

# SGOs and World Languages

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# Questions

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# Improving Student Achievement: Connecting Initiatives

- Essential Components:
  - Standards
  - Assessments
  - Evaluation System

# Meaningful SGOs

- Grounded in:
  - What is worthy of learning
  - What is worthy of assessing
- Measure:
  - What is important
  - Not what is necessarily easy

# Think-Write-Share

- What is worthy of learning in world languages?  
(Reference the NJCCCS for World Languages)
- What is worthy of assessing in world languages?
- What is important to measure?
- What is easy to measure?

# 5-Step Process

1. Choose or develop a quality assessment aligned to NJCCCS for World Languages
2. Determine students' starting points
3. Set ambitious and achievable SGOs with the approval of principal/supervisor
4. Track progress, refine instruction
5. Review results and score in consultation with your principal/supervisor

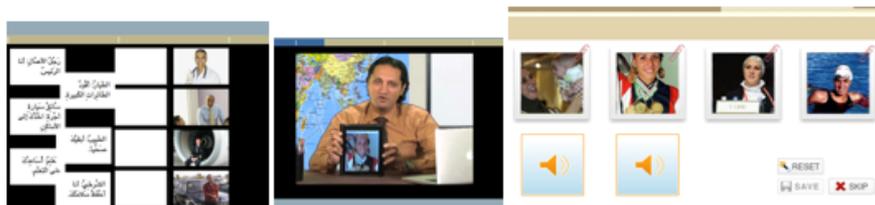
# Quality Assessments in World Languages

- What assessments are currently available that will measure that which is worthy of learning and worthy of assessing?
  - District/Department/Teacher-created
  - Commercially available
- Think-Write-Share

# AAPPL: Arabic, Chinese, French, German, Russian, and Spanish



## TASKS & TOPICS



For a demo of AAPPL Measure, click [here](#).

AAPPL Measure is about bringing the 5 C's of the National Standards into a modern performance-assessment environment. To that end, students are given a series of tasks in each communication mode. The table below provides an overview of tasks and topics associated with each communication mode.

Performance Level	Interpersonal Listening/Speaking (a single video chat)	Presentational Writing	Interpretive Listening	Interpretive Reading
Novice	About self, food, and time	Email about self and lists	Facts about famous people, classroom jobs, weather	Apps related to foods, family
Intermediate	About music and books	Email about school, friends, interests	Houses and homes, picture symbols, travel	Headlines, candidates, promoting the school
Advanced	About language study and technology	Wiki building about school and community	Folk music, podcasts	Social problems, DVDs

# Interpersonal Speaking

NOVICE	N1	Your AAPPL Interpersonal Listening/Speaking score of N1 means that you can say a few things about yourself. You can list, name, and identify common things with single words. You can answer one or two of the basic kinds of questions that you have learned and practiced in class. You can do this in a way that your teachers and others who are used to language learners can understand some of what you are saying.
	N2	Your AAPPL Interpersonal Listening/Speaking score of N2 means that you can say some things about yourself. You can list, name, and identify everyday things with words and phrases that you have learned. You can understand and answer some very common and familiar questions. You can do all of this in a way that your teacher and others who are used to language learners can understand much of what you are saying.
	N3	Your AAPPL Interpersonal Listening/Speaking score of N3 means that you can say a number of things about yourself. You can list, name, and identify everyday things with words and phrases and an occasional simple sentence. You can ask and answer some very common and familiar questions. You can do all of this in a way that your teacher and others who are used to language learners can understand most of what you are saying.
INTERMEDIATE	N4	Your AAPPL Interpersonal Listening/Speaking score of N4 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.
	I1	Your AAPPL Interpersonal Listening/Speaking score of I1 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.
	I2	Your AAPPL Interpersonal Listening/Speaking score of I2 means that you can maintain a conversation about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can use more than one sentence at a time. You ask and answer questions. You do all of this in a way that your teacher and others who are used to language learners understand what you are

