point of view with reasons to support Ask and answer and variety of questions Can tell a story in the past, present and future with errors 		<ul style="list-style-type: none"> Narrates and describes in the past, present, and future with few errors Communicates well about concrete topics, especially familiar topics Can handle an unexpected turn of events 	
NOVICE HIGH		INTERMEDIATE HIGH		ADVANCED HIGH	
<ul style="list-style-type: none"> Speaks in phrases Speech is still limited to memorized material Can ask for and give simple directions 		<ul style="list-style-type: none"> Can create with language using some memorized phrases Created language is mostly related to self Can handle a simple situation or transaction Can create my own questions and answer someone else's 		<ul style="list-style-type: none"> Can communicate with ease about a variety of topics Does better discussing concrete rather than abstract topics Can paraphrase and describe words to compensate for unknown vocabulary 	
<ul style="list-style-type: none"> Combine your words and phrases into full sentences. Practice asking questions. Keep learning new words. 		<ul style="list-style-type: none"> Speak in more full sentences. Keep the conversation going by asking follow up questions. Keep learning new words. Talk around words that you don't know. Practice talking about past events. 		<ul style="list-style-type: none"> Work on supporting your opinion. Try to speak with fewer hesitations. Add more details to explain complex matters. Practice discussing more advanced topics, like politics and abstract topics. 	
Parrot		Survivor		Reporter	



