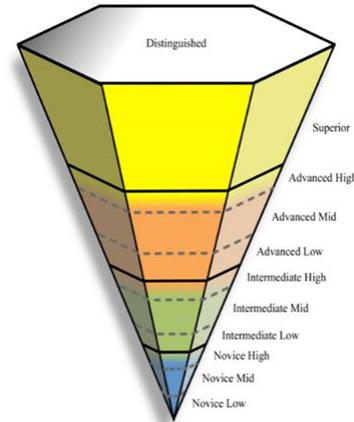# Guiding Learners to Grow and Show Their Proficiency:
What's the Shift for New York's Standards?
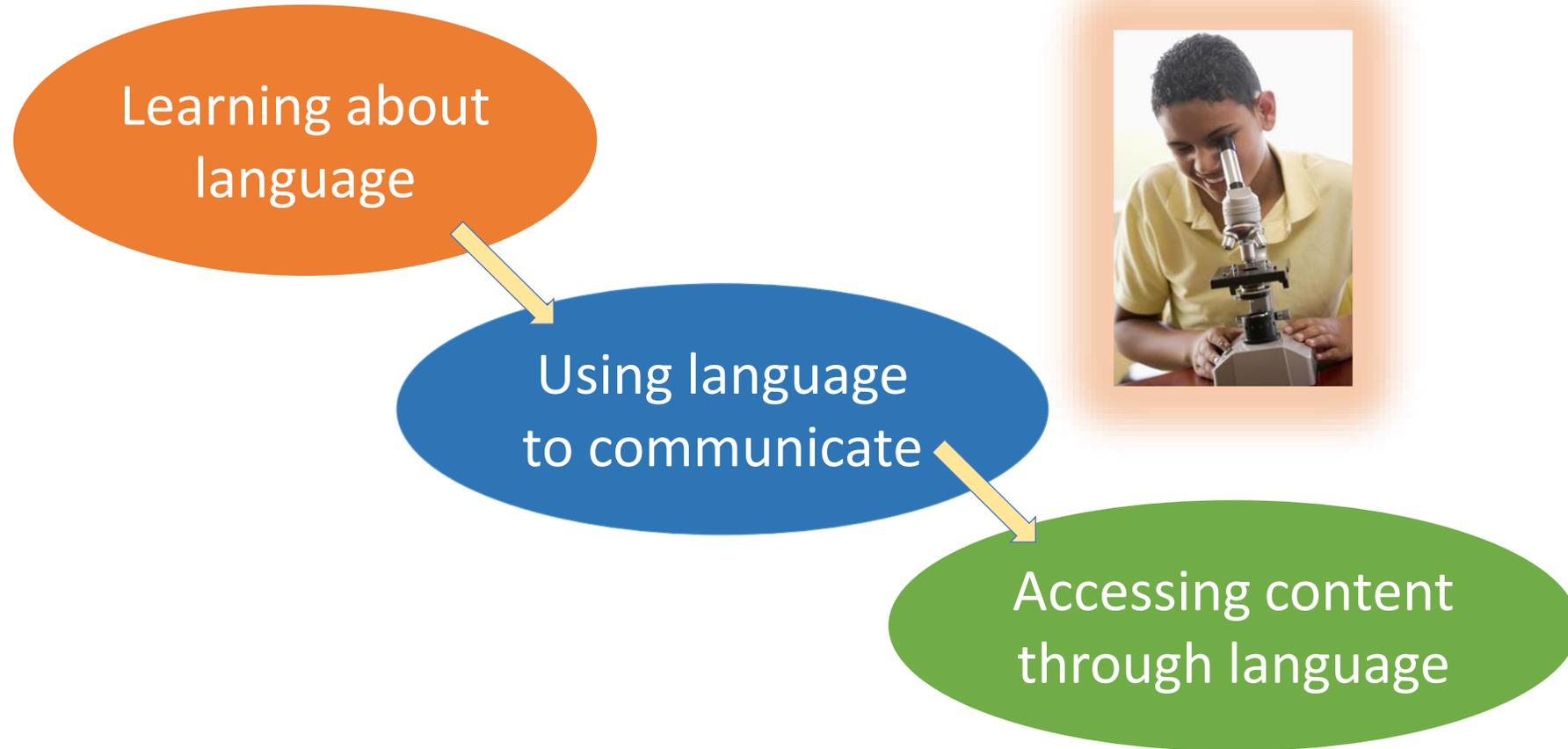
Issues facing language teaching and learning

1. Lack of motivation to learn as it does not represent their authentic lives—often cannot use this in their daily lives
2. Don't gain enough skills and proficiency to use effectively if situation presents itself
3. Anxiety involved in learning a language; unlike other disciplines there is no prescribed set of facts/knowledge that needs to be mastered; language is dynamic and is used spontaneously

Ali Moeller – NCSSFL Webinar: Teaching and Learning with Intentionality (9-15-2017)

ACTFL AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

Applications:
How do we use language in our daily life?

Vocabulary Test?   Produce a Translation?   Present a Memorized Dialogue?

Traditional planning design:

1. start with the vocabulary and grammatical structures

2. practice

3. quiz
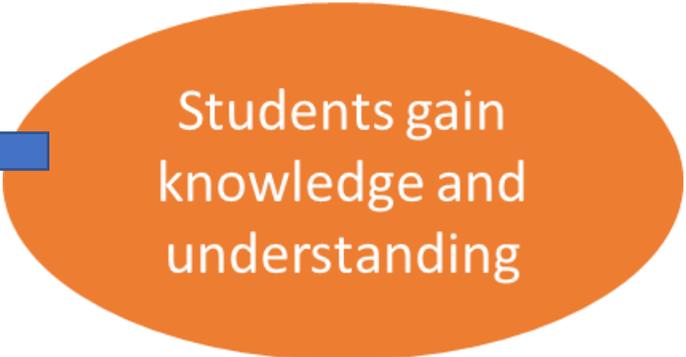
4. practice more

5. culture

6. chapter test

Learning about language

Students gain knowledge and understanding

ACTFL AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

Applications:
How do we use language in our daily life?

