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

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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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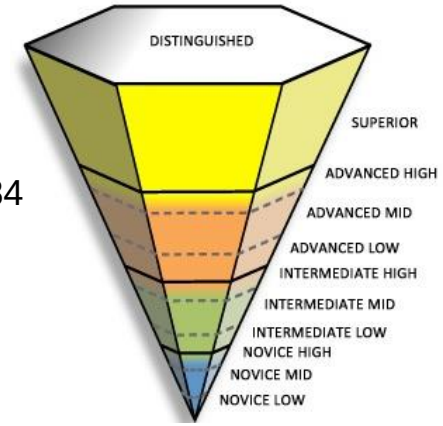
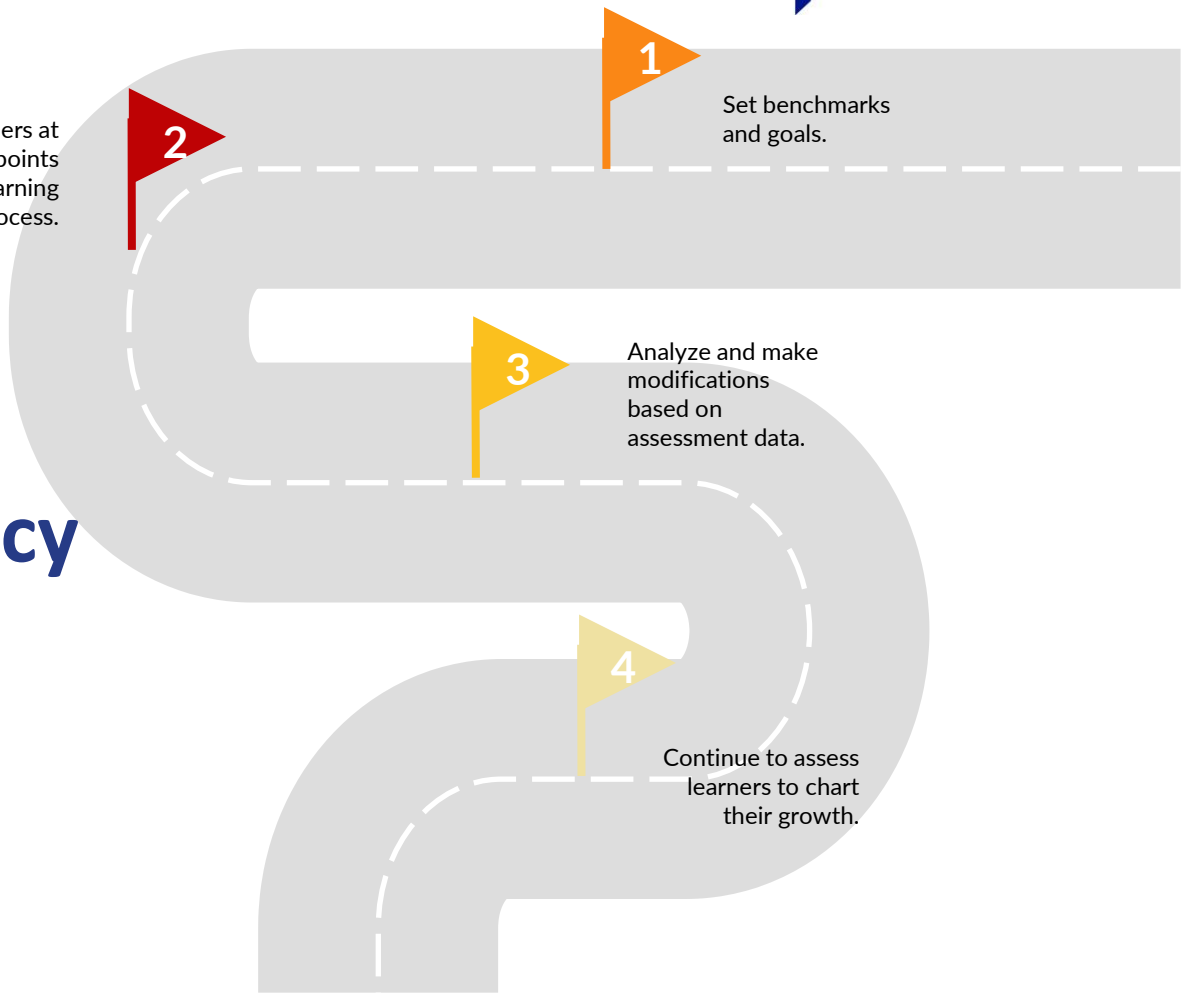
Defining Proficiency

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 of grasp of *grammar* and varied lexicon, but also the ability to communicate effectively in unrehearsed, real-world situations.