**NOVICE
HIGH**



**NOVICE
LOW**



**INTERMEDIATE
LOW**



**NOVICE
MID**

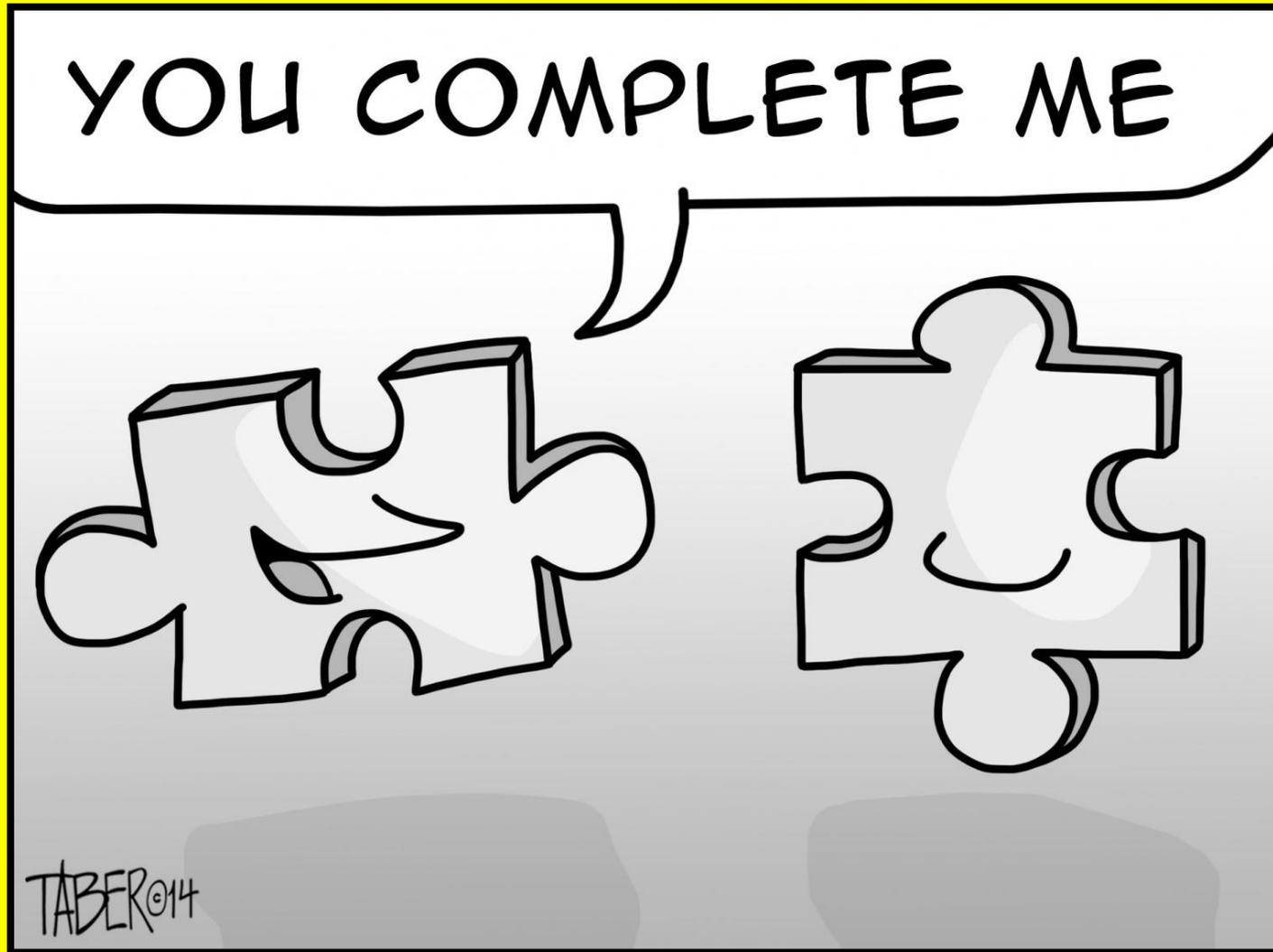


**INTERMEDIATE
MID**



Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society*. Los Angeles: CA: California Association of Bilingual Education.

What are some **ways to assess** proficiency?



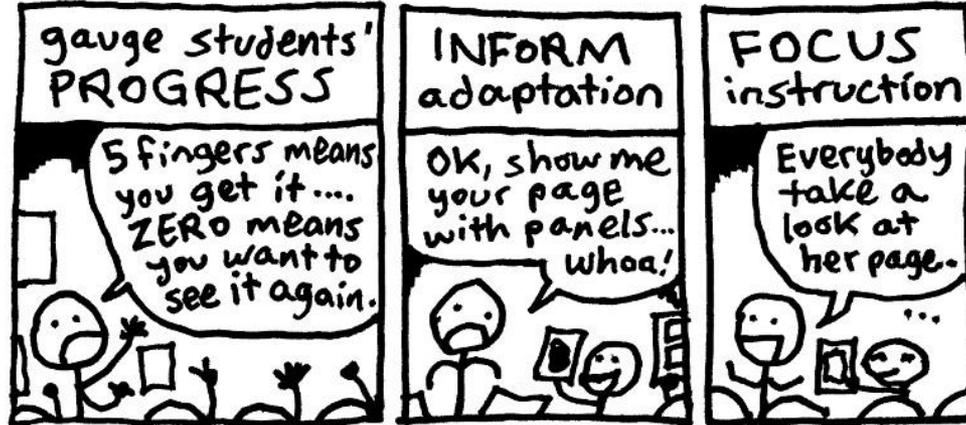
What
about
grammar?





