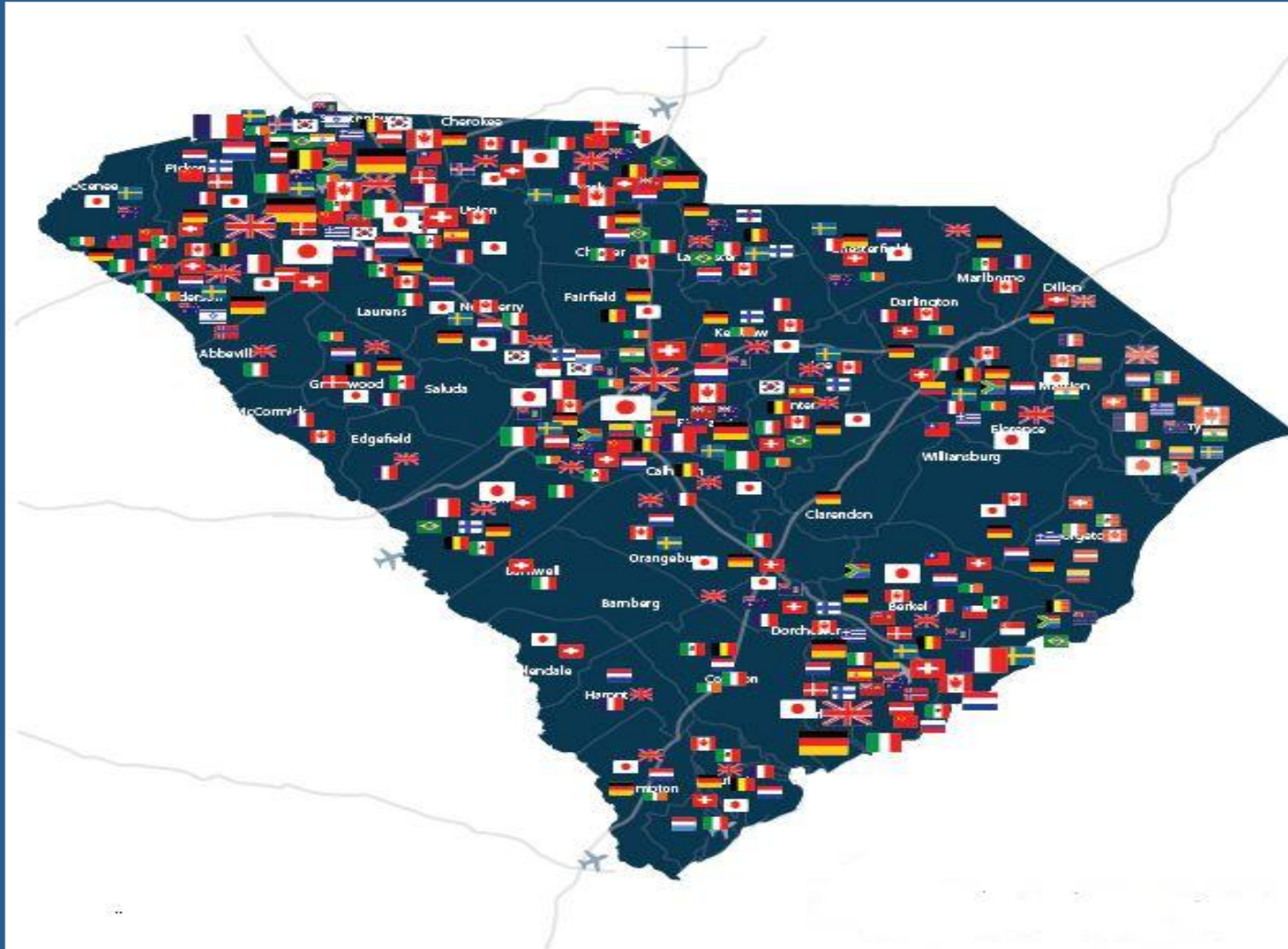# South Carolina

accountability accountability

Immersion Programs

- **4 Chinese**
- **2 French**
- **1 German**
- **1 Portuguese in 2015-16**
- **5 Spanish**
- **1 Spanish 2-way**

14

accountability accountability

Current State Initiatives

- **Teaching & Learning Languages (TLLC) broadcasts**
- **School Partnerships in MOUs**
- **2013 *SC Standard for World Language Proficiency***

  - **Interculturality**

- **Identification of Immersion Schools in Data Collection**

accountability accountability

Collaboration

- **FLAN Partnership**
- **GA/SC STARTALK Grant 2013**
- **Annual Immersion Institutes**
- **Statewide Workshops**
- **Statewide Networking**

accountability accountability

State Funding Requests

- **MOPI/OPI Training**

- **Instructional Materials**

- **Benchmark Proficiency Testing**

accountability accountability

Assessment Questions

How do we measure growth effectively?

How do we share growth with parents?

How do we gauge program effectiveness?

Is state funding for external testing necessary?

accountability accountability

Creating tomorrow's global leaders today

Riverview
International Academy

Mission

- To provide students with a world-class trilingual instructional program such that they can speak, read, and write in multiple languages, to prepare them for an overdeveloping world of technology, cultivate an awareness and respect for other cultures, and empower future leaders of a global society.

- "Preparing tomorrow's global leaders, today"

