Proficiency In Action:

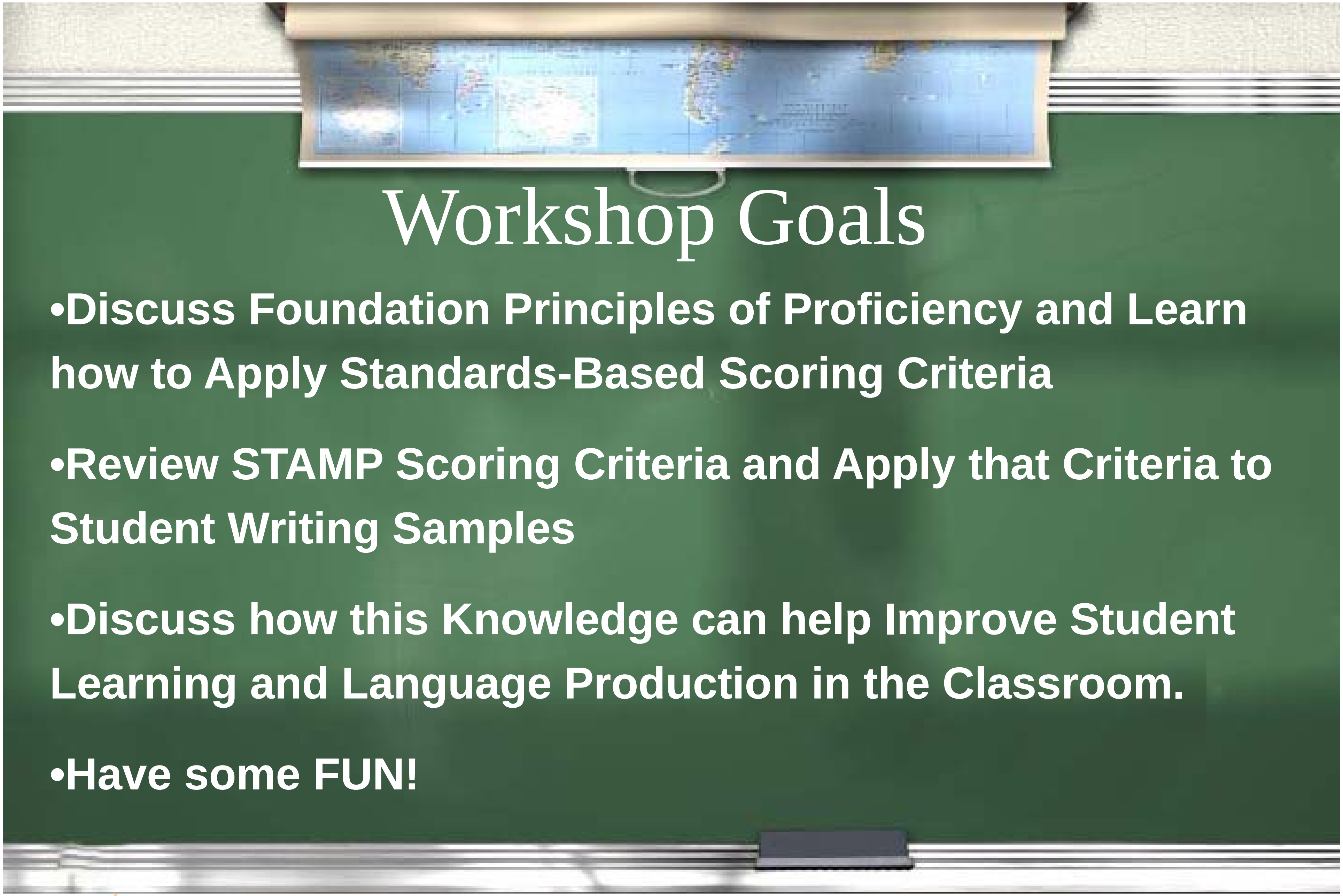
-Rater Training Foundations-

AVANT ASSESSMENT
TEST WITH CONFIDENCE

April 25 2009
Kyle Ennis
Avant Assessment

What Will We Do Today?

- Workshop Goals / Introductions
- Presentation: Proficiency / Standards / Assessment / STAMP
- Presentation: STAMP Scoring Criteria / Rubric Interpretation
- Presentation: Valid Tool Introduction
- Hands On!: Valid Tool Use – Rating Student Samples
- Wrap Up and Concluding Discussion



Workshop Goals

- Discuss Foundation Principles of Proficiency and Learn how to Apply Standards-Based Scoring Criteria
- Review STAMP Scoring Criteria and Apply that Criteria to Student Writing Samples
- Discuss how this Knowledge can help Improve Student Learning and Language Production in the Classroom.
- Have some FUN!

AVANT ASSESSMENT
TEST WITH CONFIDENCE

THE CENTER FOR APPLIED SECOND LANGUAGE STUDIES
THE NORTHWEST NATIONAL FOREIGN LANGUAGE RESOURCE CENTER

Grant-funded Research and Development

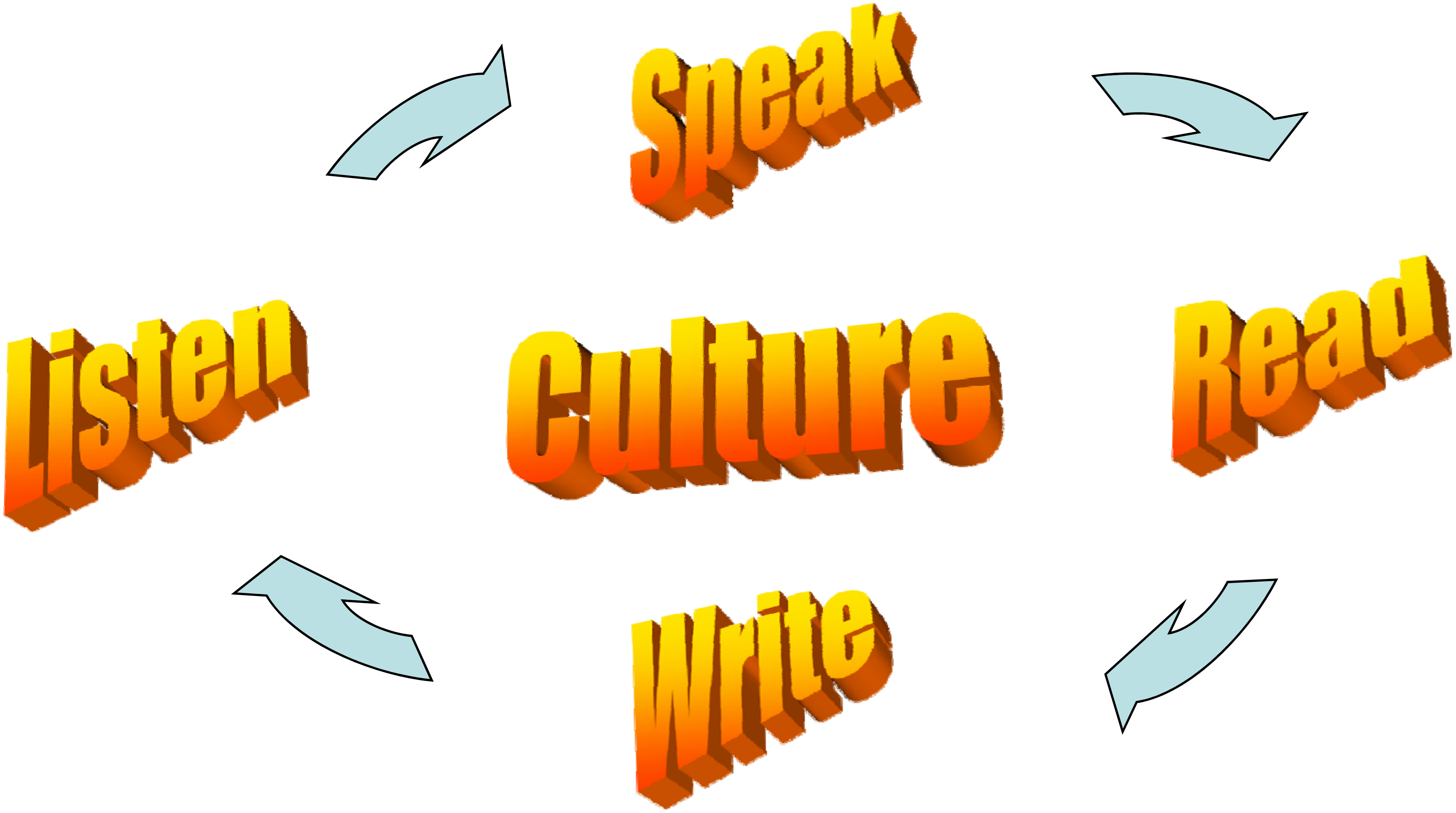
Licensing

AVANT ASSESSMENT

Collaboration

Classroom Learning and Assessment Tools

What is our GOAL?



Speak

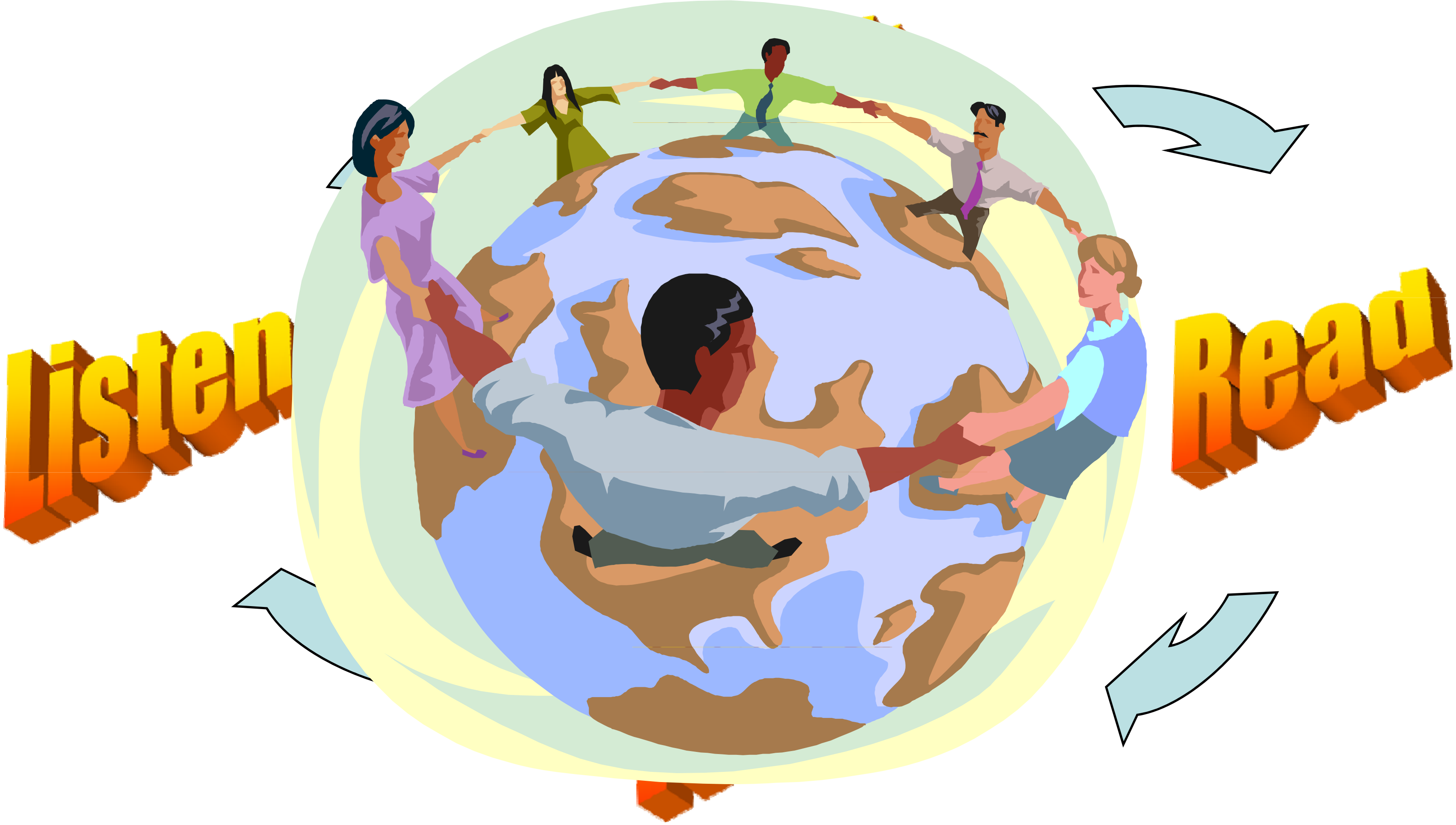
Listen

Culture

Read

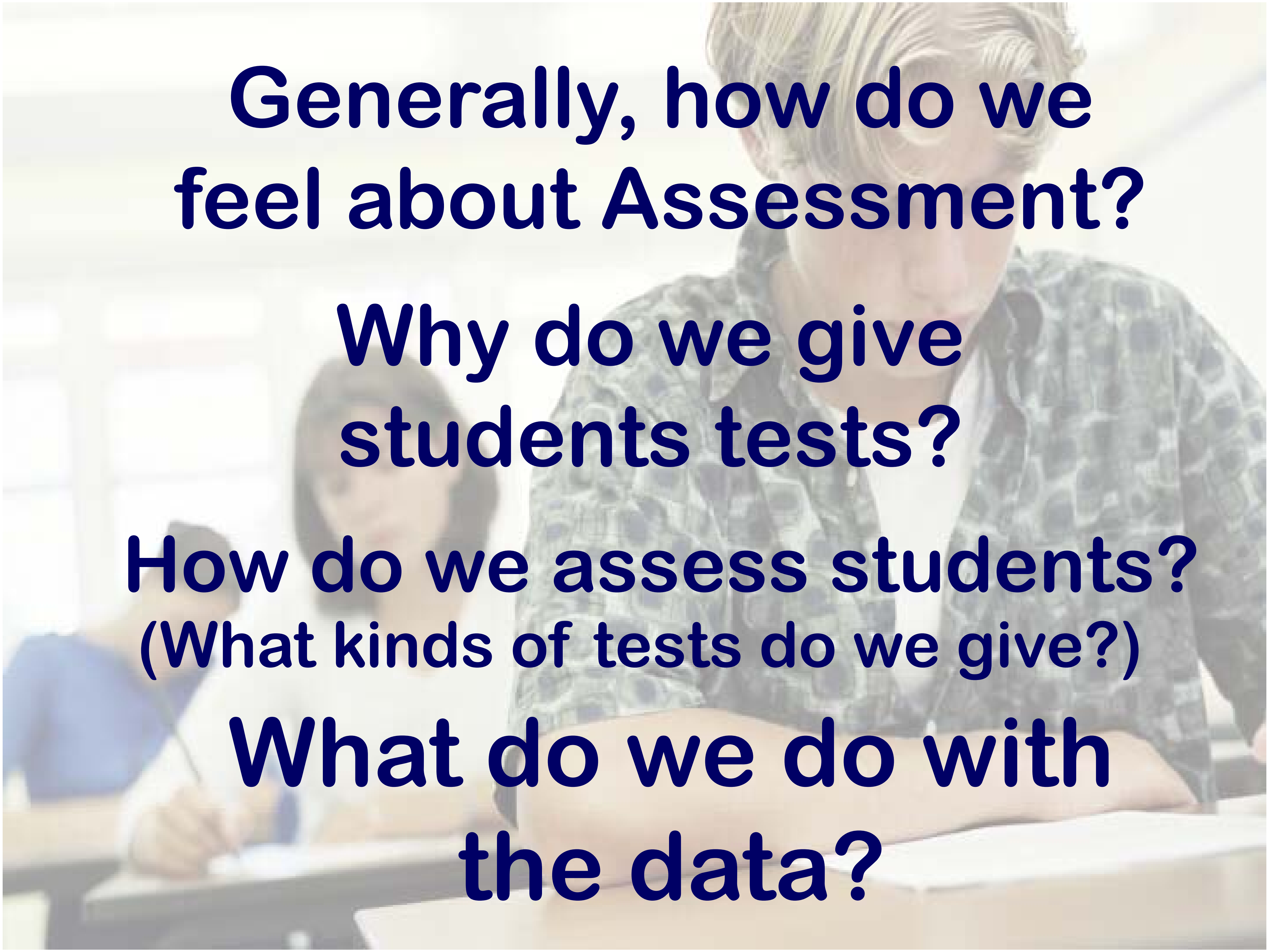
Write

What is our GOAL?



Listen

Read

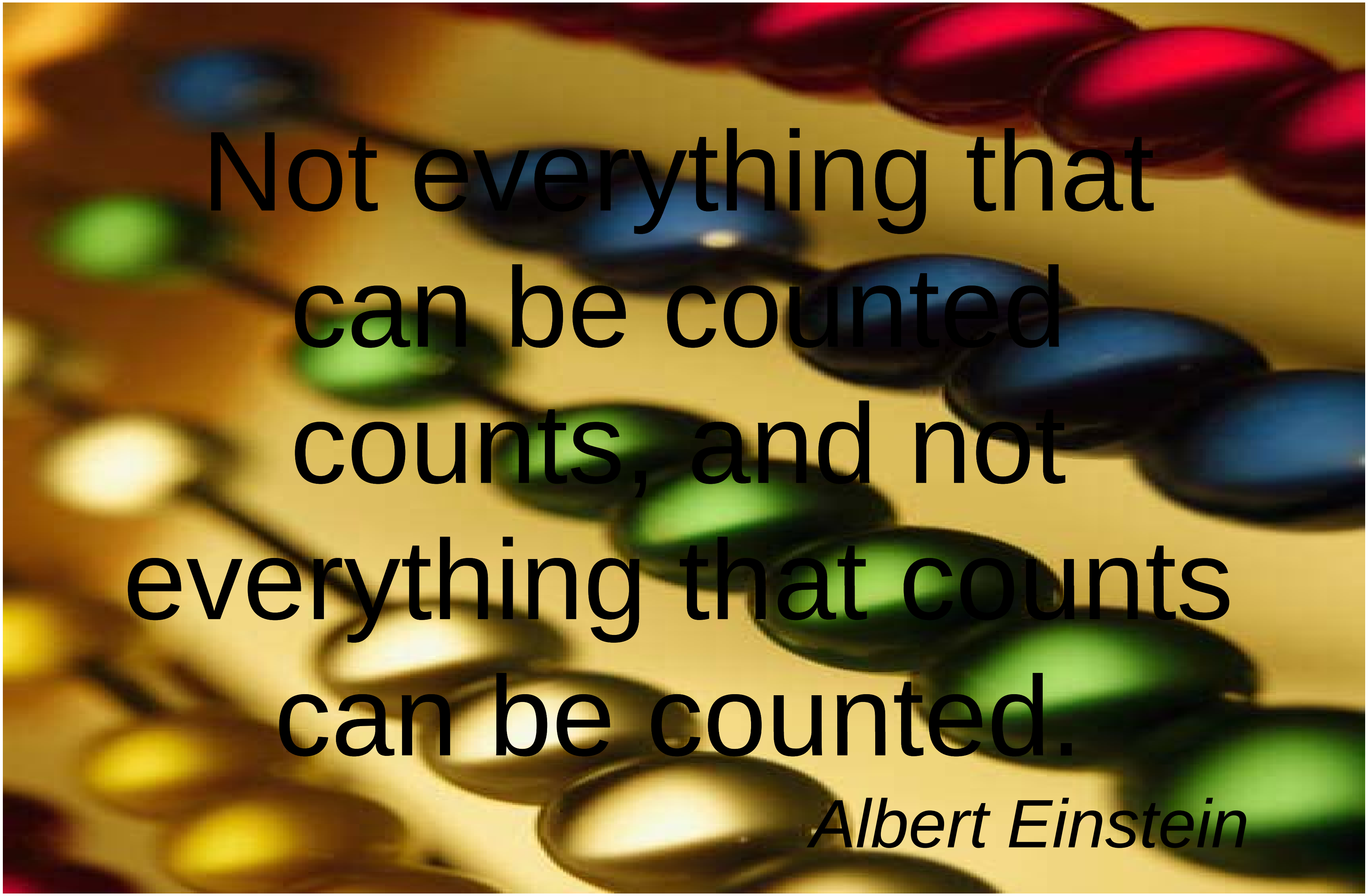


Generally, how do we feel about Assessment?

Why do we give students tests?