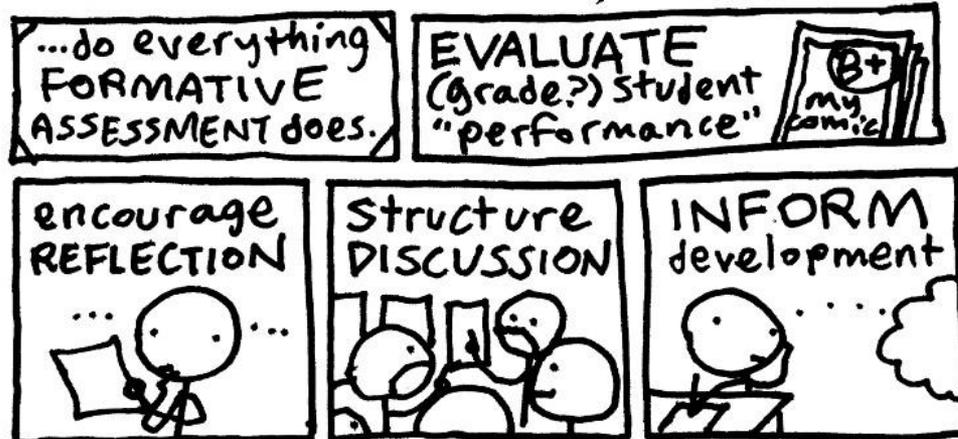
FORMATIVE ASSESSMENT

= used throughout lesson to help...



SUMMATIVE ASSESSMENT

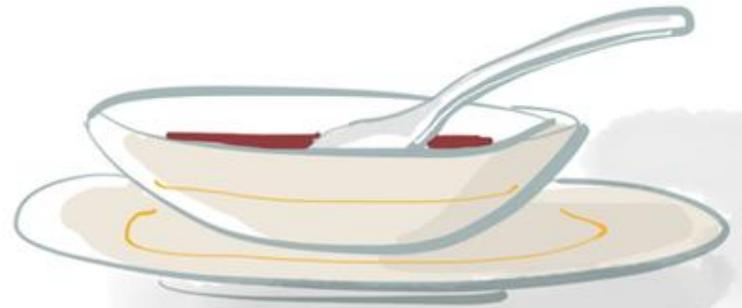
= used at end of lesson, it can....