Growth of the program K-5

Legend: Chinese Immers. / Span. Immers. / EO
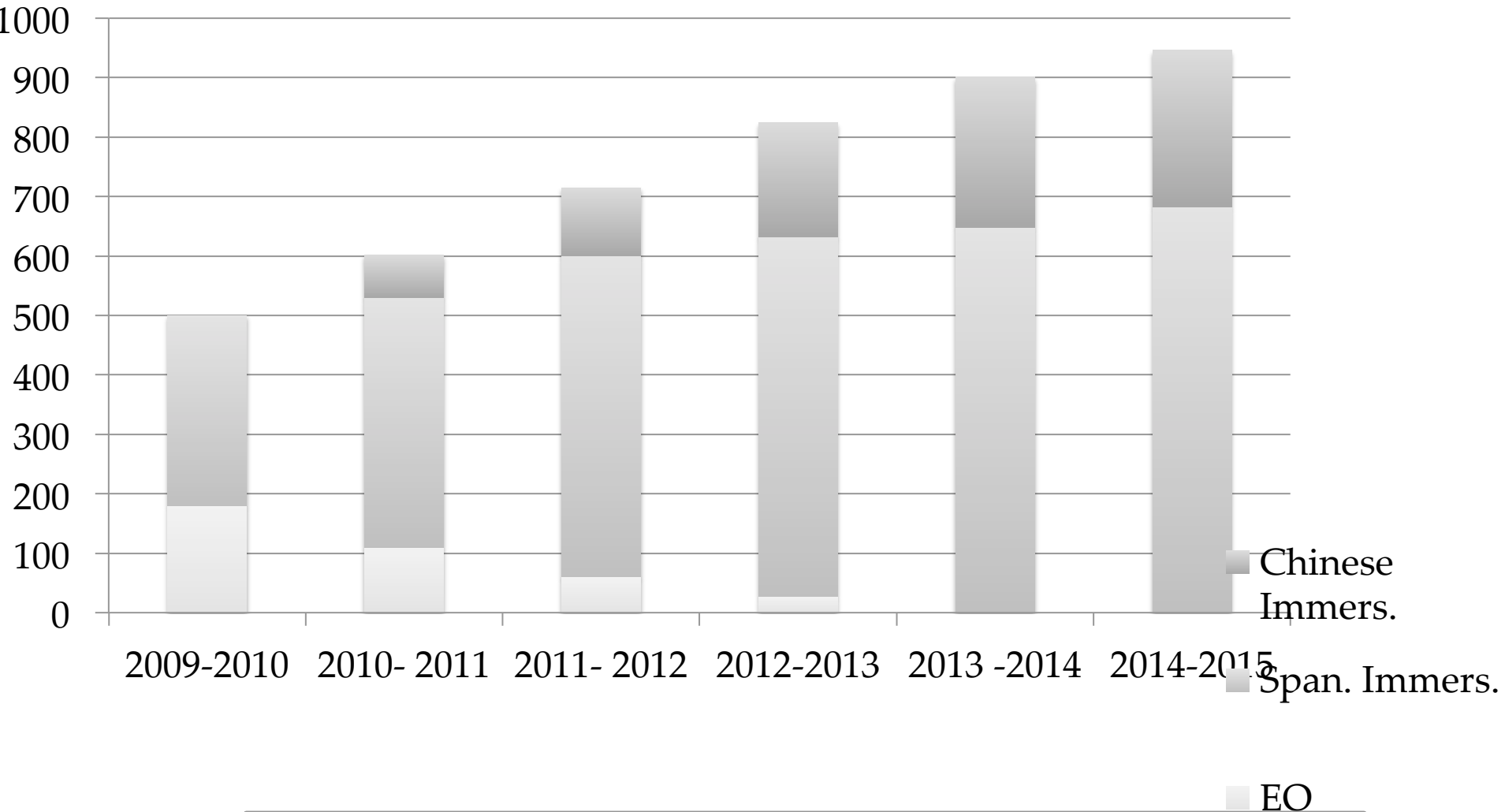
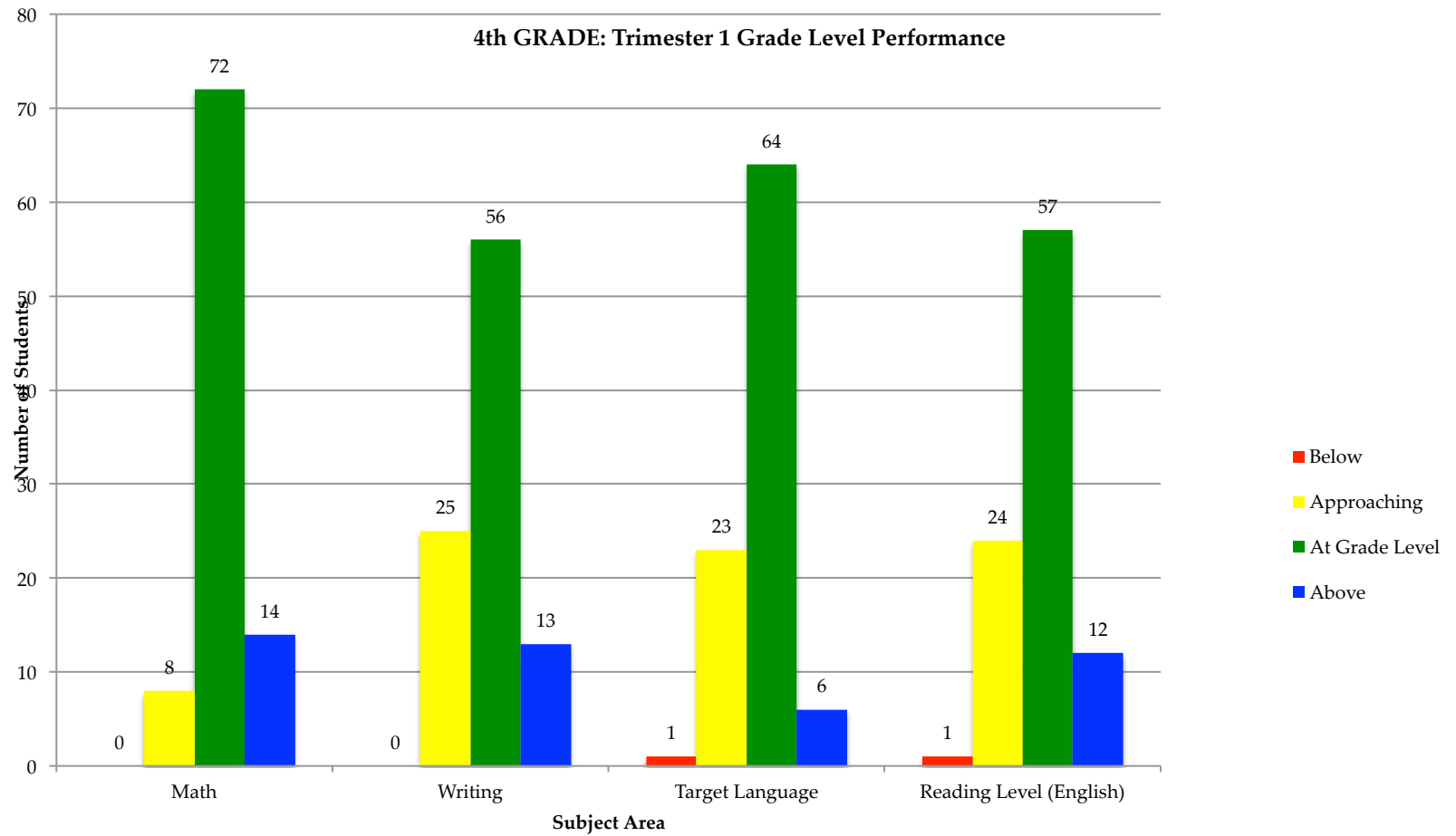**Riverview programs have doubled in attendance.**

Dashboard Student Growth

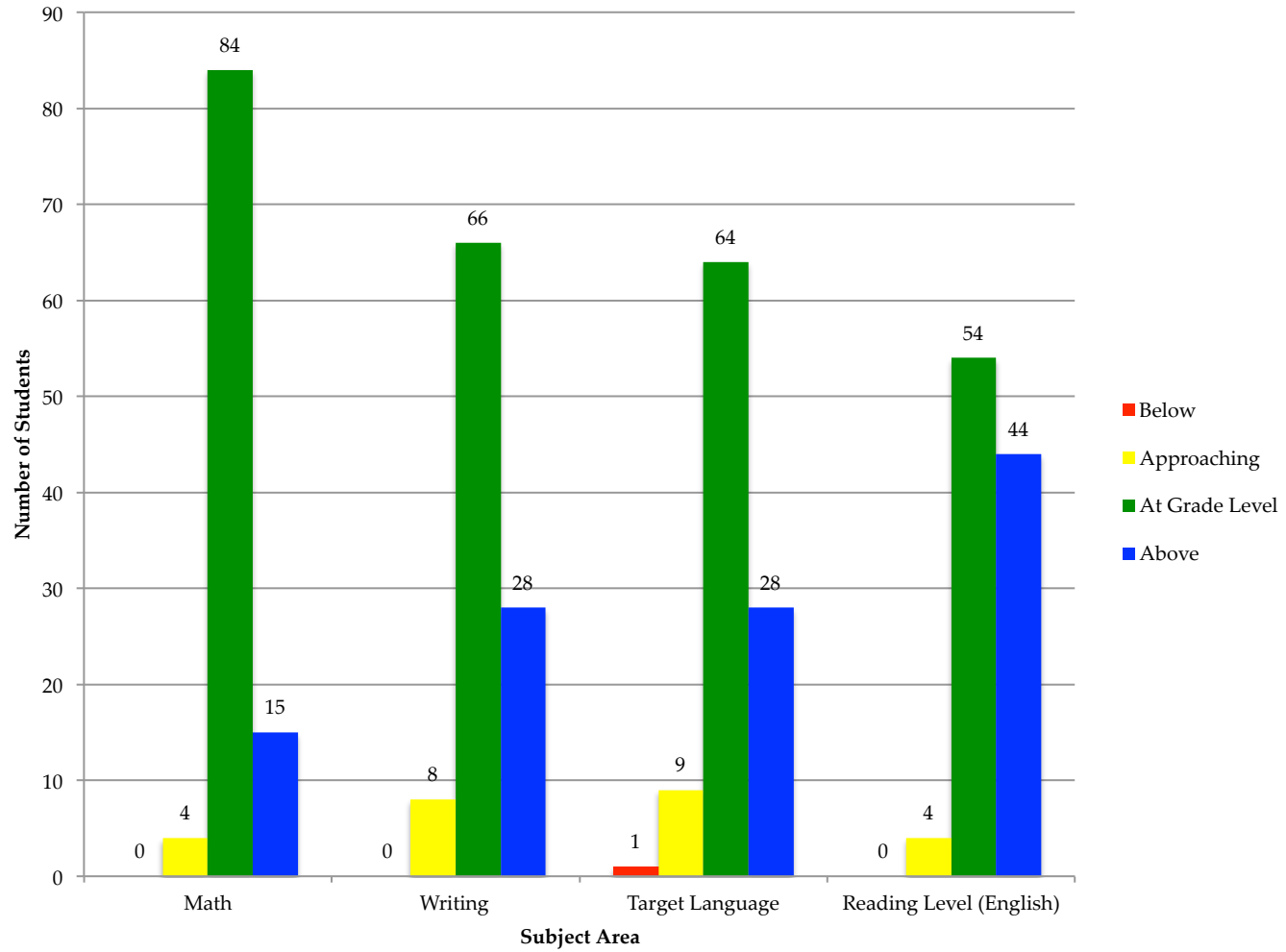School Goals, Expected Growth, Assessment/Frequency, Leadership Team