ACTFL Scale, 1984



Creating the Path to Proficiency



1 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.

1 Setting Benchmarks and Goals

NOVICE

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
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EXAMPLES: Written

NOVICE LOW	NOVICE MID	NOVICE HIGH
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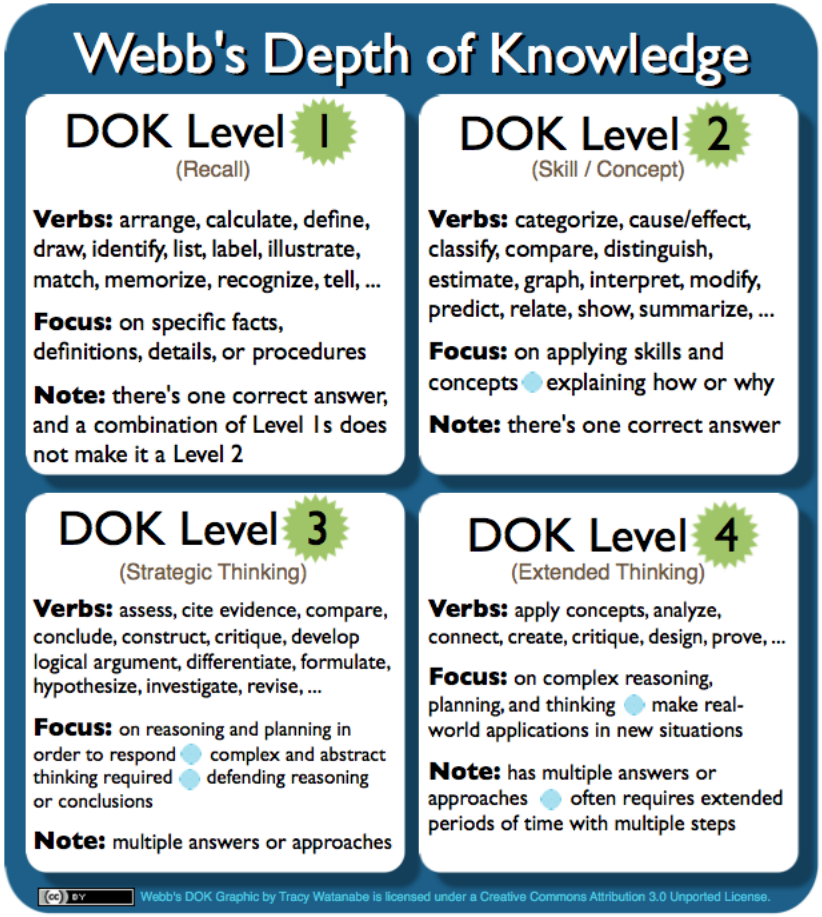

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Excellence in Language Education