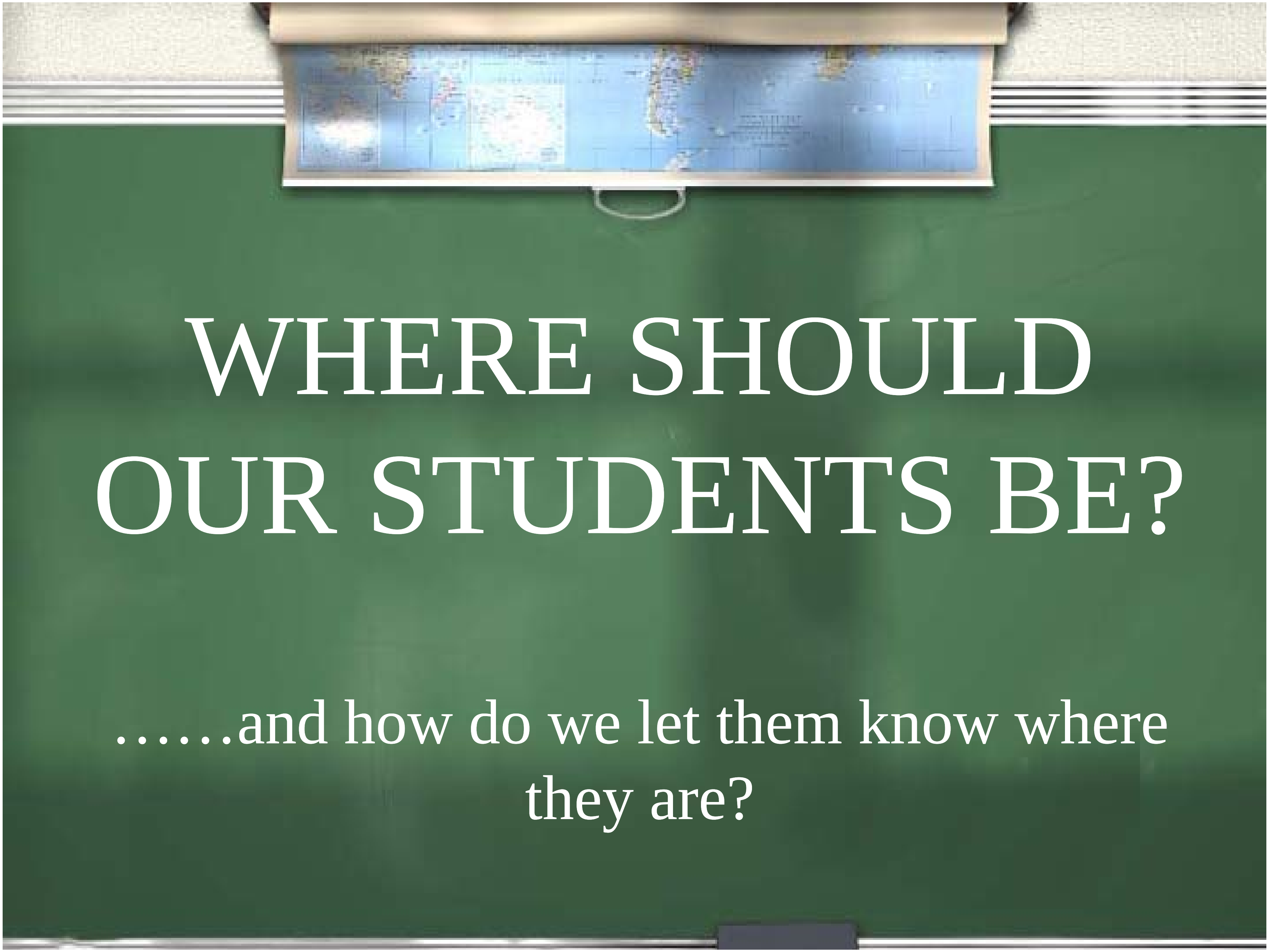
How do we assess students?
(What kinds of tests do we give?)

What do we do with the data?



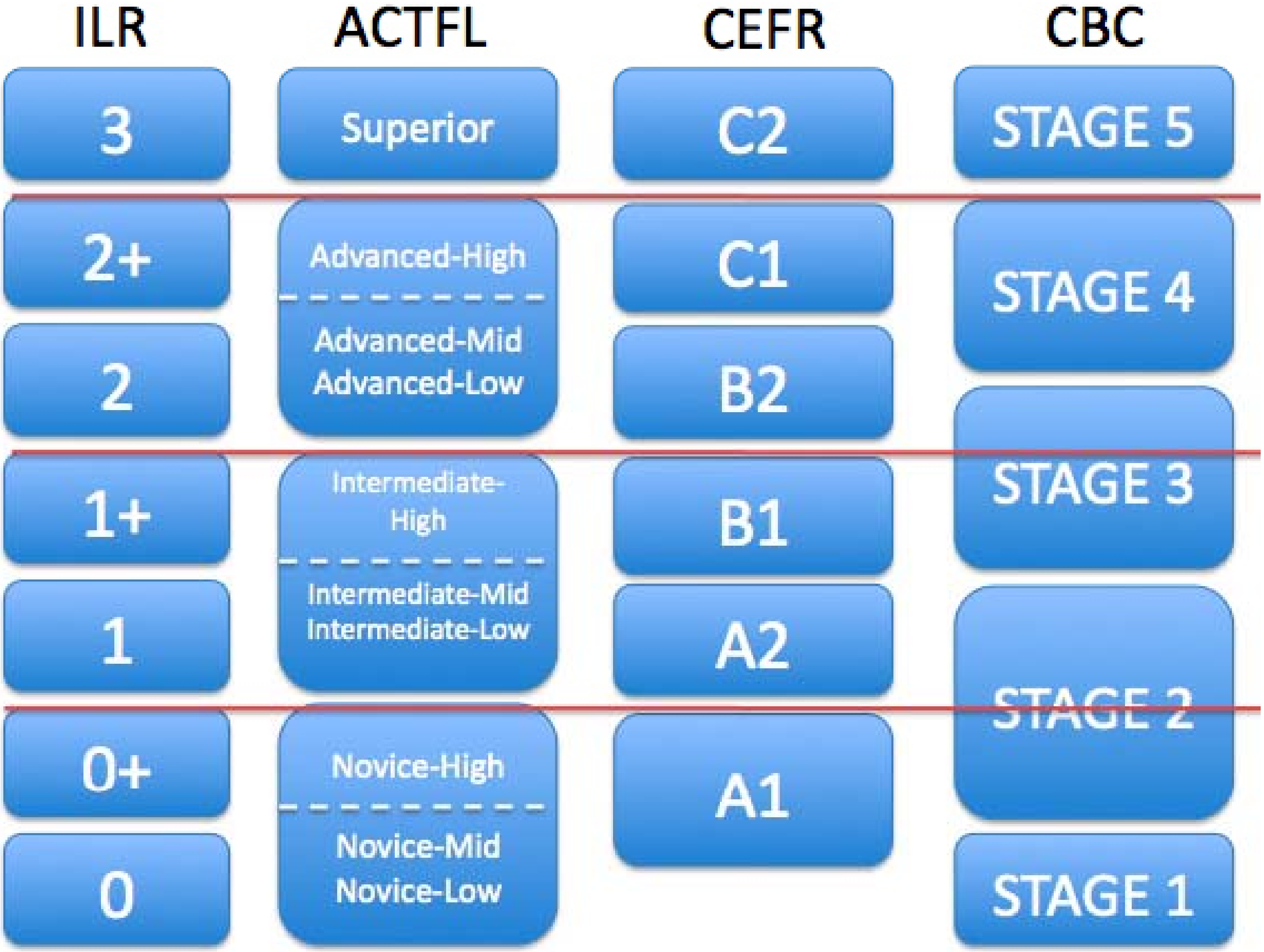
Not everything that can be counted counts, and not everything that counts can be counted.

Albert Einstein



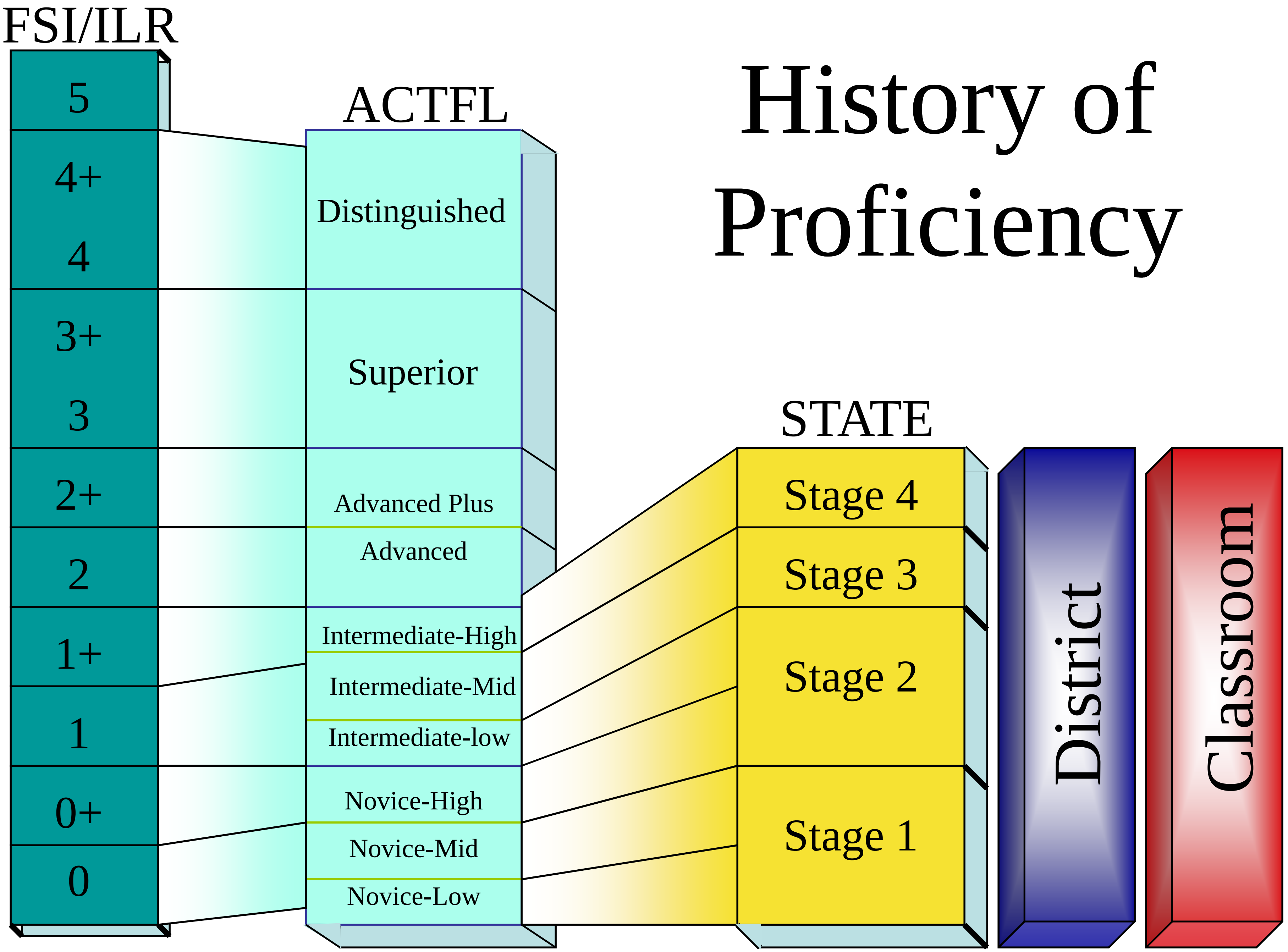
WHERE SHOULD OUR STUDENTS BE?

……and how do we let them know where they are?



ILR	ACTFL	CEFR	CBC
3	Superior	C2	STAGE 5
2+	Advanced-High	C1	STAGE 4
2	Advanced-Mid Advanced-Low	B2	STAGE 3
1+	Intermediate-High	B1	
1	Intermediate-Mid Intermediate-Low	A2	STAGE 2
0+	Novice-High	A1	
0	Novice-Mid Novice-Low		STAGE 1

History of Proficiency


FSI/ILR
5
4+
4
3+
3
2+
2
1+
1
0+
0
ACTFL
Distinguished
Superior
Advanced Plus
Advanced
Intermediate-High
Intermediate-Mid
Intermediate-low
Novice-High
Novice-Mid
Novice-Low
STATE
Stage 4
Stage 3
Stage 2
Stage 1
District
Classroom

Oral Benchmarks

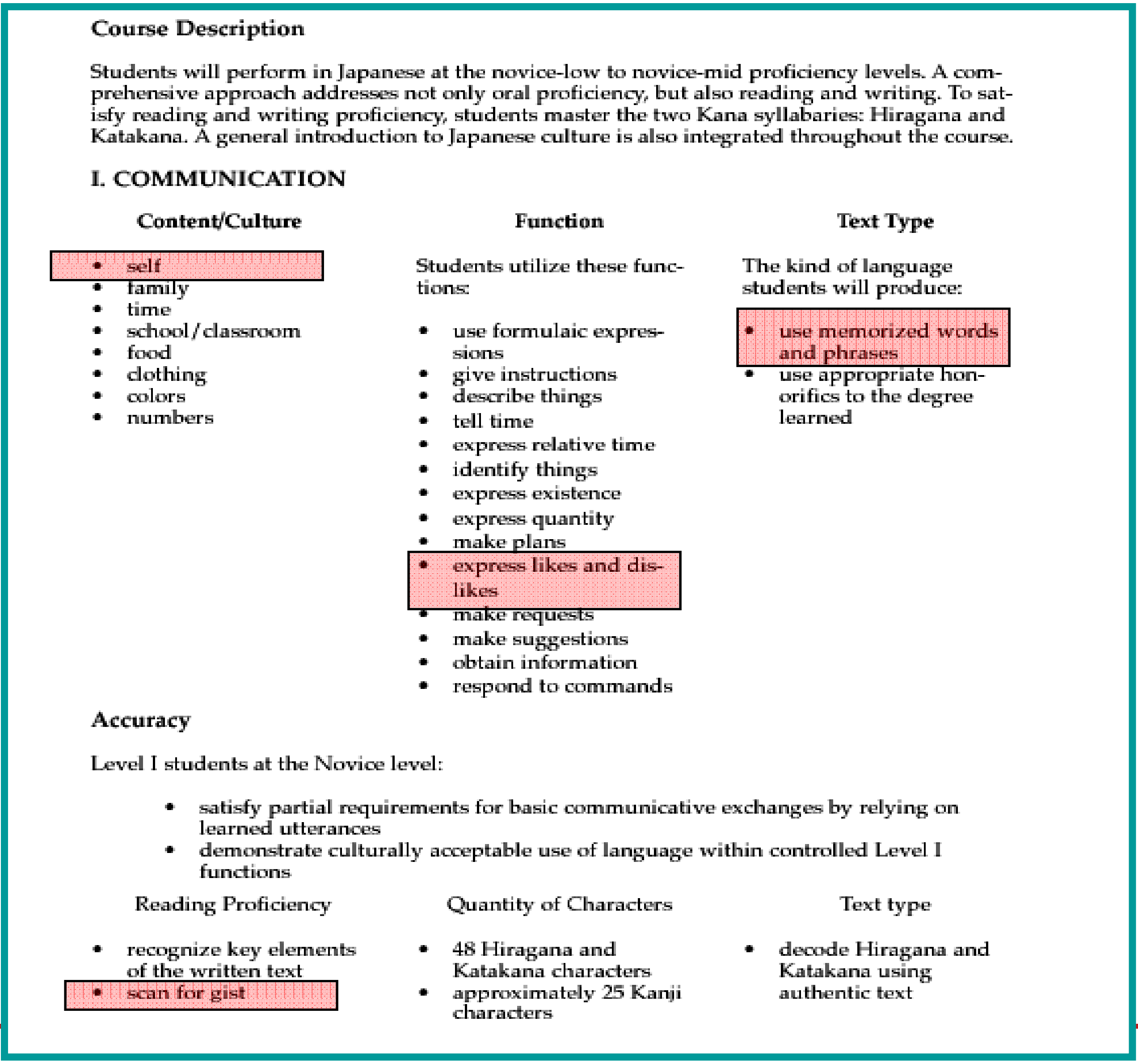
Sample Benchmarks Correlated with National Standards

Benchmark Level II (Novice-Mid)

Content	Function	Text Type	Accuracy
On the following topics:	students should be able to…	using…	by…
All topics in the previous benchmark plus: Clothing Food Friends Home Leisure/ Activities Places	• State likes and dislikes • Express ability • Express location • Express frequency of action/event • Provide simple descriptions and evaluations (e.g., It's cold, It's red.)	• learned words and phrases • formulaic sentences (e.g., I like to swim; I like to dance; I like to read.)	• responding after no more than 2 repetitions • showing increasing conformity to the pronunciation system of the target language • conveying a message that is generally comprehensible to a sympathetic interlocutor, although there may be hesitations/pauses that interfere with comprehension

Texas State Standards - Benchmark 1

Sample State Benchmarks



Course Description

Students will perform in Japanese at the novice-low to novice-mid proficiency levels. A comprehensive approach addresses not only oral proficiency, but also reading and writing. To satisfy reading and writing proficiency, students master the two Kana syllabaries: Hiragana and Katakana. A general introduction to Japanese culture is also integrated throughout the course.

I. COMMUNICATION

Content/Culture

- self
- family
- time
- school/classroom
- food
- clothing
- colors
- numbers

Function

Students utilize these functions:

- use formulaic expressions
- give instructions
- describe things
- tell time
- express relative time
- identify things
- express existence
- express quantity
- make plans
- express likes and dislikes
- make requests
- make suggestions
- obtain information
- respond to commands

Text Type

The kind of language students will produce:

- use memorized words and phrases
- use appropriate honorifics to the degree learned

Accuracy

Level I students at the Novice level:

- satisfy partial requirements for basic communicative exchanges by relying on learned utterances
- demonstrate culturally acceptable use of language within controlled Level I functions

