

E-portfolios and Standards in the Language Classroom: Paving The Path To Proficiency

Using assessment to create a path to proficiency
while helping students and teachers along the way

Presentation Roadmap

- Introductions
- Defining Proficiency
- Creating the Path to Proficiency
- Setting Benchmarks and Goals
- Assessments
- Analyzing and Using Assessment Data
- Making Modifications Based on Data
- Assess Learners to Chart Growth



Introductions

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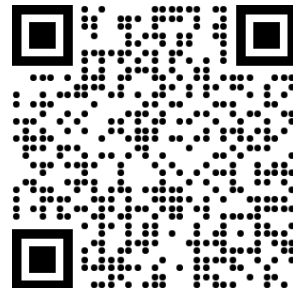
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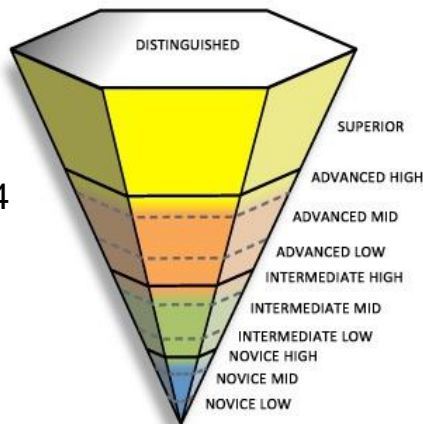
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Defining Proficiency

An individual's ability to communicate and comprehend a language. One's communication and comprehension skills can be measured through a **Language Proficiency Test**, such as **STAMP (STAndards-based Measurement of Proficiency)**. A person who demonstrates superior *world language* proficiency will have a firm grasp of *grammar* and varied lexicon, but also the ability to communicate effectively in unrehearsed, real-world situations.

ACTFL Scale, 1984



Assess learners at
different points
during the learning
process.

1
Set benchmarks
and goals.

3
Analyze and make
modifications
based on
assessment data.

4
Continue to assess
learners to chart
their growth.



Creating the Path to Proficiency



Setting Benchmarks and Goals

Proficiency Scale

Programs typically set benchmarks and goals based on the ACTFL or CEFR descriptors.



Curriculum

The curriculum for courses or entire programs typically align to a specific level of proficiency.



Testing Data

Data from previous summative testing can be used to set benchmarks and create goals for courses and entire programs.



Comparative Data

Some programs use national averages or other data available from peer programs to set benchmarks.



Setting Benchmarks and Goals

NOVICE

PROFICIENCY BENCHMARK

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

*What can I understand, interpret or analyze
in authentic **informational texts** that I hear, read or view?*

PERFORMANCE INDICATORS

NOVICE LOW

I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.

NOVICE MID

I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.

NOVICE HIGH

I can identify the topic and some isolated facts from simple sentences in informational texts.

EXAMPLES: Written

NOVICE LOW

I can... *(customize with specific content).*
I can identify some locations or stores by their signs.
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I can understand a variety of simple messages on greeting cards.
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EXAMPLES: Spoken, Viewed or Signed

NOVICE LOW

I can... *(customize with specific content).*
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Setting Benchmarks and Goals

Webb's Depth of Knowledge

DOK Level 1

(Recall)

Verbs: arrange, calculate, define, draw, identify, list, label, illustrate, match, memorize, recognize, tell, ...

Focus: on specific facts, definitions, details, or procedures

Note: there's one correct answer, and a combination of Level 1s does not make it a Level 2

DOK Level 2

(Skill / Concept)

Verbs: categorize, cause/effect, classify, compare, distinguish, estimate, graph, interpret, modify, predict, relate, show, summarize, ...

Focus: on applying skills and concepts • explaining how or why

Note: there's one correct answer

DOK Level 3

(Strategic Thinking)

Verbs: assess, cite evidence, compare, conclude, construct, critique, develop logical argument, differentiate, formulate, hypothesize, investigate, revise, ...

Focus: on reasoning and planning in order to respond • complex and abstract thinking required • defending reasoning or conclusions

Note: multiple answers or approaches

DOK Level 4

(Extended Thinking)

Verbs: apply concepts, analyze, connect, create, critique, design, prove, ...