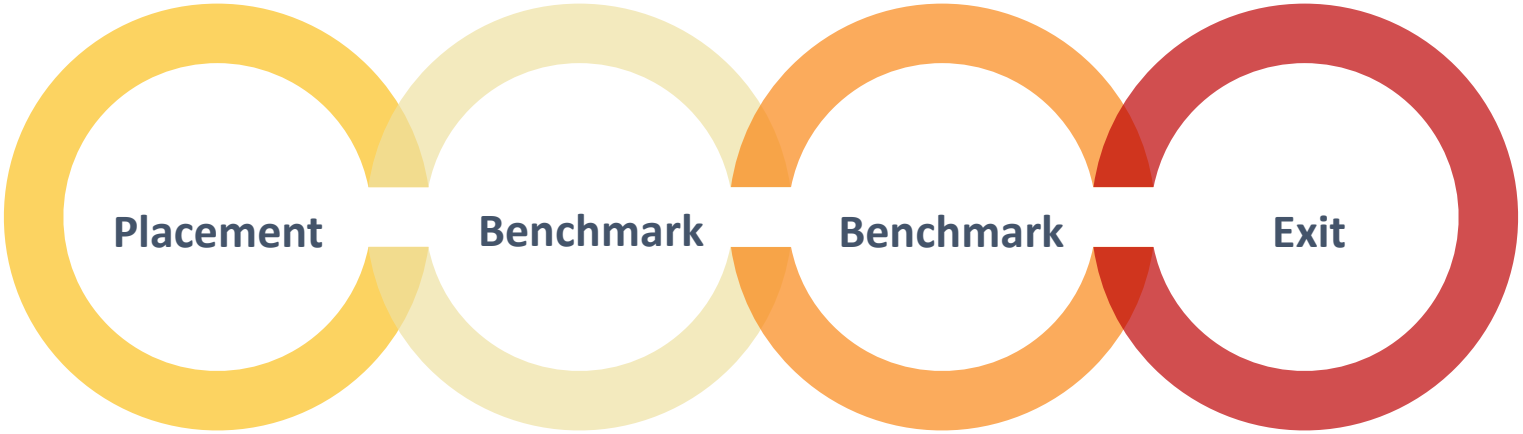
1

Setting Benchmarks and Goals

2

Assess Learners During the Learning Process

Program-level Assessment



Learners come from all different backgrounds and the only way to truly know their abilities is through placement testing.

Testing learners at the end of a sequence or at a specific point provides data on the effectiveness of courses up to that point on a program level.

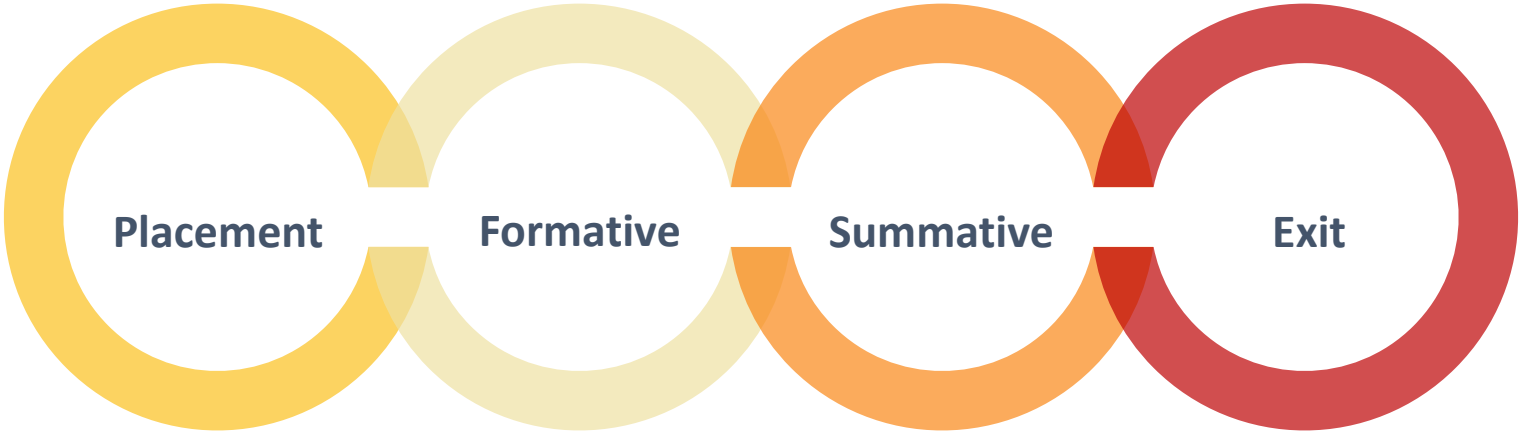
Testing learners at the end of a sequence or at a specific point provides an opportunity to make adjustments or intervene with particular learners.

Testing at the end of a program provides data on program effectiveness and an opportunity to credential learners.