Vocabulary Test?   Produce a Translation?   Present a Memorized Dialogue?

Solving a Problem

Making Plans

Completing a Project

What can learners DO with what they KNOW?

Identify desired results

What are the goals?

Determine acceptable evidence

How will you and learners know they reached the goals?

Plan learning experiences and instruction

What does it take to get there?

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Standards
Learning Targets

Can-Do Statements
Assessments

Language Elements
Learning Activities

Identify desired results

What are the goals?

Accessing content through language

Students use language to build relationships and act with global competence

Determine acceptable evidence

How will you and learners know they reached the goals?

Plan learning experiences and instruction

What does it take to get there?

ACTFL
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TEACHING OF FOREIGN LANGUAGES

Can this shift develop 21st century skills?

What would you identify as critical 21st century skills?

Top "most important" skills from employers

- Professionalism/work ethic & **teamwork/collaboration**

- **Communication**

- **Knowledge of other languages**
  - 63.3% of employer respondents believe thi

- **Making** appropriate health and wellness **choices**

- **Creativity/innovation**
  - 73.6% of employer respondents p
  - Currently 54.2% of employers say   diploma are deficient in this skill

http://www.p21.org/documents/key_findings_joint.pdf
Are They Really Ready to Work?

Intercultural communicative competence
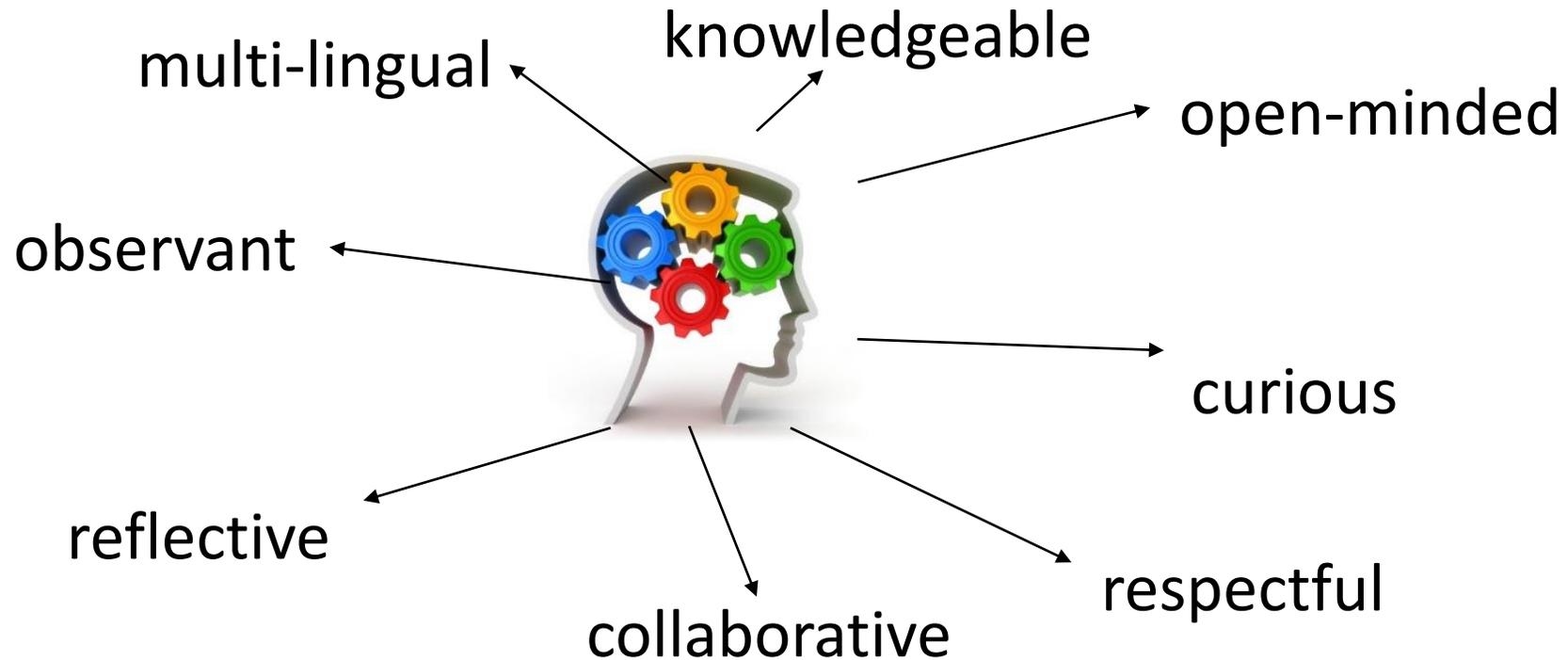
Both language and culture are noticed
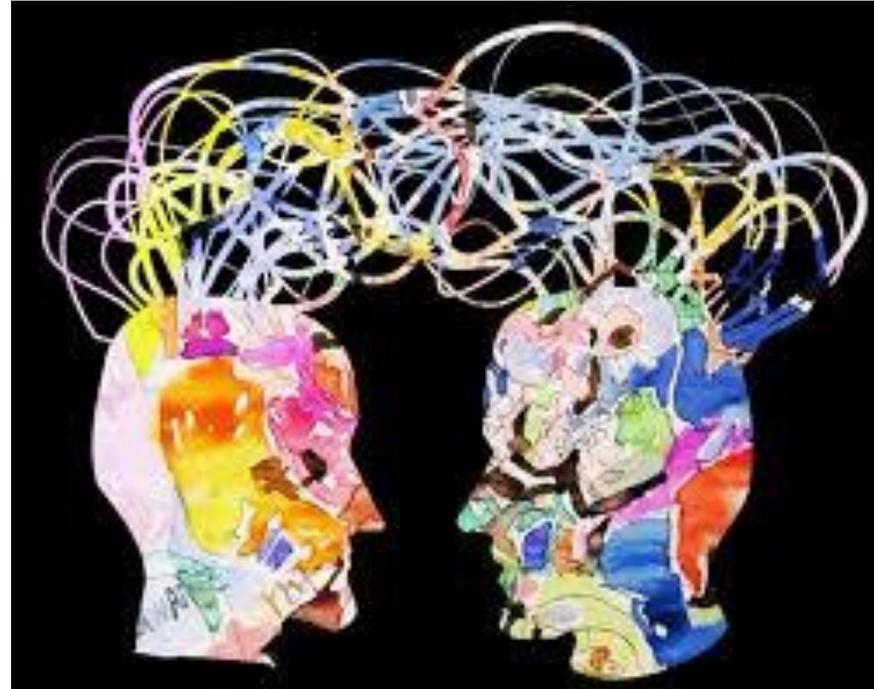
--Michael Byram, *Teaching and Assessing Intercultural Communicative Competence* (1997)

