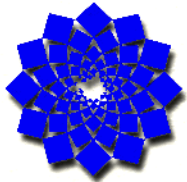
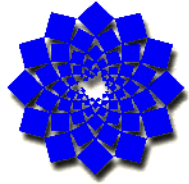


FLAP Roundtable



**Washington, DC
October 13, 2010**

**Marty Abbott, Director of Education
American Council on the Teaching of Foreign Languages
(ACTFL)**

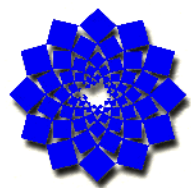


A Tale of Two Schools: Developing Sustainable Early Foreign Language Programs

Richard Donato and G. Richard Tucker, 2010

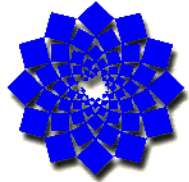
Emergent Themes of Successful Programs:

- The Vision for the Program
- Support for the Teachers
- Concern for Participating Students
 - Necessary component to a sustainable program is visible and concrete signs of gain in language proficiency
 - Assess program outcomes yearly to inform instruction and curriculum
- Positioning the Program Within the Life of the School



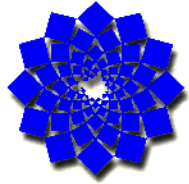
“Proficiency” is....

...the ability to use a language to communicate meaningful information in and spontaneous interaction, and in a manner acceptable and appropriate to native speakers of the language.



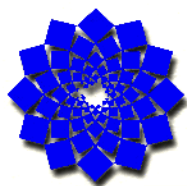
What is Language Proficiency?

- Unrehearsed general ability to accomplish real-world communication tasks across a wide range of topics and settings
- The ability to use language to accomplish real world linguistic tasks
 - Order a meal
 - Tell a story
 - Defend a point of view
 - Negotiate a contract