2

Assess Learners During the Learning Process

Course-level Assessment



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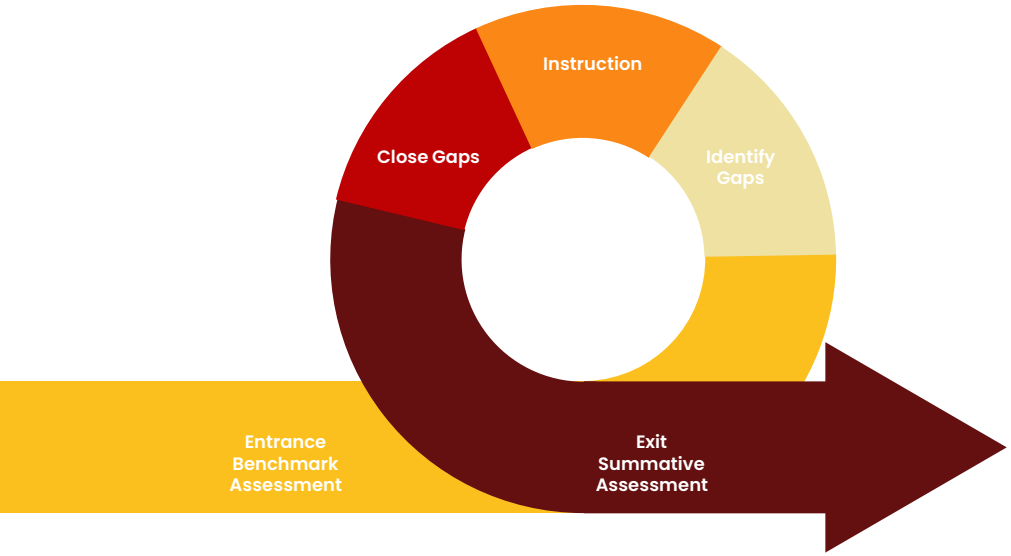
Learners need frequent feedback during the learning process. Instructors need to understand how students are progressing.

Like formative assessment, summative assessments provide opportunities for feedback and modifications.

Testing at the end of a course provides data on the effectiveness of the current curriculum and instruction. Modifications can be made afterwards.

Assessment Process



Placement for new and returning learners

Current Proficiency vs Goal – Plan how to get there

Effectively deliver content to learners

IPAs with e-portfolios to gauge if gaps have been closed

Outside summative test to assess effectiveness of program/course

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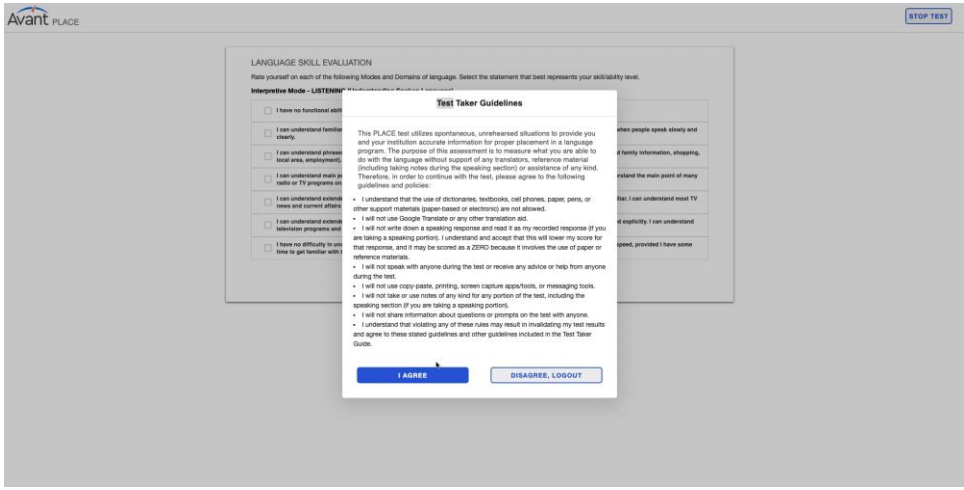
Assess Learners During the Learning Process