FORMATIVE SUMMATIVE



WHEN THE **CHEF**
TASTES THE SOUP

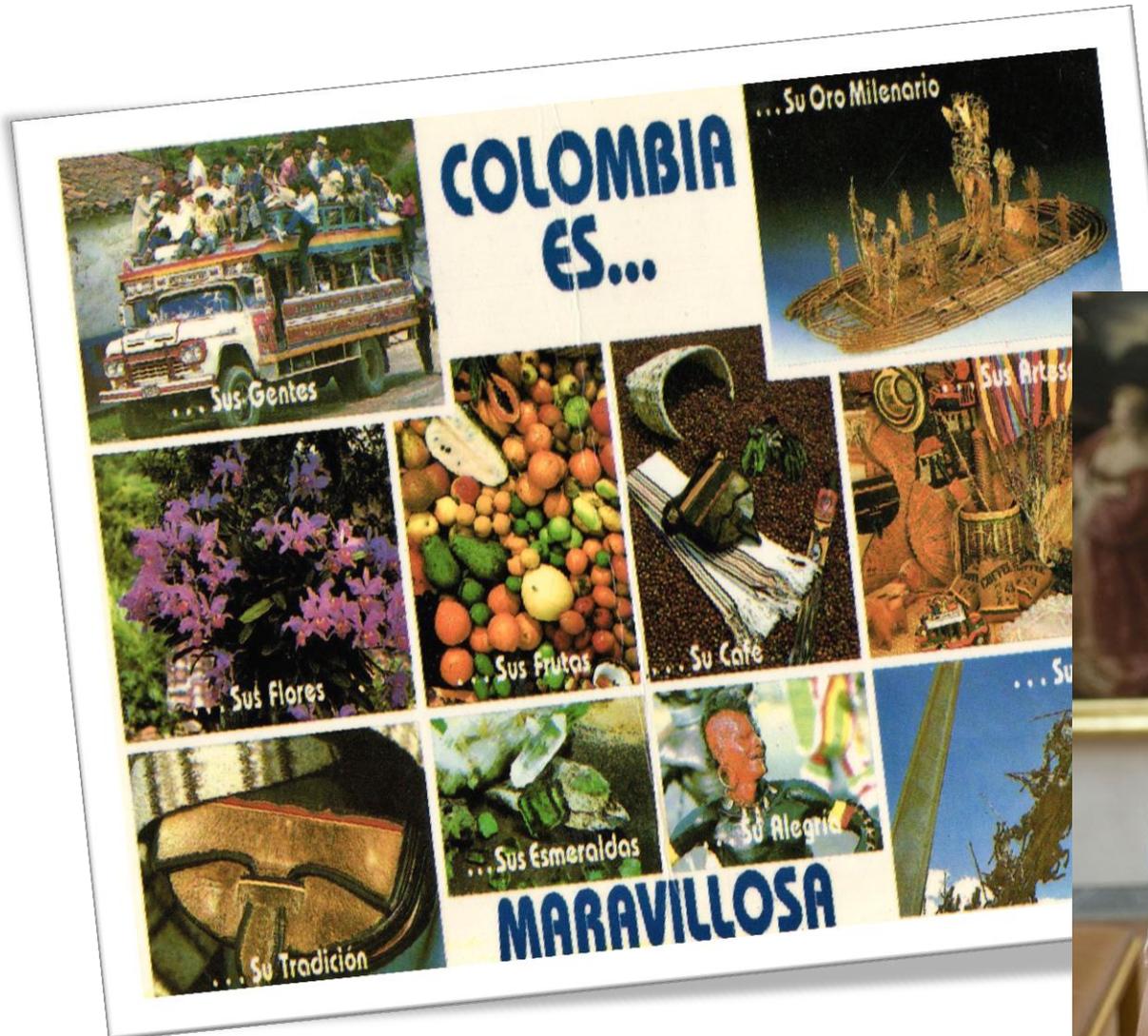


WHEN THE **GUESTS**
TASTE THE SOUP



Assessment ideas:

virtual post cards, TripAdvisor reviews, audio tours



Assessment ideas: gestures and signs



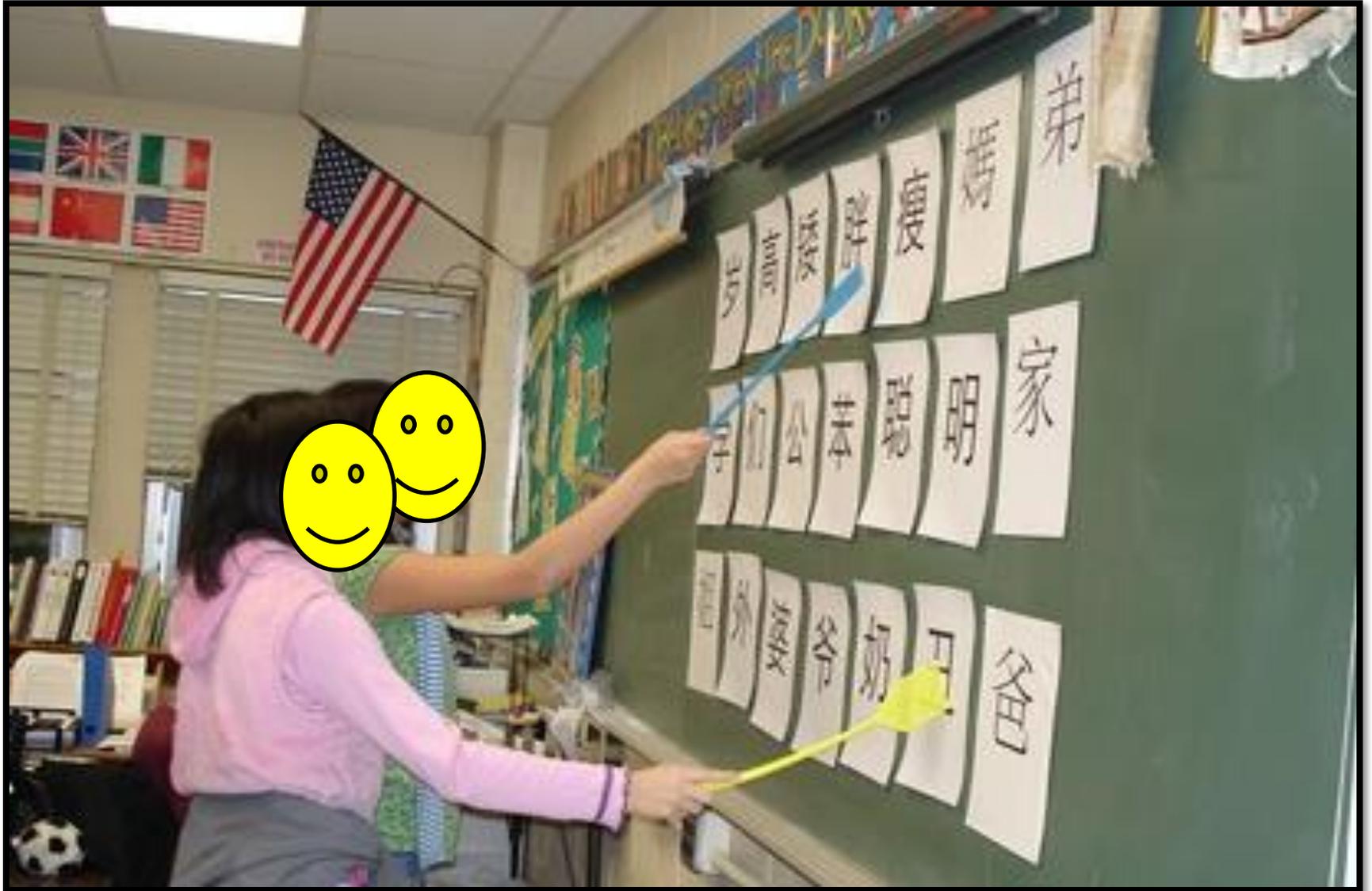
Assessment ideas: Travel or How-To videos