Focus: on complex reasoning, planning, and thinking • make real-world applications in new situations

Note: has multiple answers or approaches • often requires extended periods of time with multiple steps

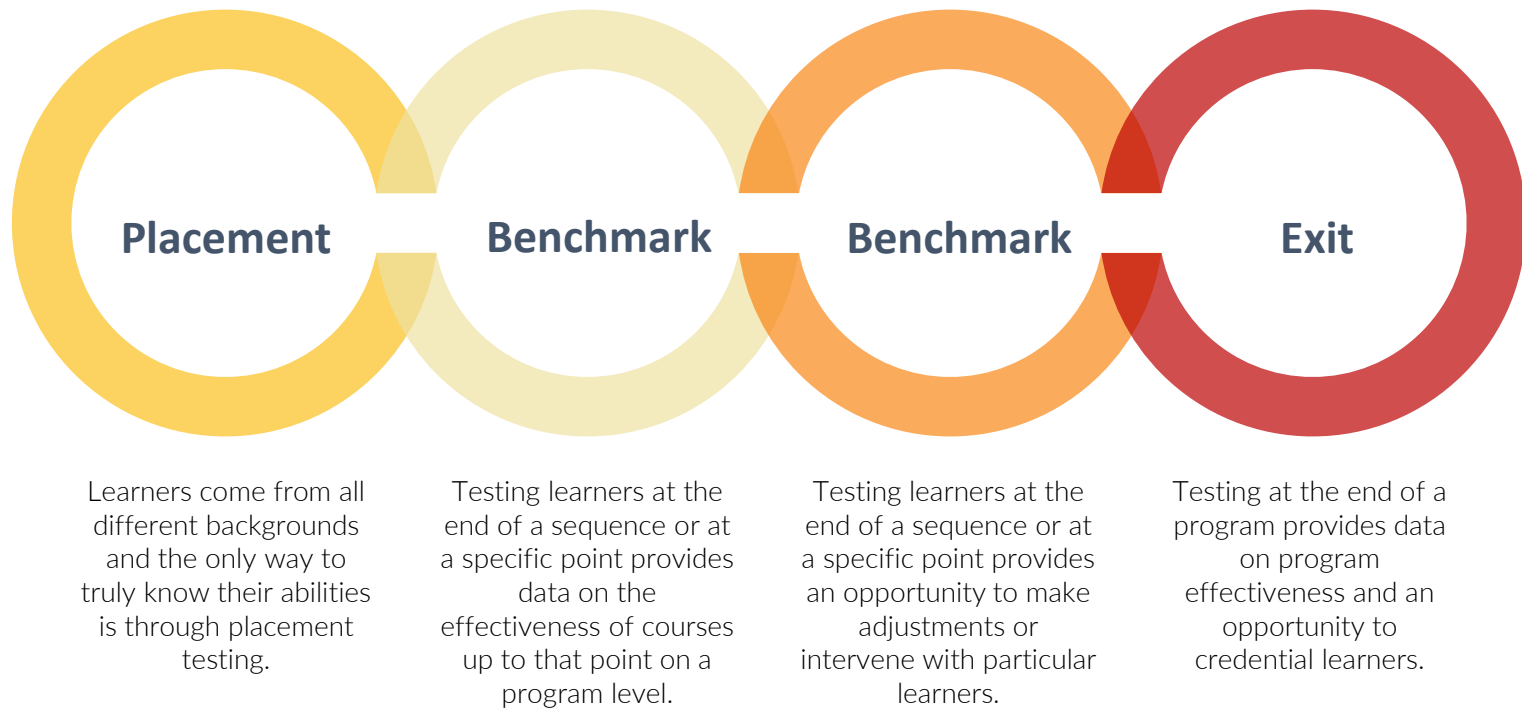
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Setting Benchmarks and Goals



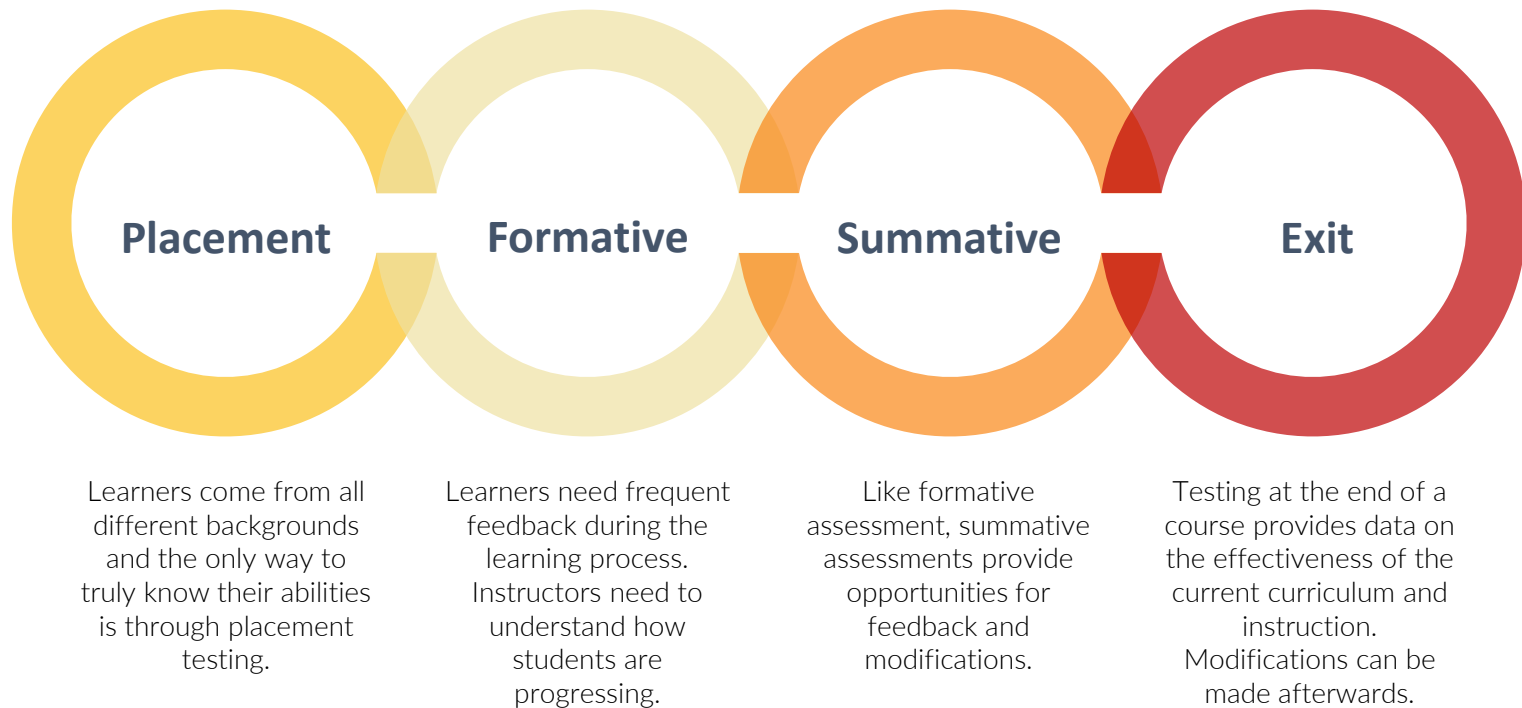
Assess Learners During the Learning Process