Placement

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



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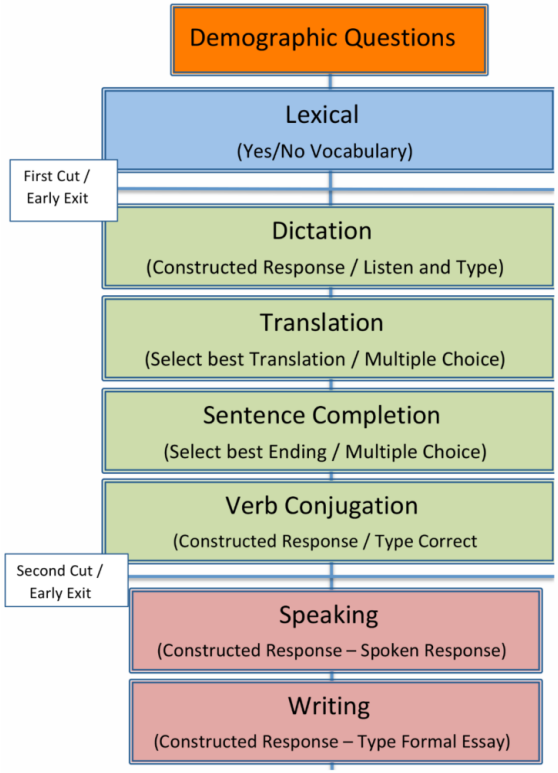
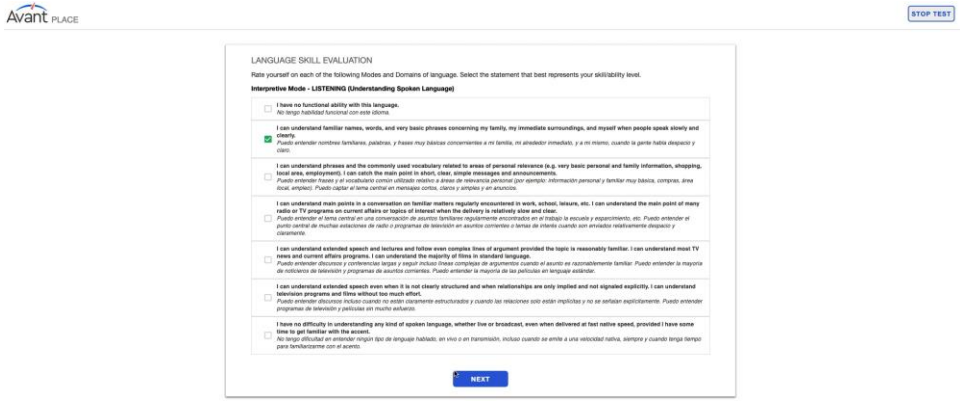
Assess Learners During the Learning Process

Spanish Heritage Learners





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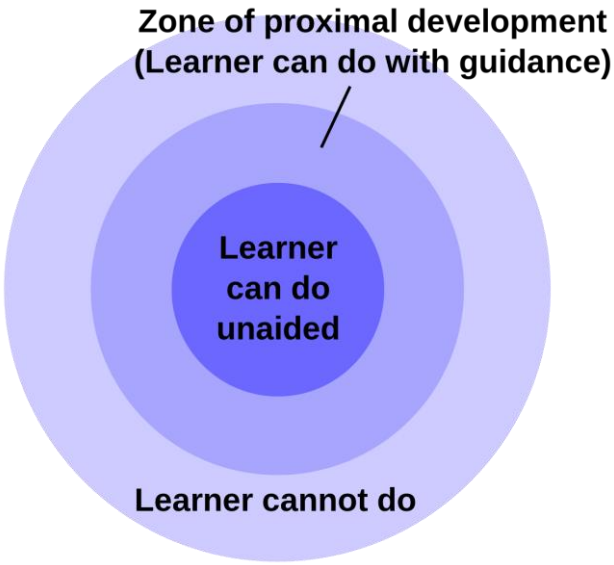
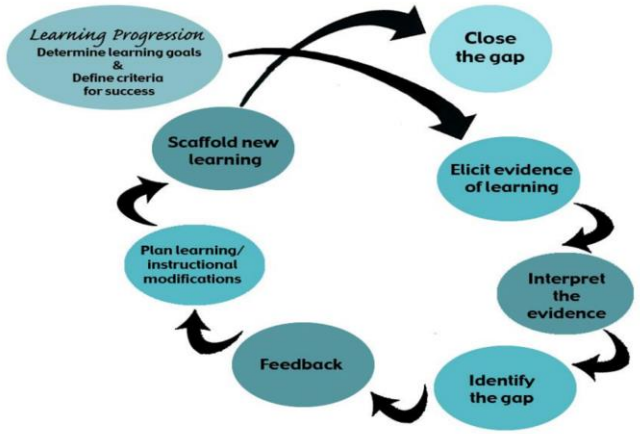
Assess Learners During the Learning Process