Reading Proficiency

- recognize key elements of the written text
- scan for gist

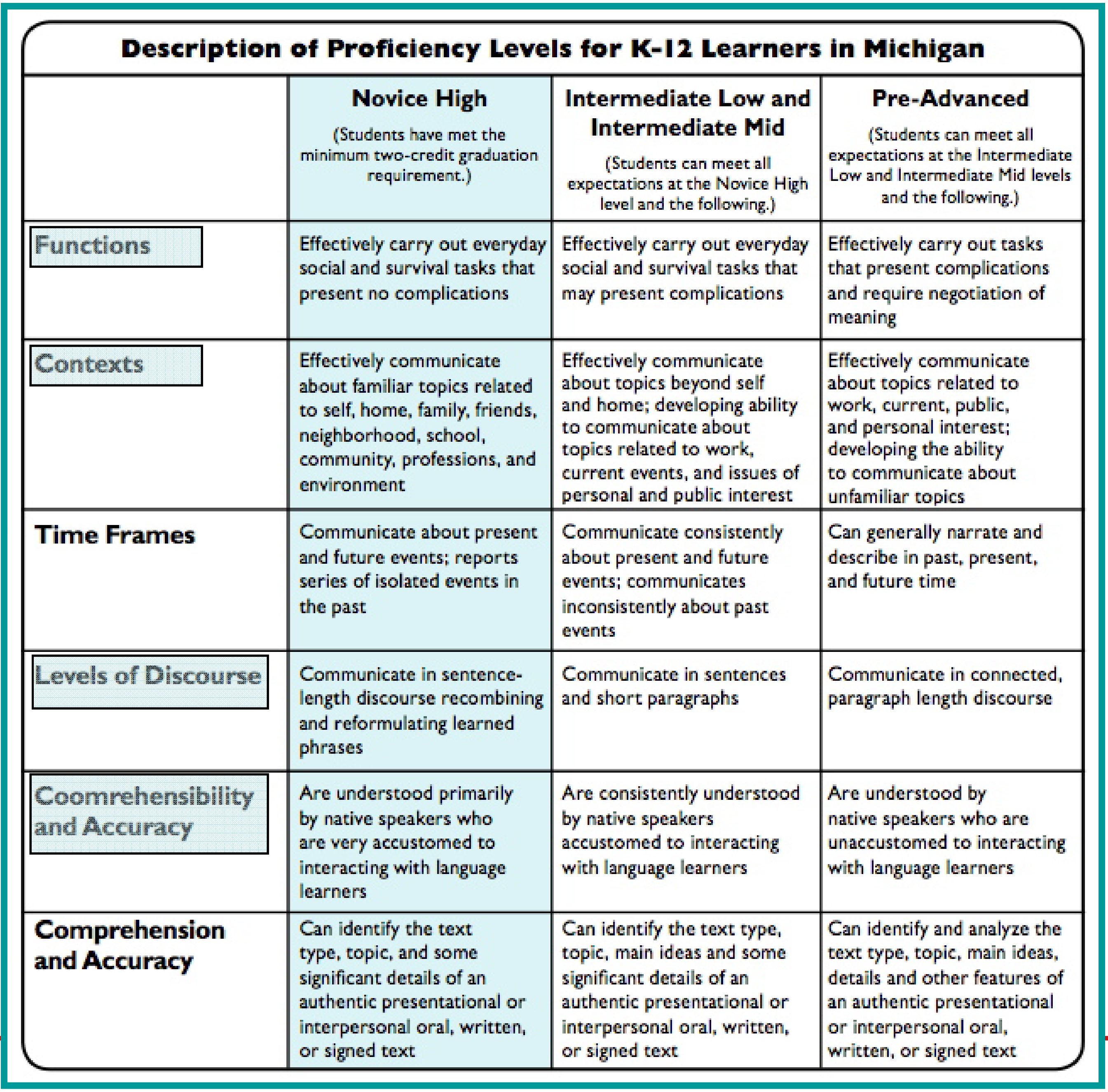
Quantity of Characters

- 48 Hiragana and Katakana characters
- approximately 25 Kanji characters

Text type

- decode Hiragana and Katakana using authentic text

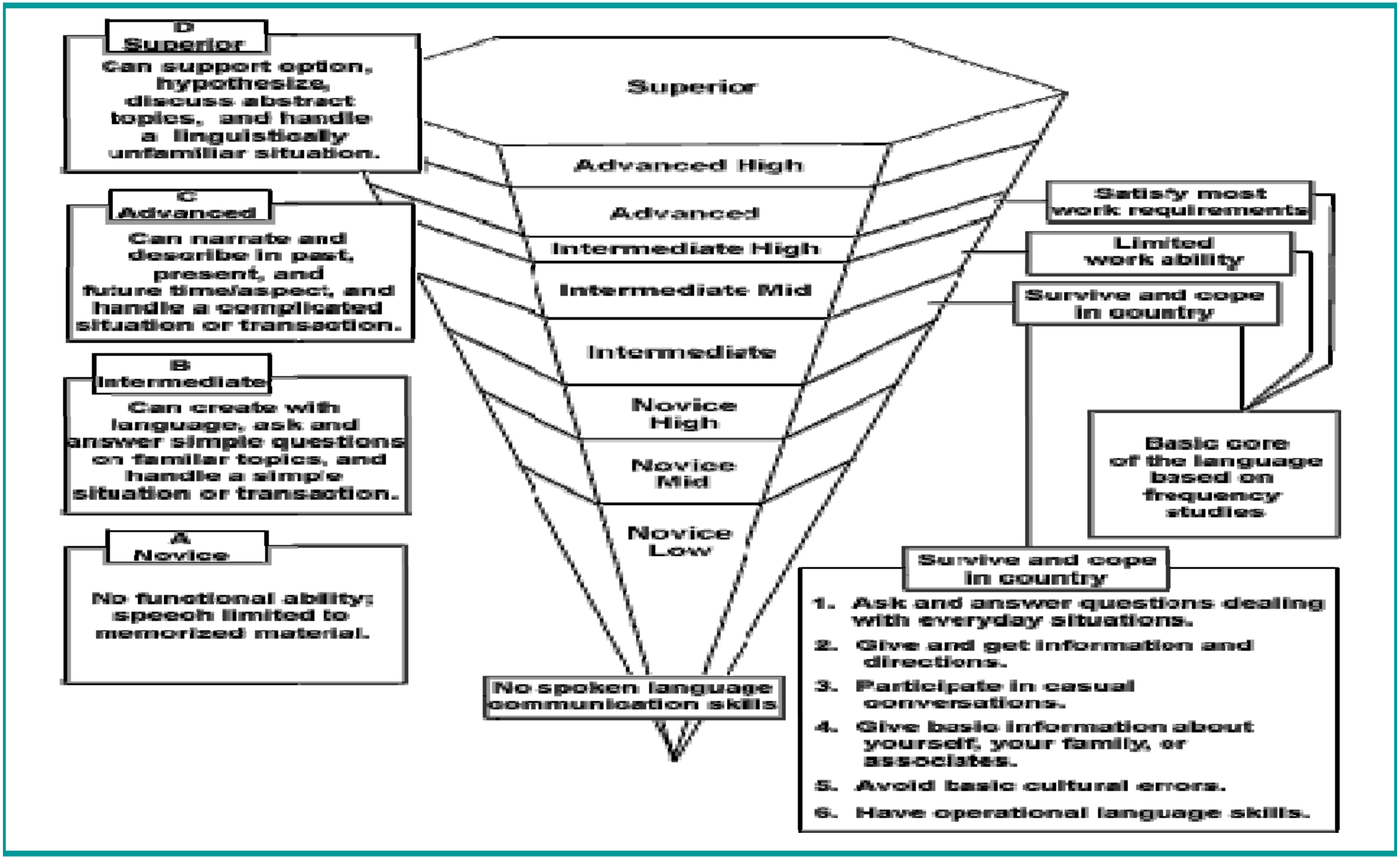
Michigan Framework



Description of Proficiency Levels for K-12 Learners in Michigan

	Novice High (Students have met the minimum two-credit graduation requirement.)	**Intermediate Low and Intermediate Mid** (Students can meet all expectations at the Novice High level and the following.)	**Pre-Advanced** (Students can meet all expectations at the Intermediate Low and Intermediate Mid levels and the following.)
Functions	Effectively carry out everyday social and survival tasks that present no complications	Effectively carry out everyday social and survival tasks that may present complications	Effectively carry out tasks that present complications and require negotiation of meaning
Contexts	Effectively communicate about familiar topics related to self, home, family, friends, neighborhood, school, community, professions, and environment	Effectively communicate about topics beyond self and home; developing ability to communicate about topics related to work, current events, and issues of personal and public interest	Effectively communicate about topics related to work, current, public, and personal interest; developing the ability to communicate about unfamiliar topics
Time Frames	Communicate about present and future events; reports series of isolated events in the past	Communicate consistently about present and future events; communicates inconsistently about past events	Can generally narrate and describe in past, present, and future time
Levels of Discourse	Communicate in sentence-length discourse recombining and reformulating learned phrases	Communicate in sentences and short paragraphs	Communicate in connected, paragraph length discourse
Coomrehensibility and Accuracy	Are understood primarily by native speakers who are very accustomed to interacting with language learners	Are consistently understood by native speakers accustomed to interacting with language learners	Are understood by native speakers who are unaccustomed to interacting with language learners
Comprehension and Accuracy	Can identify the text type, topic, and some significant details of an authentic presentational or interpersonal oral, written, or signed text	Can identify the text type, topic, main ideas and some significant details of an authentic presentational or interpersonal oral, written, or signed text	Can identify and analyze the text type, topic, main ideas, details and other features of an authentic presentational or interpersonal oral, written, or signed text

ACTFL



D
Superior
Can support option, hypothesize, discuss abstract topics, and handle a linguistically unfamiliar situation.

C
Advanced
Can narrate and describe in past, present, and future time/aspect, and handle a complicated situation or transaction.

B
Intermediate
Can create with language, ask and answer simple questions on familar topics, and handle a simple situation or transaction.

A
Novice
No functional ability; speech limited to memorized material.

Superior
Advanced High
Advanced
Intermediate High
Intermediate Mid
Intermediate
Novice High
Novice Mid
Novice Low

No spoken language communication skills

Satisfy most work requirements

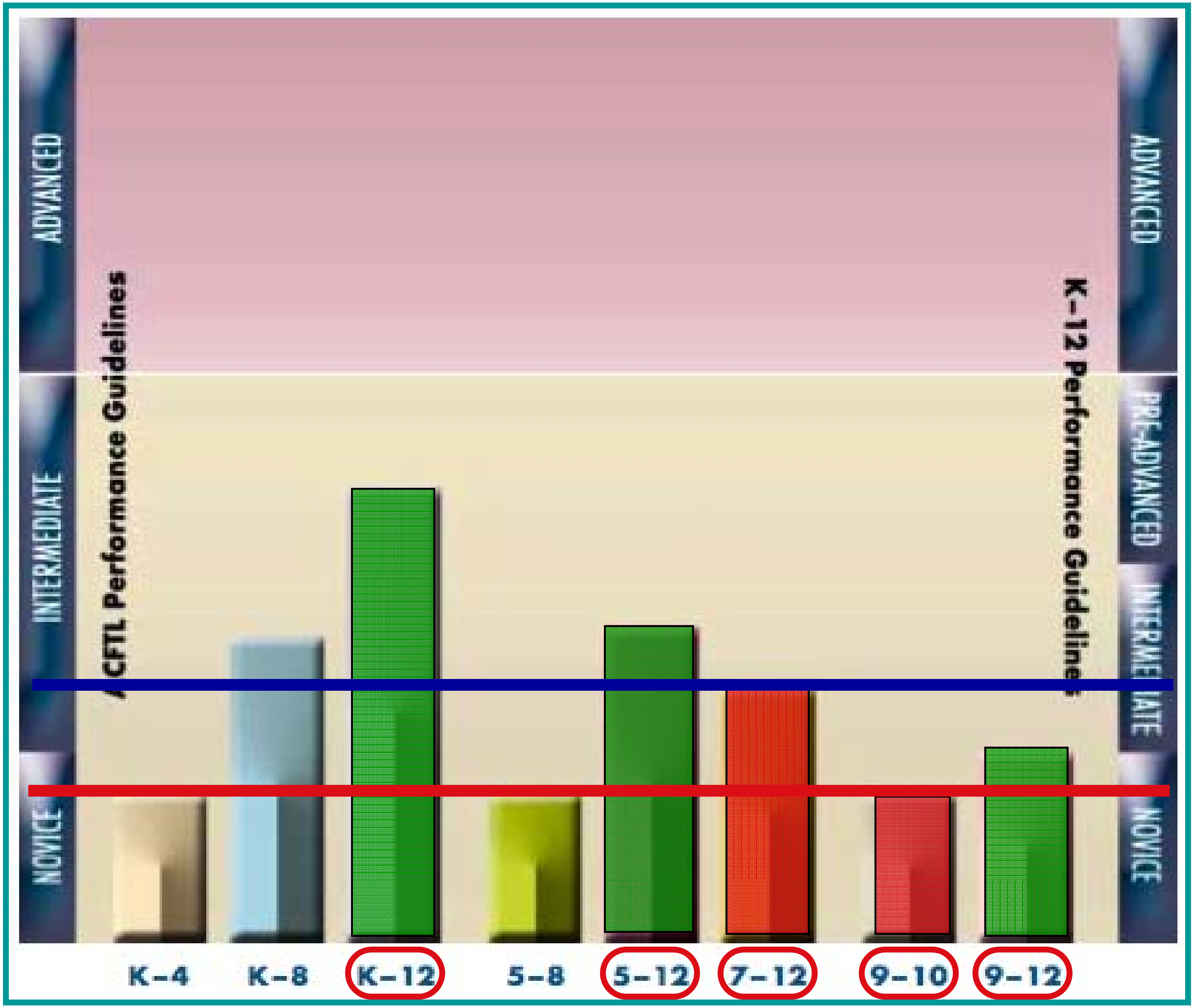
Limited work ability

Survive and cope in country

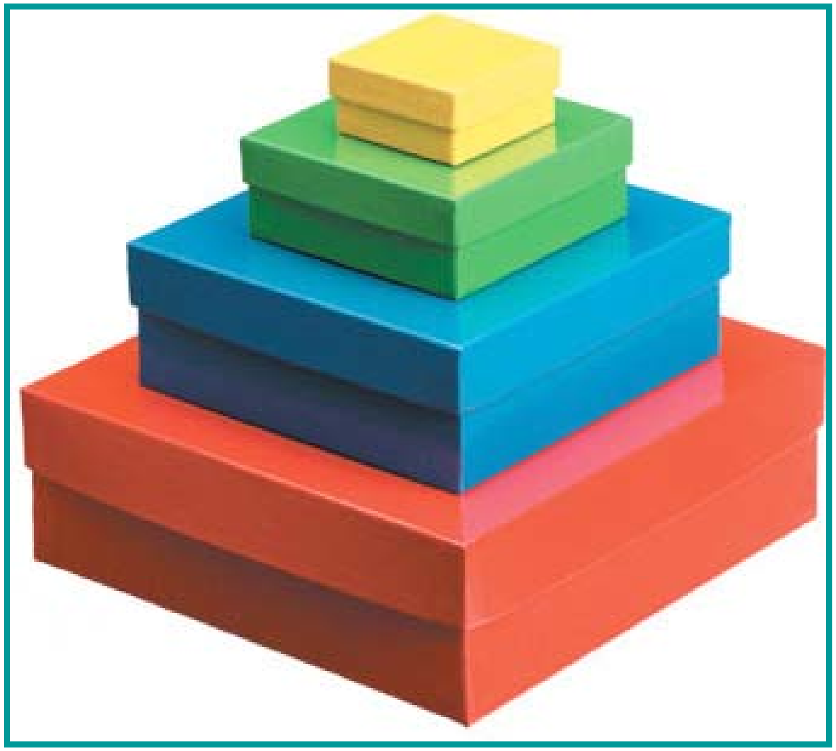
Basic core of the language based on frequency studies

Survive and cope in country

1. Ask and answer questions dealing with everyday situations.
2. Give and get information and directions.
3. Participate in casual conversations.
4. Give basic information about yourself, your family, or associates.
5. Avoid basic cultural errors.
6. Have operational language skills.

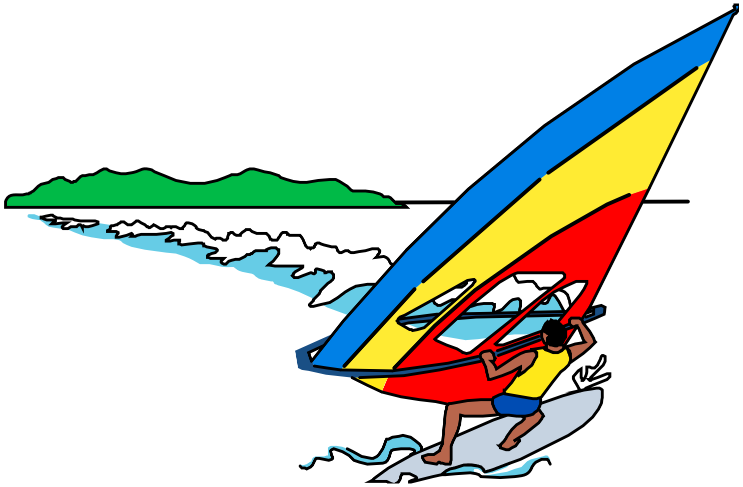

ADVANCED
INTERMEDIATE
NOVICE
ACTFL Performance Guidelines
K-12 Performance Guidelines
ADVANCED
PRE-ADVANCED
INTERMEDIATE
NOVICE
K-4
K-8
K-12
5-8
5-12
7-12
9-10
9-12

DANGER!!



What are the Indicators?

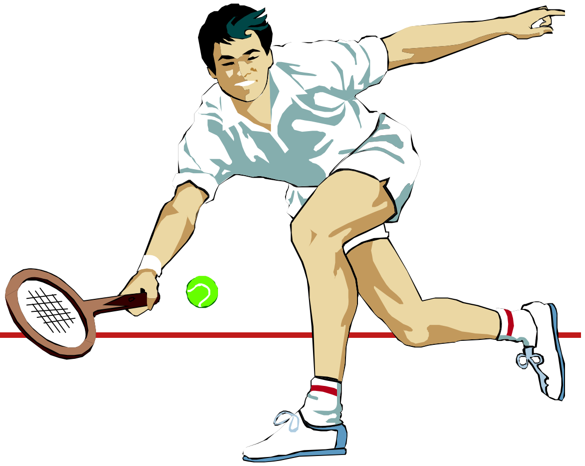
What is Proficiency?



- What is something that you think you are “proficient” at doing?
- How did you come to be proficient?

- How did you know that you were proficient?

- How do you maintain your skills?

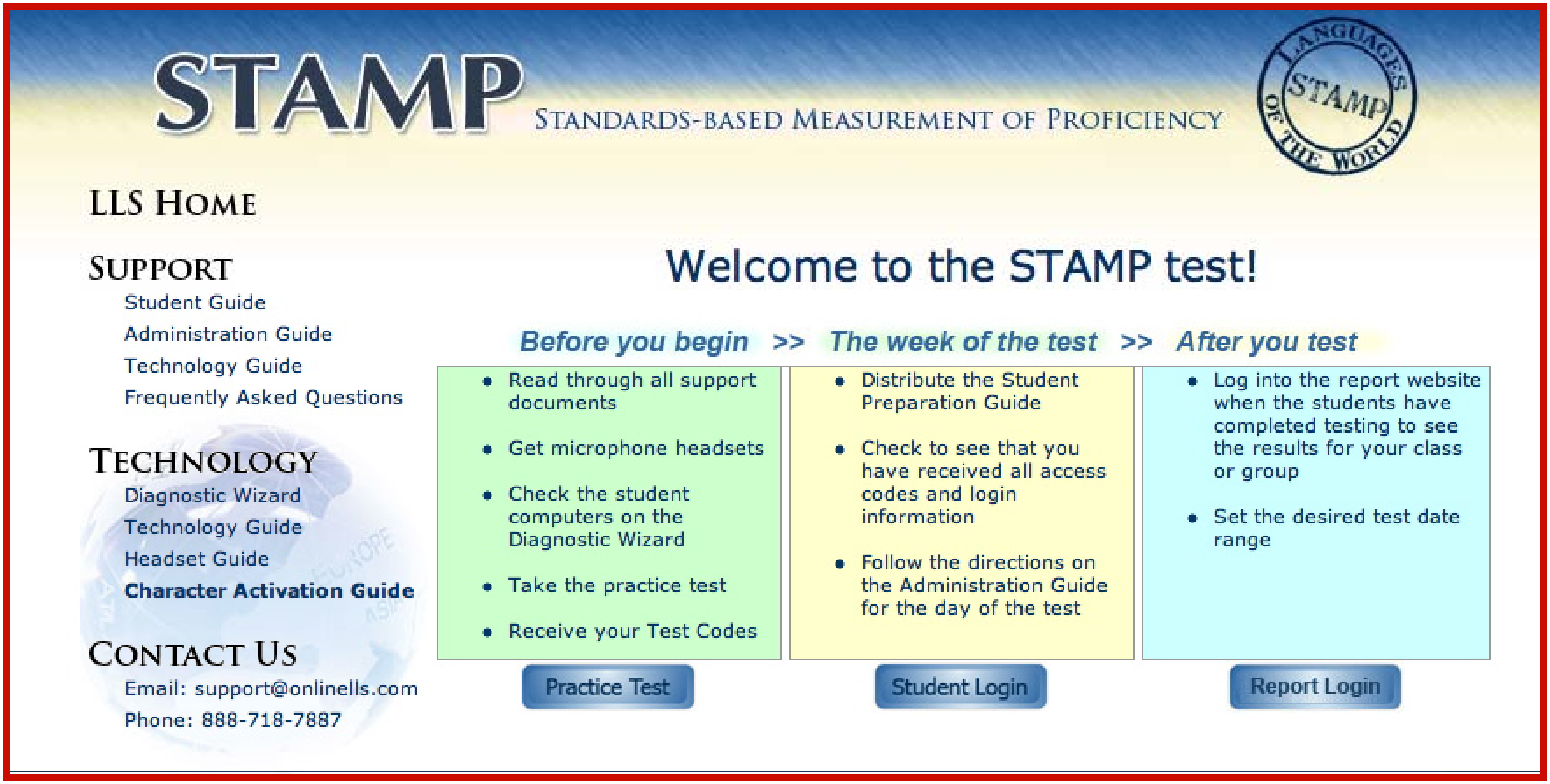


AVANT ASSESSMENT
TEST WITH CONFIDENCE

STAMP ASSESSMENTS

- Administered on-line
- Assess reading, writing and speaking proficiencies
- Graded by computer (reading) and computer-aided humans (writing and speaking)
- Analysis reports provided for teachers
- Items verified by rigorous statistical analysis (piloting)
- Utilize Computer Adaptive Testing (CAT) technology

STAMP Navigation Page



STAMP

STANDARDS-BASED MEASUREMENT OF PROFICIENCY

LLS HOME

SUPPORT

- Student Guide
- Administration Guide
- Technology Guide
- Frequently Asked Questions

TECHNOLOGY

- Diagnostic Wizard
- Technology Guide
- Headset Guide
- **Character Activation Guide**

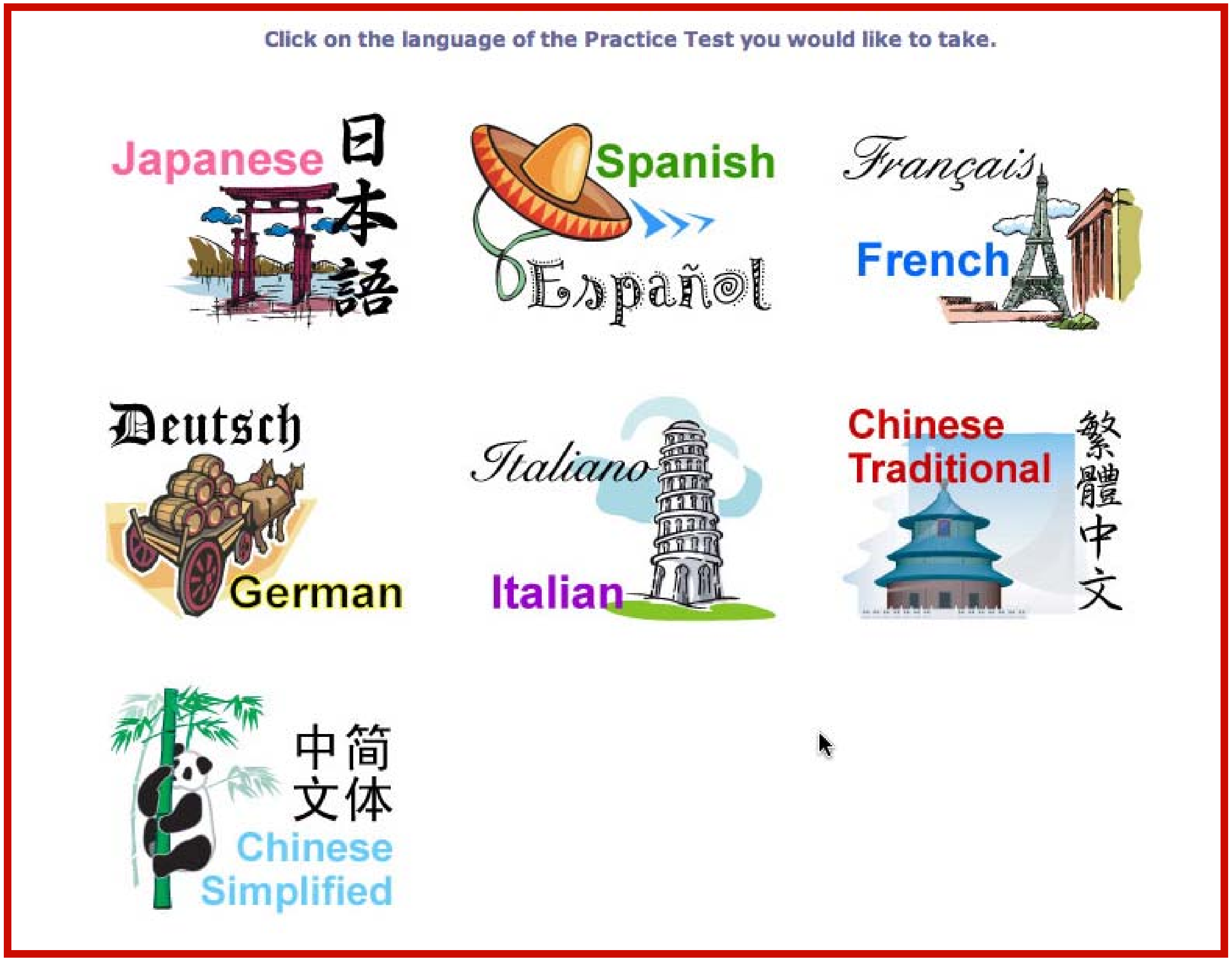
CONTACT US

Email: support@onlinells.com
Phone: 888-718-7887

Welcome to the STAMP test!