Assessment ideas: Glogster travelogues



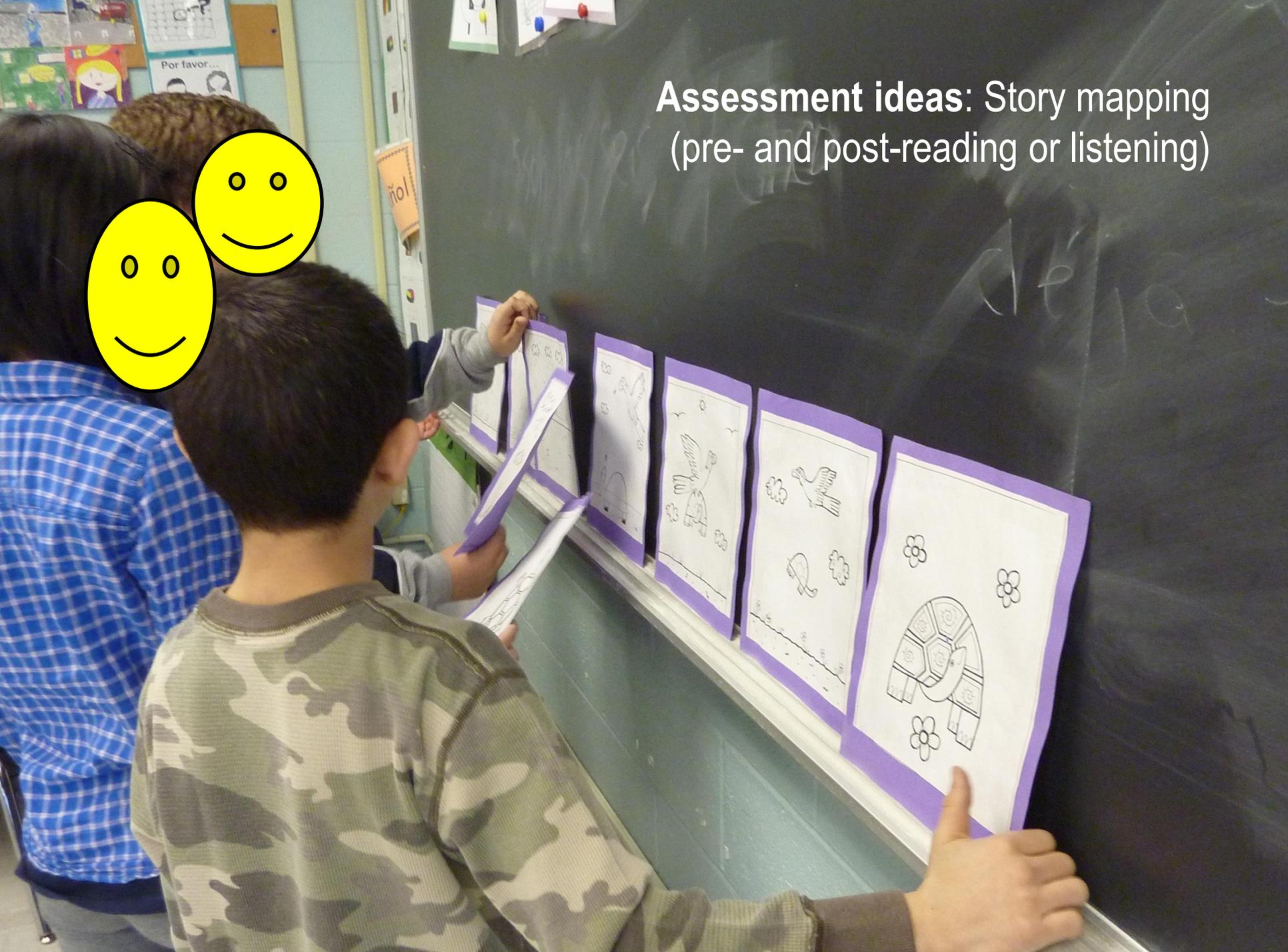
Assessment ideas: Fly swatter game



Assessment ideas: Voki avatars



Assessment ideas: Story mapping
(pre- and post-reading or listening)



How can we **provide feedback** regarding student proficiency?



Rubrics!

	Exceeds Expectations Novice-High: 5	Meets Expectations Novice-Mid: 4.5
Task How well do I complete the task?	<ul style="list-style-type: none"> I complete the task by using a variety of learned statements and questions. 	<ul style="list-style-type: none"> I complete the task by using some simple learned statements and questions.
Comprehensibility How well do others understand me?	<ul style="list-style-type: none"> I can be easily understood. The message is clear. 	<ul style="list-style-type: none"> I can be understood. The message is mostly clear.
Comprehension How well do I understand others?	<ul style="list-style-type: none"> I can understand a variety of simple questions and answers. I sometimes need repetition. 	<ul style="list-style-type: none"> I can understand some simple questions and answers. I often need repetition.
Vocabulary Use How extensive and applicable is my vocabulary?	<ul style="list-style-type: none"> I consistently use extensive vocabulary to complete the task. 	<ul style="list-style-type: none"> I use adequate vocabulary to complete the task.
Language Control How accurate is my language?	<ul style="list-style-type: none"> I correctly use grammatical structures appropriate to the task most of the time. Errors do not interfere. 	<ul style="list-style-type: none"> I use grammatical structures appropriate to the task some of the time. Errors occasionally interfere.
Fluency/Communication Strategies How well do I keep the conversation going?	<ul style="list-style-type: none"> I keep the conversation going with a few pauses. I often ask for clarification. 	<ul style="list-style-type: none"> I keep the conversation going with some pauses. I sometimes ask for clarification.