Someone who notices both language and culture demonstrates these traits:

multi-lingual

knowledgeable

open-minded

observant

curious

reflective

collaborative

respectful

- Open-minded
- Engage in problem-solving
- Analyze, reason, and evaluate
- Collaborate with others
- Reflect on learning
- Make real-world applications
- Think critically and creatively
- Communicate clearly and accurately

Clementi Sandrock ACTFL 2013

ACTFL

New York State Next Generation English Language Arts Learning Standards (2017)

Reading

Writing

Speaking and Listening
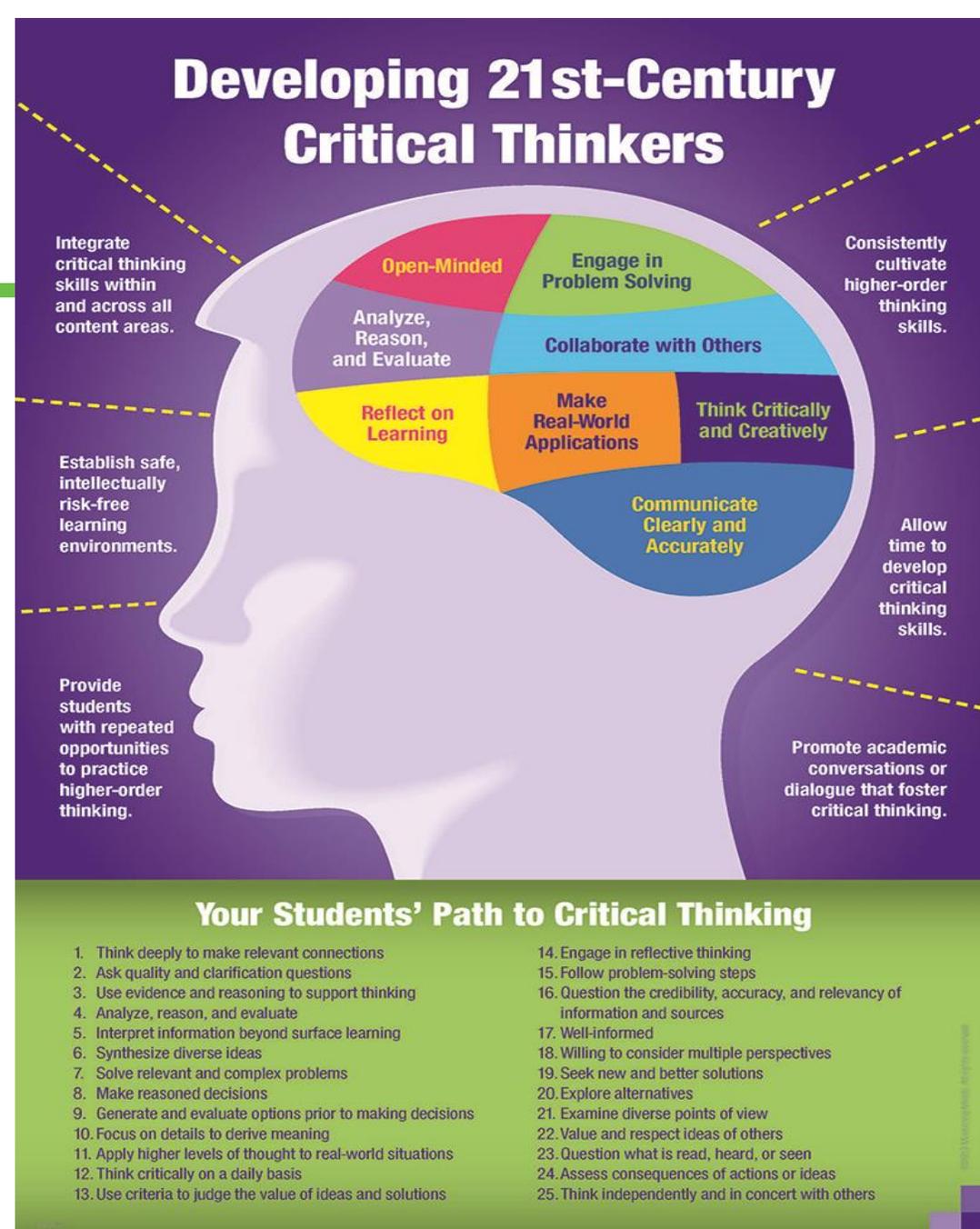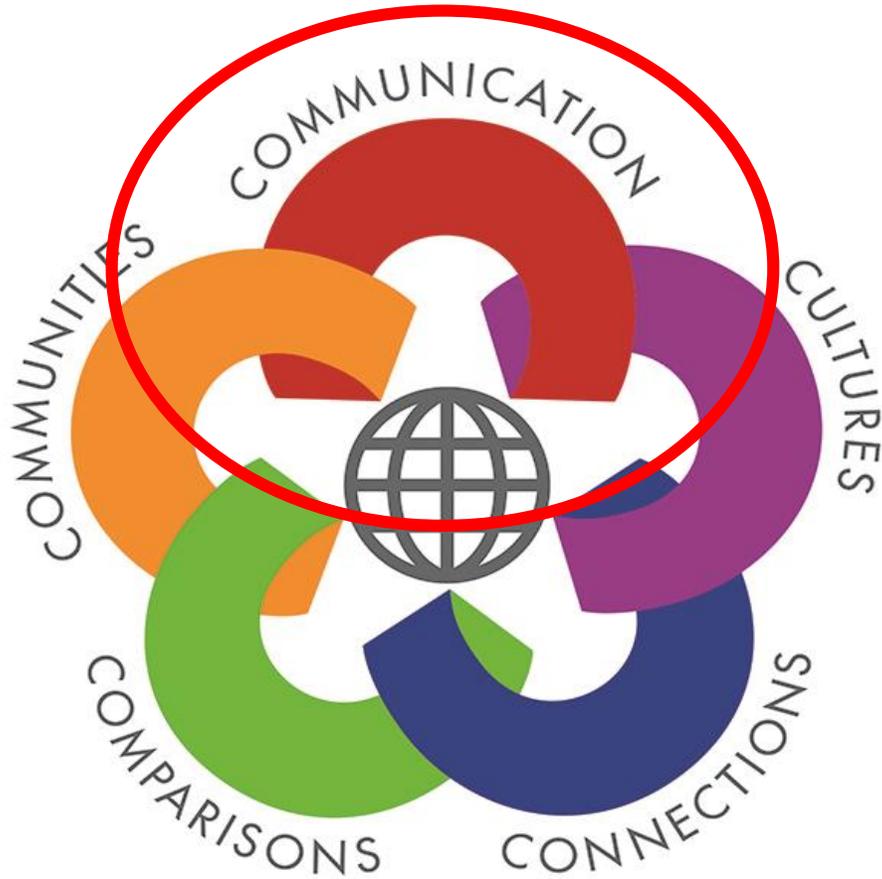
Language