Formative



Lev Vygotsky's ZPD



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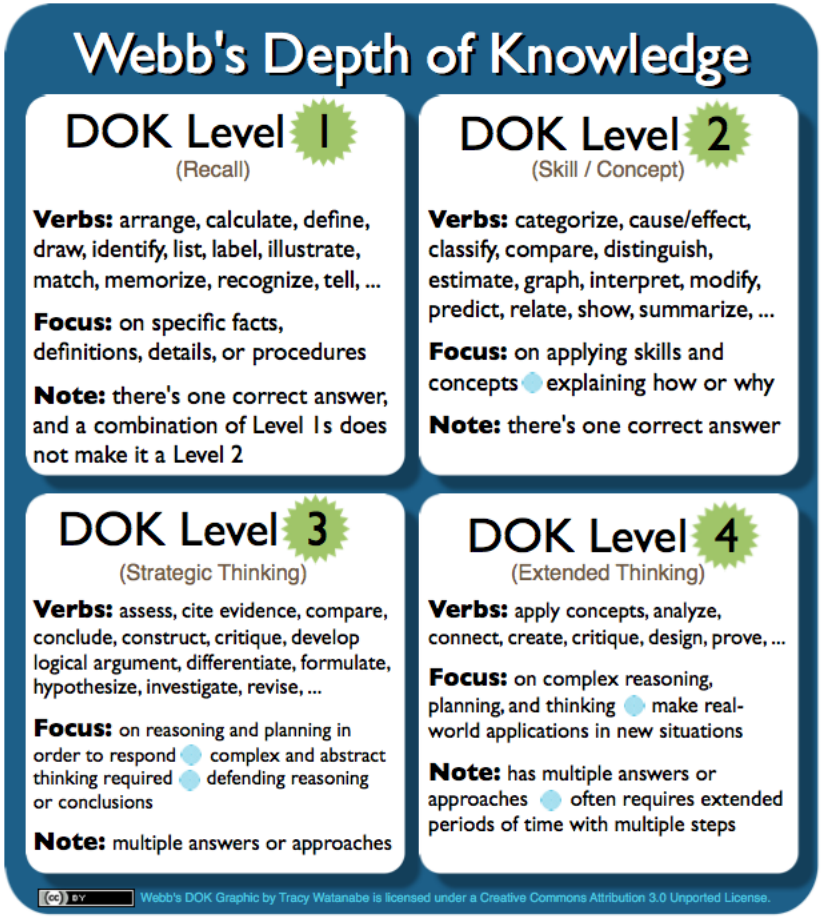

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Assess Learners During the Learning Process

Formative

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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.