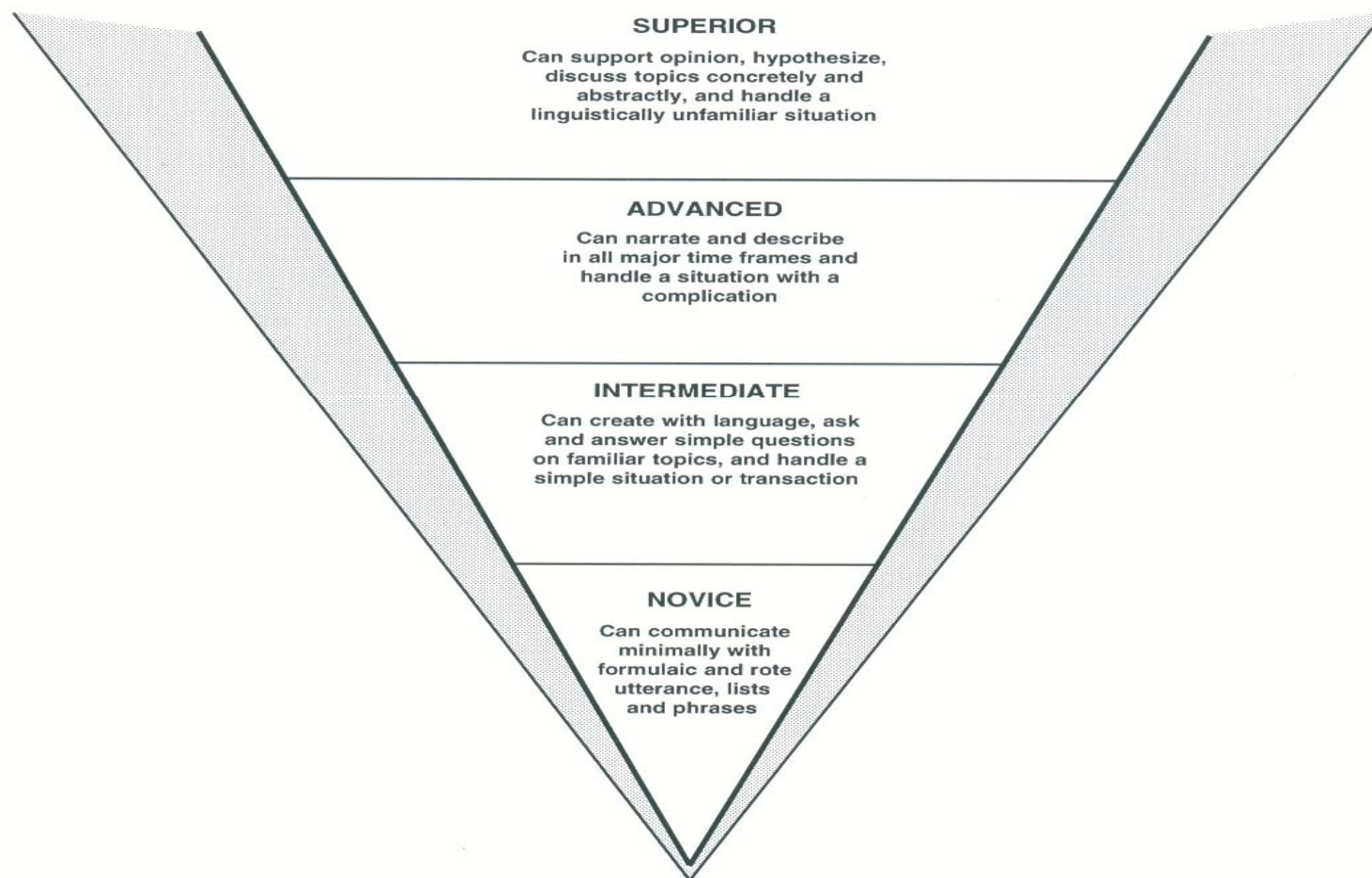


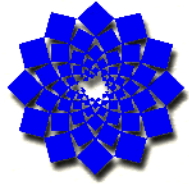
ACTFL Proficiency Guidelines

- Based on the ILR (Interagency Language Roundtable) language descriptors
- Published in 1986 – Revised in 1999
- Four major levels
 - Novice
 - Intermediate
 - Advanced
 - Superior



Major levels for speaking as defined by tasks



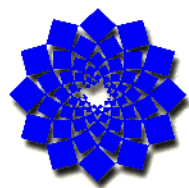


Novice

Memorized language

- Lists words/phrases
 - Telegraphic
- Attempts at conversation
 - Reactive
- Limited topic areas
 - Social courtesies
 - Dates, numbers, colors
 - Family, home, common objects



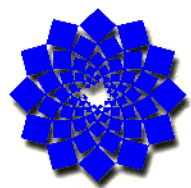


Intermediate

Survival Proficiency

- Has sufficient language to express own meaning
- Engages in simple conversation
- Can deal with a simple social transaction
- Asks and answers questions



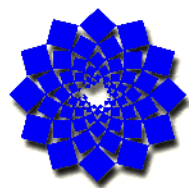


Advanced

Limited Work Proficiency

- Speaks with confidence
- Can narrate and describe in all major time frames
- Can elaborate, clarify, illustrate
- Can handle a situation with a complication
- “The Story Teller”



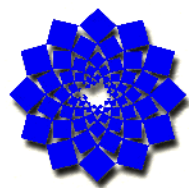


Superior

Professional Proficiency

- Can support opinions and hypothesize
- Converse both formally and informally
- Handle abstract treatment of topic





Sublevel Differences

High Sublevel

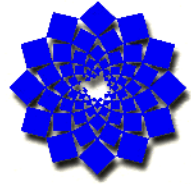
- Controls current level fully
- Functions most of the time at the next
- Higher major level

Mid Sublevel

- Solid for the level
- Exhibits quality and quantity
- Topics all controlled well

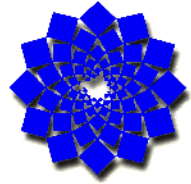
Low Sublevel

- Minimal for the level
- Exhibits quality or quantity
- Topics not controlled evenly



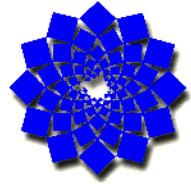
How the ACTFL Proficiency Guidelines are being used?