# INTERPERSONAL SPEAKING

INTERMEDIATE	I2	Your AAPPL Interpersonal Listening/Speaking score of I2 means that you can maintain a conversation about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can use more than one sentence at a time. You ask and answer questions. You do all of this in a way that your teacher and others who are used to language learners understand what you are saying.
	I3	Your AAPPL Interpersonal Listening/Speaking score of I3 means that you maintain conversations about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can connect some sentences together. You ask and answer a variety of questions. You do all of this in a way that your teacher and others who are used to language learners easily understand what you are saying.
	I4	Your AAPPL Interpersonal Listening/Speaking score of I4 means that you keep the conversations going about yourself and your life by asking questions and describing or telling stories. You easily use your language to express your own thoughts. You can get the things that you need or want even if it requires extra effort. You speak in well-connected sentences. You do all of this in a way that your teacher and others who are used to language learners readily understand you. People who are not used to language learners understand what you are saying some of the time.
ADVANCED	I5	Your AAPPL Interpersonal Listening/Speaking score of I5 means that you keep the conversation going by asking questions, telling stories, describing people, places, and things, and reporting events. You can talk about some topics beyond yourself. You can also resolve a problem that you might encounter in your daily life. You speak in well-connected sentences and some paragraphs. You do all of this in a way that people who speak this language can understand you most of the time even if they are not used to language learners.

# Integrated Performance Assessment



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## PUBLICATIONS

- ▶ The Language Educator
- ▶ Foreign Language Annals
- ▶ National Standards for Foreign Language Education
- ▼ **Guidelines & Manuals**
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  - ACTFL Performance Descriptors for Language Learners
  - Integrated Performance Assessment (IPA) Manual**
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## LATEST NEWS

- ACTFL Summer OPI Assessment Workshop at Middlebury College Now Open
- TSG UPDATE: Utah Governor testifies about language
- ACTFL Announces STARTALK Summer Programs

## INTEGRATED PERFORMANCE ASSESSMENT (IPA) MANUAL

ACTFL has developed a prototype for assessing the progress language students are making in achieving the K-16 standards as well as in developing their language proficiency. The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication—Interpretive, Interpersonal and Presentational—as outlined in the *ACTFL Performance Guidelines for K-12 Learners (1998)* and the *Standards for Foreign Language Learning in the 21st Century (National Standards for Foreign Language Education Project, 1999)*. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. IPAs are designed for students at the novice-, intermediate-, and pre-advanced levels of proficiency. They are standards-based; performance-based; developmental in nature; integrative; designed to be used with scoring rubrics that rate performance in terms of whether it meets expectations, exceeds expectations, or does not meet expectations for the task; and valid and reliable.



Design of the model IPAs, development of the rubrics, and research on test feasibility, reliability, and validity were supported by U.S. Department of Education International Research and Studies Program Award #PO17A970028. The project involved hundreds of foreign language educators and language students across the country.

The IPA serves as a model in exemplifying not only how research and practice can be more closely aligned, but also how standards-based classroom instruction and assessment practices can meet to form a seamless connection. It holds much promise for the future as our profession continues to advance in standards-based instruction and assessment.

Language professionals who are interested in learning more about the IPA may [purchase the ACTFL Integrated Performance Assessment Manual](#). ACTFL also conducts IPA workshops through its Department of Professional Programs. [Learn more.](#)

# Thematically Organized Assessment Tasks



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## Thematically Organized Assessment Tasks

Consortium for Assessing Performance Standards

*A New Jersey FLAP Grant Project*

### ***What are the content/theme areas of the TOAs?***

All of the Thematically Organized Assessments have been developed around a certain pre-identified theme. Many-if not all-of these themes are familiar to language teachers and language learners, although the particular title ascribed to the theme may use different wording that what is more commonly seen. The following themes have been used for development of the TOAs:

- Art Appreciation
- Art of Well-Being
- Celebrations and Traditions
- Discovering the World Around Me
- Entertainment
- Environment
- How do I spend my free time?
- Legends and Folktales
- Lifestyles
- Relationships
- Work and Career

The TOAs are listed by level (novice, intermediate, pre-advanced) and then identified by theme – title. While each task has been developed in a specific language, it is our belief that these tasks can easily be adapted for other languages. Therefore, the language of the TOA has not been identified in the listing in the hopes that teachers will investigate all the TOAs, regardless of the specific language they teach

Due to copyright considerations, the text for the interpretive task has often had to be removed.

### ***What does a TOA actually look like?***

Each TOA is anchored to a proficiency target (Novice-Mid, Intermediate-Low or Pre-Advanced [Intermediate-High]), a theme and the three modes of communication (interpersonal, interpretive and presentation). A list of TOA themes is provided in a previous section of this introduction.

The first page of a TOA provides the following information:

- Title of the TOA
- Theme of the TOA
- Targeted proficiency level
- An overview of the three assessment tasks for the TOA

TOAs are intended to measure the full range of student language ability across the three modes of communication: interpretive, interpersonal, and presentational. Therefore, each TOA, in addition to targeting a proficiency level and a theme will assess student communicative ability across the three modes.