2

Assess Learners During the Learning Process

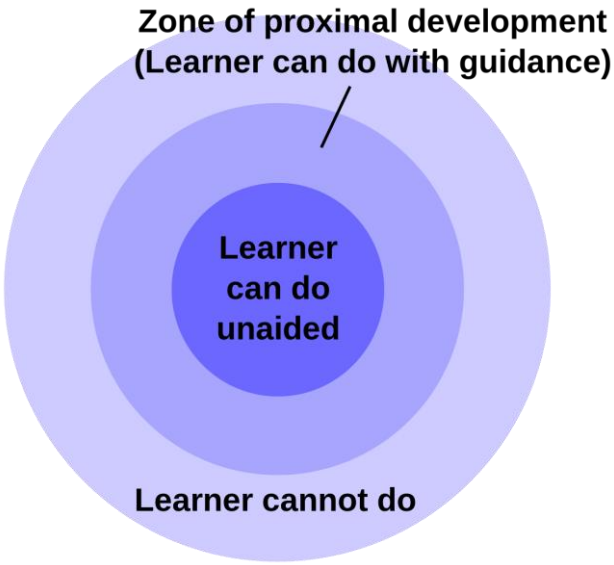
Formative

extempore
The Speaking Practice App

2

Assess Learners During the Learning Process

Formative



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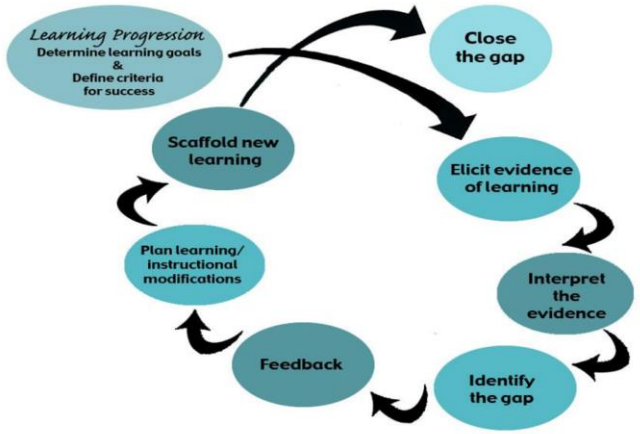

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Assess Learners During the Learning Process

Summative and Exit

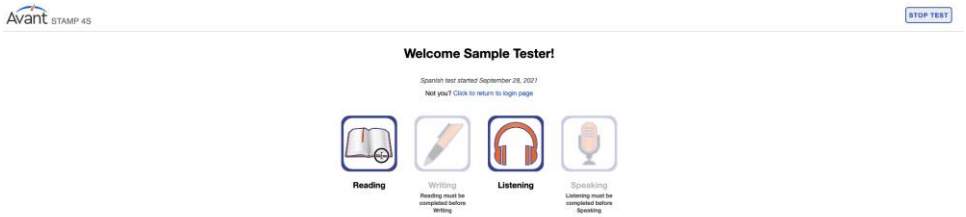
- Chapter/unit tests
- Projects (PBL)
- Outside Testing Options

2

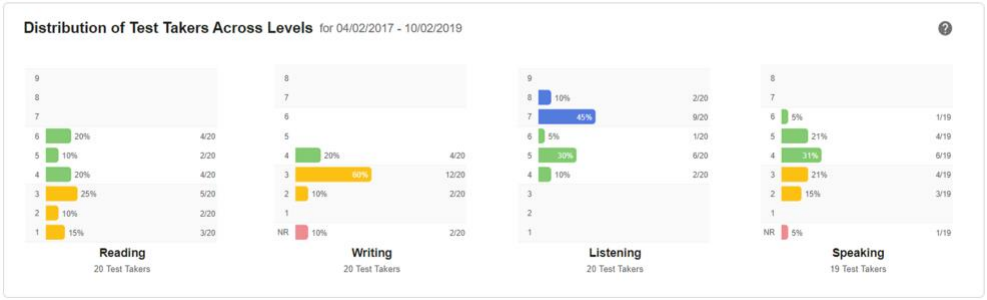
Assess Learners During the Learning Process

Summative Assessment (STAMP)