| Goal	Project Title	Expected Growth	Assessment	Frequency	Leadership Team
1	Effectively implement Common Core Reading and Language Standards using support from depth/complexity icons and thinking maps.	Over the course of the year, increase by 10% the number of students at grade level proficiency (scores 3 or 4) in: Reading CC #1 - Close Reading, Reading CC #10 - Reading and comprehension of literary and informational texts, and Language CC #6 - Vocabulary.	1. Benchmark Assements through Treasures curriculum 2. DRA/SRI/AR Reading level assessments for all target languages 3. ESGI for Kindergarten reading levels	1. Reading Benchmark: December, March, June 2. Reading levels: December, March, June 3. ESGI: December, March, June	Language Arts Team: Stein, Cherniss, Vargas, Jones, Correa, Fernandez, Ramos
2	Implement effective questioning strategies to support all learning goals.	Each classroom utilizes visual aides, teacher-led and student-led effective questioning strategies in daily lessons with increasing frequency throughout the year.	1. Instructional Rounds / Principal data gathering visits 2. Progress update with staff and PLC topic	1. Weekly observations/rounds 2. Monthly PLC Topic	Stein, Jones, Vargas, Kyriakidis
3	Increase 21st century skill instruction for all students while transforming learning through SAMR model of technology/Design Thinking.	Each teacher increasingly utilizes technology to significantly redesign learning tasks and create previously inconcievable tasks (Using Modification and Redefinition higher levels of SAMR model).	1. Survey teacher's comfort level with technology, design professional development to support growth, re-evaluate with follow-up survey 2. Observational tool used to determine the SAMR levels at which each teacher uses technology and Design Thinking	1. Survey: October, May 2. Observational Tool: December, March, June	Dawson, Morales, Cisneros, Guajardo, J. Ochoa
4	Evolve PLC's to support all initiatives and goals.	PLC Work time foci and topics of development should change periodically to reflect demonstrated staff needs in all goal areas.	PLC Survey administered to all teachers to assess perceived strengths and needs	December, March, June	Gonzalez, Fernandez, Jones, Mayen
5	Effectively implement Common Core Writing Standards while maintaining focus on writing conventions and English spelling across all grades.	Over the course of the year, increase by 10% the number of students at grade level proficiency (scores 3 or 4) in Writing CC #1 - Arguments/opinions.	1. Learning Headquarters adapted common core writing assessments at each grade level 2. Spelling City targets for each grade level	1. Writing: December, March, June 2. Spelling: December, March, June	Writing: same as Language Arts group Spelling: Parent Group and Cherniss/Stein
6	Increase language proficiency in Spanish and Chinese for all students through effective implemention of Common Core Speaking and Listening Standards.	Over the course of the year, increase by 10% the number of students at grade level language proficiency (equate to scores 3 or 4) as measured through ACTFL levels and in the area of Speaking and Listening CC #1: Persuasive conversations and collaboration.	1. ACTFL Language Target Student Survey with can-do statements for each student 2. Class reports on language scores equated to grade-level proficiency	1. ACTFL Student Survey: December, March, June 2. Class report: December, March, June	Cox, Goulart, Fernandez, Ramos, Chen, Wu, C. Ochoa
7	Effectively implement Common Core Math Standards building upon Pearson/Envision curriculum.	Over the course of the year, increase by 10% the number of students at grade level proficiency (scores 3 or 4) in all CC standards embedding the 8 Mathematical Practices and by building conceptual knowledge.	Benchmark Assessments through Pearson/Envision curriculum	December, March, June	Math Team: Acuna, Baltazar, Fernandez, Leu, Mendoza, Molina, Soto, Vargas
		RV Site Plan			

Example of Data

4th GRADE: Trimester 1 Grade Level Performance

Legend:
- Below
- Approaching
- At Grade Level
- Above

Math: Below 0, Approaching 8, At Grade Level 72, Above 14
Writing: Below 0, Approaching 25, At Grade Level 56, Above 13
Target Language: Below 1, Approaching 23, At Grade Level 64, Above 6
Reading Level (English): Below 1, Approaching 24, At Grade Level 57, Above 12

Y-axis: Number of Students
X-axis: Subject Area

Example of Data

4th GRADE: Trimester 3 Grade Level Performance

Goal 1

Increase proficiency in Common Core Reading and Language Arts Standards for all students

Expected Growth - Over the course of the year, increase by 10% the number of students at grade level proficiency (scores 3 or 4) in: Reading CC #1 - Close Reading, Reading CC #10 - Reading and comprehension of literary and informational texts, and Language CC #6 - Vocabulary.

Measures used December, March, June

1. Benchmark Assessments through Treasures curriculum

2. DRA/SRI/AR Reading level assessments for all target languages

3. ESGI for Kindergarten reading levelsIncrease proficiency

Goal 2

Increase proficiency in Common Core Writing Standards for all students in a English and target language

Expected Growth: Over the course of the year, increase by 10% the number of students at grade level proficiency (scores 3 or 4) in Writing CC #1 - Arguments/opinions.

Measures administered December, March, and June
1. Learning Headquarters adapted common core writing assessments at each grade level
2. Spelling City targets for each grade level

21ˢᵗ Century Work Force
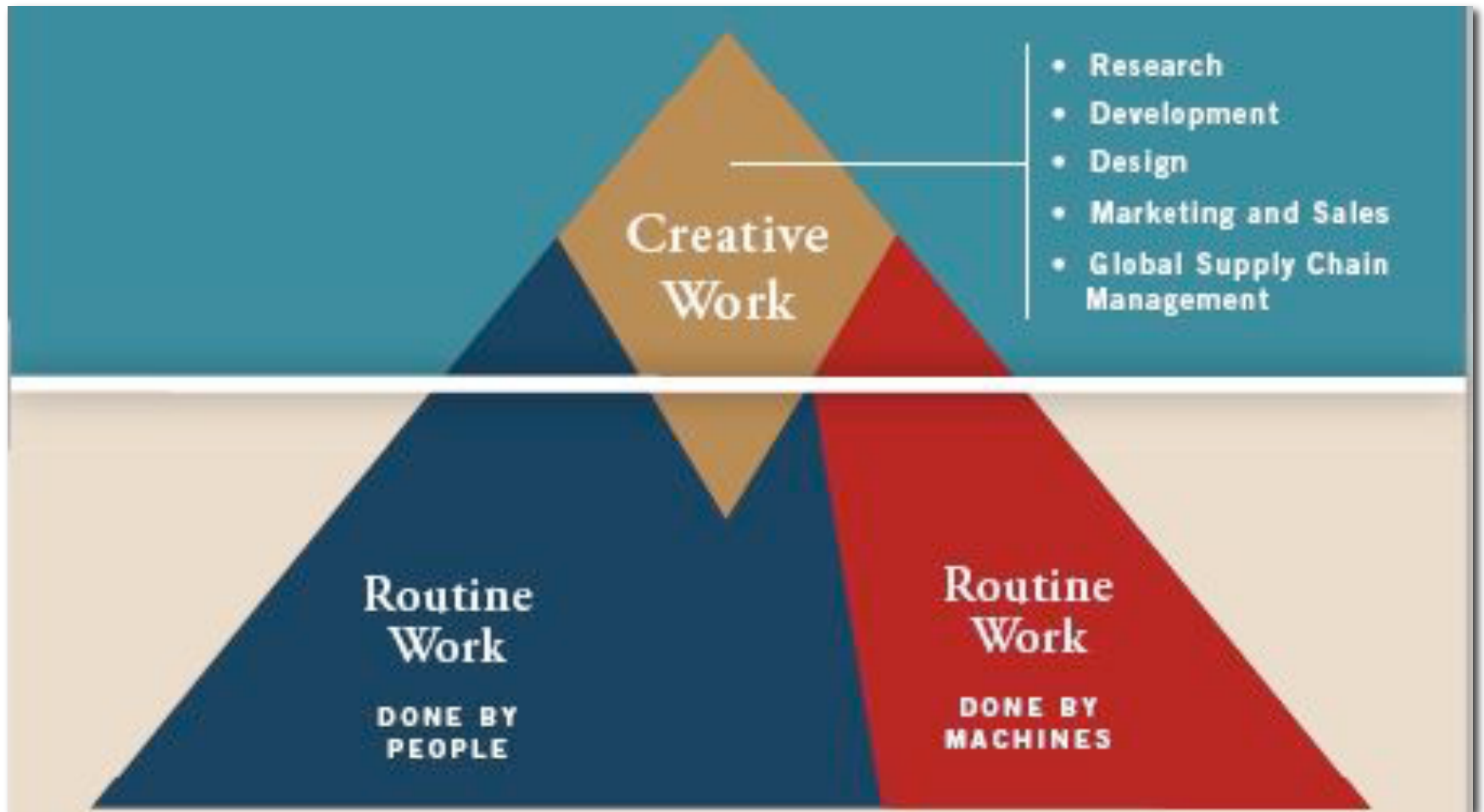
Increase 21st century skills instruction for all students while transforming learning through SAMR model of technology/Design Thinking

Expected Growth: Each teacher increasingly utilizes technology to significantly redesign learning tasks (Using Modification and Redefinition higher levels of SAMR model).