World-Readiness Standards for Learning Languages

New York State Next Generation English Language Arts Learning Standards (2017)

Reading

Listening

Reading and Writing

Speaking and Listening

Interpretive

Interpersonal

Presentational

Proficiency Levels:

Novice

Intermediate

Advanced

Writing

Speaking

Language

• **Conventions**
• **How language functions**
• **Vocabulary**

http://www.actfl.org/commoncore
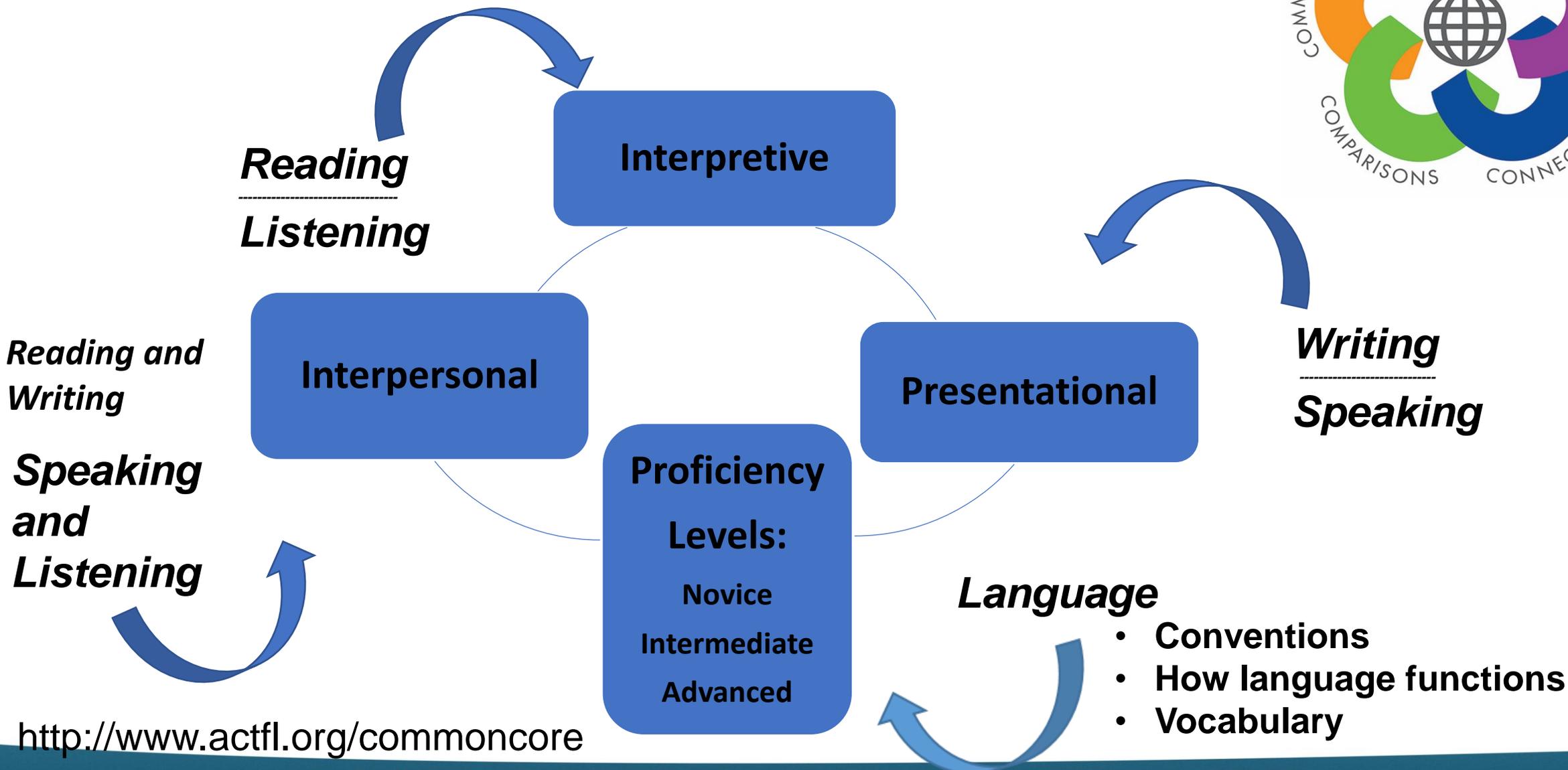
Crosswalk of Standards