Program-level Assessment

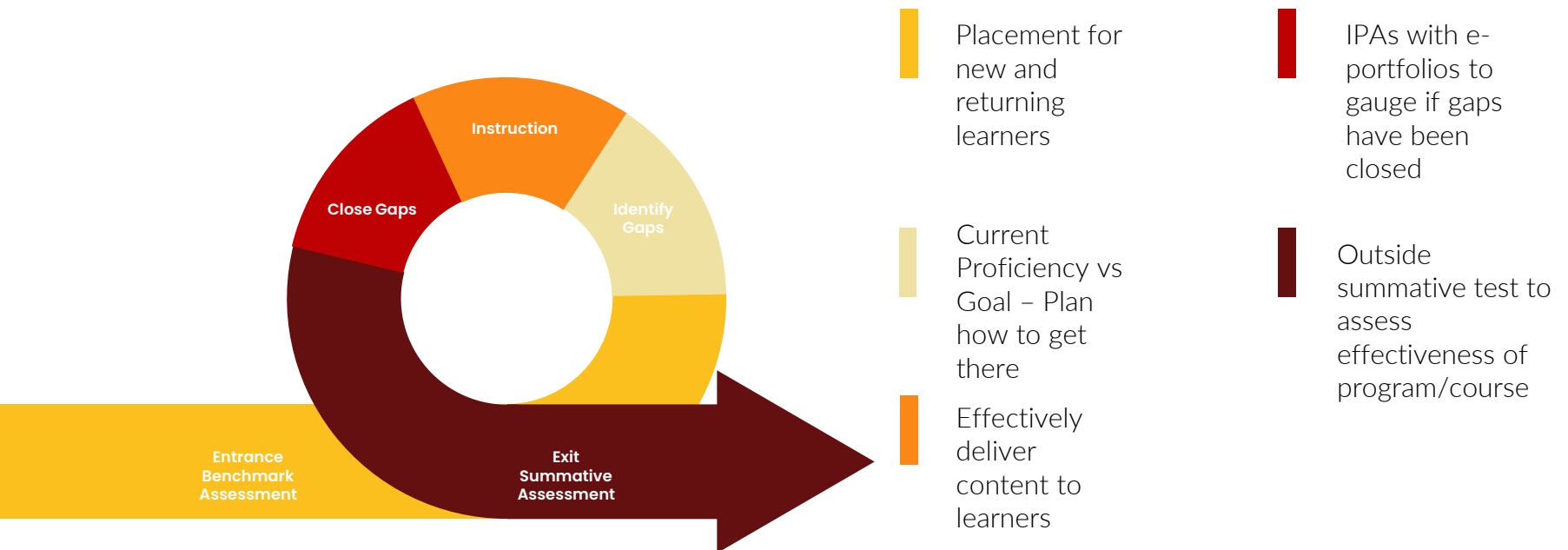


Assess Learners During the Learning Process

Course-level Assessment



Assessment Process

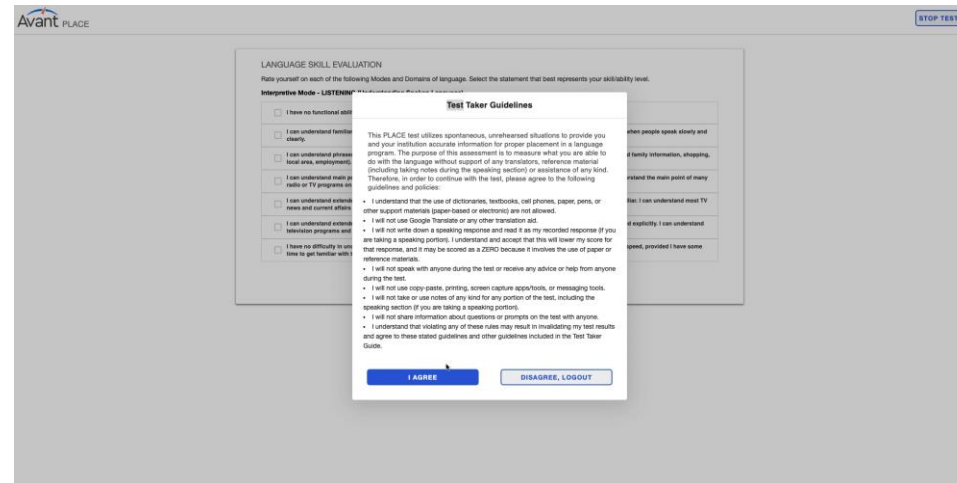


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Assess Learners During the Learning Process

Placement

- Learners with different backgrounds
- Flexible course options
- Aligns to program goals, course goals, and overall assessment plan



The screenshot shows the Avant PLACE Language Skill Evaluation interface. The main heading is "LANGUAGE SKILL EVALUATION". Below it, a sub-heading reads "Rate yourself on each of the following Modes and Domains of language. Select the statement that best represents your ability level." The interface is divided into two main sections: "Interpretive Mode - LISTENING" and "Test Taker Guidelines".

Interpretive Mode - LISTENING

- ☐ I have no functional skill
- ☐ I can understand familiar speech
- ☐ I can understand phrases local area, employment
- ☐ I can understand main points of radio or TV programs on
- ☐ I can understand extended news and current affairs
- ☐ I can understand extended television programs and
- ☐ I have no difficulty in understanding

Test Taker Guidelines

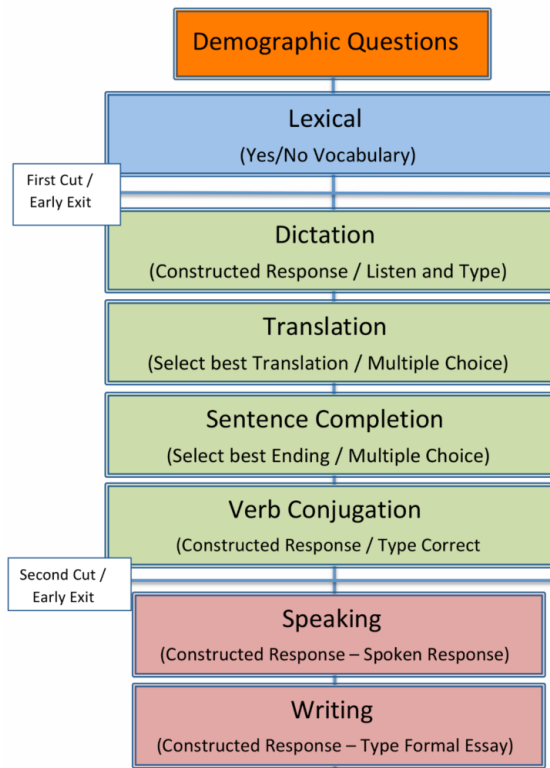
This PLACE test utilizes spontaneous, unrehearsed situations to provide you and your institution accurate information for proper placement in a language program. The purpose of this assessment is to measure what you are able to do with the language without support of any translators, reference material (including talking notes during the speaking section) or assistance of any kind. Therefore, in order to continue with the test, please agree to the following guidelines and policies:

- I understand that the use of dictionaries, textbooks, cell phones, paper, pens, or other support materials (paper-based or electronic) are not allowed.
- I will not use Google Translate or any other translation aid.
- I will not write down a speaking response and read it as my recorded response (if you are taking a speaking portion). I understand and accept that this will lower my score for that response, and it may be scored as a ZTRD because it involves the use of paper or reference materials.
- I will not speak with anyone during the test or receive any advice or help from anyone during the test.
- I will not use copy paste, printing, screen capture applications, or messaging tools.
- I will not take or use notes of any kind for any portion of the test, including the speaking section (if you are taking a speaking portion).
- I will not share information about questions or prompts on the test with anyone.
- I understand that violating any of these rules may result in invalidating my test results and agree to these stated guidelines and other guidelines included in the Test Taker Guide.

At the bottom of the guidelines box, there are two buttons: "I AGREE" and "DISAGREE, LOGOUT".