	Muy Bien	Bien	Más practica
I can	I can do it with confidence.	I can do it with help.	I need more practice.
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Comments:

	Proficiency Level		Description	Grade
Advanced	Intermediate Low (S1) Intermediate Mid (S2)		You add your own ideas, perspective, and style into what you do. You are confident and are reaching for the next level of proficiency.	A (90%-100%)
Proficient	Novice High (S1) Intermediate Low (S2)		You consistently meet the target proficiency level, and you are ready to move on.	B (80%-89%)
Developing	Novice Mid (S1) Novice High (S2)		You can meet the target proficiency level in familiar tasks and situations.	C (75%-79%)
Emerging	Novice Low (S1) Novice Mid (S2)		You know what to do to meet the target proficiency level, but you need extra help.	D (70%-74%)
Beginning	Novice Low (S1) Novice Low (S2)		You know what the target proficiency level is, but you are confused and probably frustrated. You need some help to get started!	F (69%-50%)
No attempt	---		You miss opportunities to demonstrate what you can do because you are often distracted, not participating, or absent.	F (50% or below)



RUBRIC: Proyecto de Los Baker Van a Perú

	😊	🙂	😐	☹️	😞
	(0-1)	(2-3)	(4-5)	(6-7)	(8+)
errores	😊	🙂	😐	☹️	😞
comunicación	😊	🙂	😐	☹️	😞
contenido	😊	🙂	😐	☹️	😞
creatividad	😊	🙂	😐	☹️	😞

😊 = excelente = 25

🙂 = bueno = 20

😐 = satisfactorio = 15

☹️ = necesita ayuda = 10

😞 = ¿qué pasó? = 5

Comentarios:

Nota final:

Request to retest

If at first you don't succeed, try try again!

Name: _____

Date: _____

Class: _____

Concept(s) to retest: _____

Previous grade: _____

When would you like to retest this concept?

Reflect: Why do you think you earned the grade you did on this assessment?

Practice: Three activities I did to improve my understanding of this concept:

1. _____

2. _____

3. _____

What to Attach?

Previous assessment

Proof of your activities

Request: I request the opportunity to retest this concept. I have worked hard to improve my understanding of this concept.

Signed: _____ date: _____



What are some possible **benchmark assessments**?

How can we measure both **student progress** and **program effectiveness**?



Early Language Assessments

SOPA • ELLOPA • COPE

CAL CENTER
FOR APPLIED
LINGUISTICS

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Meeting the needs of educators working with language learners in Grades K–8

SOPA

Student Oral Proficiency Assessment
for Grades 2-8

ELLOPA

Early Language Listening and Oral Proficiency Assessment
for Grades PreK-2



The *SOPA* or *ELLOPA* interviews are innovative 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 are designed for children who are learning a foreign language in a school setting.

Spotlight

SOPA

ONLINE TRAINING

Online training courses teach participants how to administer the SOPA (Student Oral Proficiency Assessment) or the ELLOPA (Early Language Listening and Oral Proficiency Assessment).

Registration is open for select 2014 SOPA courses.

[Learn more](#) about the SOPA online training courses.

Resource Corner



AVANT STAMP 4S

[ORDER AVANT STAMP 4S](#)

Avant STAMP 4S (STAndards-based Measurement of Proficiency) For Grade 7-Adult

in Reading, Writing, Listening, and Speaking

Avant STAMP 4S was created to improve language-learning outcomes and support excellence in language programs. STAMP enables teachers to be effective in

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AAPPL

THE ACTFL ASSESSMENT OF PERFORMANCE
TOWARD PROFICIENCY IN LANGUAGES

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AAPPL assesses communication as defined by the *World-Readiness Standards for Learning Languages*

WELCOME TO AAPPL

The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) is unlike any other assessment. AAPPL Measure addresses the [World-Readiness Standards for Learning Languages](#) 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.



Oral Proficiency Interview – (OPI)

Speaking Tests: [Oral Proficiency Interview \(OPI\)](#) | [Oral Proficiency Interview - Computer \(OPIc\)](#) | [ProFluent+](#)



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