New York State Next Generation ELA Learning Standards	Standards for Learning Languages
Reading	**Interpretive** (Reading, Listening, Viewing)
Key Ideas and Details (3 standards)	
Craft and Structure (3 standards)	
Integration of Knowledge and Ideas (3 standards)	

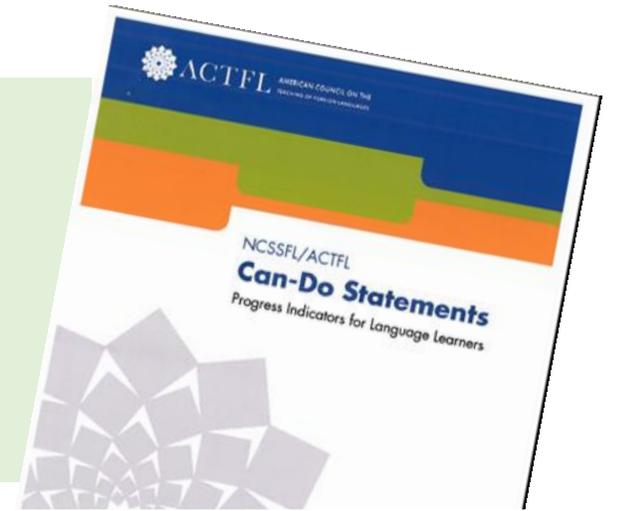| New York State Next Generation ELA Learning Standards	Standards for Learning Languages
Reading	**Interpretive** (Reading, Listening, Viewing)
Key Ideas and Details	
1. Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	**Interpretive Communication** Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas	**Cultures: Relating Cultural Practices to Perspectives** Use the language to investigate, explain, and reflect on the relationship between practices and perspectives of the cultures studied.
3. Analyze **how and why** individuals, events, or ideas develop and interact over the course of a text	**Connections: Acquiring Information and Diverse Perspectives** Access and evaluate information and diverse perspectives that are available through the language and its cultures.

Interpretive Communication:

Learners **understand, interpret, and analyze**

what is **heard, read, or viewed**

on a variety of topics**.**

NCSSFL/ACTFL
Can-Do Statements
Progress Indicators for Language Learners

Interpretive Communication: Learners **understand, interpret, and analyze** what is **heard, read, or viewed** on a variety of topics.

NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERM LOW	INTERM MID	INTERM HIGH	ADVANCED LOW

What can I understand, interpret, or analyze in authentic informational texts?

What can I understand, interpret, or analyze in authentic fictional texts?

What can I understand, interpret, or analyze in conversations and discussions?

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What's the Purpose?

صديقي العزيز

تلقينا مع الشكر رسالتكم

Interpretive

Look at (or listen to) information from three different host families in Egypt, to find out as much as you can: Where they live, how many children they have, what activities they like to do, etc.
Then decide which family you would prefer to host you and list as many reasons as possible to explain why.

What can you find out about the family?	Letter from Mizrahi Family	Letter from Eissa Family	Letter from El Nabawy Family
Where do they live?			
Do they live in a house, apartment, condo, something else?			
How many people live together as the family? Who are they?			
What activities do they like to do?			
What else can you do during homestay with this family?			

Letter from Potential Host Family

What can you find out about the family?
Where do they live?
Do they live in a house, apartment, condo, something else?
How many people live together as the family? Who are they?
What activities do they like to do?
What else can you do during homestay with this family?

Hello. We are the Eissa Family. We live in Rabat, in Morocco, and we are ready to welcome you to stay with our family during your exchange visit. We know you will feel right at home since one of our children is the same age as you: Mahmoud is a 13 year old boy. We also have two other children, Mouna who is 18 and Wael who is 10. All of us like to do many things outside, since it is nice to spend beautiful days in nearby parks, where we can play soccer and have a picnic. When we return later in the day to our home, we can watch the sunset from our patio (we live on the 4th floor).