- Common metric
- Articulation across academia
 - Placement and graduation requirements
- Private sector, government
 - Hiring and promotion credentials
- Teacher Certification



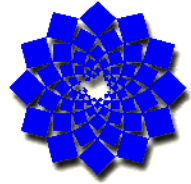
ACTFL Performance Guidelines for K-12 Learners

- Expand upon the ACTFL Proficiency Guidelines
- Organized by Communicative Mode not Skills
 - Interpersonal, Interpretive, Presentational
- Standards articulate “what” all students should know and be able to do
- Performance Guidelines for K-12 Learners describe “how well”
- Reflect second language learning that takes place in the classroom
 - Contexts and content areas are curriculum specific



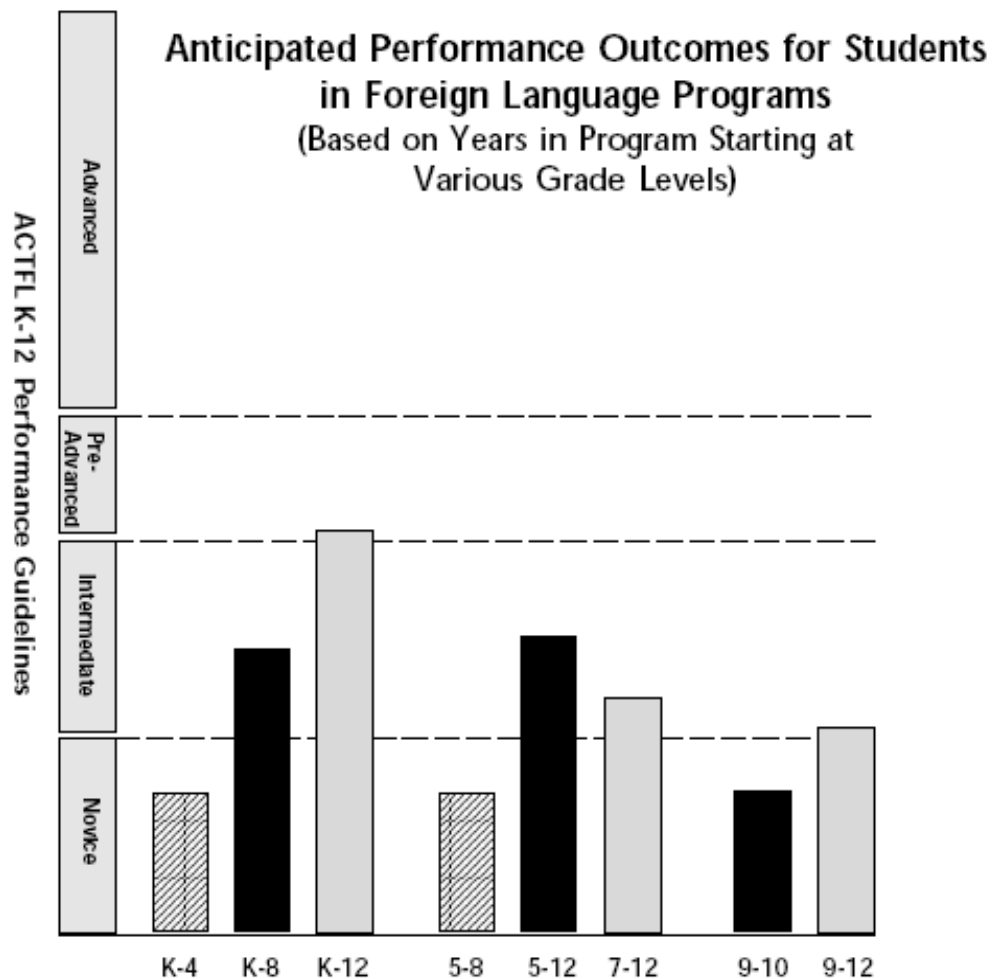
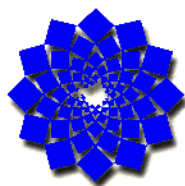
ACTFL Performance Guidelines for K-12 Learners: Domains

- **Comprehensibility:** How well are students understood?
- **Comprehension:** How well do they understand?
- **Language Control:** How accurate is their language?
- **Vocabulary Use:** How extensive and applicable is their vocabulary?
- **Communication Strategies:** How do they maintain communication?
- **Cultural Awareness:** How is their cultural awareness reflected in their communication?