Measures administered in December, March and June

1. Survey teacher's comfort level with technology, design professional development to support growth, re-evaluate with follow-up survey

2. Observational tool used to determine the SAMR levels at which each teacher uses technology and Design Thinking

Where are we now?
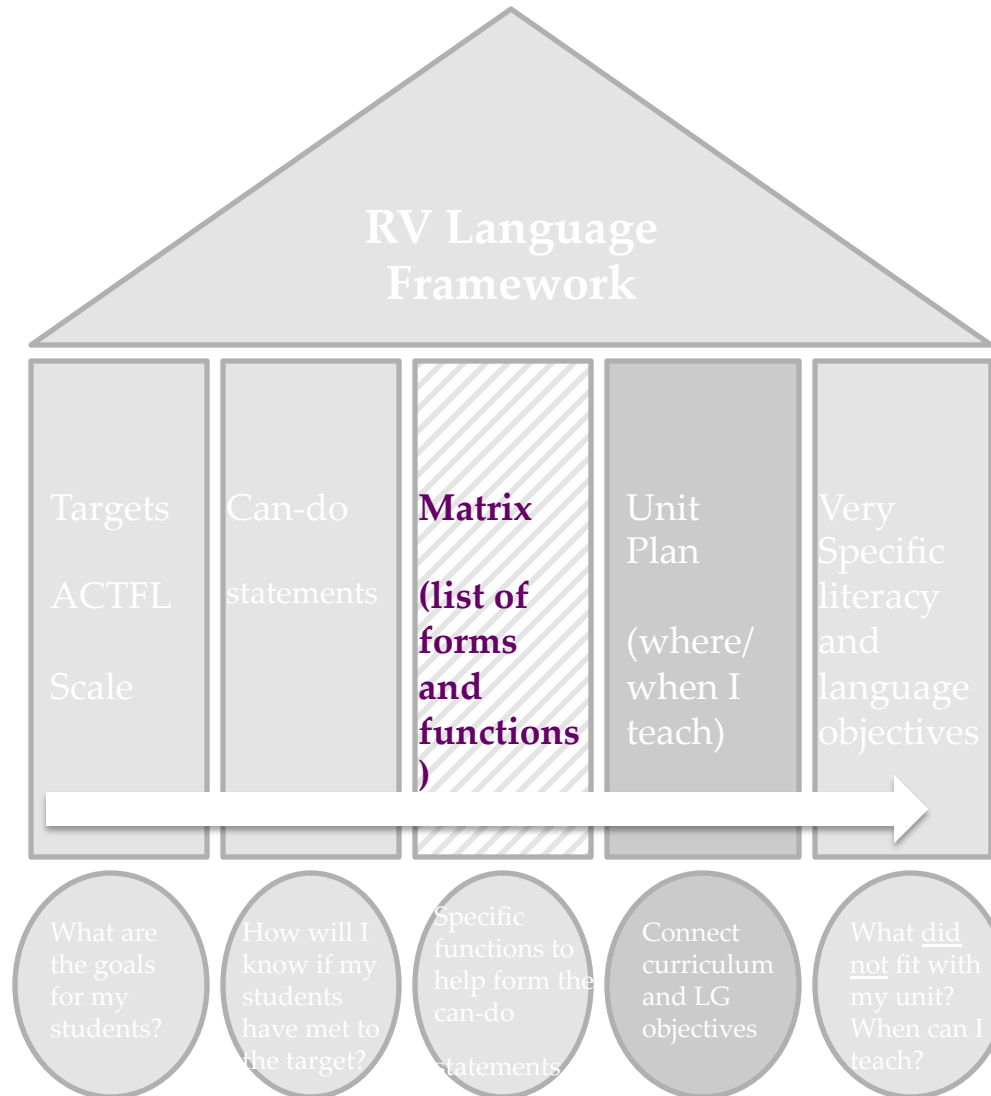
Increase language proficiency in Spanish and Chinese for all students

Expected Growth: Over the course of the year, increase by 10% the number of students at grade level language proficiency (equate to scores 3 or 4) as measured through ACTFL levels and in the area of Speaking and Listening CC #1: Persuasive conversations and collaboration.

Measures administered December, March, and June

- 1. ACTFL Language Target Student Survey with can-do statements for each student

- 2. Class reports on language scores equated to grade-level proficiency

Increase proficiency in Common Core Math Standards for all students

Expected Growth: Over the course of the year, increase by 10% the number of students at grade level proficiency (scores 3 or 4) in all CC standards embedding the 8 Mathematical Practices and by building conceptual knowledge.

Measures administered December, March, and June:

Benchmark Assessments through Pearson/Envision curriculum

Next Steps

- Digital Leadership Notebooks
- Dashboards for leaders, teachers, and students
- Students in control of their learning goals and progress

GRACIAS

Thank you!

謝 謝

xie xie

District Level

Kerrie Neu- Dual Immersion Specialist
Granite School District, Salt Lake City, Utah
kneu@graniteschools.org

Dual Language Immersion

- 10 Elementary Immersion programs
- 2 Junior High Immersion programs (Gr. 7-8)
- 2 French
- 2 Chinese
- 8 Spanish
- 50/50
- 2 teacher model
- One-way, two-way, gifted
- Over 100 target language and English teachers
- Over 2800 students in immersion
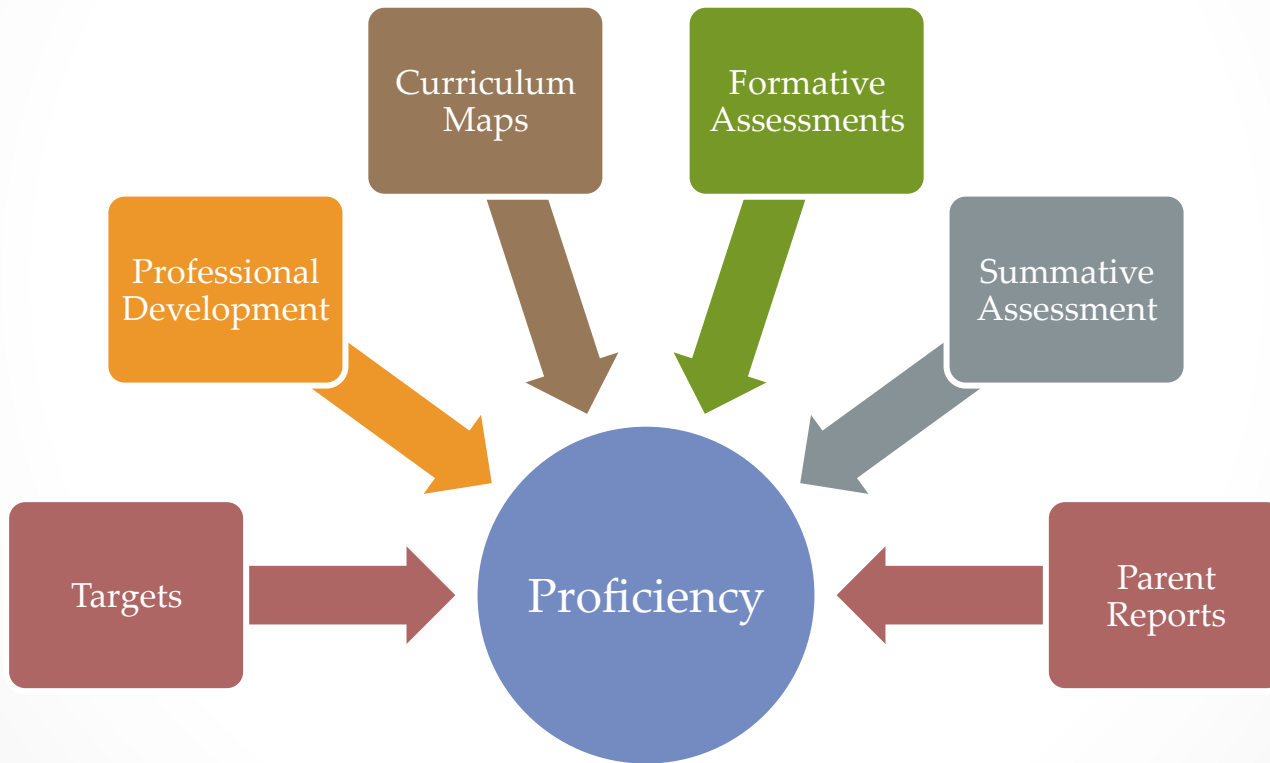
Proficiency Targets

UTAH DUAL LANGUAGE IMMERSION
Providing a world of opportunities for students.

Utah Dual Language Immersion Proficiency Targets
Revised 12/1/13

FRENCH, PORTUGUESE & SPANISH

Grade	Listening	Speaking	Reading	Writing
1	Novice Mid	Novice Mid	Novice Mid	Novice Mid
2	Novice High	Novice High	Novice Mid	Novice Mid
3	Intermediate Low	Novice High	Novice High	Novice High
4	Intermediate Low	Intermediate Low	Novice High	Novice High
5	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
6	Intermediate Mid	Intermediate Mid	Intermediate Low	Intermediate Low
7	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
8	Intermediate High	Intermediate High	Intermediate Mid	Intermediate Mid
9	Advanced Low	Intermediate High	Intermediate High	Intermediate High
10	Advanced Low	Advanced Low	Intermediate High	Intermediate High
11	Advanced Mid	Advanced Low	Advanced Low	Advanced Low
12	Advanced Mid	Advanced Mid	Advanced Low	Advanced Low

CHINESE

Grade	Listening	Speaking	Reading	Writing
1	Novice Mid	Novice Low	Novice Low	Novice Low
2	Novice High	Novice Mid	Novice Mid	Novice Mid
3	Novice High	Novice Mid	Novice Mid	Novice Mid
4	Intermediate Low	Novice High	Novice High	Novice High
5	Intermediate Low	Novice High	Novice High	Novice High
6	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
7	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
8	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
9	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
10	Advanced Low	Intermediate High	Intermediate High	Intermediate Mid
11	Advanced Low	Intermediate High	Intermediate High	Intermediate High
12	Advanced Mid	Advanced Low	Advance Low	Intermediate High