Assess Learners During the Learning Process

Spanish Heritage Learners



Avant PLACE

STOP TEST

LANGUAGE SKILL EVALUATION

Rate yourself on each of the following Modules and Domains of language. Select the statement that best represents your skillability level.

Interpretive Mode – LISTENING (Understanding Spoken Language)

☐ I have no functional ability with this language.
No tengo habilidad funcional con este idioma.

☒ I can understand familiar names, words, and very basic phrases concerning my family, my immediate surroundings, and myself when people speak slowly and clearly.
Puedo entender nombres familiares, palabras, y frases muy básicas concernientes a mi familia, mi alrededor inmediato, y a mí mismo, cuando la gente habla despacio y claro.

☐ I can understand phrases and the commonly used vocabulary related to areas of personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
Puedo entender frases y el vocabulario común utilizado en áreas de relevancia personal (por ejemplo, información personal y familiar muy básica, compras, área local, empleo). Puedo captar el tema central en mensajes cortos, claros y simples y en anuncios.

☐ I can understand main points in a conversation on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programs on current affairs as topics of interest when the delivery is relatively slow and clear.
Puedo entender el tema central de una conversación de asuntos familiares regularmente encontrados en el trabajo o en el tiempo de ocio y esparcimiento, etc. Puedo entender el punto central de muchas emisiones de radio o programas de televisión en asuntos comunes o temas de interés cuando son expresados relativamente despacio y claramente.

☐ I can understand extended speech and lectures and follow even complex lines of argument provided the topic is necessarily familiar. I can understand most TV news and current affairs programs. I can understand the majority of items in standard language.
Puedo entender discursos y conferencias largos y seguir incluso líneas complejas de argumentación cuando el asunto es necesariamente familiar. Puedo entender la mayoría de emisiones de televisión y programas de asuntos comunes. Puedo entender la mayoría de las películas en lenguaje estándar.

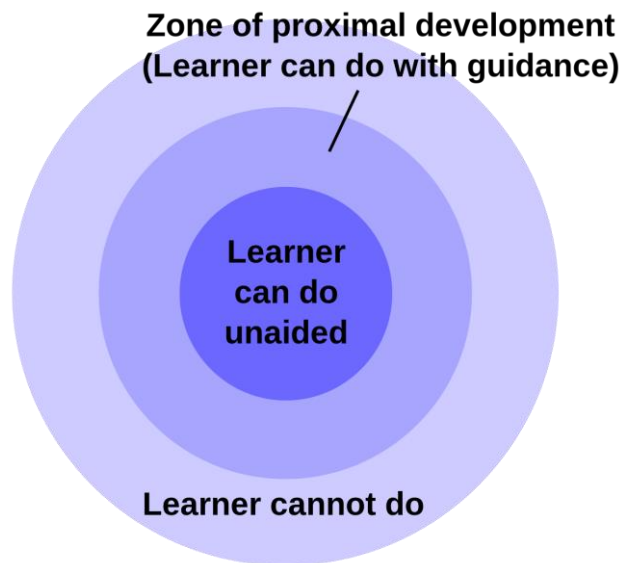
☐ I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programs and films without too much effort.
Puedo entender discursos incluso cuando no están claramente estructurados y cuando las relaciones solo están implícitas y no se señalan explícitamente. Puedo entender programas de televisión y películas con mucho esfuerzo.

☐ I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
No tengo dificultad en entender ningún tipo de lenguaje hablado, en vivo o en transmisión, incluso cuando se emite a una velocidad nativa, siempre y cuando tenga tiempo para familiarizarme con el acento.

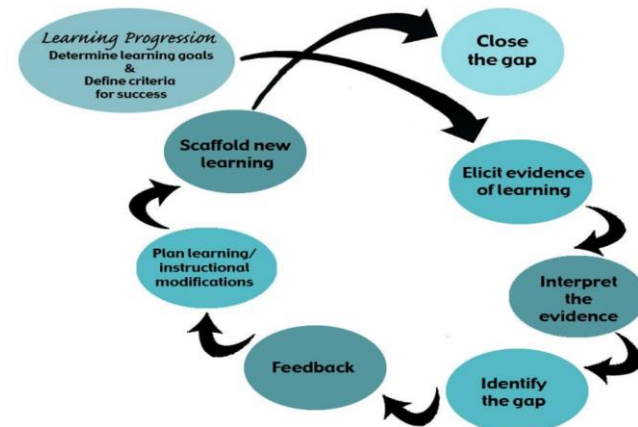
NEXT

Assess Learners During the Learning Process

Formative



Lev Vygotsky's ZPD



Margaret Heritage's "Formative Assessment Model" (2009a, 2009b, 2010).

Assess Learners During the Learning Process

Formative

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Assess Learners During the Learning Process

Formative



Assess Learners During the Learning Process

Formative

Can-Do Statement: I can introduce myself using basic information.