Before you begin >>	*The week of the test* >>	*After you test*
• Read through all support documents • Get microphone headsets • Check the student computers on the Diagnostic Wizard • Take the practice test • Receive your Test Codes	• Distribute the Student Preparation Guide • Check to see that you have received all access codes and login information • Follow the directions on the Administration Guide for the day of the test	• Log into the report website when the students have completed testing to see the results for your class or group • Set the desired test date range
Practice Test	Student Login	Report Login

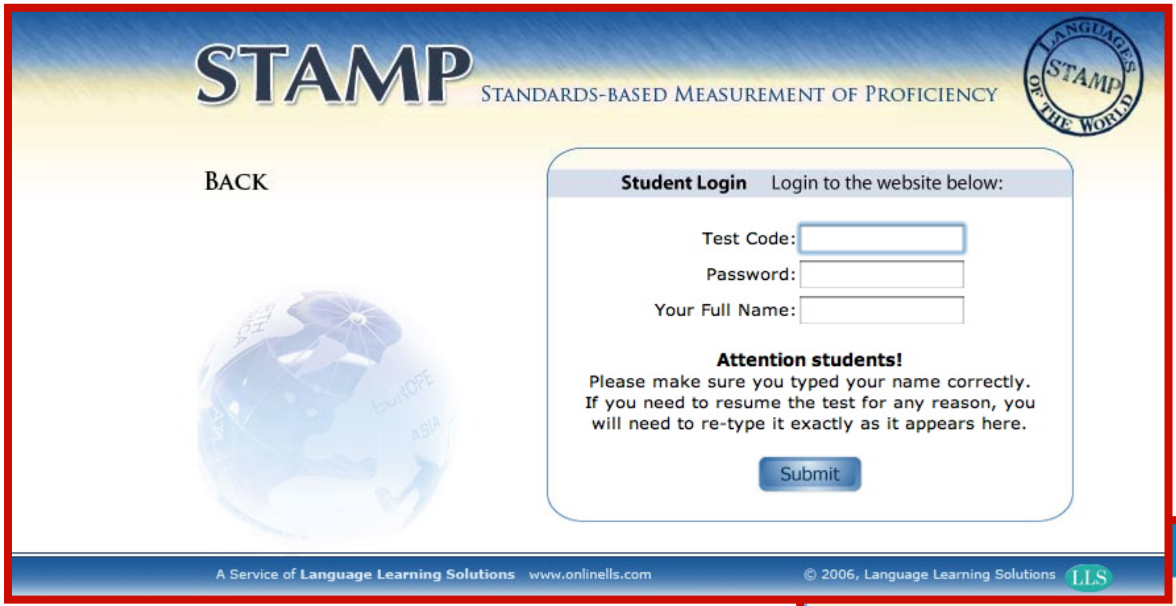
Practice Tests



Click on the language of the Practice Test you would like to take.

Japanese
日本語
Spanish
Español
Français
French
Deutsch
German
Italiano
Italian
Chinese Traditional
繁體中文
中文简体
Chinese Simplified

Student Login Page



STAMP Standards-Based Measurement of Proficiency

Back

Student Login Login to the website below:

Test Code:
Password:
Your Full Name:

Attention students!
Please make sure you typed your name correctly. If you need to resume the test for any reason, you will need to re-type it exactly as it appears here.

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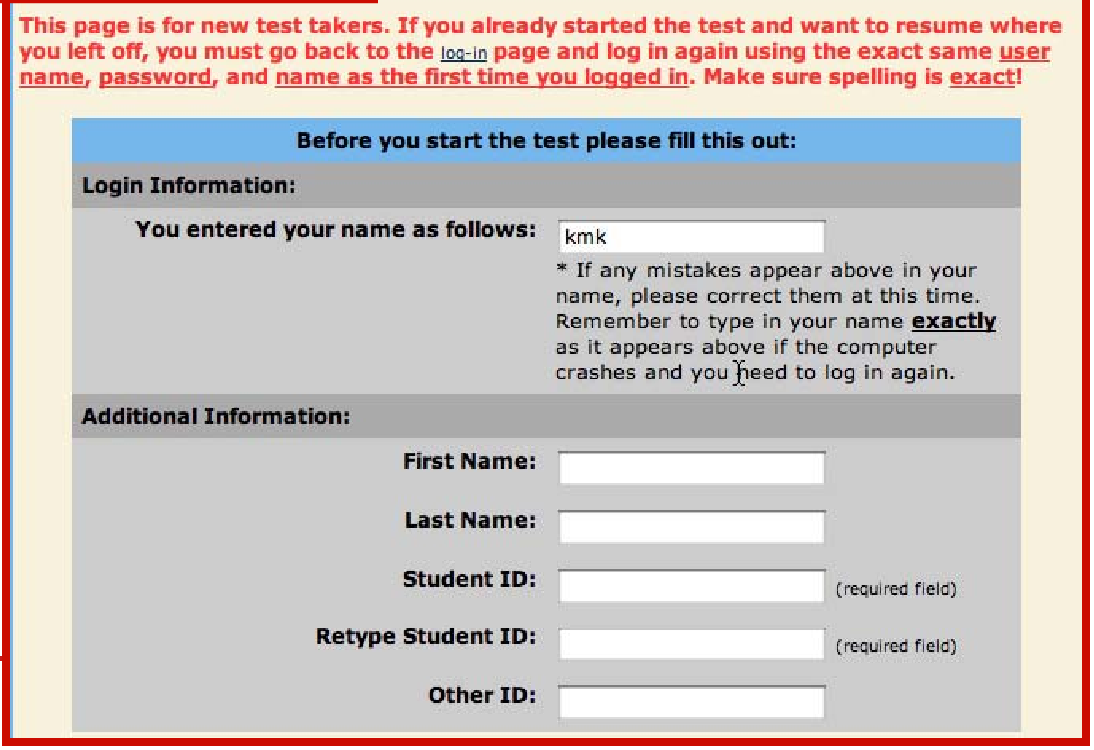


Student Profile

This page is for new test takers. If you already started the test and want to resume where you left off, you must go back to the log-in page and log in again using the exact same user name, password, and name as the first time you logged in. Make sure spelling is exact!

Before you start the test please fill this out:

Login Information:

You entered your name as follows: kmk

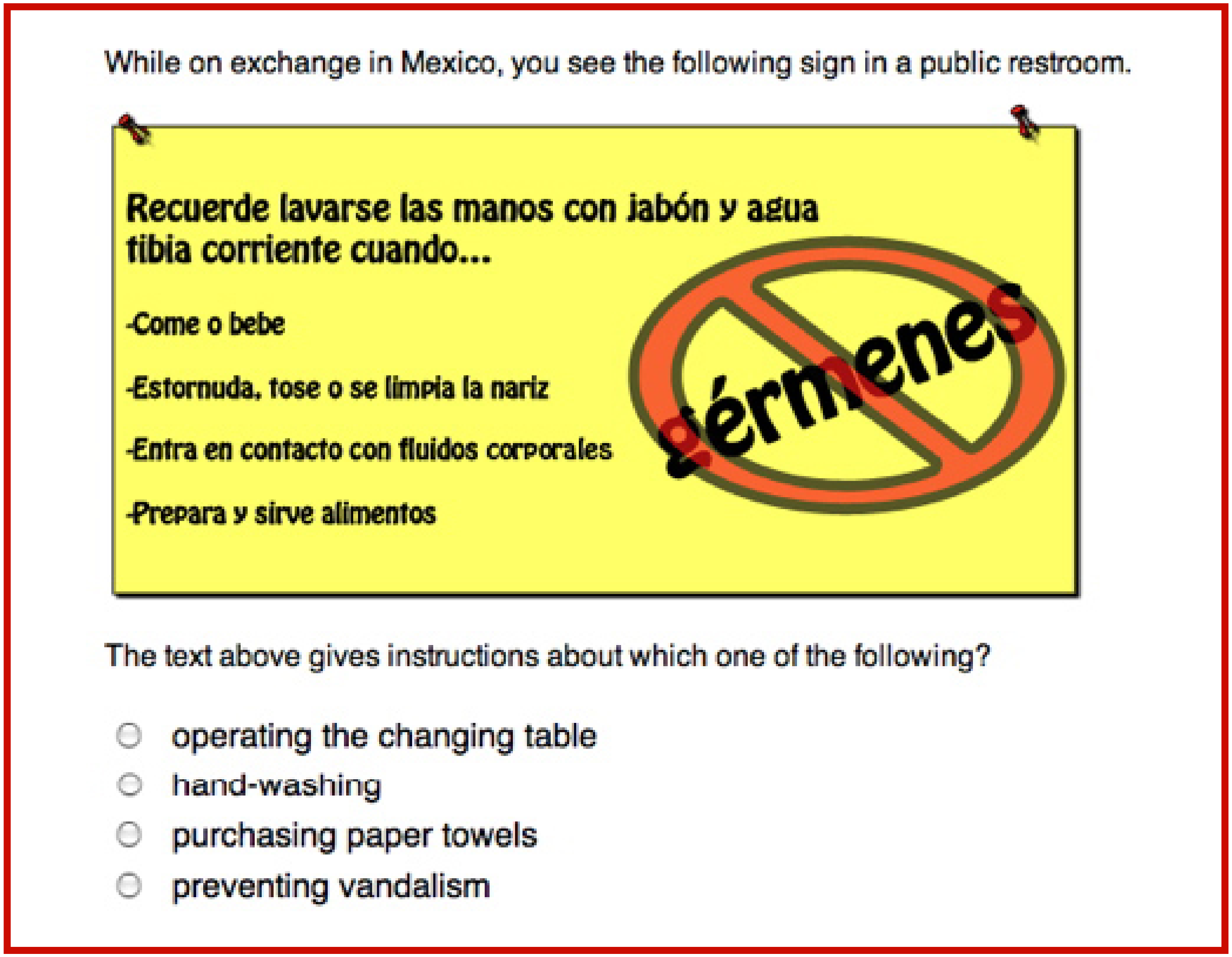
* If any mistakes appear above in your name, please correct them at this time. Remember to type in your name **exactly** as it appears above if the computer crashes and you need to log in again.

Additional Information:

First Name:
Last Name:
Student ID: (required field)
Retype Student ID: (required field)
Other ID:

AVANT ASSESSMENT
TEST WITH CONFIDENCE

Sample Reading Item
Spanish



While on exchange in Mexico, you see the following sign in a public restroom.

Recuerde lavarse las manos con jabón y agua tibia corriente cuando...

-Come o bebe

-Estornuda, tose o se limpia la nariz

-Entra en contacto con fluidos corporales

-Prepara y sirve alimentos

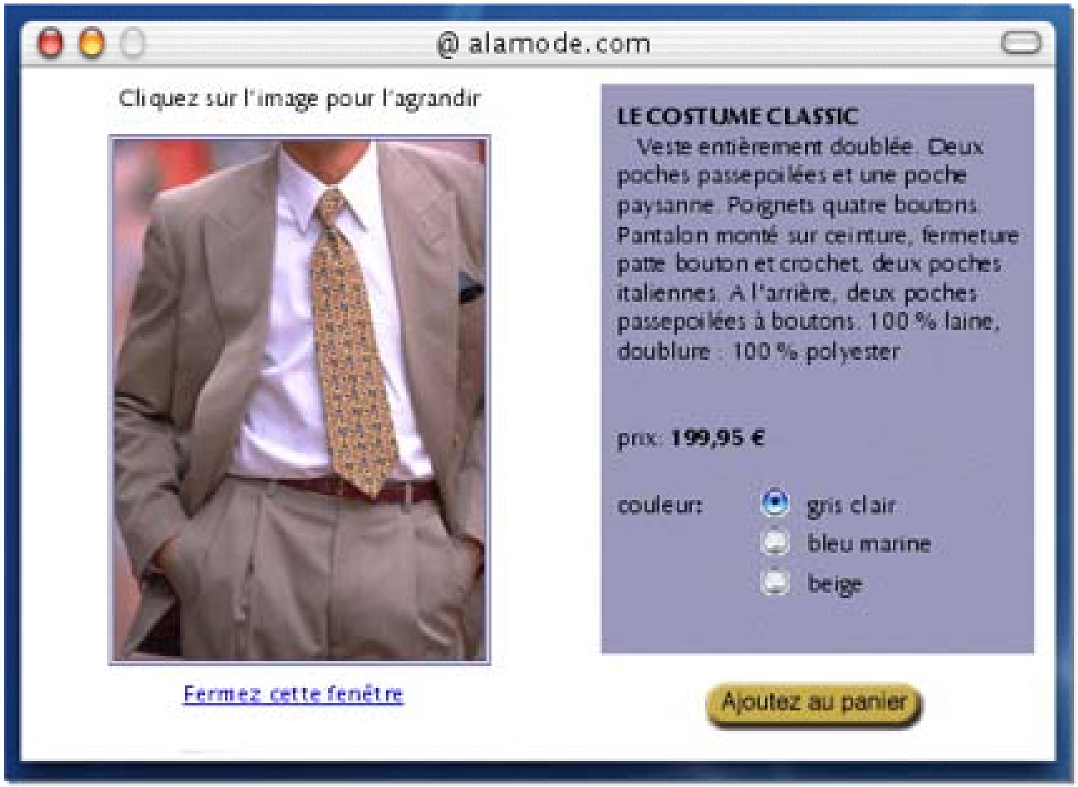
The text above gives instructions about which one of the following?

- ○ operating the changing table
- ○ hand-washing
- ○ purchasing paper towels
- ○ preventing vandalism

Sample Reading Item

French

Your Swiss host brother, Pierre, is shopping online for some new dress clothes. He would like your opinion before he finalizes his purchase:


@ alamode.com
Cliquez sur l'image pour l'agrandir
Fermez cette fenêtre
Ajoutez au panier

LE COSTUME CLASSIC

Veste entièrement doublée. Deux poches passepoilées et une poche paysanne. Poignets quatre boutons. Pantalon monté sur ceinture, fermeture patte bouton et crochet, deux poches italiennes. A l'arrière, deux poches passepoilées à boutons. 100 % laine, doublure : 100 % polyester

prix: **199,95 €**

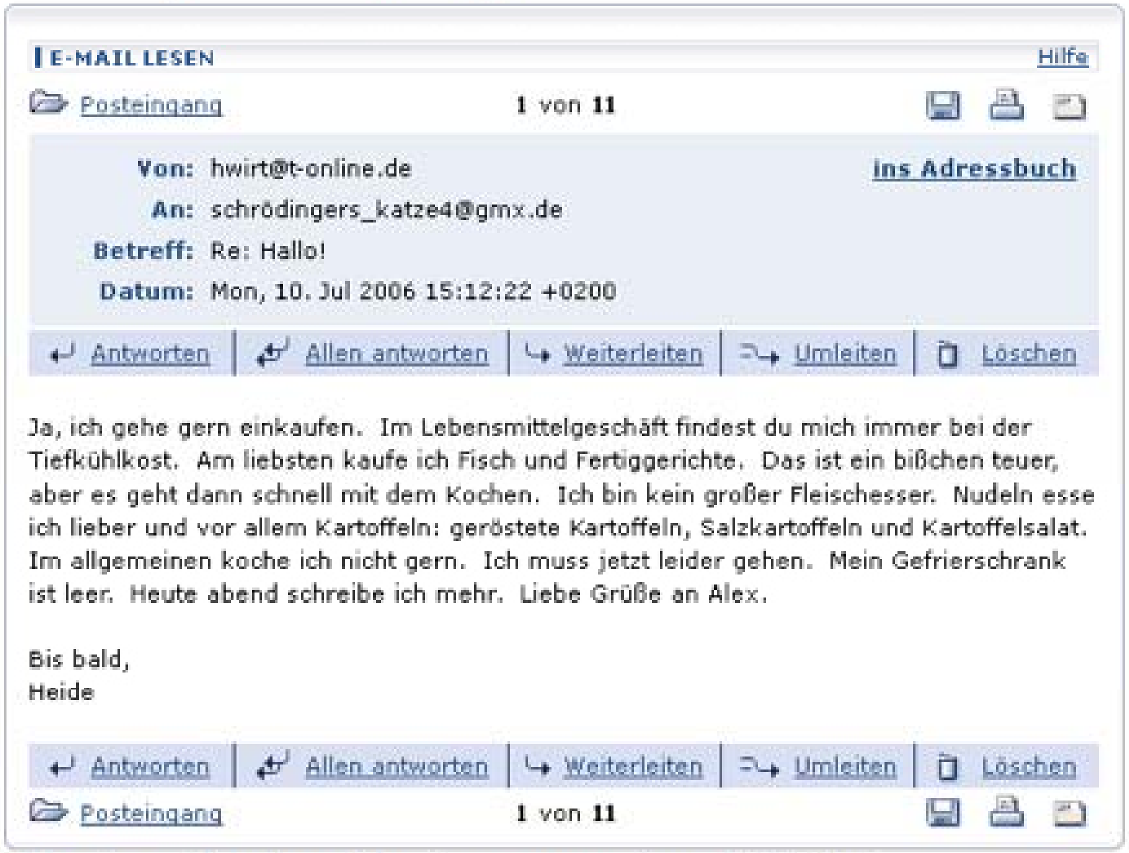
couleur:
- ● gris clair
- ○ bleu marine
- ○ beige

The item of clothing advertised on this Web page is:

- ○ a tie
- ○ a suit
- ○ a dress shirt
- ○ a jacket

Sample Reading Item German

Your friend Heide sent you an e-mail from Germany. Because you have to prepare for AP exams, you ask one of your German speaking friends to write to her for a while.



Von: hwirt@t-online.de
An: schrödingers_katze4@gmx.de
Betreff: Re: Hallo!
Datum: Mon, 10. Jul 2006 15:12:22 +0200

Ja, ich gehe gern einkaufen. Im Lebensmittelgeschäft findest du mich immer bei der Tiefkühlkost. Am liebsten kaufe ich Fisch und Fertiggerichte. Das ist ein bißchen teuer, aber es geht dann schnell mit dem Kochen. Ich bin kein großer Fleischesser. Nudeln esse ich lieber und vor allem Kartoffeln: geröstete Kartoffeln, Salzkartoffeln und Kartoffelsalat. Im allgemeinen koche ich nicht gern. Ich muss jetzt leider gehen. Mein Gefrierschrank ist leer. Heute abend schreibe ich mehr. Liebe Grüße an Alex.

Bis bald,
Heide

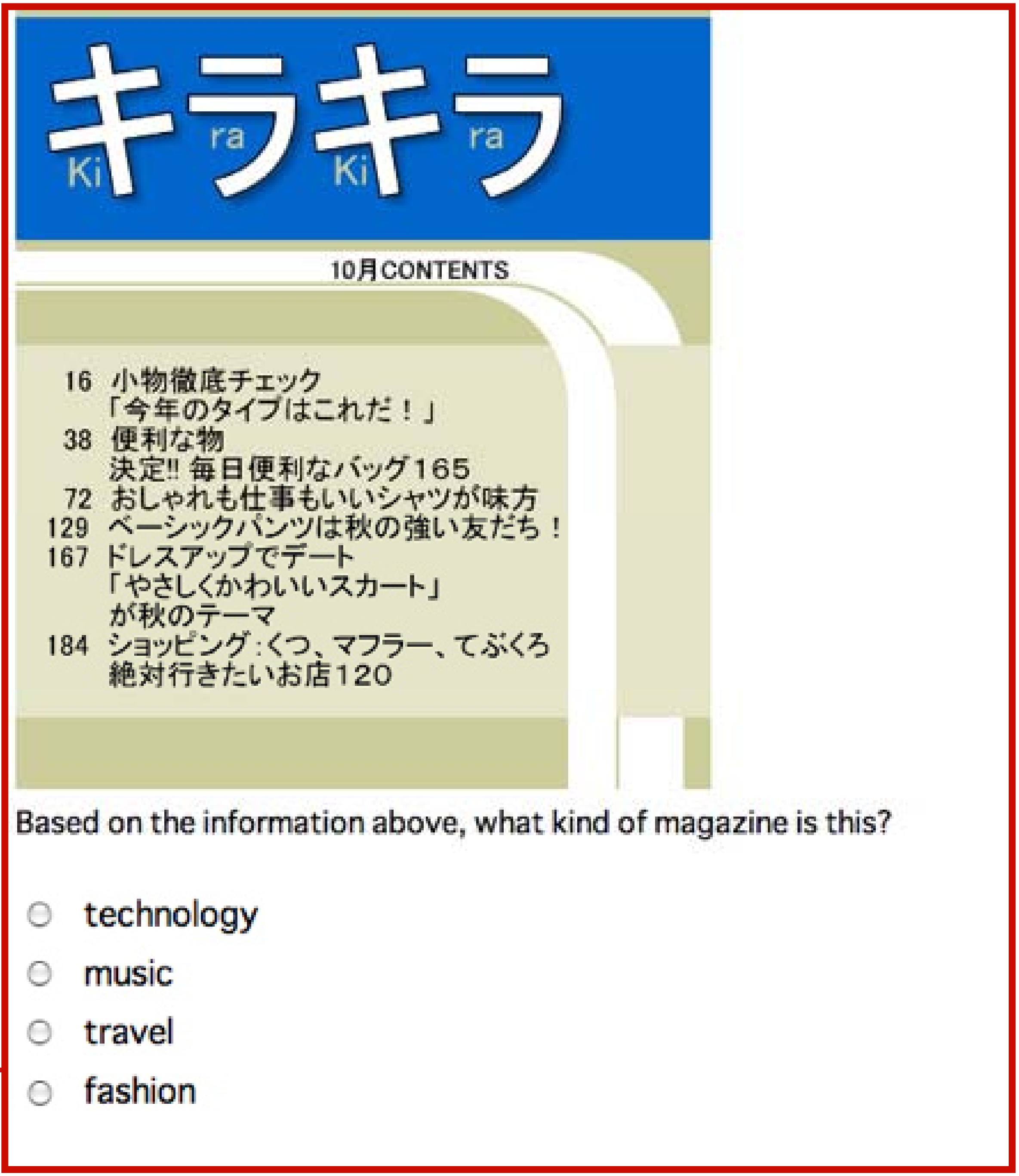
Who of your friends would enjoy corresponding with Heide?

- ○ Matthew, who collects recipes for desserts.
- ○ Joe, who makes the best beef stews.
- ○ Jessica, who has a good appetite and loves convenience.
- ○ Carrie, who loves grocery shopping and cooking.