Professional Development

- ACTFL Proficiency Standards
- NCSSFL-ACTFL Can Do Statements
- Observing for Proficiency
- Assessing for Proficiency
- Writing Prompts
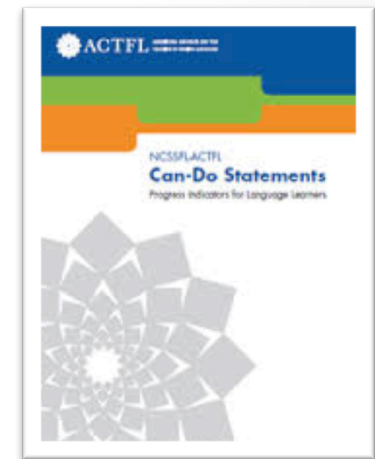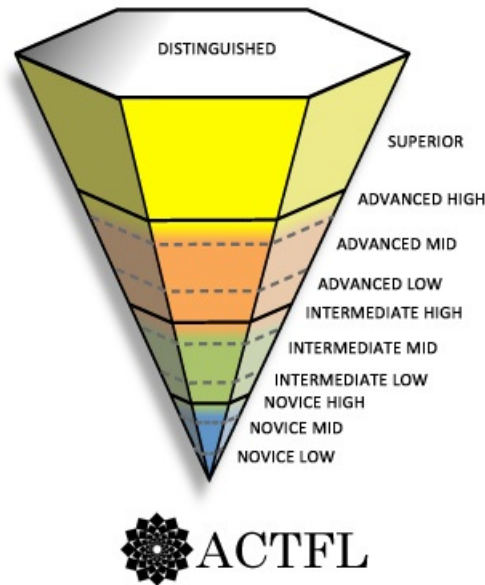
Curriculum Maps

Spanish 4th Grade Curriculum Map 2014

	Literacy		Math	Interconnections		Language
	Imagine It (English)	Calle de la Lectura (Spanish)	English teach, Spanish reinforce	Social Studies (English)	Science (Spanish)	Spanish Proficiency NH & IL
Aug. & Sept.	*Blue Dolphins* • Prediction • Nouns *Two Tickets* • Questioning & Summarizing • Drawing Conclusions • Verbs *Langston Hughes* • Clarifying • Nouns	*El principe* • Author's purpose • Story Structure • y and ll *El periódico* • Draw Conclusions • Story Structure • Dipthong/Tripthong	**Benchmark Form 1** **Unit 1** Place value / Read & write whole numbers to 1,000,000 in many forms / Compare numbers / Round numbers / Add & subtract whole numbers **Unit 2** Multiplicative comparison / Additive comparison / Division with remainders / Distributive property / Word problems / Multiply whole numbers	**Standard I** **Interconnections Unit 2** • What make Utah unique? • Utah's Three Land Regions • Utah's Physical Features and Scenic Attractions • The Where and How of Utah's Water Utah Recreation • Utah's Public Health & Safety • Human Impact on Utah's Environment	• Intended Learning Outcomes I, II, III • Water Collections • Evaporation • Condensation • Precipitation • Observe Weather : clouds • Observe Weather: air • Observe Severe Weather I • Observe Severe Weather II • Observe Severe Weather III • Observe Severe Weather IV	**Interpersonal Communication:** -I can have a simple conversation on a number of everyday topics. -I can ask & answer questions on factual information that is familiar to me. -I can use the language to meet my basic needs in familiar situations. **Listening:** -I can understand the basic purpose of a message. -I can understand messages related to my basic needs. -I can understand question and simple statements on everyday topics when I am part of the conversation.
Oct.	*Daedalus/Icarus* • Inferences • Subjects/Predicates *Snowflake* • Sequence • Subjects/Predicates *Energy Happens* • Summarizing/Questioning • Main Idea/Details • Punctuation	*Presidente* • Main Idea, Supporting Details • Inferring • Words w/ h *Las Ballenas/ Animales marinos* • Fact/Opinion • Text Structure • Homophones	**Unit 3** Word problems / Division with remainders / Multiply whole numbers / Multiply by tens **Unit 4** Word problems / Division with remainders / Division of whole numbers using equations, arrays, area models, and place value			**Speaking:** -I can talk about people, activities, events, & experiences. -I can express my needs and wants. -I can present information on plans, instructions, and directions. -I can present songs, short skits, or dramatic readings. -I can express my preferences on topics of interest.
Nov.	*Who Eats What* • Making Inferences • Compound subjects *What Rot* • Fact & Opinion • Compound predicates	*De cómo* • Generalize, visualize • Accentuation *Basura* • Compare/Contrast • Accentuation	**Benchmark Form 2** **Unit 5** Factors / Multiples / Prime & composite / Number & shape patterns	**Standard II** **Interconnections Unit 3** • Utah Petroglyphs • Utah's Five American Indian Tribes • Introduction to Historical Groups of Utah • Diversity in the Beehive State	• Rocks vs. Minerals • Rocks-Igneous • Rocks- Sedimentary • Rocks- Metamorphic • Soil I • Soil II • Plants-I • Plants-II	**Reading:** -I can usually understand short simple messages on familiar topics.
Dec.	*Benjamin* • Summarizing • Pronouns *Striking It Rich* • Asking Questions • Superlative Adjectives	*Buscador* • Predict, set purpose • Accentuation *Goliza* • Visualize • Accentuation	**Unit 6** Equivalent fractions / Compare fractions / Common denominator / Benchmark fractions **7** Add & subtract fractions / Add & subtract mixed numbers	• People of Utah: Points of View • Utah Events Timeline • Explorers • The Pioneer Experience	• Weathering & Erosion • Fossils-Use & Comparison • Fossils- Create to Understand	-I can sometimes understand short, simple description with the help of pictures or graphs. -I can sometimes understand the main idea of published materials.
Jan.	*Covered Wagon* • Visualizing • Adjectives *Scientific Method* • Compare/Contrast • Verbs & Homonyms	*Machu Picchu/ El tren Machu Picchu* • Visualize • -ible, -able, -ancia, -encia, -oso, -osa *Martin* • Questioning • -logia, -fobia, -ismo, -ista	**Unit 8** Multiply a fraction by a whole number **Unit 9** Equivalent decimal fractions / Denominators of 10 and 100 / Add decimal fractions / Convert fractions to decimals / Compare decimals with hundredths / Word problems with distance, elapsed time, liquid volume, mass, & money	• The Utah War • Introduction: Principles of Basic Economics • Producers & Consumers • Supply & Demand	• Fossils- Infer to Understand • Fossils- Map and Inferences • Fossils- Explain Extinction Theories	-I can understand simple everyday notices in public places on topics that are familiar to me.
Feb.	*Gasping Garbage* • Classify • Subject Verb Agreement *How Fast* • Summarizing • Run on sentences *Golden Spike* • Fact/Opinion • Prepositions	*Biblioteca* • Summarizing • Compound Words *Tia Lola* • Inferring • ex, post-, bi-, tri-	**Benchmark Form 3** **Unit 10** Lines, rays, angles, segments, parallel & perpendicular lines / 2D figures / Right, obtuse, & acute angles / Line of symmetry / Number & shape patterns		• Environments-Intro • Environments- Physical Characteristics • Wetlands & Migration • Finding Utah's Environments • Plant Survival	**Writing:** -I can write information about my daily life in a letter or e-mail message. -I can write short notes using phrases & simple sentences.
Mar.	*John Henry* • Drawing Conclusions • Prepositional Phrases *Dust Bowl* • Making Inferences • Sentence Structure	*Regalo/Vota por el Dia* • Generalize, predict • -mente, -dad, -ez, -enza, -anza *El pájaro mosca* • Important ideas • Graphic sources	**11** Angles **12** Customary measurement / Metric measurement / Time & Money	**Standard III** **Interconnections Unit 4** • What is a Constitution? • Government & Community Needs • Utah's Elected Officials		-I can write about a familiar experience or event using practiced material.
Apr.	*Pop's Bridge* • Summarizing • Verb Tense *Erandi's Braids* • Making Connections • Appositives *My Rows and Piles* • Predicting • Homophones	*Cartas* • Main Idea • gue, gui, güe, güi *Tormenta* • Cause/Effect • Last Syllable AAPPL Test SAGE Review	**13** Perimeter of rectangle / Area of rectangle SAGE Math Review	• State & National Symbols • Rights & Responsibilities • Creating a Class Bill of Rights SAGE Review for Science	SAGE Science Review	-I can write basic information about things I have learned. -I can ask for information in writing.
May	*SAGE* *Spoon for Every* • Compare/Contrast • Double Negatives *Three Fables* • Cause/effect	SAGE	SAGE Math Getting Ready for Grade 7 Unit	Finish up any units	SAGE Science	

GSD Updated 8/21/14 KN

Formative & Summative Assessments

GRANITE SCHOOL DISTRICT
WORLD LANGUAGES: Writing Performance Assessment Rubric

- Classroom formative assessments
  - Reading
  - Writing
  - Listening
  - Speaking

- AAPPL
  - Grade 3- Interpersonal Listening Speaking
  - Grade 4- Interpretive Reading
  - Grade 5- Interpersonal Listening Speaking
  - Grade 6-8 Full AAPPL

Parent Reports

1st Grade Student Proficiency Report: SPANISH
Utah Dual Language Immersion Program

Student Name	Language	Teacher
School	District	Date

Listening Ability- Your child's listening ability in the immersion language is best described as . . .

NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID
☐	☐	☐	☐	☐
-Recognizes single, isolated words, greetings and polite expressions.	-Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual without prompting support). -Requires slower than normal rate of speech and/or with repetitions.	-Understands simple questions, statements and commands on familiar topics and some sentences in new topics with strong contextual support. -May require repetition, slower speech, or rephrasing.	-Understands familiar questions, commands and statements in a limited number of content areas -Understands questions and statements in new content areas with strong contextual support. -Follows information that is being given at a fairly normal rate.	-Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics. -Carries out commands.
	TARGET			

Speaking Ability- Your child's speaking ability in the immersion language is best described as . . .

NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
☐	☐	☐	☐
-Uses isolated words (i.e., single words) to respond to questions. -Responses pertain to very specific topic areas in predictable contexts. - May use greetings and polite expressions such as *Good Morning* and *Thank you*.	-Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics. -Frequent searching for words is common. -May use native language or gestures when attempting to create with language beyond what is known. -Memorized expressions with verbs and other short phrases are usually accurate, but inaccuracies occur when trying to produce language beyond the scope of memorized material.	*Partial* ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences ask and answer questions handle a simple survival situation (daily needs) in the language -Uses vocabulary from everyday topics and subject area content to provide basic information. -Uses memorized expressions with ease and accuracy. -Can respond in intelligible sentences most of the time but does not sustain sentence-level speech -Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present. -May revert to the use of English when foreign language words cannot be retrieved or when dealing with unfamiliar topics.	*Sustained but minimal* ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences ask and answer questions handle a simple survival situation (daily needs) in the language -Has basic vocabulary for making statements and academic needs, but not for explaining or elaborating on them. -Can maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner. -Handles a limited number of everyday social and subject content interactions. -Uses a variety of common verbs in present tense (formations may be inaccurate) -Other verb tenses/forms may appear but are not frequent. -The listener may be confused by this speech due to the many grammatical inaccuracies.
		TARGET	

1st Grade Student Proficiency Report: SPANISH
Utah Dual Language Immersion Program

Reading Ability- Your child's reading ability in the immersion language is best described as . . .

NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
☐	☐	☐	☐
-Able to recognize a limited number of letters. -They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.	-Able to recognize the letters or symbols -Can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. -Rereading is often required.	-Can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. -Where vocabulary has been learned, they can understand predictable language and messages such as those found in the environment. - Typically are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.	-Can understand some information from the simplest connected texts dealing with a limited number of personal and social needs. -There may be frequent misunderstandings. -Readers will be challenged to understand connected texts of any length.
	TARGET		

Writing Ability- Your child's writing ability in the immersion language is best described as . . .

NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
☐	☐	☐	☐
-Copies or transcribes familiar words or phrases -Forms letters of the alphabet -Produces a very limited number of isolated words or familiar phrases from memory	-Writes a modest number of words or phrases in context -Can supply limited information on simple forms and documents, including biographical information, such as names, numbers and nationality when asked for -Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language -On less familiar topics, shows a marked decrease in accuracy -Writing may be difficult to understand even by sympathetic readers	-Meets limited basic practical writing needs using lists, short messages, and simple notes -Writing is focused on common elements of daily school life -Can recombine learned vocabulary and structures to create simple sentences on very familiar topics but cannot sustain sentence-level writing all the time -Writing is often comprehensible by natives used to the writing of non-natives	-Creates statements, mostly as recombinations of learned vocabulary and structures, and formulates questions based on familiar material -Sentences are short, simple and of a conversational-style with basic word order -Sentences are almost exclusively in present time and generally have repetitive structure. -Topics are highly predictable content areas and personal information -Vocabulary is adequate to express basic needs -There are basic errors in grammar, word choice, punctuation, spelling. -Writing is generally understood by native speaker used to writing of non-natives
		TARGET	

Updated 12-1-13

AAPPL Individual Report

AAPPL THE ACTFL ASSESSMENT OF PERFORMANCE TOWARD PROFICIENCY IN LANGUAGES

AAPPL Measure Score Report

Student Name/ID:
School Name:
Language:
Report Date:

Mode	Your Score	Score Description	Strategy
Interpersonal Listening and Speaking	I5, I4, I3, I2, I1, N4 ◆, N3, N2, N1	Your AAPPL Interpersonal Listening/Speaking score of N4 means that you can be part of a conversation about yourself and your life. Much of the time you can also use your language to express your own thoughts and get the things that you need. You tend to speak in phrases and some sentences. You can often ask and answer simple questions. You can do all of this in a way that your teacher and others who are used to language learners can understand what you are saying most of the time.	Keeps the conversation going by asking follow up questions on the same topic, working with your conversation partner to make clear what you don't understand. Talk around words that you don't know. Keep saying more about a wider variety of topics. Imagine yourself in a situation where you need to get something or do something and what you will need to say in such a situation.

AAPPL Parent sheet

Understanding the AAPPL Measure Score Report

Granite SCHOOL DISTRICT

What is the AAPPL Measure Assessment?

The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) is a standardized performance test given across the United States in foreign language classes to give parents, students, teachers, and administrators information about how a student is progressing with a language in the areas of reading, writing, listening, and speaking.

ACTFL Proficiency Guidelines	ACTFL Performance Scale	AAPPL Measure Performance Score	Form
Intermediate High		I-5	
Intermediate Mid		I-4	B
Intermediate Mid	INTERMEDIATE	I-3	
Intermediate Mid		I-2	
Intermediate Low		I-1	
Novice High		N-4	A
Novice Mid		N-3	
Novice Mid	NOVICE	N-2	
Novice Low		N-1	

ACTFL stands for The American Council on the Teaching of Foreign Languages (ACTFL). For more information visit www.actfl.org and http://aappl.actfl.org

What are the grade level proficiency targets in Utah for AAPPL in Spanish and French?

Grade	Speaking	Reading	Listening	Writing
3	N4 (Novice High)	Not tested	Not tested	Not tested
4	Not tested	N4 (Novice High)	I1 (Intermediate Low)	Not tested
5	I1 (Intermediate Low)	Not tested	Not tested	Not tested
6	Not tested	I1 (Intermediate Low)	I2-I4 (Intermediate Mid)	I1 (Intermediate Low)
7	I2-I4 (Intermediate Mid)	I2-I4 (Intermediate Mid)	I5 (Intermediate High)	I2-I4 (Intermediate Mid)

What does proficiency look like?

Novice: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

Intermediate: I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.

Advanced: I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics. I can talk in detail and in an organized way about events and experiences in various time frames. I can confidently handle routine situations with an unexpected complication. I can share my point of view in discussions on some complex issues.

https://www.actfl.org/global_statements

How can I support my child even when I don't speak the target language?

• Visit the Dual Language Immersion page on the Granite School District web site and click on family resources for additional ideas and strategies to support your child in a Dual Language Immersion classroom.

For more information and answers to frequently asked questions about the AAPPL Measure, please visit their web site www.aappl.actfl.org/aappl-measure-faqs