Does this community make it easy to have a balanced lifestyle?

Possible Content (Predicted)	True, False, No Evidence?	If false, what is the correct information?
1. There are many places to go hiking	1.	
2. There are many places to go swimming	2.	
3. There are few shops near where people live	3.	
4. People in this community like to ride bicycles a lot	4.	
5. Teenagers have many things to do in this community	5.	
6. This community is very boring	6.	

Fill in graphic organizer to identify key details from article on challenges teenagers face to maintain a balanced lifestyle

Proof For		Proof Against
	Young people don't take advantage of opportunities to get outside	
	Parents do not encourage young people to get physical exercise	
	Peer pressure makes it difficult to make healthy food choices	

Crosswalk of Standards

New York State Next Generation ELA Learning Standards	Standards for Learning Languages
Speaking and Listening	**Interpersonal** (Speaking & Listening; Writing & Reading)
Comprehension and Collaboration (3 standards)	
Presentation of Knowledge and Ideas (3 standards)	

New York State Next Generation ELA Learning Standards	Standards for Learning Languages
Speaking and Listening	**Interpersonal** (Speaking & Listening; Writing & Reading)
Comprehension and Collaboration	
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively; and build on those of others	**Interpersonal Communication** Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
2. Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral)	**Cultures: Relating Cultural Practices to Perspectives** Use the language to investigate, explain, and reflect on the relationship between practices and perspectives of the cultures studied.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	**Connections: Acquiring Information and Diverse Perspectives** Access and evaluate information and diverse perspectives that are available through the language and its cultures.

Interpersonal Communication:
Learners **interact and negotiate meaning**
in spoken, signed, or written conversations
to **share information, reactions, feelings, and opinions**

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions

NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERM LOW	INTERM MID	INTERM HIGH	ADVANCED LOW

How can I exchange information and ideas in conversations?

How can I meet my needs or address situations in conversations?

How can I express, react to, and support preferences and opinions in conversations?

Natural, real-world conversations....

Describe to your partner what you are wearing

Check out this invitation! You and your partner need to figure out what you should wear!

Which task is a real conversation?

ACTFL AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

Make Relevant and Purposeful:
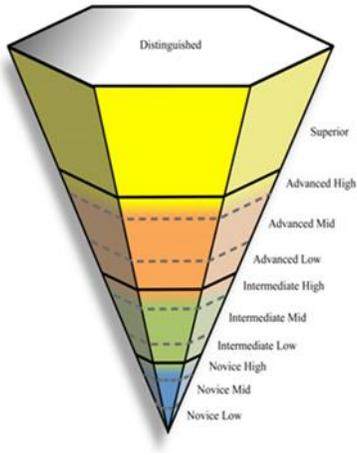# Natural, real-world conversations....

Role Play with your partner being the market vendor and a buyer (make a purchase; then exchange roles)

One-third of the class will be vendors: With your partner, check out what is for sale and come to agreement on the perfect gift to buy for your teacher!

Which task is a real conversation for our learners?

Which situation causes you more stress?
What advice can you agree on to reduce that stress?

https://derstandard.at/2000052596742/Scheitern-Bei-welcher-Pruefung-haben-Sie-versagt

http://www.reservepigeonforge.com/da/legacy-mountain-zipline-sevierville

https://www.popsci.com/watch-how-self-driving-cars-could-end-traffic-jams

World-Readiness Standards for Learning Languages

Presentational Communication: Learners **present information, concepts, and ideas to inform, explain, persuade,** and **narrate** on a variety of topics **using appropriate media** and **adapting to various audiences** of listeners, readers, or viewers

Crosswalk of Standards

New York State Next Generation ELA Learning Standards	Standards for Learning Languages
Writing	**Presentational** (Writing, Speaking, Visually Representing)
Text Types and Purposes (5 standards)	
Research to Build and Present Knowledge (2 standards)	

New York State Next Generation ELA Learning Standards	Standards for Learning Languages
Writing	**Presentational** (Writing, Speaking, Visually Representing)
Text Types and Purposes	
1: Write **arguments to support claims** in an analysis of substantive topics or texts, using **valid reasoning** and relevant and **sufficient evidence.**	**Presentational Communication** Learners **present information, concepts, and ideas** to **inform, explain, persuade, and narrate** on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers
2: Write **informative/explanatory** texts to examine and convey complex **ideas and information** clearly and accurately through the effective selection, organization, and analysis of content.	• Retell or summarize information in narrative form, demonstrating a consideration of audience. • Self-edit written work for content, organization, and grammar. **Communities: Beyond the School Setting**
3: Write **narratives** to develop real or imagined **experiences or events** using effective techniques, well-chosen details, and well-structured event sequences.	Use the language both within and beyond the school setting.

New York State Next Generation ELA Learning Standards	Standards for Learning Languages
Lifelong Practices of Writers	**Presentational** (Writing, Speaking, Visually Representing)
Writers: • think, read, speak, and listen to support writing • write often and widely **in a variety of formats, using print and digital resources and tools** • write for multiple purposes, including for learning and for pleasure • persevere through challenging writing tasks • enrich personal language, background knowledge, and vocabulary through writing and communicating with others • experiment and play with language • analyze mentor texts to enhance writing • strengthen writing by **planning, revising, editing, rewriting, or trying a new approach**	**Presentational Communication** Learners **present information, concepts, and ideas** to **inform, explain**, **persuade, and narrate** on a variety of topics **using appropriate media** and adapting to **various audiences of listeners, readers, or viewers** • Retell or summarize information in narrative form, demonstrating a consideration of audience. • Self-edit written work for content, organization, and grammar. **Communities: Beyond the School Setting** Use the language both within and beyond the school setting.