AVANT ASSESSMENT
TEST WITH CONFIDENCE

Sample Reading Item

Japanese



キラキラ
Ki ra Ki ra

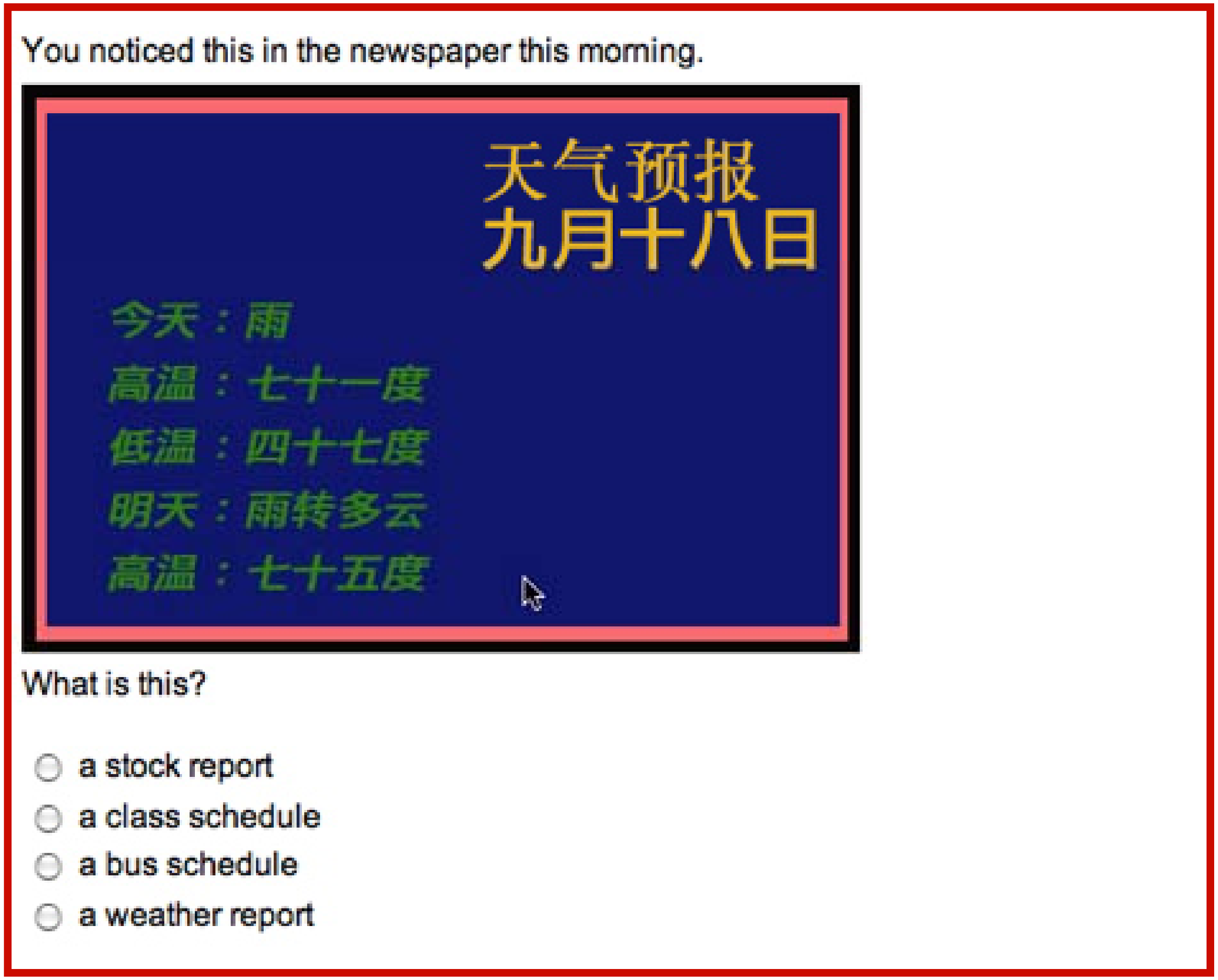
10月CONTENTS

16 小物徹底チェック
「今年のタイプはこれだ！」
38 便利な物
決定!! 毎日便利なバッグ165
72 おしゃれも仕事もいいシャツが味方
129 ベーシックパンツは秋の強い友だち！
167 ドレスアップでデート
「やさしくかわいいスカート」
が秋のテーマ
184 ショッピング：くつ、マフラー、てぶくろ
絶対行きたいお店120

Based on the information above, what kind of magazine is this?

- ○ technology
- ○ music
- ○ travel
- ○ fashion

Sample Reading Item
Chinese
Simplified



You noticed this in the newspaper this morning.

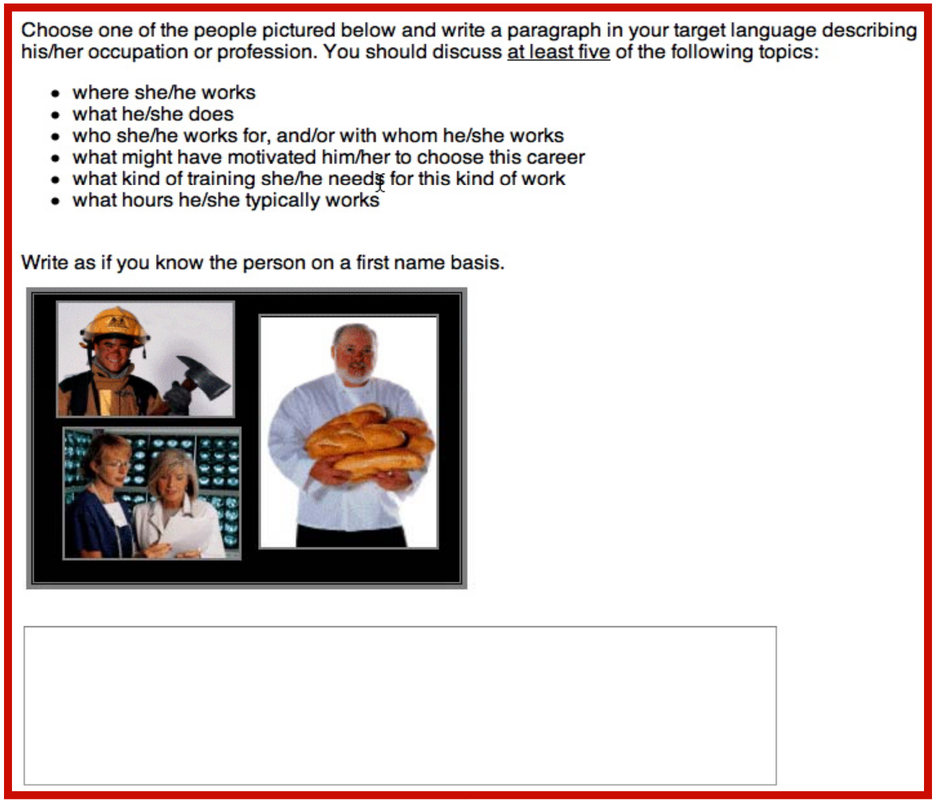
天气预报
九月十八日

今天：雨
高温：七十一度
低温：四十七度
明天：雨转多云
高温：七十五度

What is this?

○ a stock report
○ a class schedule
○ a bus schedule
○ a weather report

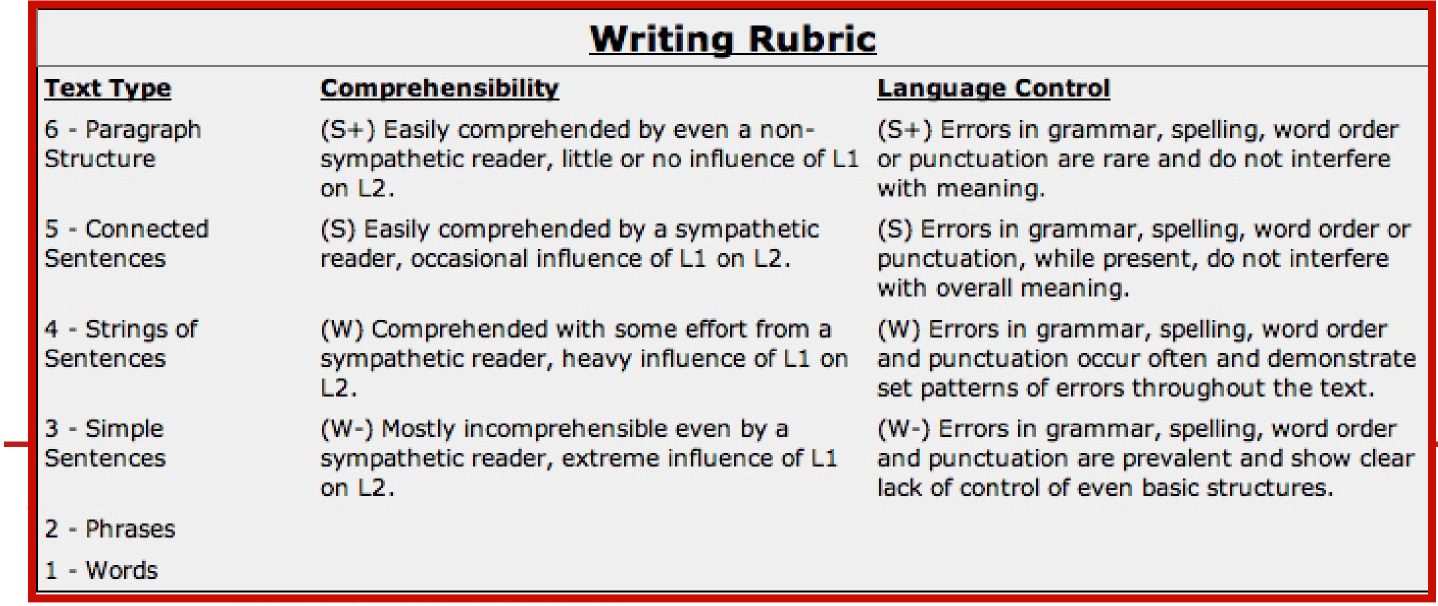
Sample Writing Item



Choose one of the people pictured below and write a paragraph in your target language describing his/her occupation or profession. You should discuss at least five of the following topics:

- where she/he works
- what he/she does
- who she/he works for, and/or with whom he/she works
- what might have motivated him/her to choose this career
- what kind of training she/he needs for this kind of work
- what hours he/she typically works

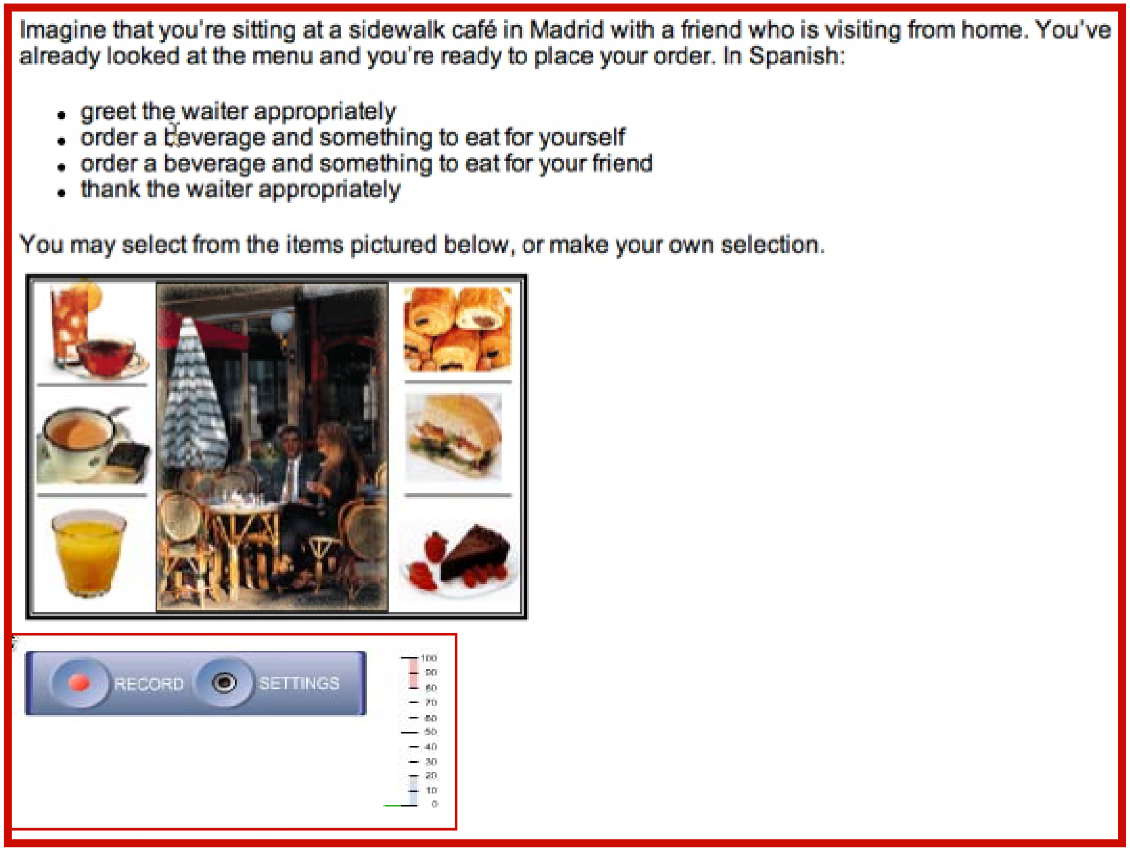
Write as if you know the person on a first name basis.



Writing Rubric

Text Type	Comprehensibility	Language Control
6 - Paragraph Structure	(S+) Easily comprehended by even a non-sympathetic reader, little or no influence of L1 on L2.	(S+) Errors in grammar, spelling, word order or punctuation are rare and do not interfere with meaning.
5 - Connected Sentences	(S) Easily comprehended by a sympathetic reader, occasional influence of L1 on L2.	(S) Errors in grammar, spelling, word order or punctuation, while present, do not interfere with overall meaning.
4 - Strings of Sentences	(W) Comprehended with some effort from a sympathetic reader, heavy influence of L1 on L2.	(W) Errors in grammar, spelling, word order and punctuation occur often and demonstrate set patterns of errors throughout the text.
3 - Simple Sentences	(W-) Mostly incomprehensible even by a sympathetic reader, extreme influence of L1 on L2.	(W-) Errors in grammar, spelling, word order and punctuation are prevalent and show clear lack of control of even basic structures.
2 - Phrases		
1 - Words		

Sample Speaking Item

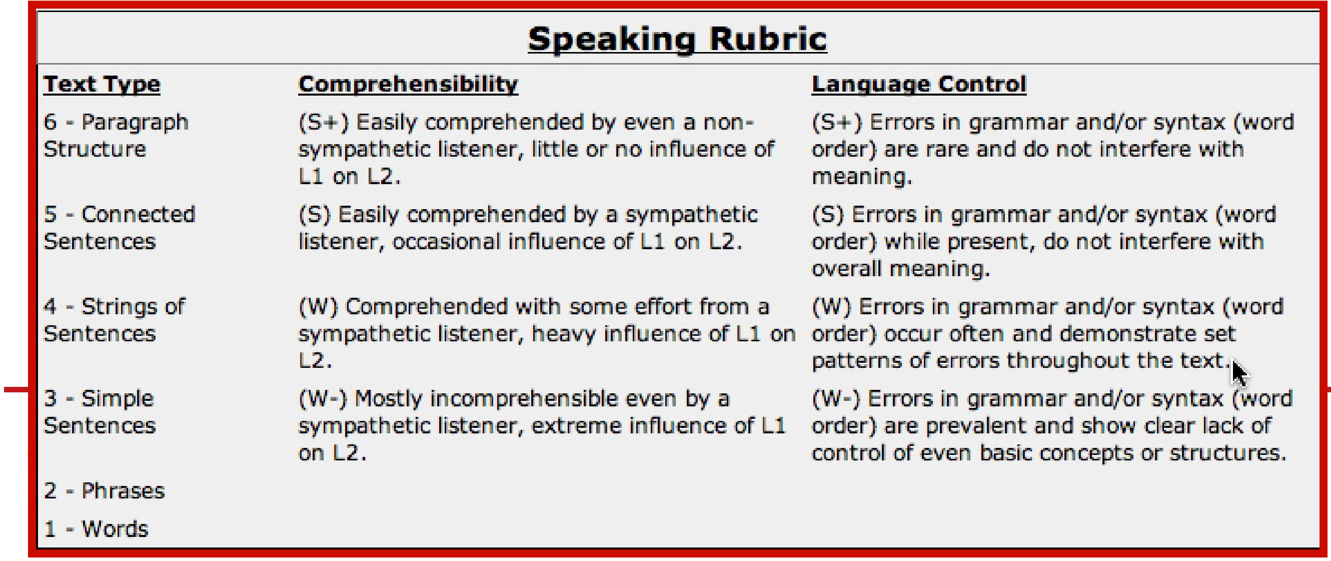


Imagine that you're sitting at a sidewalk café in Madrid with a friend who is visiting from home. You've already looked at the menu and you're ready to place your order. In Spanish:

- greet the waiter appropriately
- order a beverage and something to eat for yourself
- order a beverage and something to eat for your friend
- thank the waiter appropriately

You may select from the items pictured below, or make your own selection.

RECORD
SETTINGS
100
90
80
70
60
50
40
30
20
10
0



Speaking Rubric

Text Type	**Comprehensibility**	**Language Control**
6 - Paragraph Structure	(S+) Easily comprehended by even a non-sympathetic listener, little or no influence of L1 on L2.	(S+) Errors in grammar and/or syntax (word order) are rare and do not interfere with meaning.
5 - Connected Sentences	(S) Easily comprehended by a sympathetic listener, occasional influence of L1 on L2.	(S) Errors in grammar and/or syntax (word order) while present, do not interfere with overall meaning.
4 - Strings of Sentences	(W) Comprehended with some effort from a sympathetic listener, heavy influence of L1 on L2.	(W) Errors in grammar and/or syntax (word order) occur often and demonstrate set patterns of errors throughout the text.
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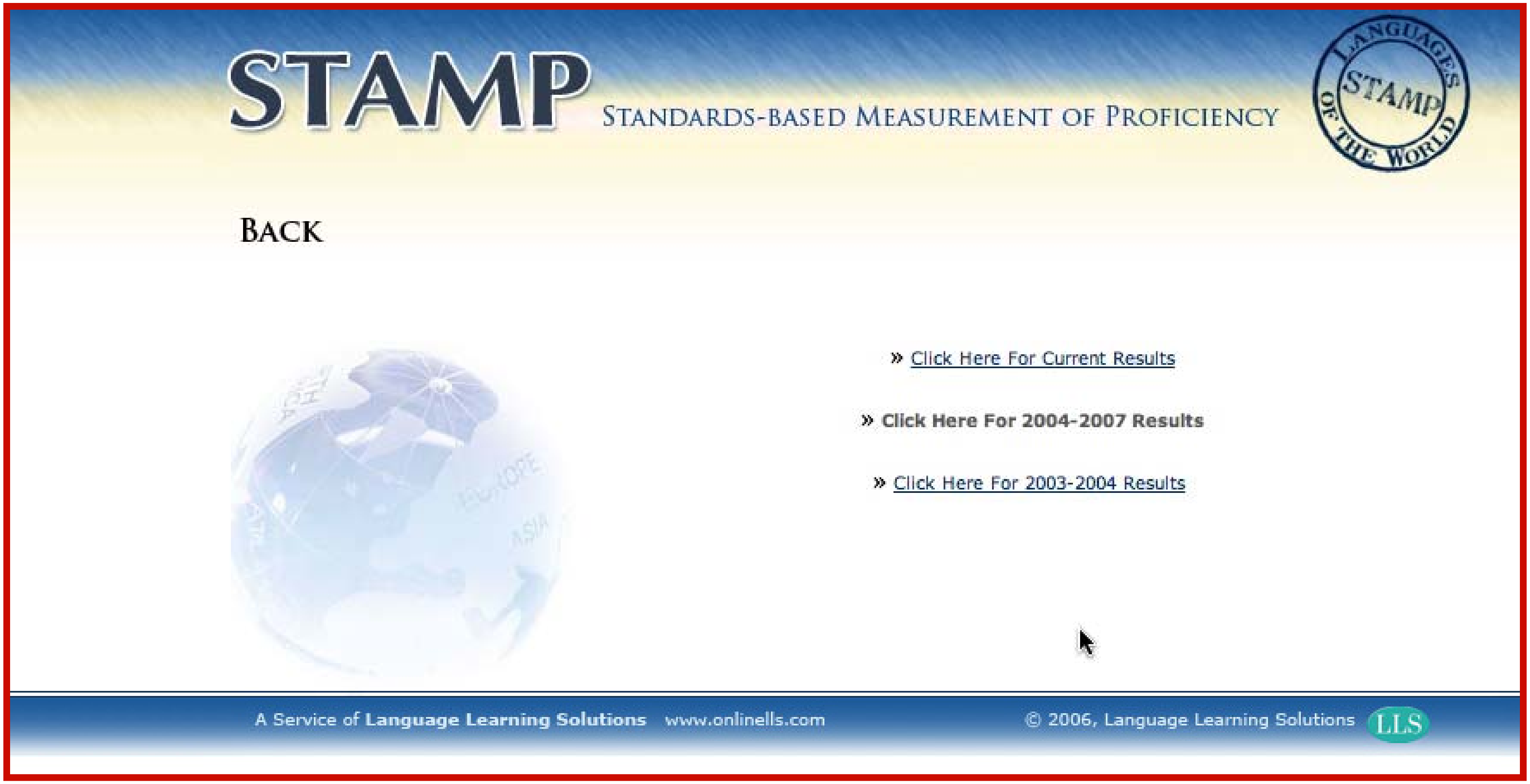
2 - Phrases		
1 - Words		