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



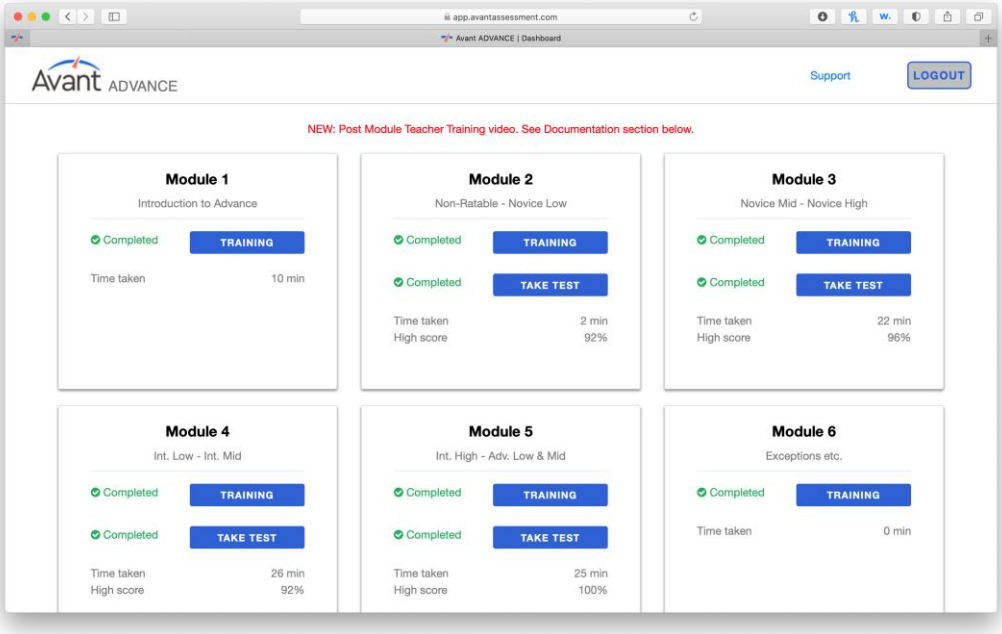
3 Analyzing and Using Assessment Data



3 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

3 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 dia no me habla nomas sin decir por que. Nosotras estabamos en un deporte juntas,, pero un dia en una competicion le gane y desde ese dia 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. Vacasiones 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 supi que paso entre nosotra que hizo nuestra relacion como es ques 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.

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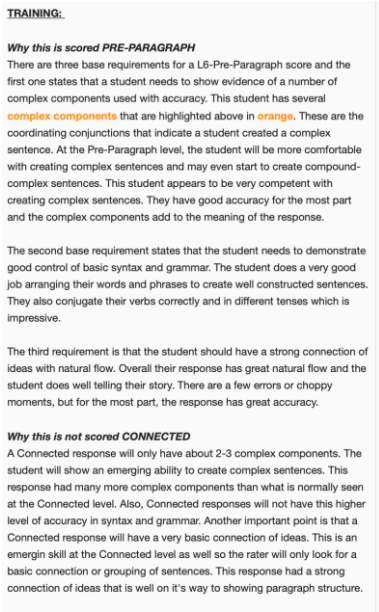


TRAINING:

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.

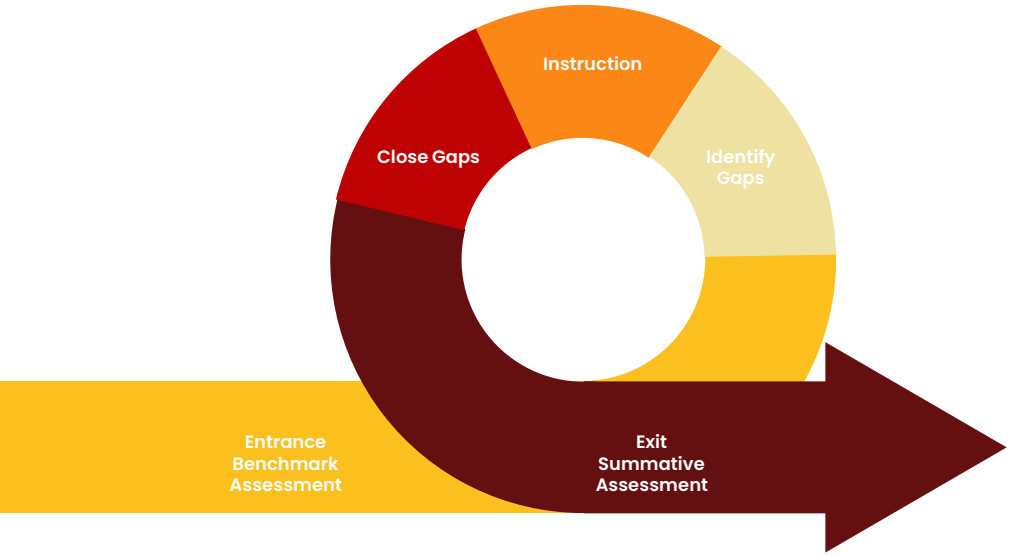
The third requirement is that the student should have a strong connection of ideas with natural flow. Overall their response has great natural flow and the student does well telling their story. There are a few errors or choppy moments, but for the most part, the response has great accuracy.

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 emergin 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



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4 Assess Learners to Chart Growth

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

Questions

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