Presentational Communication: Learners **present information, concepts, and ideas** to **inform, explain**, **persuade**, and **narrate** on a variety of topics **using appropriate media** and **adapting to various audiences** of listeners, readers, or viewers

NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERM LOW	INTERM MID	INTERM HIGH	ADVANCED LOW

How can I present information to narrate about my life, experiences, and events?

How can I present information to give a preference, opinion or persuasive argument?

How can I present information to inform, describe, or explain?

	Novice	Intermediate	Advanced
To Explain/ Inform	*Create a brochure* explaining activities to do in _____, focused for students interested in arts, history, outdoor activities, or food	*Post on a blog* two things our school could do (do better) to respect the environment and how that will help	What part of teenage life in _____ would be the hardest for you to adapt to; *explain why*
To Persuade	*Record a podcast* on which season is the **best and why**	*Create a presentation* based on multiple sources of information highlighting ways to **promote a balanced lifestyle** for teenagers.	*Write a review* of a movie (book) to **convince others** your age to see (read) it
To Narrate	*Describe* **your busiest (healthiest) day** of the week and why you consider it so	*Post on a website* hosted by the _____Tourist Office. Explain what you did on **your trip and share exper-iences** of cultural differences.	*Tell about a time* you dealt with stress, share the cause and how you dealt with it

Presentational Communication: Learners **present information, concepts, and ideas to inform, explain, persuade, and narrate** on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers
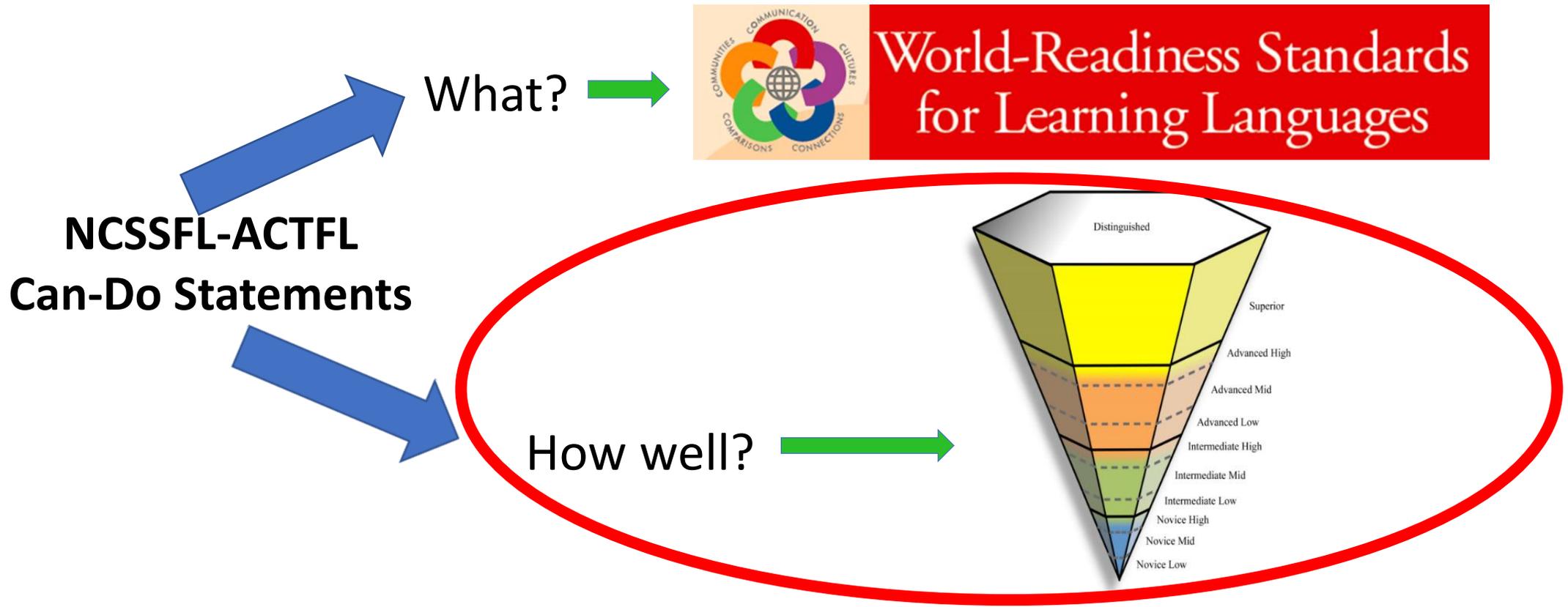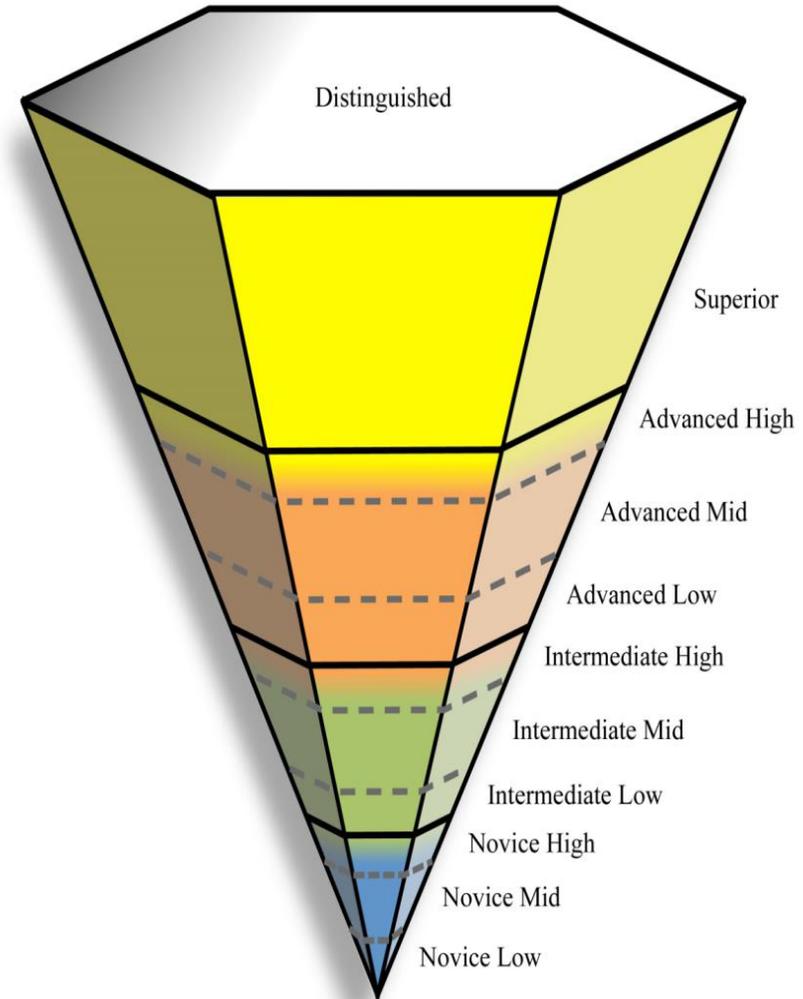
Unwrapping Proficiency