Report Selection Screen



STAMP Standards-Based Measurement of Proficiency

Back

» Click Here For Current Results

» Click Here For 2004-2007 Results

» Click Here For 2003-2004 Results

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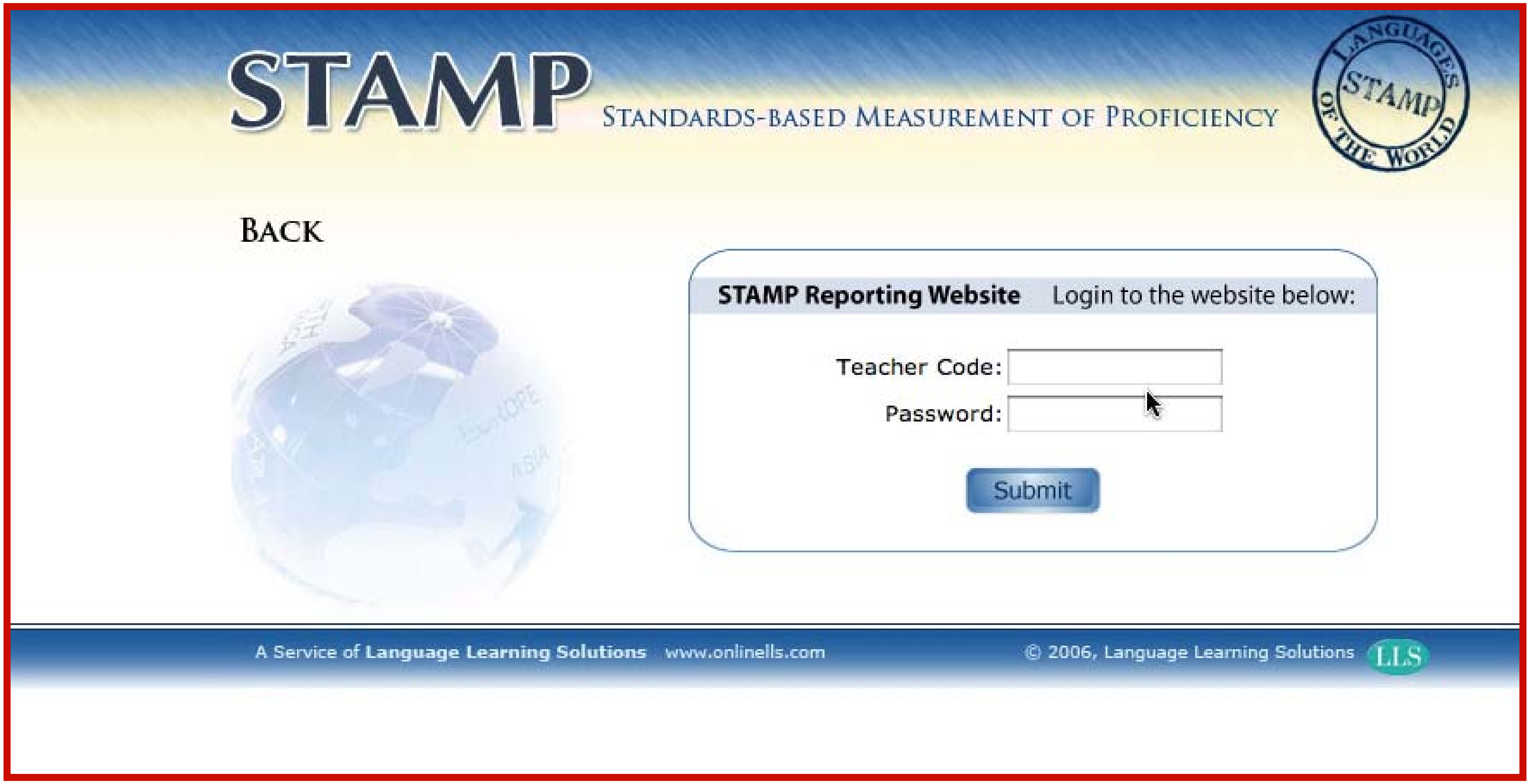
Report Login Screen



STAMP Standards-Based Measurement of Proficiency

Back

STAMP Reporting Website Login to the website below:

Teacher Code:

Password:

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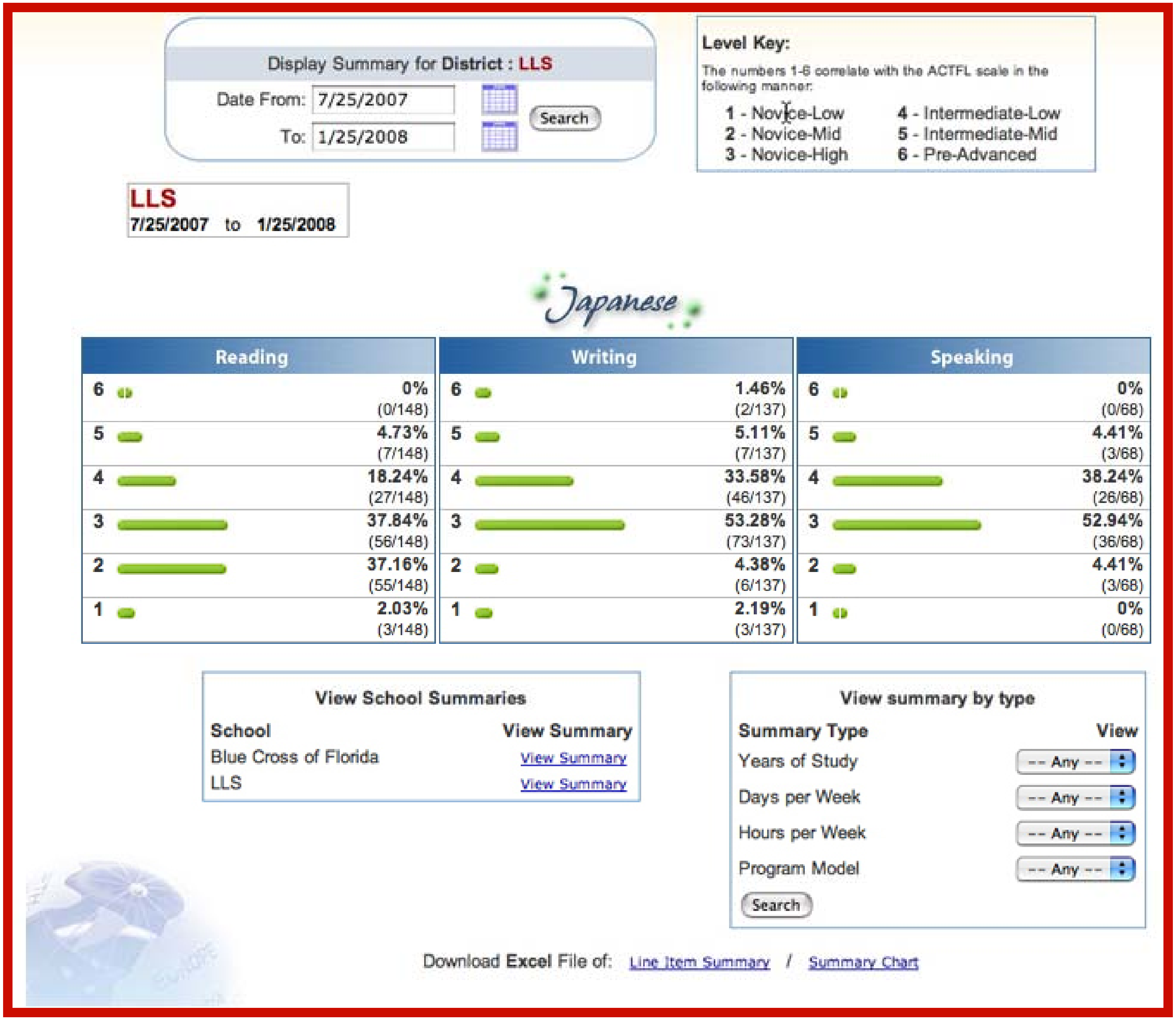
Sample District Search Features



Display Summary for **District : LLS**

Date From: 7/25/2007

To: 1/25/2008

Level Key:

The numbers 1-6 correlate with the ACTFL scale in the following manner:

1 - Novice-Low	**4** - Intermediate-Low
2 - Novice-Mid	**5** - Intermediate-Mid
3 - Novice-High	**6** - Pre-Advanced

LLS

7/25/2007 to **1/25/2008**

Japanese

	Reading	Writing	Speaking
6	**0%** (0/148)	**1.46%** (2/137)	**0%** (0/68)
5	**4.73%** (7/148)	**5.11%** (7/137)	**4.41%** (3/68)
4	**18.24%** (27/148)	**33.58%** (46/137)	**38.24%** (26/68)
3	**37.84%** (56/148)	**53.28%** (73/137)	**52.94%** (36/68)
2	**37.16%** (55/148)	**4.38%** (6/137)	**4.41%** (3/68)
1	**2.03%** (3/148)	**2.19%** (3/137)	**0%** (0/68)

View School Summaries

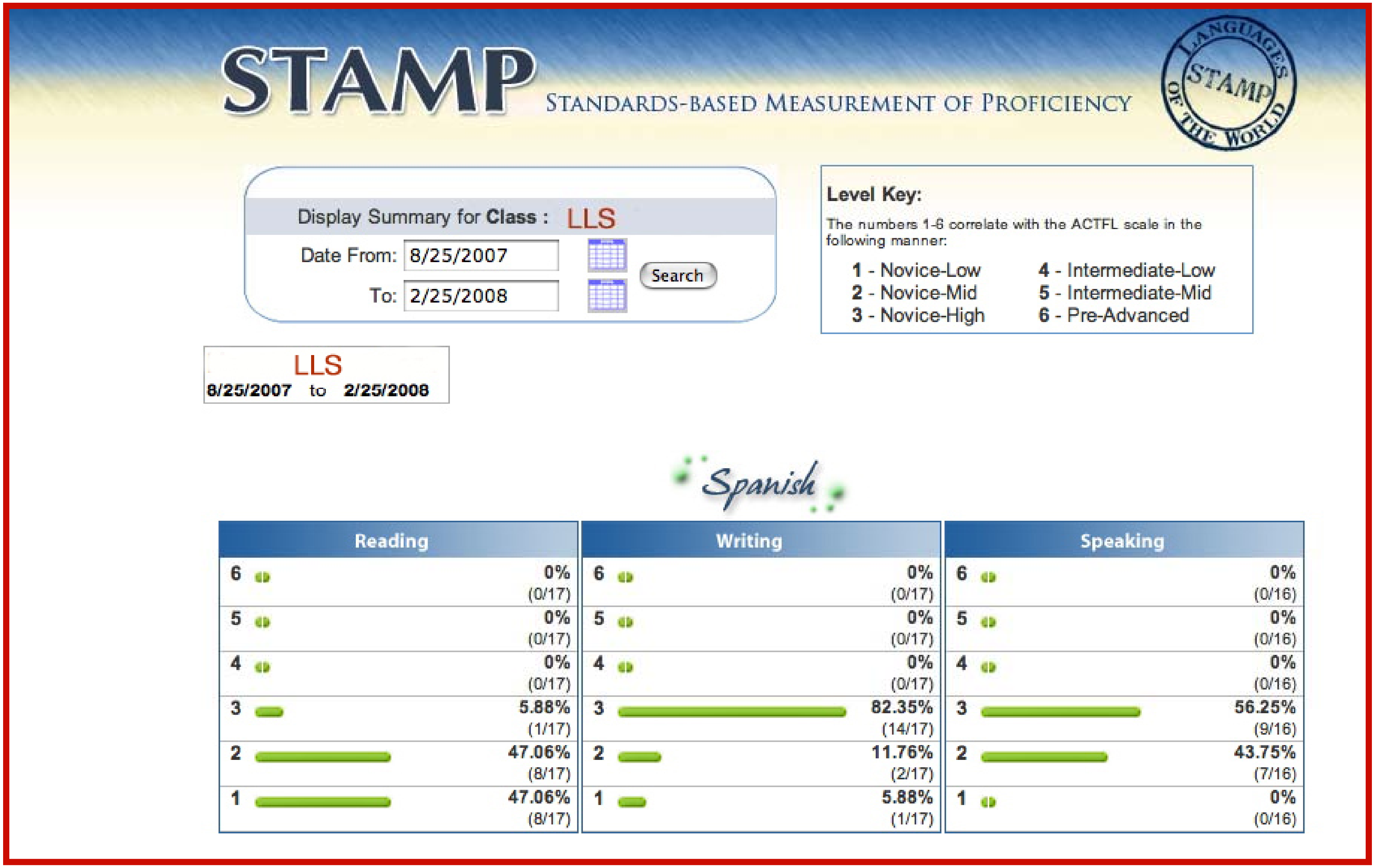
School	View Summary
Blue Cross of Florida	View Summary
LLS	View Summary

View summary by type

Summary Type	View
Years of Study	-- Any --
Days per Week	-- Any --
Hours per Week	-- Any --
Program Model	-- Any --

Download **Excel** File of: Line Item Summary / Summary Chart

Sample Class Summary Results Report



STAMP
STANDARDS-BASED MEASUREMENT OF PROFICIENCY
LANGUAGES OF THE WORLD STAMP
Search
Spanish

Display Summary for **Class :** LLS

Date From: 8/25/2007

To: 2/25/2008

Level Key:

The numbers 1-6 correlate with the ACTFL scale in the the following manner:

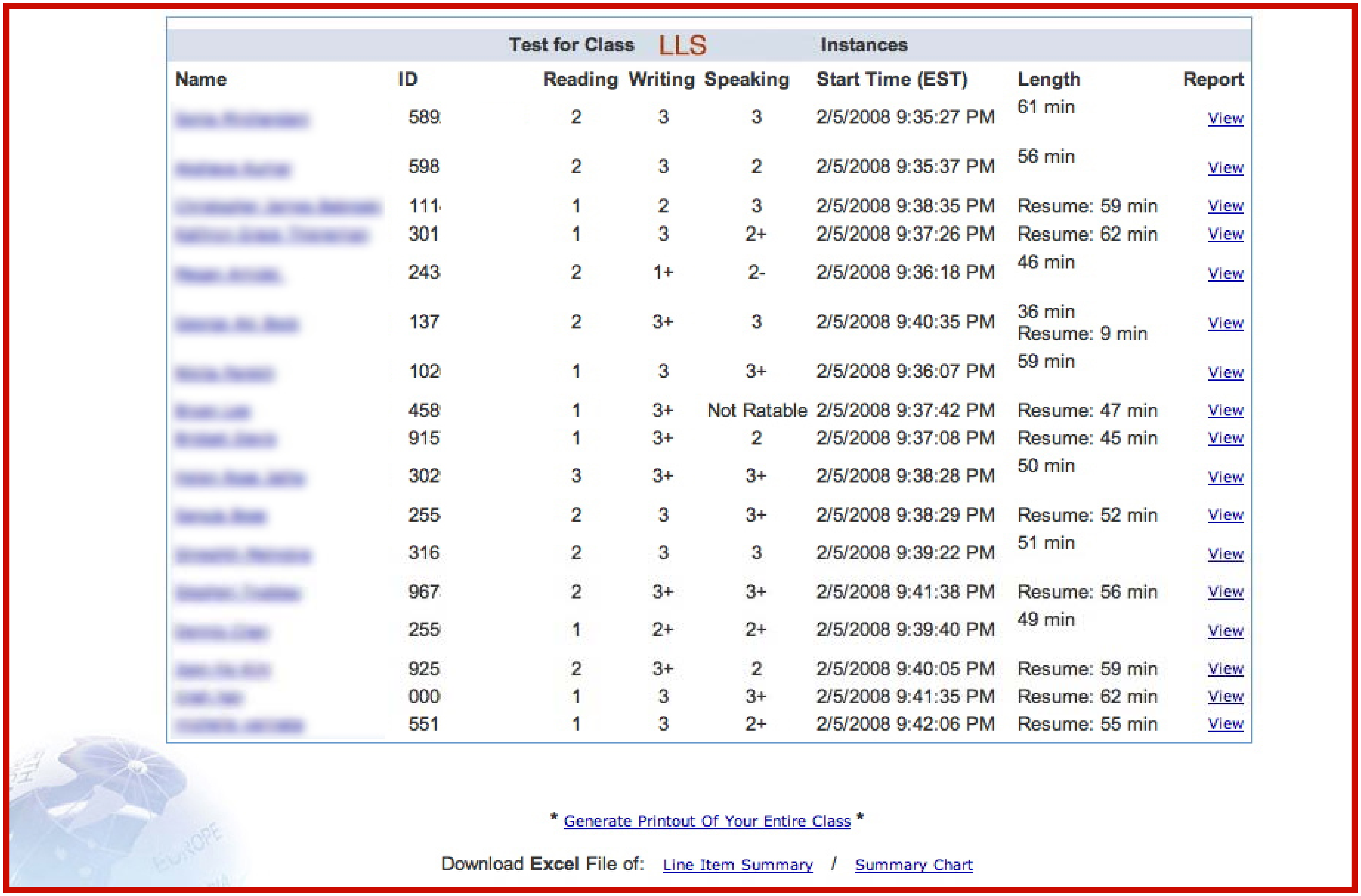
1 - Novice-Low
2 - Novice-Mid
3 - Novice-High
4 - Intermediate-Low
5 - Intermediate-Mid
6 - Pre-Advanced

LLS
8/25/2007 to **2/25/2008**

	Reading	Writing	Speaking
6	0% (0/17)	0% (0/17)	0% (0/16)
5	0% (0/17)	0% (0/17)	0% (0/16)
4	0% (0/17)	0% (0/17)	0% (0/16)
3	5.88% (1/17)	82.35% (14/17)	56.25% (9/16)
2	47.06% (8/17)	11.76% (2/17)	43.75% (7/16)
1	47.06% (8/17)	5.88% (1/17)	0% (0/16)

AVANTASSESSMENT
TEST WITH CONFIDENCE

Sample Individual Class Results Report



Test for Class LLS Instances

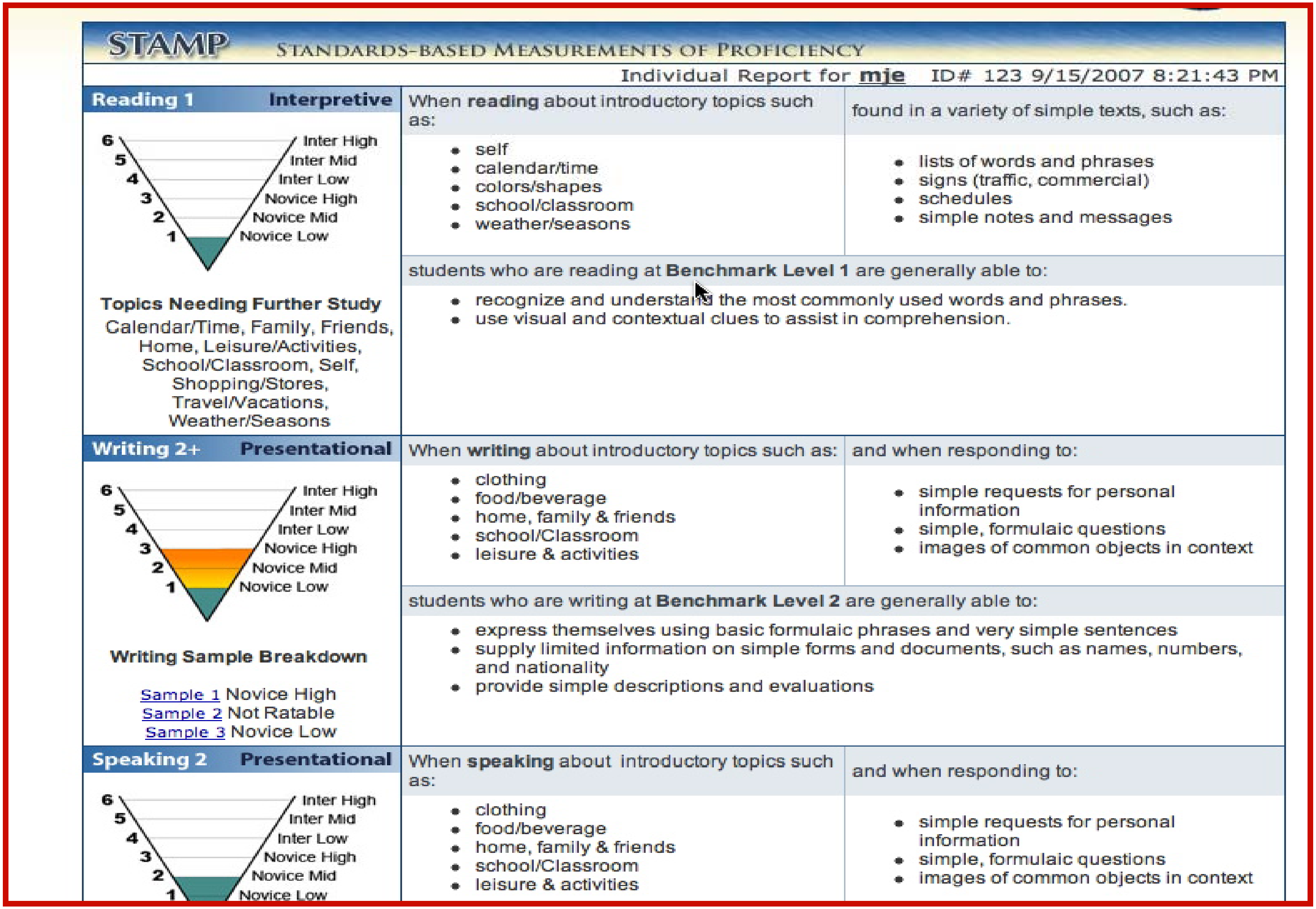
Name	ID	Reading	Writing	Speaking	Start Time (EST)	Length	Report
[redacted]	589	2	3	3	2/5/2008 9:35:27 PM	61 min	View
[redacted]	598	2	3	2	2/5/2008 9:35:37 PM	56 min	View
[redacted]	111	1	2	3	2/5/2008 9:38:35 PM	Resume: 59 min	View
[redacted]	301	1	3	2+	2/5/2008 9:37:26 PM	Resume: 62 min	View
[redacted]	243	2	1+	2-	2/5/2008 9:36:18 PM	46 min	View
[redacted]	137	2	3+	3	2/5/2008 9:40:35 PM	36 min Resume: 9 min	View
[redacted]	102	1	3	3+	2/5/2008 9:36:07 PM	59 min	View
[redacted]	458	1	3+	Not Ratable	2/5/2008 9:37:42 PM	Resume: 47 min	View
[redacted]	915	1	3+	2	2/5/2008 9:37:08 PM	Resume: 45 min	View
[redacted]	302	3	3+	3+	2/5/2008 9:38:28 PM	50 min	View
[redacted]	255	2	3	3+	2/5/2008 9:38:29 PM	Resume: 52 min	View
[redacted]	316	2	3	3	2/5/2008 9:39:22 PM	51 min	View
[redacted]	967	2	3+	3+	2/5/2008 9:41:38 PM	Resume: 56 min	View
[redacted]	255	1	2+	2+	2/5/2008 9:39:40 PM	49 min	View
[redacted]	925	2	3+	2	2/5/2008 9:40:05 PM	Resume: 59 min	View
[redacted]	000	1	3	3+	2/5/2008 9:41:35 PM	Resume: 62 min	View
[redacted]	551	1	3	2+	2/5/2008 9:42:06 PM	Resume: 55 min	View

* Generate Printout Of Your Entire Class *

Download **Excel** File of: Line Item Summary / Summary Chart

AVANT ASSESSMENT
TEST WITH CONFIDENCE

Sample Individual Results Report



STAMP STANDARDS-BASED MEASUREMENTS OF PROFICIENCY

Individual Report for **mje** ID# 123 9/15/2007 8:21:43 PM

Reading 1 **Interpretive**

6
5
4
3
2
1
Inter High
Inter Mid
Inter Low
Novice High
Novice Mid
Novice Low

Topics Needing Further Study

Calendar/Time, Family, Friends, Home, Leisure/Activities, School/Classroom, Self, Shopping/Stores, Travel/Vacations, Weather/Seasons

When **reading** about introductory topics such as:

- self
- calendar/time
- colors/shapes
- school/classroom
- weather/seasons

found in a variety of simple texts, such as:

- lists of words and phrases
- signs (traffic, commercial)
- schedules
- simple notes and messages

students who are reading at **Benchmark Level 1** are generally able to:

- recognize and understand the most commonly used words and phrases.
- use visual and contextual clues to assist in comprehension.