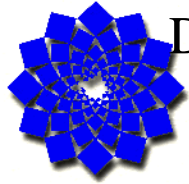
How are the Performance Guidelines being used?

- For students and teachers to monitor student progress
- In developing program outcomes
- Integrated Performance Assessments
 - Level and mode specific rubrics
- New Jersey and South Carolina Performance Assessments



This chart shows the proficiency levels that can be expected from students who begin foreign language study at various grade levels and continue for a certain number of years (e.g., begin in kindergarten and go through 4th grade, or begin in 9th grade and go through 12th). The performance guidelines were based on information gathered from foreign language teachers and professionals. Source: *ACTFL Performance Guidelines for K-12 Learners*.

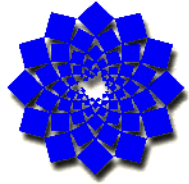
ACTFL PK -16 Performance Rating Scale



Differentiating the performance of language learners in an academic setting

PK – 16 Performance Rating Scale	ACTFL Proficiency Guidelines
ADV 2	Advanced Mid
ADV 1	Advanced Low
INT 5	Intermediate High
INT 4	Intermediate Mid
INT 3	Intermediate Mid
INT 2	Intermediate Mid
INT1	Intermediate Low
NOV 4	Novice High
NOV 3	Novice Mid
NOV 2	Novice Mid
NOV 1	Novice Low

American Council on the Teaching of Foreign Languages



Every Performance Standard has Three Essential Components

■ Task

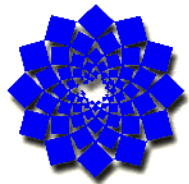
- A statement of what is to be done or accomplished.

■ Conditions

- A description of the conditions under which (or context in which) the task is to be performed.
- For language testing, this includes the contexts/topics to be addressed.

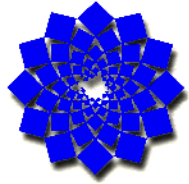
■ Accuracy

- A definition of how well the task must be performed under the conditions stated.



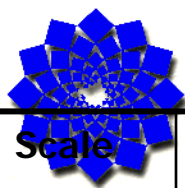
Interpretive - Reading

Scale	Linguafolio	Concordia VISA	K-12 Performance Guidelines	ACTFL Proficiency Guidelines
Level	Novice (High)	Emerging (High)	Novice Learner Range	Novice Mid
Task	Understand very short, simple texts (cognates help to determine meaning)	Understand simple written messages Follow short written directions	Understand short, simple texts Construct meaning through recognition of key words/phrases	Understand simple (single phrase at a time) authentic and legible texts
Conditions: Context/ Situation	Everyday material	Familiar phrases Signs, simple forms Notes and postcards	Highly predictable and familiar contexts Familiar topics embedded within relevant curricular areas	Highly contextualized words and phrases
Degree of Accuracy			Identify the main idea Recognize key words/phrases With graphic support	Recognize cognates and borrowed words Recognize highly contextualized words



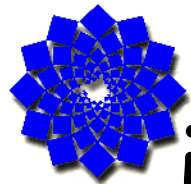
Interpersonal - Speaking

Scale	Linguafolio	Concordia VISA	K-12 Performance Guidelines	ACTFL Proficiency Guidelines
Level	Intermediate Low	Developing	Intermediate Range	Intermediate Low
Task	Create simple sentences Ask some questions Deal with uncomplicated situations	Carry on a conversation Ask and answer simple questions Share simple reasons for preferences and feelings	Create with language Express own thoughts Ask and answer questions Comprehend messages	Create with Language Ask and answer questions Handle a simple survival transaction
Condition: Context/ Situation	Familiar topics of personal interest Topics related to basic needs	Daily life in the village Topics that are familiar and related to interests within and outside the village	Familiar topics Subject/class specific topics Topics related to specific content taught	Predictable, everyday topics Daily routine
Degree of Accuracy			Most accurate when creating with language in present time in sentence level discourse Understood by those accustomed to dealing with language learners	Most accurate with sentence level speech in present time Can be understood by a sympathetic listener