Once past the opening page of the TOA, the reader finds the three different assessment tasks: first, interpretive, second, interpersonal and last, presentational. Each task follows a standard template that includes the following components:

 indicates Microsoft Word document

### Novice Level TOAs

-  Art Appreciation – Mexican Art
-  Art of Well Being – It's Hot Out, I'm Thirsty!
-  Celebrations – A Birthday Party
-  Celebrations – Carnival in the Dominican Republic
-  Discovering the World Around Me – Who's Coming To Graduation
-  Discovering the World Around Me – What's for Sale
-  Discovering The World Around Us – Let's Go to the Beach
-  Environment – Fire Safety and Prevention
-  Family – People Important to Me
-  Getting To Know You – Identity Card
-  How I Spend My Free Time – Elena the Whale
-  Leisure Time – My family
-  Lifestyles – Una vida balanceada
-  Music – Au Festival du Jazz
-  People Important To Me – A New Friend
-  Relationships – Good Neighbors
-  Relationships – Looking for New Friends
-  The Art of Well Being – An Hour A Day
-  The Art of Well Being – I Eat Well
-  The Environment – Let's Take Care of the Air
-  The Environment – Recycling
-  To Bargain or Not to Bargain – Juan's Birthday Party
-  Work & Career – I Want to be..

### Intermediate Level TOAs

-  Art Appreciation – Frida Kahlo
-  Art Appreciation – Frida Kahlo 2
-  Art Appreciation – Graffiti as an Art Form
-  Discovering the World Around Me – Shopping
-  Discovering the World Around Us – Dreams and Smiles
-  Entertainment – A School Trip
-  Family – People Important to Me
-  Health – Staying Healthy
-  Home – My House is My Castle
-  How Do I Spend My Free Time – A Family Visit
-  Leisure – My Trip to Argentina
-  Leisure Time – Una Villa in Italia
-  Lifestyles – A House in Spain
-  Lifestyles – A Healthy Life
-  Relationships – A Special Love
-  Relationships- Somebody Important
-  School Life – How Can I Get Good Grades
-  Social Life – An Amusing Place
-  The Art of Well Being – A Healthy Lifestyle
-  The Art of Well Being – People En Español
-  The Art of Well Being – Time for Me
-  The Environment – Advice for Keeping a City Clean
-  Work & Career – I Want to Be...

### Pre-Advanced Level TOAs

-  Art Appreciation – Botero
-  Art Appreciation – Discovering Art in Germany
-  Art Appreciation – Where is the Museum
-  Celebrations – Buleria
-  Celebrations – Ritos de ano nuevo
-  Discovering the World Around Us – Let's take a trip!
-  Environment – La croisade verte
-  Free Time – The Party
-  Getting to Know Each Other – Le't Know Each Other Better
-  Health – Stress in School
-  Legends – The Fish Legend
-  Leisure – Spring Vacations
-  People Important To Me – The Wedding of the Century
-  Relationships – A Sad Story
-  Relationships – He and I
-  School Life – Pros and Cons of Home Schooling
-  The Environment – Los Galapagos
-  To Bargain or Not to Bargain – A Day at the Flea Market
-  What Makes My House a Home – The House
-  Work and Career – Overtime, a Pro or a Con
-  Youth of Today – Welcome Exchange Students



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## LinguaFolio® Checklists

Two formats are available; one as a PDF version, that may be printed and completed by hand or a Word version, that is form fillable. In order to complete the Word documents, download and save the Word files to your computer before filling in information. Any information filled in directly on the web site will NOT be saved.

[Interpretive Listening Checklist](#) (Word format)[Interpretive Reading Checklist](#) (Word format)[Interpersonal Communication Checklist](#) (Word format)[Presentation Writing Checklist](#) (Word format)[Presentational Speaking Checklist](#) (Word format)[Combined LinguaFolio® Checklists](#) (PDF format)[LF Checklist Progress Report](#) ([Word format](#) or [PDF format](#))

## LinguaFolio® Self-Assessment Summary Grid

In this section, there are "can do" statements to help you assess your language competencies. Using the LinguaFolio® checklists, go through one mode, such as Interpretive, from Novice Low to the highest level you can reach. If you can check off most of the can-do statements within the proficiency level, then you are performing at that level of proficiency and can progress to the next level. Continue until you reach a level where you cannot yet check the majority of the items. Attaining this level becomes your goal. Then continue with the next mode of communication, following the same process until you have assessed yourself in all modes of communication.

