

# 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**



# Standards for Foreign Language Learning

## National

- Consensus for all languages

## State

- Based on national standards

## Local

- Based on national or state standards  
= learning targets



# 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**



# 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*



# 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**



# 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



# How good is good enough?

K-12 Performance Guidelines	Oral Proficiency Levels	Time to achieve this level	K-16 Pipeline
Pre-Advanced	Interm – High	College Majors (without study abroad)	Gr. 1-10/12
Intermediate	Interm – Mid	6 yrs – Gr 7-12	Gr. 1-8
	Interm – Low	4 yrs – H.S.	
Novice	Novice – High Novice – Mid Novice - Low	2 yrs – H.S.	Gr. 1-4





# 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**



# 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



# 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?



# Motivating Student Learning

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



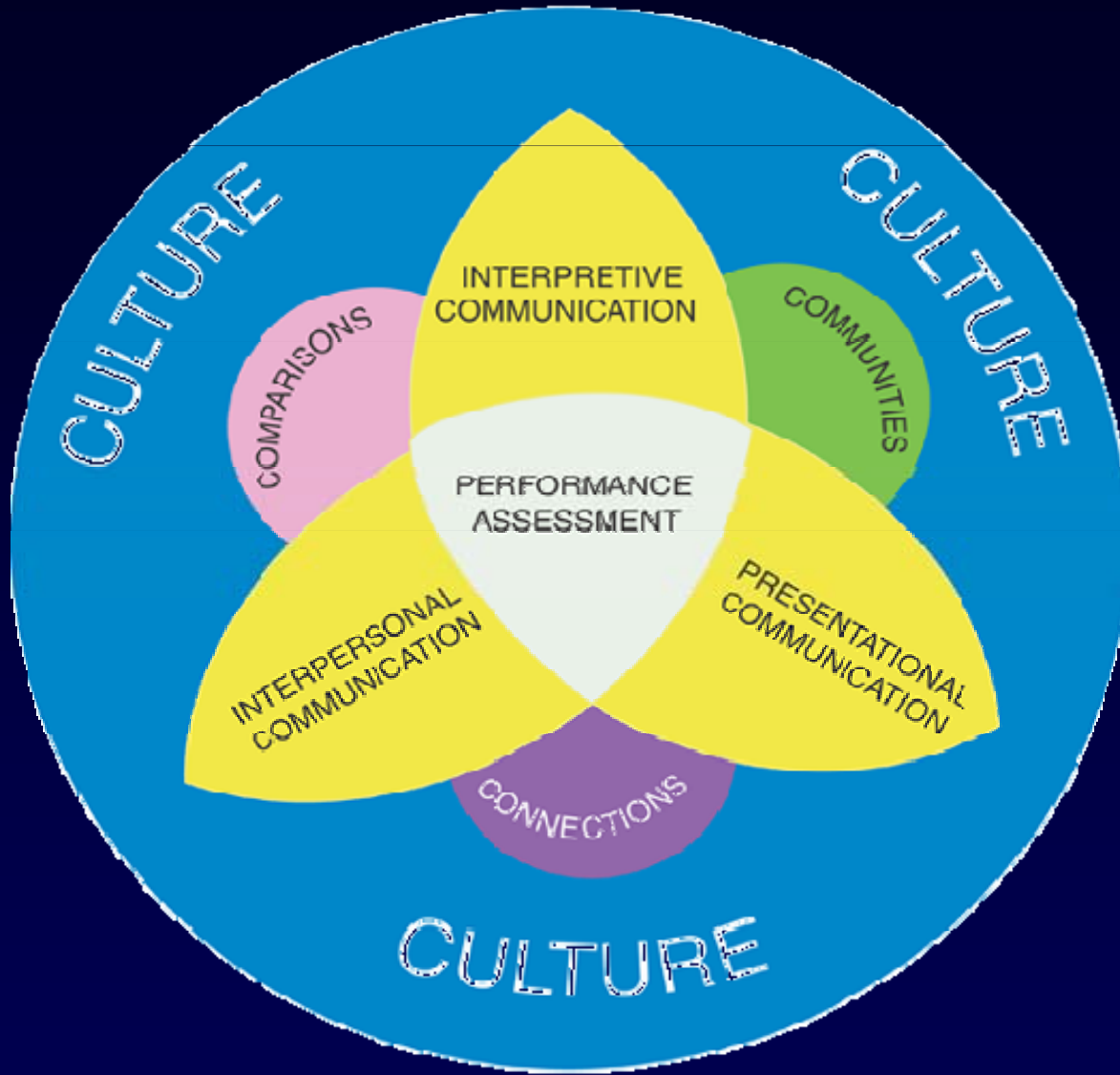
# Standards for Learning Languages

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”**





# Communication: Interpretive Mode

How can I **check** for understanding?