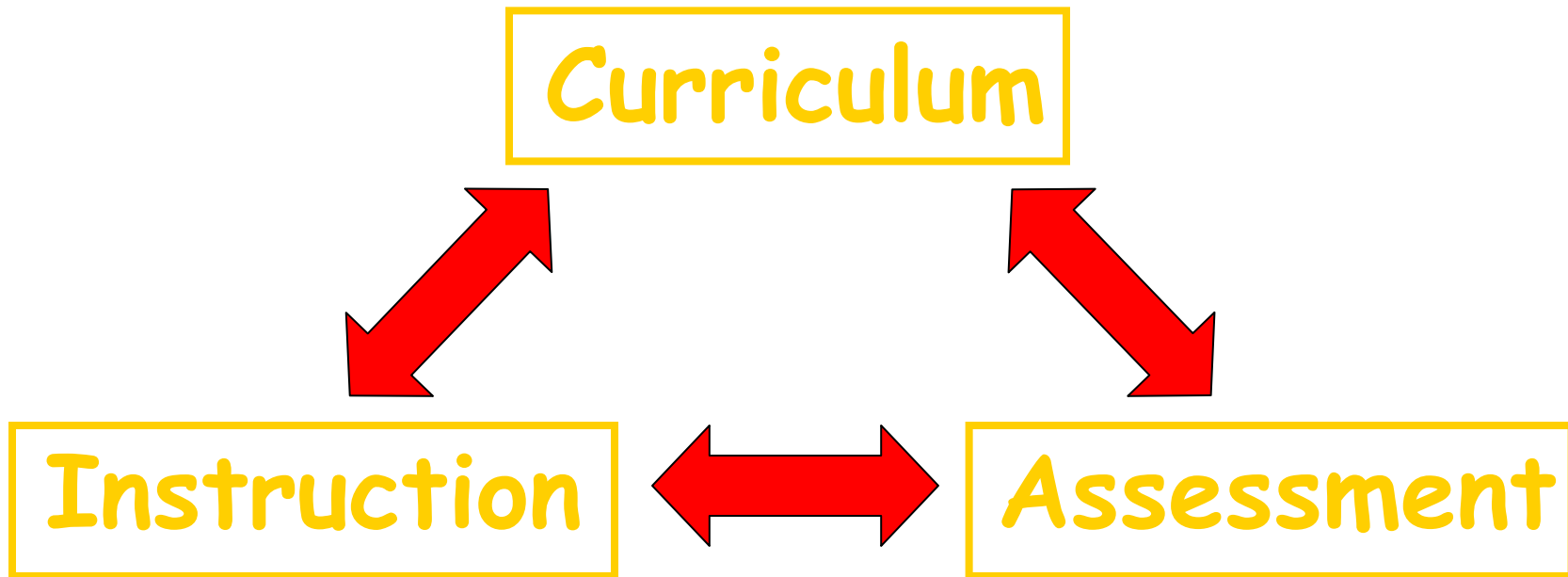


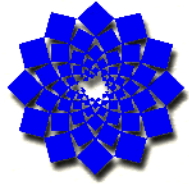
Presentational - Writing

Scale	Linguafolio	Concordia VISA	K-12 Performance Guidelines	ACTFL Proficiency Guidelines
Level	Advanced	Transitioning	Pre-Advanced	Advanced Low
Task	Write a clear and well organized presentation	Write clear and detailed descriptions and narrations of paragraph length Write formal and informal letters	Write narrations, descriptions, summaries, etc. in all major time frames	Meet basic work and/or academic writing needs Write narratives, descriptions and summaries in all major time frames
Conditions: Context/ Situation	Topics of personal, academic or professional interest	Personal experiences within and outside the Village	Topics related to classroom instruction and curriculum Familiar, well researched topics	Practical, social and professional topics Topics of a factual nature
Degree of Accuracy			High degree of accuracy when writing paragraph length discourse in present, past, future time Easily understood by native speakers – even those not accustomed to the writing of language learners	Consistent use of connected discourse of paragraph length Good control of most frequently used structures Comprehensible to those unaccustomed to the writing of non-natives



Matching curriculum, instruction and assessment





Assessment Considerations

- Aligned with program outcomes
- Formative and summative
- Very closely connected to instructional practice
- Developmentally appropriate for the learner
- Realistic based on time on task
- Focused on what the learner CAN do
- Separation of task instructions from performance



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