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# Starting Points

- Think-Write-Share:
  - How do you determine/know your students' proficiency level?
  - What data do you have to support that?
  - What data might you collect to support that?

# SGOs: Think, Write, Share

- What is the proficiency benchmark for the course?
- What are the context(s) within which students are expected to meet the benchmark?
- What type of assessment will you use to determine that students have met the benchmark in the context(s)?
- To what degree might you work with colleagues to develop SGOs?

# Determine SGOs

- What is the target proficiency level?
- What are the context(s)
- How many students will meet the target?
- What percentage of students does this include?
- What should the range be? 10-15 percent

# Track Progress

- Evidence throughout the year
  - Assessments based on the modes of communication (benchmark, portfolio)
  - Adjust teaching
- Think-Write-Share
  - What assessments are you using that measure progress toward the modes of communication?
  - How do you use that information to make mid-course adjustments to teaching practices?
  - To what degree do you work with colleagues to examine student work to insure that there is universal agreement regarding what work at specific proficiency levels looks like?

# Review and Score

- Determine who will assess the SGOs
  - Will the assessments be rated by more than one person?
  - What type of professional development is needed to insure that the assessments and results are valid and reliable?
- Think-Write-Share
  - Define valid
  - Define reliable

# SGO Guidance for World Languages

## Measuring Student Growth in World Languages

Districts that have adopted the model curriculum may choose to use the SLOs and accompanying Can-Do statements to inform the development of assessments to measure student growth as the SLOs and Can-Do statements contained in the model curriculum target the Cumulative Progress Indicators, the cultural content statements, and the linguistic content statement of the NJCCCS for World Languages. For districts that have not adopted the model curriculum, they may choose to study the model curriculum and use the framework to determine appropriate contexts and themes, develop similar SLOs and Can-Do statements, and design assessments to determine whether students are achieving the targeted proficiency level.

# FAQs

## **How do we determine whether students are meeting the targeted proficiency level?**

First, it's important that you know the proficiency level of your students and you set an appropriate level for them to attain at the end of the year or at the end of a particular unit of study. While a student may hit a proficiency target in a specific context, it is important to provide opportunities for students to meet that proficiency target over a range of contexts. Secondly, students' proficiency should be evaluated using a tool that provides descriptors related to the proficiency level and the modes being assessed.

## **Are there rubrics that we can use to determine to what degree our students are reaching the targeted proficiency level?**

You may wish to use the *[Performance Descriptors for Language Learners](#)* developed by the American Council on the Teaching of Foreign Languages (ACTFL). The Performance Descriptors provide benchmark targets appropriate for tracking learners' progress across elementary, middle school, and high school programs. These form the basis for the score descriptions for the ACTFL Assessment of Performance Toward Proficiency in Languages (AAPPL) assessment. These score descriptions break down the proficiency levels into smaller gradations. The score descriptions are available on the bottom left-hand side of <http://aappl.actfl.org/scores>.

# FAQs continued

## **How does the NJDOE recommend that we use the rubrics?**

It is important that both teachers and students have a clear understanding of each proficiency level and sublevel and what it means to function independently at each level of proficiency. There is additional guidance provided within the NJCCCS for World Languages as well as in the accompanying glossary and annotated resources. It is suggested that educators work collaboratively as they examine student work to provide consistent evaluation and feedback.

## **What type of professional development is needed for world languages teachers to build capacity for doing this work?**

Districts may wish to focus professional development for world languages teachers around developing tasks to assess proficiency and rating samples based on proficiency benchmarks. To understand the proficiency levels, districts may choose to use student work samples and compare them to examples for each proficiency level found at <http://actflproficiencyguidelines2012.org/>. These samples are available from Novice to Distinguished. Additionally, there are numerous interpretive, interpersonal, and presentational samples from New Jersey students anchored at specific benchmark levels at [http://flenj.org/CAPS/student\\_work.shtml](http://flenj.org/CAPS/student_work.shtml).

# ACCEPTABLE EVIDENCE OF STUDENT GROWTH IN A WORLD LANGUAGE: All evidence is based on the modes of communication at a specific proficiency benchmark.

An interpretive listening task that assesses a student's ability to meet a CPI at a specific proficiency level within a context defined in the cultural content statements of the NJCCCS for World Languages.