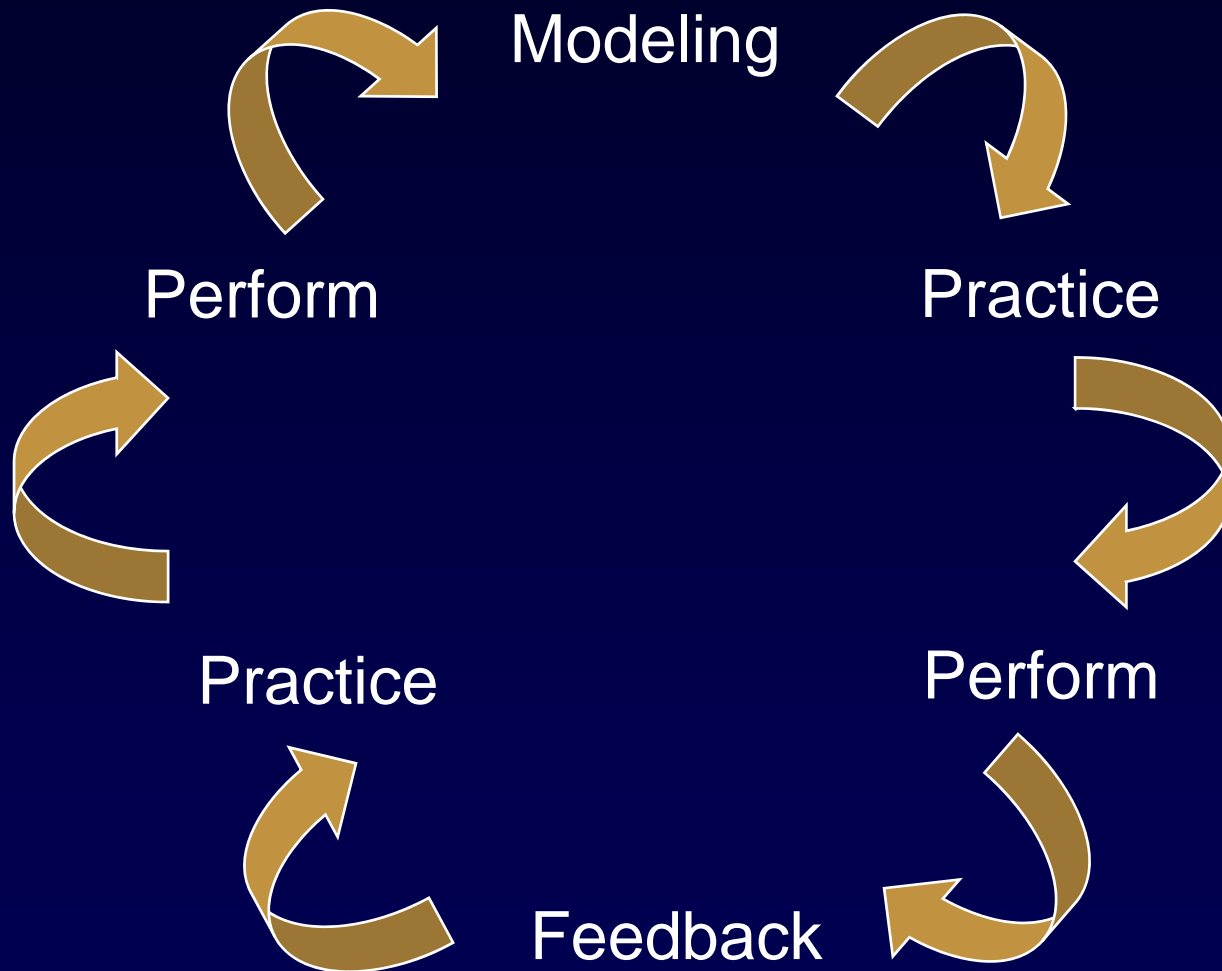
# Interpretive Communication

Is NOT	Is
Translation	Understanding the gist and then deeper levels of details
Hunt for trivial details	A focused task (with purpose)
Glossed readings; teaching all new vocabulary first	Use of authentic materials
Reading, listening, or viewing in a vacuum	Use author's perspective and cultural context for interpretation
Reading word-for-word	Using context clues; hypothesizing; predicting





# Feedback Loop



# Presentational

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



# Presentational Communication

Is NOT	Is
Negotiated communication	One-way communication
Random	Practice, rehearsed, polished, edited
Unplanned	Organized
Speaking or writing in a vacuum	An awareness of audience
Reliance on circumlocution	Improved with dictionary and spell-check tools
Just talking or writing for the teacher	Maintaining attention of audience



# Presentational Communication

Presentational or Interpersonal?

Leave a phone message

Memorized dialogue, skit, or play

Graded rough draft (feedback on organization)

Tell back a story

Write descriptions of illustrations



# 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



# 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?



# Scored Discussion

Negative Participant Qualities	1 – 3 – 5	Positive Participant Qualities
• Rarely contributes		• Contributes additional info.
• Interrupts others		• Respects others
• Dominates		• Includes quiet participants
• Changes the topic to suit personal agenda		• Contributes personal insights to enhance disc.
• Comments are not relevant		• Stays on topic



# ACTFL K-12 Performance Guidelines

## Comprehensibility

How well is the student understood?

## Comprehension

How well does the student understand?

## Language Control

How accurate is the student's language?

## Vocabulary

How extensive and applicable is the student's vocabulary?

## Cultural Awareness

How is the student's cultural knowledge reflected in language use?

## Communication Strategies

How does the student maintain communication?





# "I Can" Statements - Linguafolio

A = Carry on conversation

B = Ask and answer

C = Provide description

D = Express preferences

E = Accuracy of form and meaning

F = Ask for clarification



# **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**



# **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**



# Interpersonal Communication

Is NOT	Is
Memorized dialogues	Spontaneous (and unpredictable)
Turn taking	Following-up and reacting; maintaining the conversation
Talking to the camera	Interactive body language; eye contact; gestures
Interviewer asking all the questions	Helping each other
Use of bilingual dictionary	Use of circumlocution
One-way communication	Two-way exchange
Overly concerned about accuracy	Focusing on the message



# 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



# 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?



# 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?



# Thank You

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