Task: You are on vacation at the beach and you meet some kid your age who are from Mexico. You have been studying Spanish and want to show off what you know! Introduce yourself by telling your new friends your name, age, and where you live.

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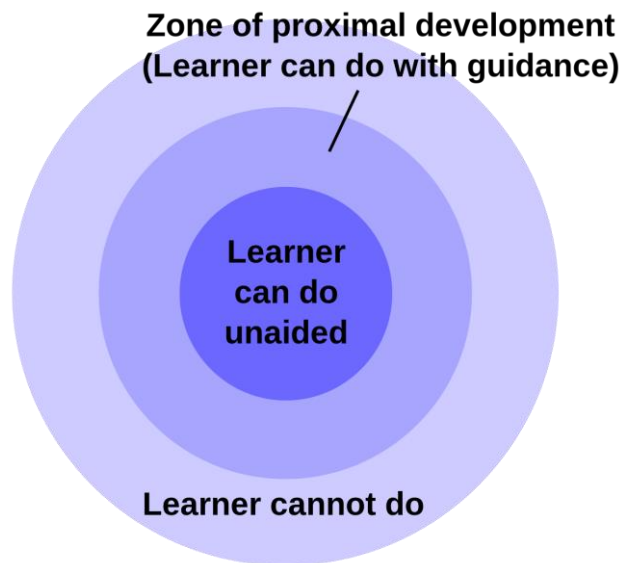
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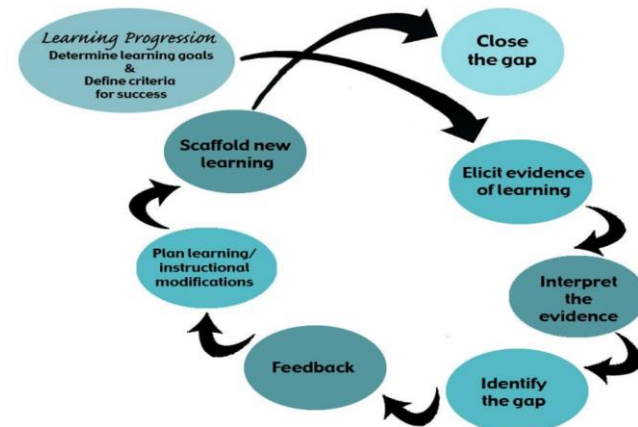


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Assess Learners During the Learning Process

Summative and Exit

- Chapter/unit tests
- Projects (PBL)
- Outside Testing Options

Assess Learners During the Learning Process

Summative Assessment (STAMP)

- Provide data
- Can be used for credentialing
- Adds value to overall program

Avant STAMP 4S

STOP TEST

Welcome Sample Tester!

Spanish test started September 28, 2021
Not you? Click to return to login page



Reading



Writing

Reading must be completed before Writing



Listening



Speaking

Listening must be completed before Speaking

Analyzing and Using Assessment Data

Distribution of Test Takers Across Levels for 04/02/2017 - 10/02/2019



First Name Last Name
Login Name: test1
Language: Spanish
Start Date: September 07, 2019



Level	Reading	Writing	Listening	Speaking	Composite Score
8	8	6	7	6	6.6

LEVEL DESCRIPTION

READING

8 ADVANCED MID
At this level, learners are able to:

- understand long, complex articles and reports concerned with specialized topics including critical viewpoints
- understand subtleties and nuances of texts on familiar topics
- understand some idiomatic uses of language

6 INTERMEDIATE HIGH
At this level, learners are able to:

- write clear, detailed, extended texts on a wide range of subjects related to personal interests
- create texts that show good control of the language, using a variety of transition and linking words and strategies
- show increased grammatical accuracy and vocabulary depth and breadth in texts

7 ADVANCED LOW
At this level, learners are able to:

- understand reports concerned with contemporary problems in which the speaker or presenter shares particular attitudes or viewpoints
- understand some extended speech on unfamiliar topics delivered through various media sources

5 INTERMEDIATE MID
At this level, learners are able to:

- create language that shows groupings of ideas, which are loosely connected using some transition words
- describe experiences and events in everyday life at home, school and in the community
- show increased fluency and control of some complex language, with accurate pronunciation

LISTENING

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SUGGESTIONS

READING

Suggestions to 'Power Up' to the next level:

- practice reading a variety of extended texts such as novels, professional journals, instruction manuals and texts with author intended inferences and nuance
- focus on building depth of vocabulary by studying and learning multiple senses of words, including homonyms and synonyms

WRITING

Suggestions to 'Power Up' to the next level:

- focus on increasing the amount of language that you produce, using a variety of complex sentences with both added details and less common vocabulary
- focus on creating cohesion and natural flow in your writing, with clear and smooth flow from beginning, middle and end

LISTENING

Suggestions to 'Power Up' to the next level:

- practice listening to longer, more detailed audio passages such as news reports, audio books and reviews with critical opinions
- use focused listening to identify personal opinion and critical analysis of storylines and to identify idiomatic and nuanced use of language

SPEAKING

Suggestions to 'Power Up' to the next level:

- focus on linking thoughts and ideas together using more complex language and linking strategies
- focus on using less common vocabulary
- identify a speaking partner who is able to give you feedback and that you can speak with on a daily basis

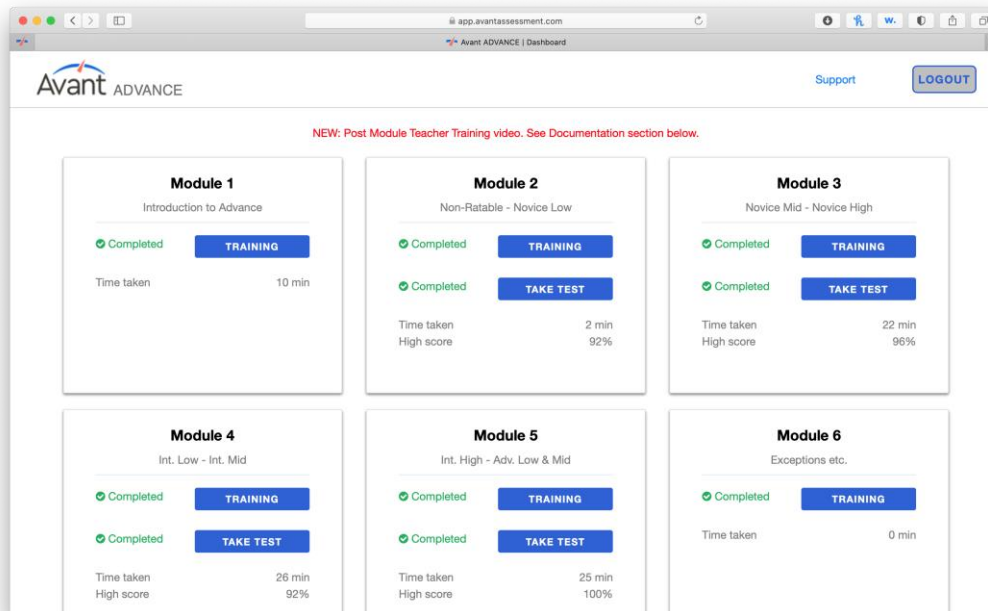
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Making Modifications Based on Data

- Review data to see where deficiencies may exist
- Individualize instruction
- Provide professional development opportunities for teachers

3

Making Modifications Based on Data



- Teachers and Managers need the proper tools
- CPD – before, during, and after the learning process
- Ensures reliability across the program and courses
- Data can be useful for accreditation purposes

Making Modifications Based on Data



Prompt:

Describe in detail one of the best (or worst) experiences of your life. Use as much advanced language as you can in your response. It is expected at this level to write in well-organized paragraphs with much added detail and accuracy.

Response:

La peor de mis experiencias es cuando una de mis amigas se dejo de hablarme por nada. Nosotras eramos buenas amigas, pero un día no me habla nomas sin decir por que. Nosotras estabamos en un deporte juntas,, pero un día en una competicion le gane y desde ese día ella era un poco rara conmigo. Ella me habia dicho que no era nada. Luego ya no nos hablabamos tanto y la comunicacion entre nosotras bajo mucho. Vacaciones llegaron y fuimos de la escuela por casi tres meses, en esos tres meses no nos habimos comunicado para nada. Ella no me hablaba y yo tampoco hablaba. Yo no supe que paso entre nosotra que hizo nuestra relacion como es que esta ahora pero aprendi que no todas las personas que crees van estar contigo se quedan. Esta experiencia es memorable por que ella fue la primer amiga que dejo de hablar con mi por algo tonta.

✓ You are correct!

The correct answer is **6- PRE-PARAGRAPH (IH)**.
You selected 6- PRE-PARAGRAPH (IH).

Training

[PRE-PARAGRAPH Text Type Score \(Int. High / Level 6\)](#)

BASE REQUIREMENTS for PRE-PARAGRAPH:

- #1. Use of **Complex components (at least 4+)**.
- #2. There is enough language demonstrating good control of basic syntax and grammar (about 70% accuracy).
- #3. Enough language to show a strong connection of ideas with emerging natural flow.

RESPONSE:

La peor de mis experiencias es **cuando** una de mis amigas se dejo de hablarme por nada. Nosotras eramos buenas amigas, pero un día no me habla nomas sin decir por que. Nosotras estabamos en un deporte juntas,, pero un día en una competicion le gane y desde ese día ella era un poco rara conmigo. Ella me habia dicho **que** no era nada. Luego ya no nos hablabamos tanto y la comunicacion entre nosotras bajo mucho. Vacaciones llegaron y fuimos de la escuela por casi tres meses, en esos tres meses no nos habimos comunicado para nada. Ella no me hablaba y yo tampoco hablaba. Yo no supe que paso entre nosotra que hizo nuestra relacion como es que esta ahora pero aprendi que no todas las personas que crees van estar contigo se quedan. Esta experiencia es memorable por que ella fue la primer amiga que dejo de hablar con mi por algo tonta.