Parent Education
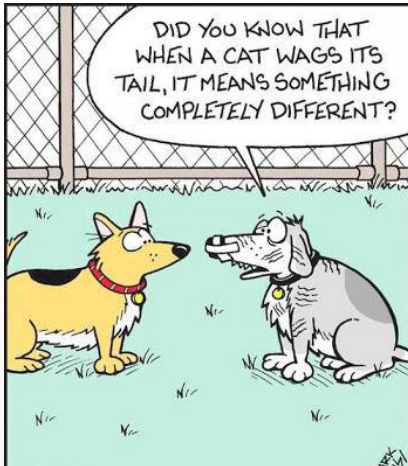
- What to expect
- What we are assessing
- Understanding proficiency
- 1 hour presentations
- Parent modules
- 1 page document on Proficiency
- Additional information for AAPPL parent reports
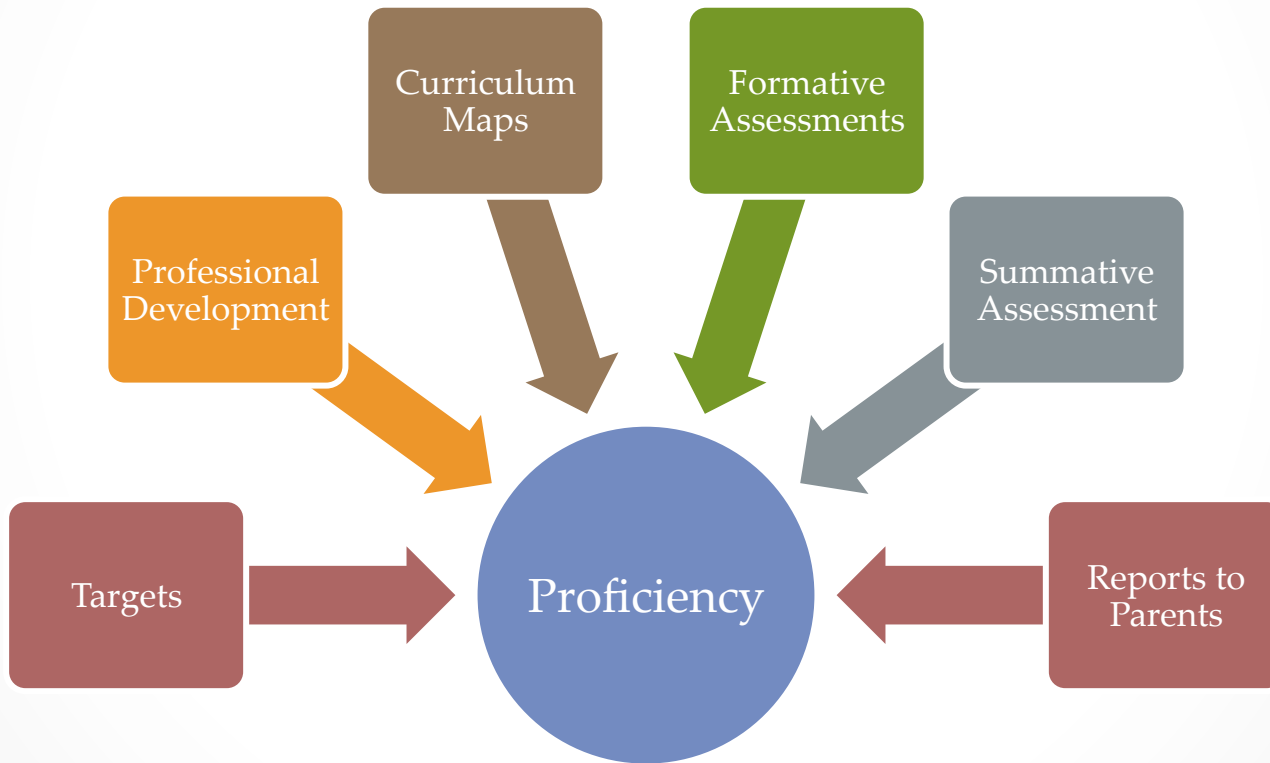
Roles of Assessment in Establishing Accountability for Proficiency Outcomes

Chiung-Chen Yu 于瓊娟

Hosford Middle School, Portland, Oregon

DUIE 2014, Salt Lake City, Utah

Two Roles

As a Tool

○ Communicate proficiency outcomes to all stakeholders

As a Path-Marker

○ Guide students and teachers in the process of learning

39

Two Roles

As a Tool

○ Communicate proficiency outcomes to all stakeholders

As a Path-Marker

○ Guide students and teachers in the process of learning

40

Communicate Proficiency Outcomes to All Stakeholders
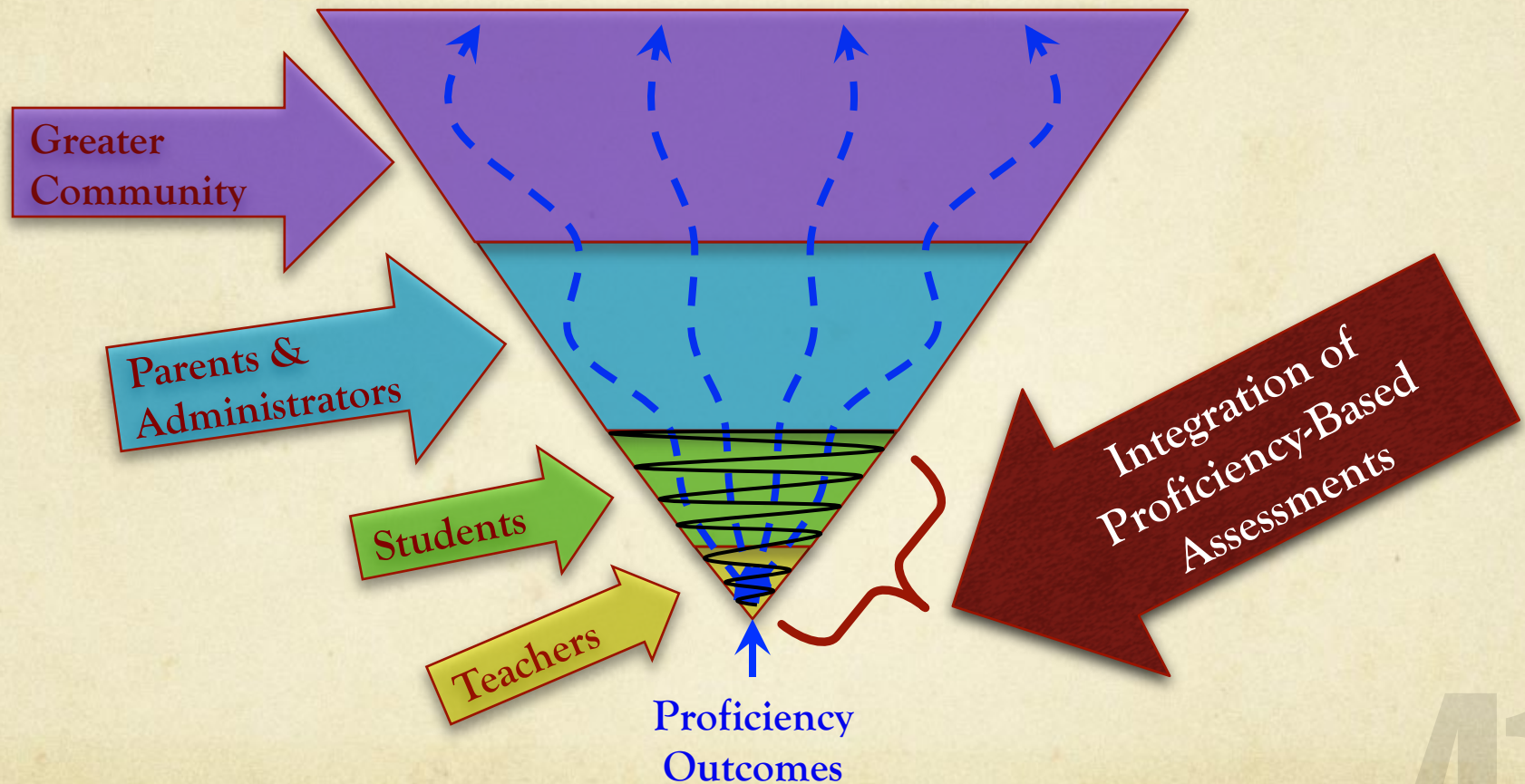
Rome is Not Built in a Day

Students

Teachers
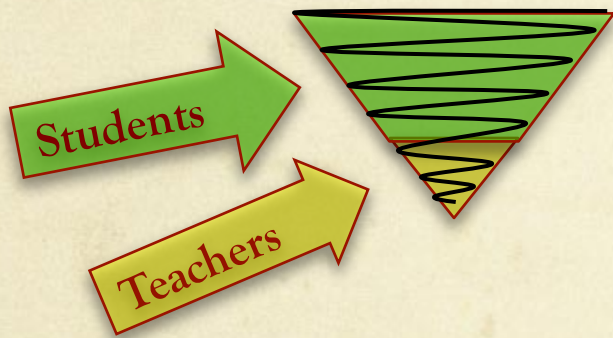
Follow the Lead

- Internalize the learning goals
- Monitor their own learning
- In a supportive, collaborative learning environment

Initiate the Integration

- Needs to be meaningful, come from within
- Recognize advantages of proficiency-based learning environment
- Requires support to plan the integration of proficiency-based assessments

42

Two Roles

✔ **As a Tool**

   ○ Communicate proficiency outcomes to all stakeholders

As a Path-Marker

   ○ Guide students and teachers in the process of learning

43

Learning is Climbing
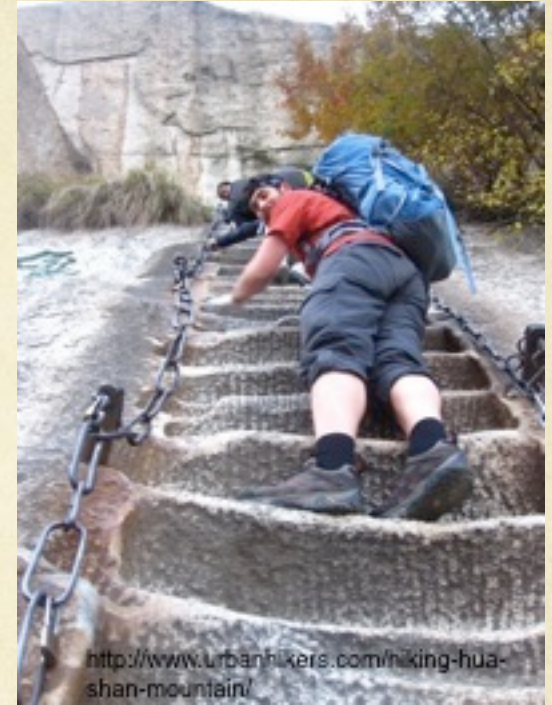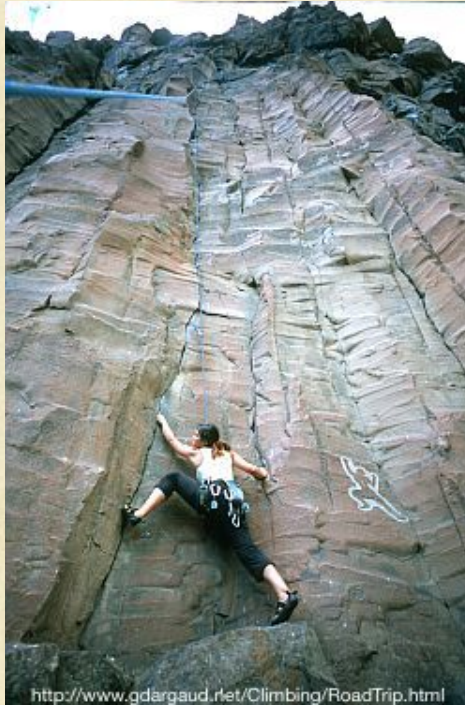
It's much easier when the milestones are clearly marked.