Writing 2+ **Presentational**

6
5
4
3
2
1
Inter High
Inter Mid
Inter Low
Novice High
Novice Mid
Novice Low

Writing Sample Breakdown

Sample 1 Novice High
Sample 2 Not Ratable
Sample 3 Novice Low

When **writing** about introductory topics such as:

- clothing
- food/beverage
- home, family & friends
- school/Classroom
- leisure & activities

and when responding to:

- simple requests for personal information
- simple, formulaic questions
- images of common objects in context

students who are writing at **Benchmark Level 2** are generally able to:

- express themselves using basic formulaic phrases and very simple sentences
- supply limited information on simple forms and documents, such as names, numbers, and nationality
- provide simple descriptions and evaluations

Speaking 2 **Presentational**

6
5
4
3
2
1
Inter High
Inter Mid
Inter Low
Novice High
Novice Mid
Novice Low

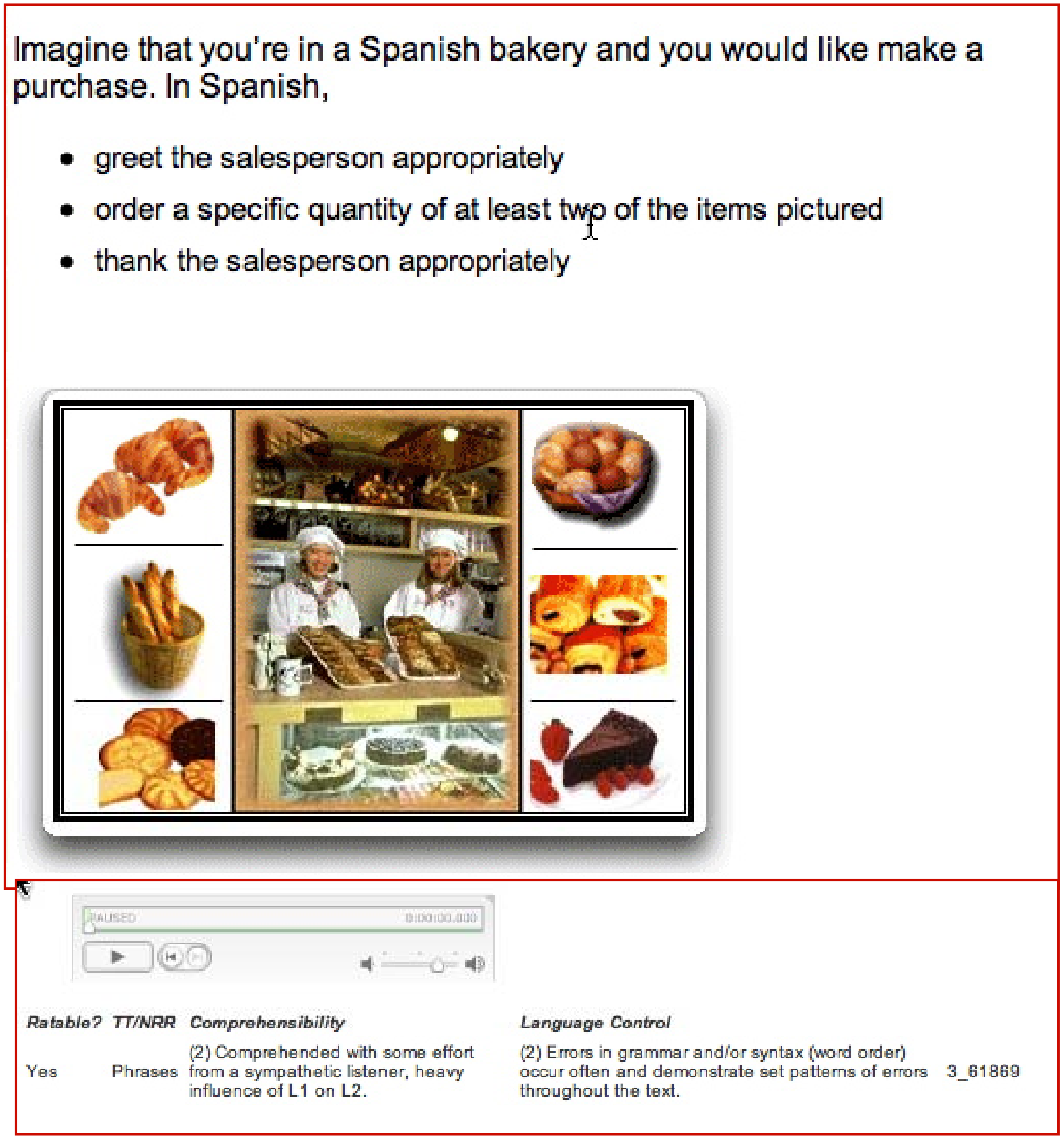
When **speaking** about introductory topics such as:

- clothing
- food/beverage
- home, family & friends
- school/Classroom
- leisure & activities

and when responding to:

- simple requests for personal information
- simple, formulaic questions
- images of common objects in context

Sample Individual Results Report

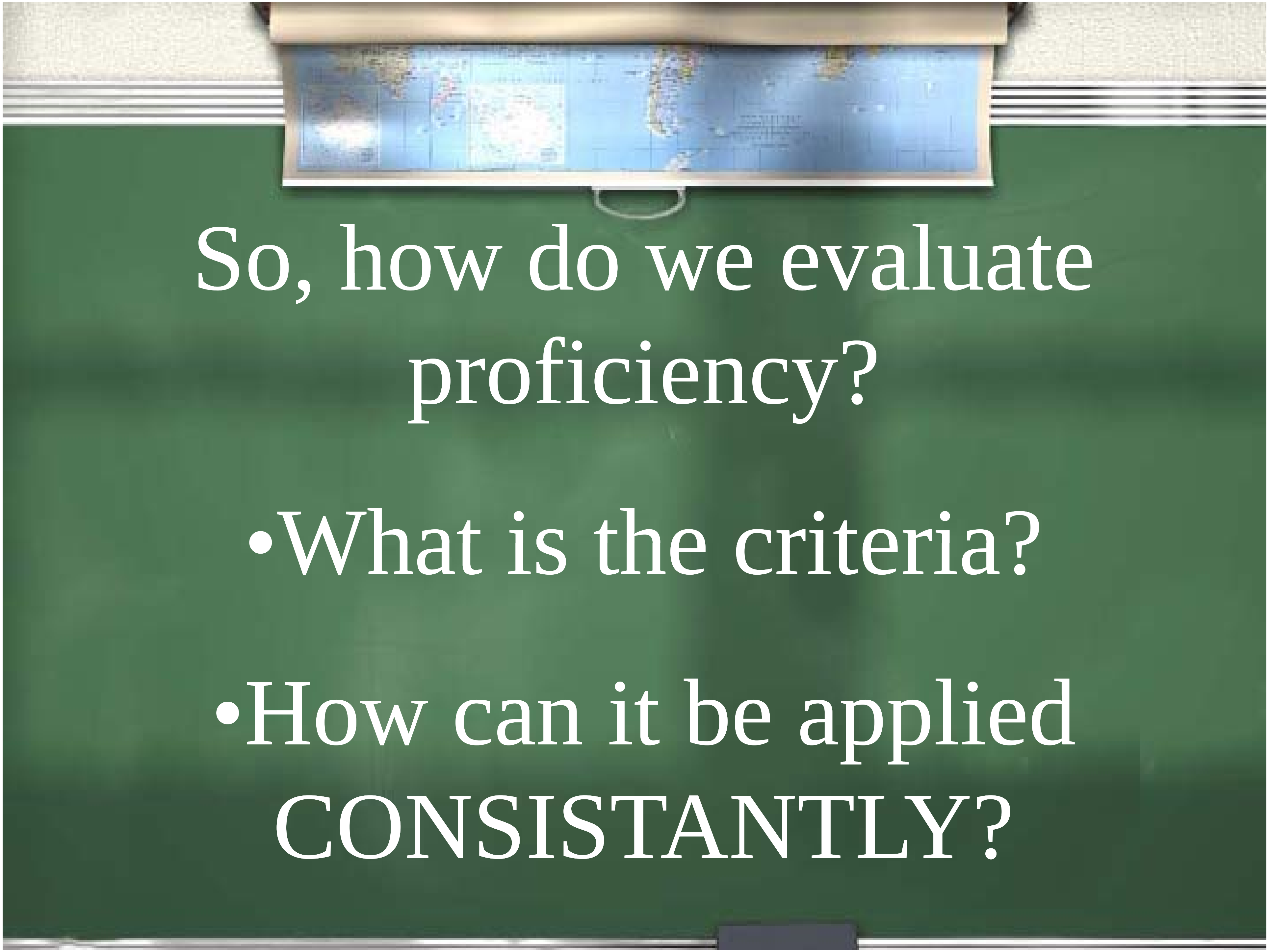


Imagine that you're in a Spanish bakery and you would like make a purchase. In Spanish,

- greet the salesperson appropriately
- order a specific quantity of at least two of the items pictured
- thank the salesperson appropriately

Ratable?	TT/NRR	Comprehensibility	Language Control	
Yes	Phrases	(2) Comprehended with some effort from a sympathetic listener, heavy influence of L1 on L2.	(2) Errors in grammar and/or syntax (word order) occur often and demonstrate set patterns of errors throughout the text.	3_61869

AVANT ASSESSMENT
TEST WITH CONFIDENCE



So, how do we evaluate proficiency?

- What is the criteria?

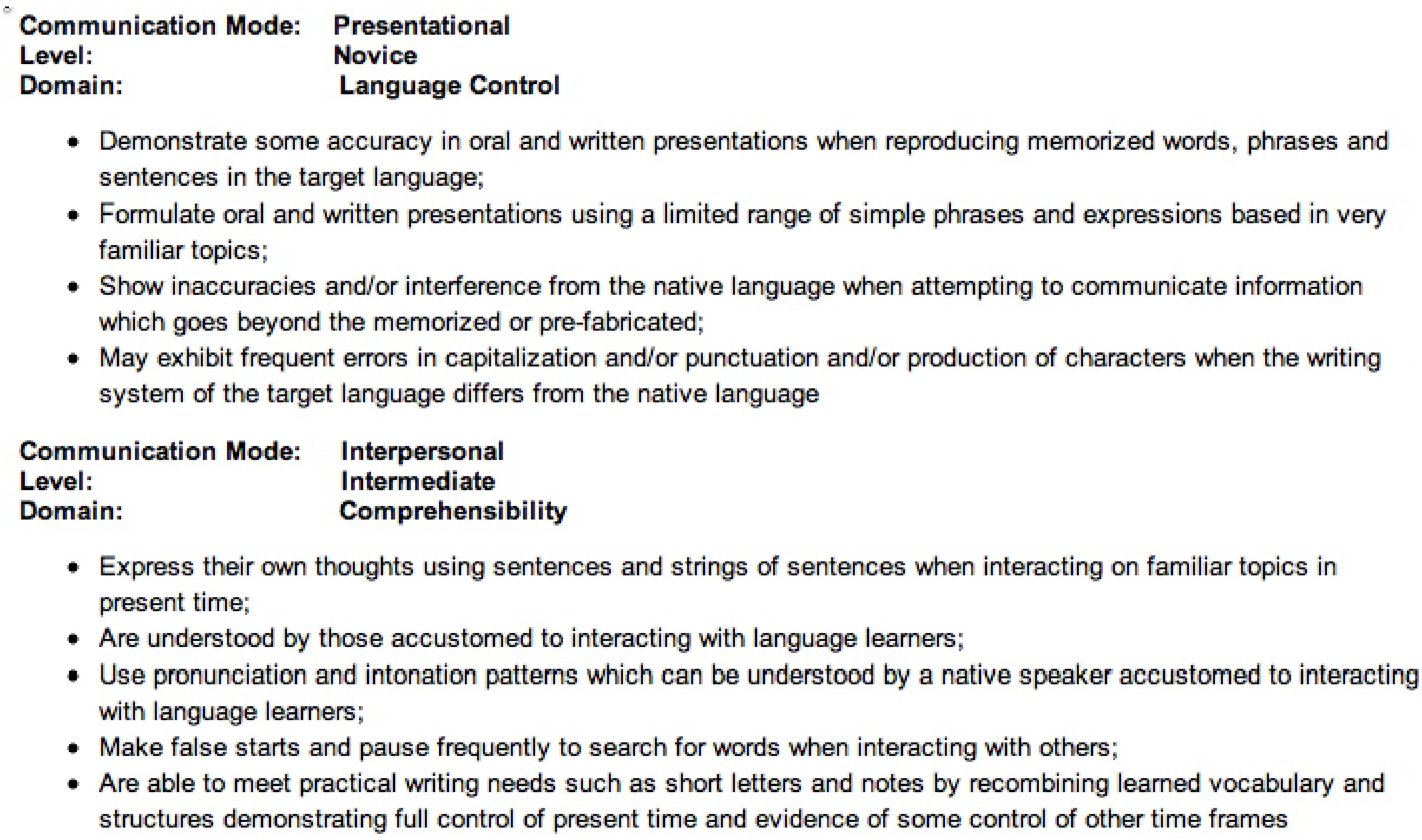
- How can it be applied CONSISTANTLY?

Establish the Criteria

- What is important (criteria)?
- How do you define the criteria?
- How do you explain the criteria?

ACTFL - K-12 Performance Guidelines

Guidelines



Communication Mode: **Presentational**
Level: **Novice**
Domain: **Language Control**

- Demonstrate some accuracy in oral and written presentations when reproducing memorized words, phrases and sentences in the target language;
- Formulate oral and written presentations using a limited range of simple phrases and expressions based in very familiar topics;
- Show inaccuracies and/or interference from the native language when attempting to communicate information which goes beyond the memorized or pre-fabricated;
- May exhibit frequent errors in capitalization and/or punctuation and/or production of characters when the writing system of the target language differs from the native language

Communication Mode: **Interpersonal**
Level: **Intermediate**
Domain: **Comprehensibility**

- Express their own thoughts using sentences and strings of sentences when interacting on familiar topics in present time;
- Are understood by those accustomed to interacting with language learners;
- Use pronunciation and intonation patterns which can be understood by a native speaker accustomed to interacting with language learners;
- Make false starts and pause frequently to search for words when interacting with others;
- Are able to meet practical writing needs such as short letters and notes by recombining learned vocabulary and structures demonstrating full control of present time and evidence of some control of other time frames

AVANT ASSESSMENT
TEST WITH CONFIDENCE

Avant Rubrics

Novice-Low

Text Type Characteristics		Comprehensibility		Language Control
Student language production at this level is identified by samples that are written/spoken mostly at the word/list of words level. The student demonstrates that they do not have the extended vocabulary or the ability necessary to formulate even simple phrases to address the prompt. Topics of control include those common topics of daily life such as, school, time, weather, self, etc… (This is not a complete list.)	S+	Easily comprehended by even a non-sympathetic reader/listener, little or no influence of L1 on L2.	S+	Errors in grammar, spelling, word order or punctuation are rare and do not interfere with meaning.
	S	Easily comprehended by a sympathetic reader/listener, occasional influence of L1 on L2 .	S	Errors in grammar, spelling, word order or punctuation, while present, do not interfere with overall meaning.
	W	Comprehended with some effort from a sympathetic reader/listener, heavy influence of L1 on L2.	W	Errors in grammar, spelling, word order and punctuation occur often and demonstrate set patterns of errors throughout the text.
	W-	Mostly incomprehensible even by a sympathetic reader, extreme influence of L1 on L2.	W-	Errors in grammar, spelling, word order and punctuation are prevalent and show clear lack of control of even basic structures.

Text Type Characteristics (Comprehensibility and Language Control are the same for each level)

Novice-Mid	Novice-High	Intermediate-Low
Student language production at this level is identified by samples that are written/ spoken mostly at the phrase level. Language production is beyond simple words, but clearly shows the lack of ability to construct complete sentences. Oftentimes this will be demonstrated by the use of the verb in infinitive form e.g. to run, to play, to watch etc… Topics of control consist of those common topics of daily life, including all earlier topics plus: community shopping/stores, daily routines, places, etc… (This is not a complete list.)	Student language production at this level is identified by samples that are written/ spoken mostly at the formulaic sentence or simple sentence level. Language production at this level is generally exemplified by short, common expressions or memorized phrases that may be combined together to create simple sentences. Topics of control consist of those common topics of daily life, including all earlier topics plus: community shopping/stores, daily routines, places, etc… (This is not a complete list.)	Student language production at this level is identified by samples that are written/spoken mostly at the strings of sentence level with occasional connected sentences. Strings of sentences indicates that the response may contain a variety of sentences that utilize different verbs to create independent thoughts -mostly composed of a recombination of learned simple sentences with some added detail. Topics of control consist of those common topics of daily life, including all earlier topics plus: health, holidays, travel, shopping, occupations, transportation, etc… (This is not a complete list.)

Intermediate-Mid	Pre-Advanced
Student language production at this level is identified by samples that are written/spoken mostly at the linked or connected sentences level with some occasional paragraph structure. Connected sentences indicate a logical organization of ideas and flow of sentences or statements. Topics of control consist of those common topics of daily life, including all earlier topics plus: future plans, culture, current events, contemporary issues, etc… (This is not a complete list.)	Student language production at this level is identified by samples that are written/spoken mostly at the structured paragraph level with occasional linked or connected paragraphs. There is a connectedness and a flow within the text that includes linking and transitional words and/or phrases. Demonstrates a connection of thoughts that create a coherent and extended discourse. Topics of control consist of those common topics of daily life, including all earlier topics, however, the topics are addressed in greater depth and detail.

Paragraph Structure	Variety of word/phrase choice that creates deeper meaning • Sophistication of language use evident • Advancing evidence of Fluency • Cohesion evident in response • Able to compare/contrast, Give an opinion, use cause and effect, possible idiomatic phrase use
Connected Sentences	At least 3 unique and non-formulaic sentences with depth of meaning from added detail Groupings of sentences that focus on different aspects of the prompt • Has control of present, past, future with attempts at others • Organization in the response • Use of transition words that help link concepts • More complexity that demonstrate Intermediate Mid skills
Strings of Sentences	Use of a variety of sentences that utilize different verbs to create ***independent*** thoughts (a sentence can easily be moved somewhere else in the response without affecting the overall meaning) • If all verbs are formulaic - must be at least 4 or 5 with ***each*** sentence containing prepositional phrases giving added detail • Complexity shows Intermediate Low skills
Simple Sentences	Contains at least 2 complete sentences -for example "I + infinitive + object" OR "conjugated verb + object" (Both types of sentences are acceptable at the Novice High Level as complete sentences) • There MUST BE 2 different verbs used in the 2 sentences to be considered Simple Sentences • Errors expected at Novice High BUT the sentence MUST MAKE SENSE to be counted as a sentence
Phrases	Only ONE sentence provided OR Missing either the subject or the verb in the sentence(s) • OR only ONE SENTENCE TYPE repeated (uses only one verb in every sentence) Uses an infinitive form of a verb with an object but no subject is stated.
Words	Individual words or lists of words (no sentence type connection within response) There must be at least 2 words for the response to be considered ratable Prepositional phrases considered Novice Low response

	COMPREHENSIBILITY	LANGUAGE CONTROL
S+	The listener/reader is a native speaker who does not have to be sympathetic in order to understand what the student is saying. "Easily comprehended by even a NON-SYMPATHETIC reader/listener" with little or no influence of the student's first language (L1) on his/her second language (L2).	LEVEL SPECIFIC evidence that the student's response demonstrates a great control of the language at this particular level. There may be few errors, but they do not occur very often nor do they interfere with the meaning of the response. The errors are small and inconsequential in their effect.
S	The listener/reader is assumed to be a native speaker who is willing to go the extra mile to try to understand what the student is saying. The person is NOT a language teacher who is counting or evaluating the speaker's mistakes, then lowering the student's grade for every error that is made. S/he is willing to overlook any error that doesn't leave her/him wondering what the speaker is trying to say. As a native speaker, influence of (L1) may occasionally affect the level of comprehensibility. Takes 'some' effort to understand.	LEVEL SPECIFIC errors are found in the response, but, while they may be present, they do not interfere with the student's overall meaning of the student's response and are errors common to this particular level.
W	Response may be a literal translation from L1 - it would be considered to have a 'heavy' influence of L1 on L2. Or there may be errors throughout the response. When a student has a 'heavy influence of L1 on L2, the response would be comprehensible with 'definite' effort from a sympathetic listener/reader.	Struggles with creating appropriate LEVEL SPECIFIC language. The errors may occur 'more often than not' throughout the response. There may be a 'set pattern' of errors that hinder the flow of meaning.
W-	There may be responses that simply do not make sense even with an extremely sympathetic effort to decipher what the student is attempting to communicate. There are words that you understand, but the majority is very difficult to understand. There is an extreme influence of their first language found throughout their response.	The errors are frequent enough to show a clear lack of ability to create appropriate language expected at this level.