Making Modifications Based on Data

TRAINING:

Why this is scored PRE-PARAGRAPH

There are three base requirements for a L6-Pre-Paragraph score and the first one states that a student needs to show evidence of a number of complex components used with accuracy. This student has several complex components that are highlighted above in orange. These are the coordinating conjunctions that indicate a student created a complex sentence. At the Pre-Paragraph level, the student will be more comfortable with creating complex sentences and may even start to create compound-complex sentences. This student appears to be very competent with creating complex sentences. They have good accuracy for the most part and the complex components add to the meaning of the response.

The second base requirement states that the student needs to demonstrate good control of basic syntax and grammar. The student does a very good job arranging their words and phrases to create well constructed sentences. They also conjugate their verbs correctly and in different tenses which is impressive.

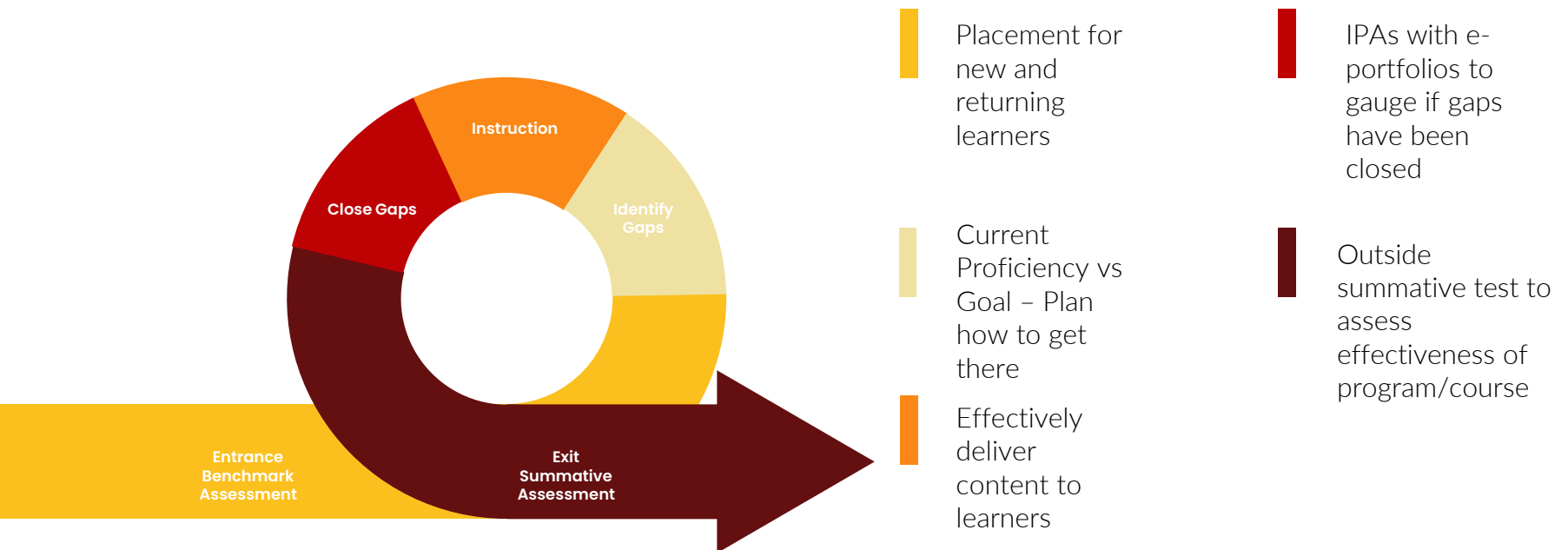
The third requirement is that the student should have a strong connection of ideas with natural flow. Overall their response has great natural flow and the student does well telling their story. There are a few errors or choppy moments, but for the most part, the response has great accuracy.

Why this is not scored CONNECTED

A Connected response will only have about 2-3 complex components. The student will show an emerging ability to create complex sentences. This response had many more complex components than what is normally seen at the Connected level. Also, Connected responses will not have this higher level of accuracy in syntax and grammar. Another important point is that a Connected response will have a very basic connection of ideas. This is an emergent skill at the Connected level as well so the rater will only look for a basic connection or grouping of sentences. This response had a strong connection of ideas that is well on it's way to showing paragraph structure.

- Review or teach proficiency
- Assist in teacher-created task building
- Provide better feedback to students

Assessment Process



4

Assess Learners to Chart Growth

- Data at multiple points
- Address deficiencies early on
- Use data for grants, funding, and accreditation

How Can You *FIX* A
Problem If You
Don't Know What It
Is First?

Questions

Nick.gossett@avantassessment.com