44

Proficiency-Based Assessments

Help Teachers - Mark the milestones for the students

○ Know where the students need to go

○ Check where the students are

○ Know what to do to help students get there

Help Students - Find the paths for themselves

○ Know where they need to go

○ Check where they are

○ Know what to do to get there

45

Slides for follow-up discussions

46

Meaningful Assessment

○ **Potential Discomfort**

  ○ Paradigm shift

  ○ Tactical issues

  ○ Incompatible textbooks

○ **Situations for Creating Meaning**

  ○ In the Students' Shoes

    ○ Reflect on own experience using a second language

    ○ Attend ACTFL OPI training in English/second language

  ○ Plan curriculum without textbooks

47

Proficiency-Based Learning

1. Identify learning goals
   - ACTFL Guidelines
   - Common Core Standards
   - Task Analysis

2. Build a collaborative learning environment

3. Communicate and clarify learning goals

4. Collect evidence through performance tasks

5. Document performance & provide specific feedback

6. Engage students as owners of learning

48

PPS K~12 Benchmarks

GRADE	SPEAKING	WRITING	LISTENING	READING
5TH GRADE	IL	IL	IL/IM	IL
8TH GRADE	IM/IH	IM/IH	IM	IL/IM
10TH GRADE	IH/AL	IH/AL	IH	IH
12TH GRADE	AL/AM	AL/AM	AL	IH/AL

49

PPS 6~8 Benchmarks

Proficiency Level Based on ACTFL Proficiency Guidelines	6th grade Proficiency Grade	7th grade Proficiency Grades	8th grade
			Fall 2014
Advanced Low /AL	EXC	EXC	EXC 4
Intermediate High+ /IH+	EXC	EXC 4	EXC 3.5~3.99
Intermediate High /IH	EXC 4	EXC 3.5~3.99	PRO 3.0~3.49
Intermediate Mid+ /IM+	EXC 3.5~3.99	PRO 3.0~3.49	PRO 2.5~2.99
Intermediate Mid /IM	PRO 3.0~3.49	PRO 2.5~2.99	DEV 1.5~2.49
Intermediate Low /IL	PRO 2.5~2.99	DEV 1.5~2.49	DNM 1~1.5
Novice High /NH	DEV 1.5~2.49	DNM 1~1.5	DNM 1
Novice Mid /NM	DNM 1~1.5	DNM 1	DNM 1
Novice Low /NL	DNM 1	DNM 1	DNM 1

50

ACTFL-Based Rubrics

6/26/14
Middle School Presentational Speaking Rubric: Name: _____

	Text Type	Language Control	Word Choice See Vocabulary list	Communication Strategies (speeches)
Adv. Low	☐ **Multi-paragraph** writing ☐ **Detailed and well-organized** ☐ **Extremely interesting**	☐ Good control of **time frames, mode and mood**. ☐ Uses some **variety of sentence structures** (simple, compound and complex). ☐ Uses style, language and tone **appropriate to audience and purpose**. (e.g. polite vs. plain) ☐ Make **a few** grammar or vocabulary **errors**. No STLA, "和" and "而且" errors.	☐ Uses **a range of** familiar and new words, phrases, and expressions including **some** idiomatic and culturally authentic expressions. ☐ ☐ **Occasionally** repetitive.	☐ Addresses audience with ease using fluent speech. ☐ Maintains constant eye contact throughout presentation. ☐ Little or no need to glance at notes
Int. High	☐ **Paragraph** level ☐ With **additional supporting details** ☐ **Very interesting**	☐ Writes using 2 out of 3 **different time frames** (past, present, future) ☐ Regular use of **compound sentences** ☐ Limited use of **complex sentences (2 + connectors)** ☐ Use **a variety of connectors**, but may occasionally use inaccurately ☐ Makes some grammar or vocabulary errors, but generally comprehensible to native speakers. **No STLA, "和" and "而且" mistakes.** ☐ **Consistently avoids pronoun repetition** (你、我、他, etc) **correctly.**	☐ Uses familiar and **some** new words, phrases, and expressions. ☐ **Repetitive**	☐ Addresses audience with relative ease using fluent speech. ☐ Maintains eye contact throughout presentation, although may refer to notes occasionally
Int. Mid	☐ **Connected sentences** ☐ With **supporting details** ☐ **Moderately Interesting**	☐ Inconsistent use of different time frames (past, present, future) ☐ Limited use of **compound sentences (1 connector)**. ☐ Uses **some connectors**, but may use inaccurately ☐ Makes frequent grammar or vocabulary errors. **Some STLA, "和" or "而且" errors.** ☐ **Occasionally avoids pronoun repetition** (你、我、他, etc) **correctly.**	☐ Uses familiar and **a few** new words, phrases, and expressions. ☐ **Fairly repetitive**	☐ May rely on notes several times. ☐ A few noticeable pauses or hesitations.
Int. Low	☐ Series of **sentences** ☐ With **some details**	☐ Uses mostly **simple sentences**. ☐ Grammar and/or vocabulary **errors interfere with comprehensibility** ☐ **Unable to avoid pronoun repetition** (你、我、他, etc) **correctly.**	☐ Uses only familiar words, phrases and expressions. ☐ **Very repetitive.**	☐ Relies on notes often. ☐ Frequent noticeable pauses or hesitations.
Nov. High	☐ Short sentences ☐ Limited details	☐ Uses **only simple sentences**. ☐ Grammar and/or vocabulary errors interfere greatly with comprehensibility.	☐ Uses only simpl/ familiar words, phrases & expressions. ☐ Highly limited and/or repetitive.	☐ Unable to speak without reading notes.

IH →

IM →

IL →

8th Grade Target

7th Grade Target

6th Grade Target

51

District Web-Based Grade Book

Incorporate ACTFL Proficiency Standards

District Web-Based Grade Book

Specific Comments

|							
0/2014	HW 14 Connector Couplets	Homework	0	85	Percentage	0.85/1.00	- IM+. Check your own STLA, "he" & pronoun mistakes.
2/2014	HW 13 Verb Types	Homework	0	85	Percentage	0.85/1.00	- IM+. A couple of incorrectly used words. Please check for the following yourself: Transitive vs. Intransitive verbs, STLA, "he", Unnecessary pronouns.
7/2014	Quiz	Quiz	0	29 out of 35.00	Raw Score	0.83/1.00	
5/2014	HW 12 Friends	Homework	0	85	Percentage	0.85/1.00	- IM. Some awkward language.
3/2014	Quiz	Quiz	0	35 out of 35.00	Raw Score	1.00/1.00	
5/2014	HW 11	Homework	0	78	Percentage	0.78/1.00	- IM. 2A is not correct. 2B was a bit hard to understand due to presence of English grammar and vocabulary usage.

Proficiency-Based Classroom

Both students & teacher understand that everything we do has…

○ Explicit Requirements,

○ Known Expectations,

Based on proficiency standards.
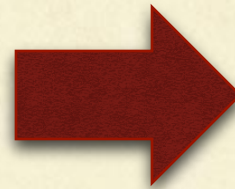
Improved Performance

54

STAMP Writing Result Comparison

2009 8th Graders

Pre-ACTFL OPI training

Writing		
6		0% (0/36)
5		5.56% (2/36)
4		27.78% (10/36)
3		66.67% (24/36)
2		0% (0/36)
1		0% (0/36)

2014 8th Graders

Writing		
8		0%	0/23
7		4%	1/23
6		26%	6/23
5		57%	13/23
4		13%	3/23
3		0%	0/23
2		0%	0/23
1		0%	0/23
NR		0%	0/23

55

Immersion 2014: Assessments & Accountability (Yu)   10/17/2014

STAMP Speaking Result Comparison

2009 8th Graders

Pre-ACTFL OPI training

Speaking		
6	0%	(0/36)
5	0%	(0/36)
4	44.44%	(16/36)
3	55.56%	(20/36)
2	0%	(0/36)
1	0%	(0/36)

2014 8th Graders

Speaking		
8	0%	0/23
7	17%	4/23
6	35%	8/23
5	43%	10/23
4	4%	1/23
3	0%	0/23
2	0%	0/23
1	0%	0/23
NR	0%	0/23

Immersion 2014: Assessments & Accountability (Yu) 10/17/2014

56