There should be a real-world reason for the students to listen to the selection.

The selection should be culturally authentic: created by and for native speakers of the language.

An interpretive reading task that assesses a student's ability to meet a CPI at a specific proficiency level within a context defined in the cultural content statements of the NJCCCS for World Languages.

There should be a real-world reason for the students to read the selection.

The selection should be culturally authentic: created by and for native speakers of the language.

An interpersonal speaking task that assesses a student's ability to meet a CPI at a specific proficiency level within the context defined in the cultural content statements of the NJCCCS for World Languages.

There should be a real-world reason for the students to participate in the conversation.

There should be an information gap, providing a need to exchange information, ideas, or opinions. The students speak spontaneously, do not know what will be said next, have a real reason for listening, and both ask and respond to each other.

# ACCEPTABLE EVIDENCE OF STUDENT GROWTH IN A WORLD LANGUAGE: All evidence is based on the modes of communication at a specific proficiency benchmark.

An interpersonal writing task that assesses a student's ability to meet a CPI at a specific proficiency level within the context defined in the cultural content statements of the NJCCCS for World Languages.

There should be a real-world reason for the students exchanging information by writing, such as via text messaging.

There should be an information gap. The students do not know what will be written next, have a real reason for reading, and respond to the message.

A presentational speaking task that assesses a student's ability to meet a CPI at a specific proficiency level within the context defined in the cultural content statements of the NJCCCS for World Languages.

What students are asked to do should simulate an authentic task that has the potential to be presented to a real-world audience.

The students have time to think about their content, organize it, and then present it.

A presentational writing task that assesses a student's ability to meet a CPI at a specific proficiency level within the context defined in the cultural content statements of the NJCCCS for World Languages.

What students are asked to do should simulate an authentic task that has the potential to be presented to a real-world audience.

The students have time to think about their content, organize it, and then present it.

# Additional Information

## Commercially available assessment:

Districts may choose to use a commercially available performance assessment based on proficiency. The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) will allow districts to assess student growth within and across proficiency levels. Additional information for this assessment may be found at <http://aappl.actfl.org/>.

## Caution:

Proficiency growth is related to time and intensity of program. If students do not have ample opportunities to acquire the language, the use of student growth objectives as an indicator of teacher effectiveness is questionable. It will take more than one year to progress through any major level of proficiency (Novice, Intermediate, Advanced, and Superior). Once students have reached the intermediate level, it is important to select an assessment that will show student growth across contexts and themes within the larger proficiency level. Within the [NJCCCS for World Languages](#) 'The Cultural Content Statements' along with the topics that follow them should help inform how growth may occur within a proficiency level.

# UNACCEPTABLE EVIDENCE OF STUDENT GROWTH IN A WORLD

## LANGUAGE\*

A vocabulary quiz/test - Some examples of these types of quizzes/tests include:

- Read a sentence and fill in the missing word from memory, by using a word bank, or selecting a response
- Write a definition of a target language word using the target language
- Match a target language word with a target language definition
- A cloze type assessment
- Translate a word from one language to another

A grammar quiz/test – Some examples of these types of quizzes or tests include:

- Read a sentence and write the correct form of the verb
- Put a sentence in a different tense
- Conjugate a verb
- Write the correct form of the adjective

A listening comprehension quiz/test – Some examples of these types of quizzes/tests include:

- Listen as your teacher reads from a script and tell whether the statement is true or false.
- Listen as your teacher reads from a script and choose the picture that she is describing

## LANGUAGE\*

A reading comprehension quiz/test

– Some examples of these types of quizzes/tests include:

- Read a selection and answer comprehension questions based on the selection
- Given story strips, put the story in a logical order (if dependent on reading and not just on logic)

Any other assessment that measures discrete knowledge about language and culture.

Any writing assessment that does not have a real-world purpose, a potential for a real-world audience, and is not targeting a specific proficiency level

Any speaking assessment that does not have a real-world purpose, a potential for real-world audience, is memorized, and is not targeting a specific proficiency level

\*Although **some** of the assessments above **may** have a place in the formative assessment system, they should never be used to measure student growth.

# Resources

- [Performance Descriptors for Language Learners](#)
- [AAPPL Scoring](#)
- [ACTFL Proficiency Guidelines 2012](#)
- [Thematically Organized Tasks - TOAs](#)
- [Student Work Samples from the TOAs](#)
- [Rubrics](#) – Select the first two links.
- [NJCCCS and Related Resources](#)

# Questions

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