AVANTASSESSMENT
TEST WITH CONFIDENCE

• QUICK REFERENCE GUIDE

STAMP Text Type Checklist

In order for a response to move up to the next level, it must fulfill requirements for previous level

Paragraph Structure	• Variety of word/phrase choice that creates deeper meaning • Sophistication of language use evident • Advancing evidence of Fluency • Cohesion evident in response • Able to compare/contrast, Give an opinion, use cause and effect • Possible idiomatic phrase use
Connected Sentences	• At least 3 unique/non-formulaic sentences with depth from added detail • Groupings of sentences that focus on different aspects of the promp • Has control of present, past, future with attempts at other tenses • Organization in the response • Use of transition words that help link concepts • More complexity that demonstrate Intermediate Mid skills
Strings of Sentences	• Variety of sentences that utilize different verbs • ***Independent*** thoughts *(a sentence can easily be moved somewhere else in the response without affecting the overall meaning)* • If all verbs are formulaic - must be at least 4 or 5 with ***each*** sentence containing prepositional phrases giving added detail • Complexity shows Intermediate Low skills
Simple Sentences	• Contains at least 2 complete sentences: -for example "I + infinitive + object" OR "conjugated verb + object" (Both types of sentences are acceptable at the Novice High Level as sentences) • There MUST BE 2 different verbs used (same verb repeated merits **Phrases** score) • Errors expected at Novice Levels - BUT the sentence MUST MAKE SENSE to be counted as a sentence
Phrases	• Only ONE sentence provided • Missing either the subject or the verb in the sentence(s) • Only ONE SENTENCE TYPE repeated (uses only one verb in every sentence) • Uses an infinitive form of a verb with an object but no subject is stated.
Words	• Individual words or lists of words (no sentence type connection within response) • There must be at least 2 words for the response to be considered ratable • Prepositional phrases considered Novice Low response

•	Comp.	LC
S +	**Easily** comprehended by **Non-sympathetic listener/reader** -**little** or no influence of L1 on L2.	Level Specific - evidence of high control for the specific Text Type
S	Easily comprehended by Sympathetic listener/reader **Occasional** influence of L1 on L2	Level Specific Errors -while present - do not interfere with overall meaning
W	Comprehended with **effort**. **Heavy** influence of L1 on L2.	Level Specific Errors occur often and/or Set patterns of errors thru-out
W -	Mostly **Incomprehensible. Extreme** influence of L1 on L2.	Level Specific Errors are prevalent and/or Response shows clear lack of control

Practice English Items

Sample 1:
I like my dog. funny. runs in house.

Sample 2:
My name is Tim. I like to eat food. My favorite food is Italian. My sister 'to eat' chicken. My mom cook bread.

Practice English Items

Sample 3:
My house is big and has four rooms. In the kitchen, we have a stove and a fridge with lots of food. The fridge is to the left of the stove. On the table is a vase with flowers. My mom and I always cook chicken in the kitchen together for dinner. We have a family room with one couch and two chairs. My brother and I like to paint in the afternoon after school.

Sample 4:
My dog. six years old. little sister. pretty.

What Did I Learn?

- How easy was it to apply the rubric?
- What was most challenging criteria?
- How did you feel about the Wizard approach?
- How can you apply this to your class?

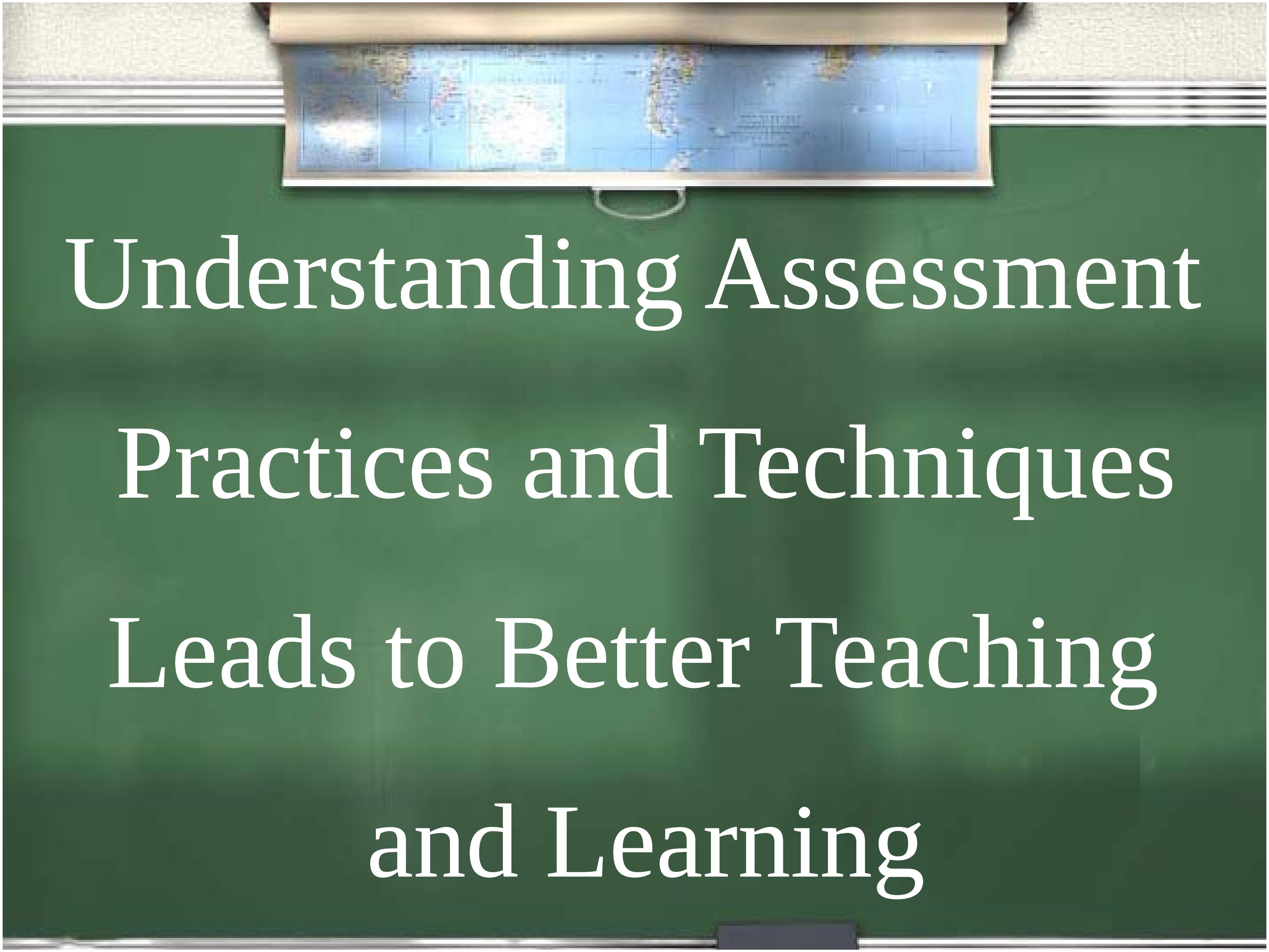
Common Language Assessments

- OPI – ACTFL - Oral Proficiency Interview
- SOPA – CAL - Simulated Oral Proficiency Assessment
- NOELLA- CASLS/AVANT - National Online Early Learning Language Assessment
- COPI – CAL - Computerized Oral Proficiency Interview

SOPI – CAL - Simulated Oral Proficiency Interview

STAMP – CASLS/AVANT - Standards-based Measurement of Proficiency

AP – College Board - Advanced Placement Exams



Understanding Assessment Practices and Techniques Leads to Better Teaching and Learning

European-Based Languages

Spanish, French, German and Italian

1 Year of Study	Reading 1579	
L1	754	48%
L2	618	39%
L3	163	10%
L4	33	2%
L5	11	1%

2 Years of Study	Reading 4826	
L1	1685	35%
L2	2210	46%
L3	702	15%
L4	170	4%
L5	59	1%

3 Years of Study	Reading 2625	
L1	383	15%
L2	1138	43%
L3	757	29%
L4	250	10%
L5	97	4%

4 Years of Study	Reading 1026	
L1	53	5%
L2	286	28%
L3	334	33%
L4	206	20%
L5	147	14%

1 Year of Study	Writing 1125	
L1	111	10%
L2	256	23%
L3	628	56%
L4	116	10%
L5	13	1%
L6	1	0%

2 Year of Study	Writing 4456	
L1	267	6%
L2	993	22%
L3	2719	61%
L4	449	10%
L5	24	1%
L6	4	0%

3 Year of Study	Writing 2549	
L1	32	1%
L2	149	6%
L3	1382	54%
L4	888	35%
L5	88	3%
L6	10	0%

4 Year of Study	Writing 986	
L1	5	1%
L2	16	2%
L3	305	31%
L4	526	53%
L5	109	11%
L6	25	3%

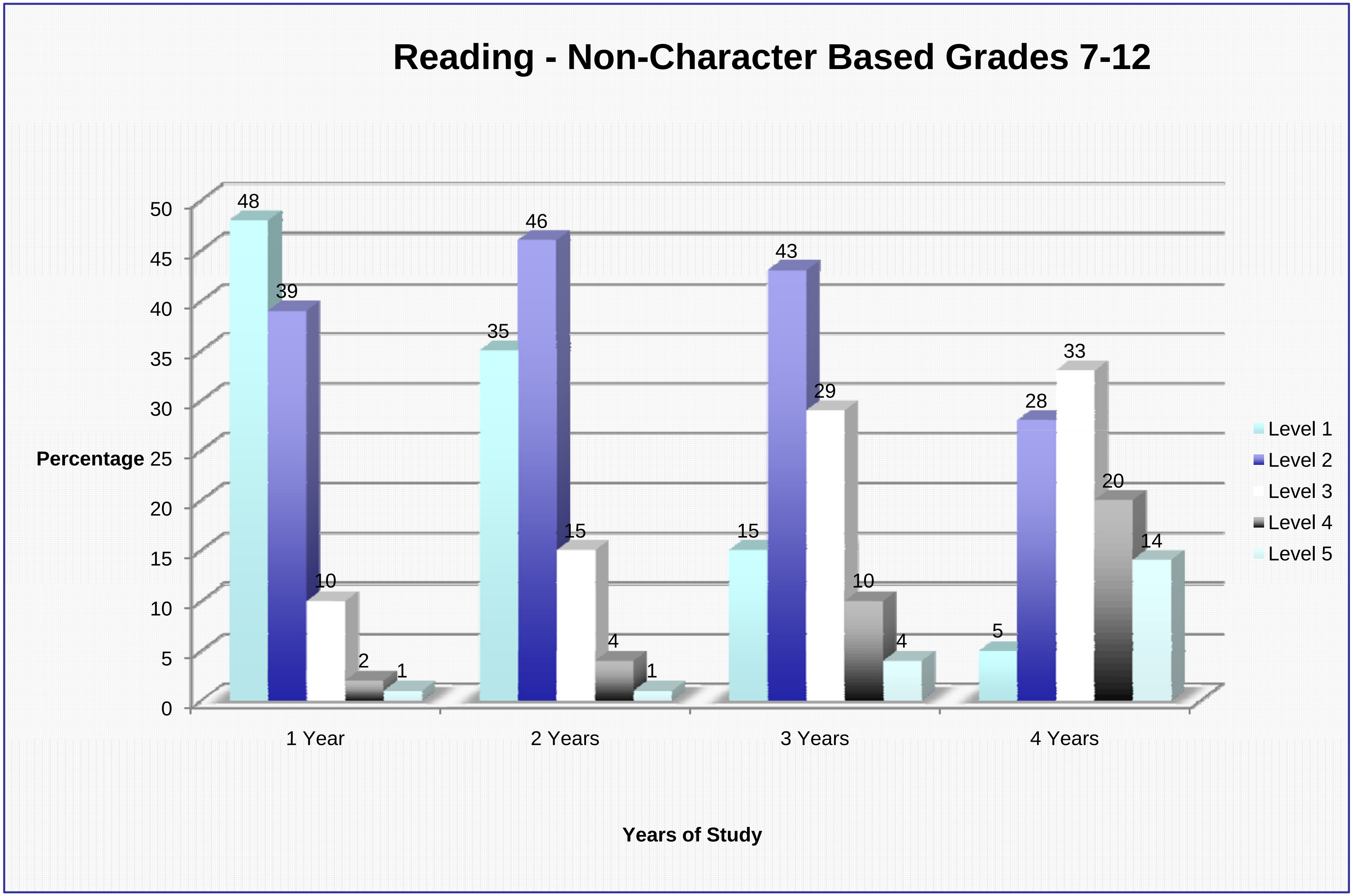
1 Year of Study	Speaking 1282	
L1	272	21%
L2	365	28%
L3	564	44%
L4	62	5%
L5	14	1%
L6	5	0%

2 Year of Study	Speaking 4023	
L1	696	17%
L2	1103	27%
L3	1966	49%
L4	242	6%
L5	15	0%
L6	1	0%

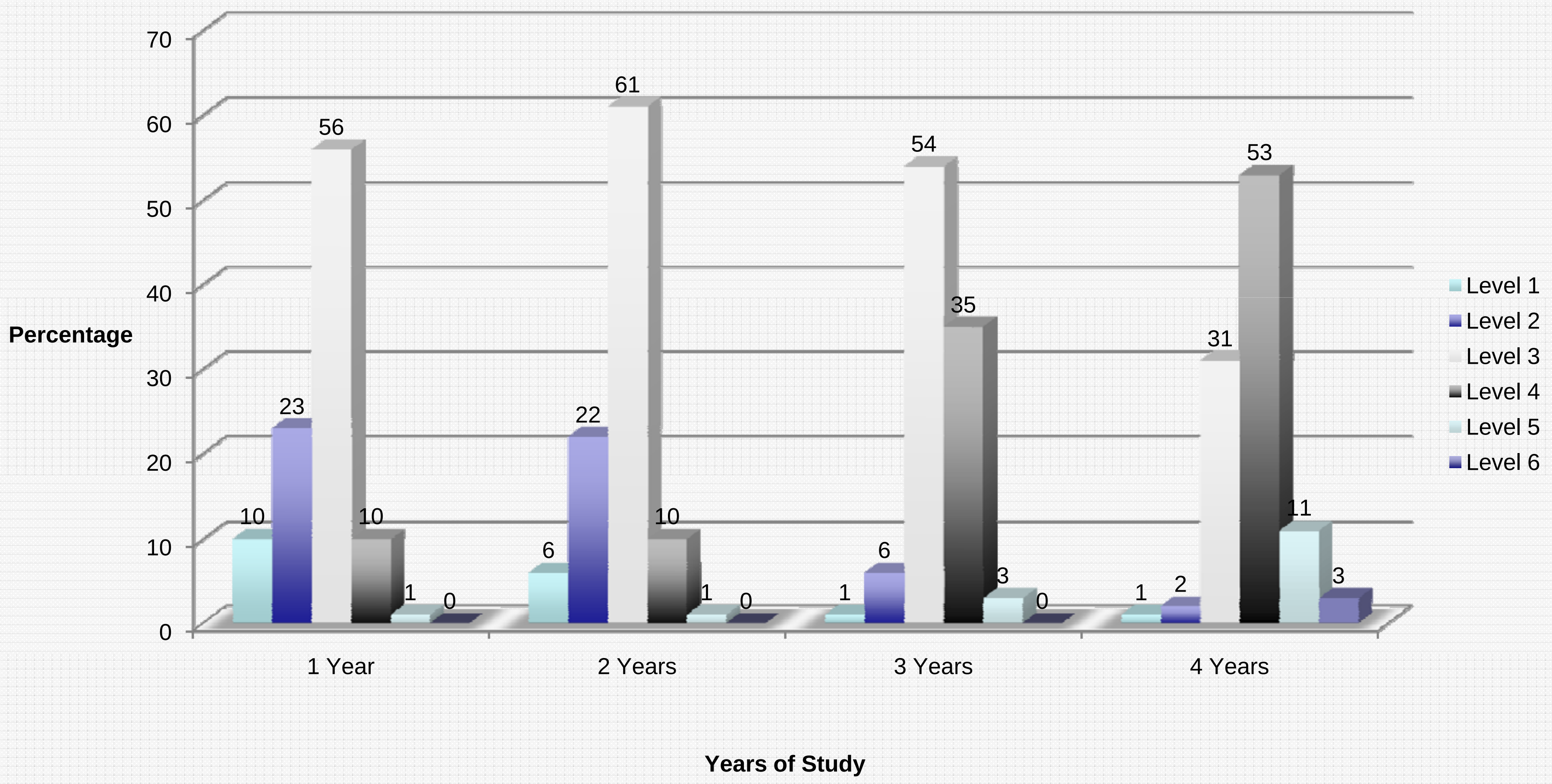
3 Year of Study	Speaking 2162	
L1	102	5%
L2	270	12%
L3	1316	61%
L4	451	21%
L5	19	1%
L6	4	0%

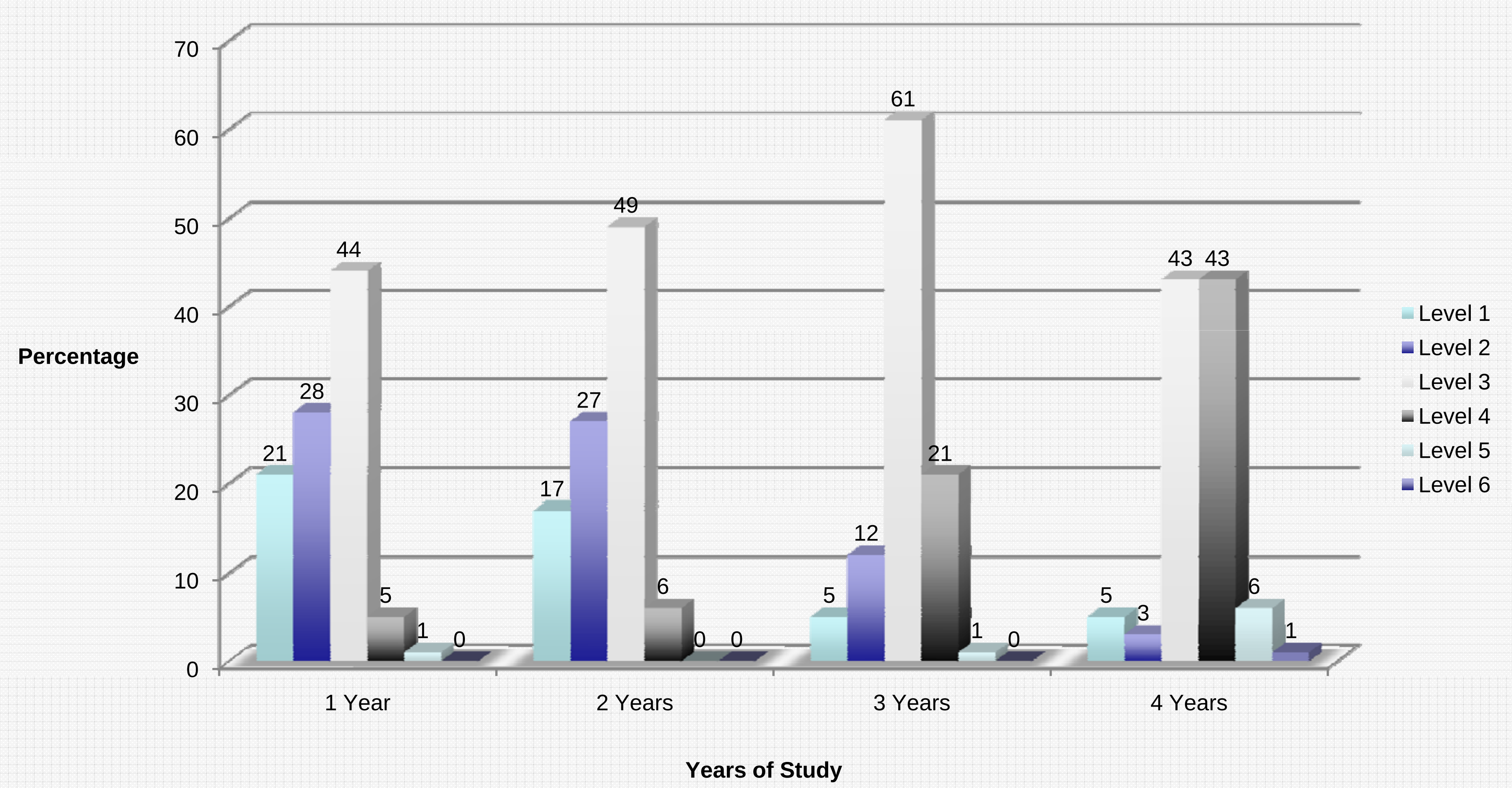
4 Year of Study	Speaking 801	
L1	37	5%
L2	26	3%
L3	344	43%
L4	341	43%
L5	46	6%
L6	7	1%

Correlation Key: 1=Novice-Low, 2=Novice-Mid, 3=Novice-High, 4=Intermediate-Low, 5=Intermediate-Mid, 6=Pre-Advanced


Reading - Non-Character Based Grades 7-12
Percentage
0
5
10
15
20
25
30
35
40
45
50
48
39
10
2
1
35
46
15
4
1
15
43
29
10
4
5
28
33
20
14
1 Year
2 Years
3 Years
4 Years
Years of Study
Level 1
Level 2
Level 3
Level 4
Level 5

Writing - Non-Character Based Grades 7-12



Speaking - Non-Character Based Grades 7-12