Making Sense of World Language Standards

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Our context: U.S. System of Education

- What should students know and be able to do as a result of your instruction? **Standards**

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Standards for Foreign Language Learning

National
- Consensus for all languages

State
- Based on national standards

Local
- Based on national or state standards = learning targets

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Our context: U.S. System of Education

- What should students know and be able to do as a result of your instruction? **Standards**

- How will you know your students have learned this? **Assessments**

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Assessments for learning

National
- Oral Proficiency Interview – evaluation tool
- Rating scale for proficiency

State
- May use national assessment tools (or develop for the state)

Local
- Teacher created learning checks for classroom
- Unit or semester level =
  Integrated Performance Assessment

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Our context: U.S. System of Education

- What should students know and be able to do as a result of your instruction? **Standards**

- How will you know your students have learned this? **Assessments**

- How good is good enough?
  Performance guidelines

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How good is good enough?

National Level

- *K-12 Performance Guidelines*
- Rating scale for measuring proficiency
- Provides consistency
- Creates common expectation for how well students should be able to use their new language

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How good is good enough?

Pre-Advanced		College Majors (without study abroad)	Gr. 1-10/12
Intermediate		6 yrs – Gr 7-12 4 yrs – H.S.	Gr. 1-8
Novice		2 yrs – H.S.	Gr. 1-4

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Our context: U.S. System of Education

- What should students know and be able to do as a result of your instruction? **Standards**
- How will you know your students have learned this? **Assessments**
- How good is good enough?
  Performance guidelines
- What will help you plan your instruction and coordinate it with other world language teachers?
  Curriculum

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Curriculum

National

- No national curriculum

State

- Provides guides to planning curriculum

Local

- Translate state standards into the context of the local program
  - ➢K-12
  - ➢6-12
  - ➢9-12

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Workshop Focus

How do teachers use
- national and state standards, and
- assessments

to focus their teaching
(and student learning),
to improve students' proficiency
in using their world language?

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Motivating Student Learning

- Focusing learning and teaching through assessment
- Engaging students through a meaningful context for learning

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Standards for Learning Languages

What should students know and be able to do as a result of your instruction?

Communication:

"knowing how, when, and why, to say what to whom"

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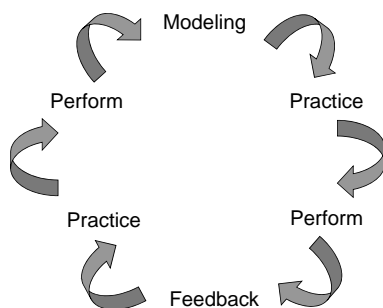### Communication: Interpretive Mode

How can I check for understanding?

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Interpretive Communication

Is NOT	Is

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Feedback Loop

Modeling

Perform

Practice

Practice

Perform

Feedback

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Presentational

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

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Presentational Communication

Is NOT	Is

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Presentational Communication

Presentational or Interpersonal?

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Presentational Rubric – Interm.

Flow and Organization:

5 – Connected with logical flow, clear overarching point, subpoints elaborated, cohesive devices guide the reader through the writer's thinking

4 – Thoughts hold together as a cohesive paragraph with details focused on a general point, may use some cohesive devices

3 – Writing provides a logical flow, keeps to a main point with clear subtopics that are not elaborated

2 – Writing is a series of sentences, little language to connect thoughts or direct the flow

1 – Writing is random thoughts put together, stays on topic but no organized subtopics, inconsistent elaboration

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Interpersonal (Conversation)

What criteria would you use as the basis for giving feedback to students (to improve their communication skills in the interpersonal mode)?

What counts?

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Scored Discussion

Negative Participant Qualities		Positive Participant Qualities
•		•
•		•
•		•
•		•
•		•

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ACTFL K-12 Performance Guidelines

Comprehensibility
Comprehension
Language Control
Vocabulary
Cultural Awareness
Communication Strategies

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"I Can" Statements - Linguafolio

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I can … Ask & Answer Questions

N: Answer simple questions with a single word or two

I-Low: Ask simple questions and provide brief answers

I: Ask and answer a wide variety of questions, giving reasons and explanations, and asking follow-up questions

Pre-A: Ask and answer a wide variety of questions requiring extended explanations and follow-up discussions

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I can … Ask for clarification

N: Say when I don't understand and ask people to repeat or speak more slowly

I-Low: Ask someone to explain again in simpler language and repeat to make sure I understand

I: Ask for a definition or explanation and restate what has been said in another way to make sure that I understand

Pre-A: Ask for more information and clarification and suggest alternative words and paraphrase to ensure understanding

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Interpersonal Communication

Is NOT	Is

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Thinking about culture:
Products, practices, & perspectives

- Teach and assess for knowledge about culture

- Teach and assess skills about culture

- Teach and observe the development of positive attitudes related to culture

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Teaching with Your Ends in Mind

Keep in mind:
- Performance goals
- Learning activities

Now ask: What are the language functions structures and vocabulary students need in order to be successful on the performance assessments of this unit?

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Reflection

Think about planning your unit of instruction:

How will these tools (standards, performance guidelines, and assessments), help you focus your teaching and students' learning in order to improve students' proficiency in using their world language?

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Thank You

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