What do I need to know about PROFICIENCY to be an effective learner or teacher?

What develops proficiency?

Questions for Reflection and Discussion

1. What does it mean to be *proficient* at something?

   How do you know when someone is *proficient* at riding a bike?

   What do you see? How does it happen?

2. Would you say that being *proficient* at using language requires a learner to speak and write perfectly?

40

Intermediate

What are the characteristics of language needed to be a cashier?

https://www.bls.gov/ooh/sales/cashiers.htm

http://www.shoesforcrews.com/blog/supermarkets-best-practices/cashier-ergonomics-an-overlooked-way-to-save-on-compensation-costs/

What is different about the characteristics of language needed to be a customer service representative?

https://topclassactions.com/lawsuit-settlements/lawsuit-news/436494-alorica-customer-service-representative-class-action-settlement-checks-mailed/
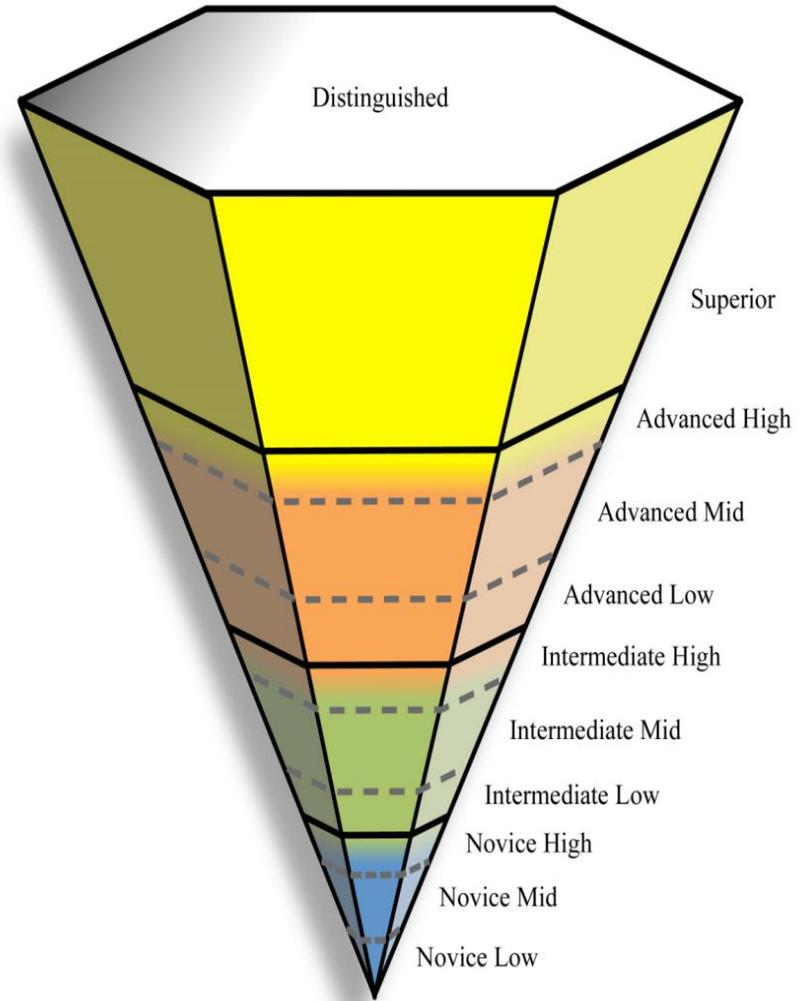
http://www.wookmark.com/image/120323/smiling-customer-service-representative-in-modern-office-with-royalty-free-stock-photo-pictures-images-and-stock-photography-image-8481429

https://www.fscj.edu/academics/areas-of-study/business/insurance-customer-service-representative-wc

Proficiency is independent use of language

Interpersonal Communication: Learners **interact and negotiate meaning** in spoken, signed, or written conversations to **share information**, **reactions, feelings, and opinions**

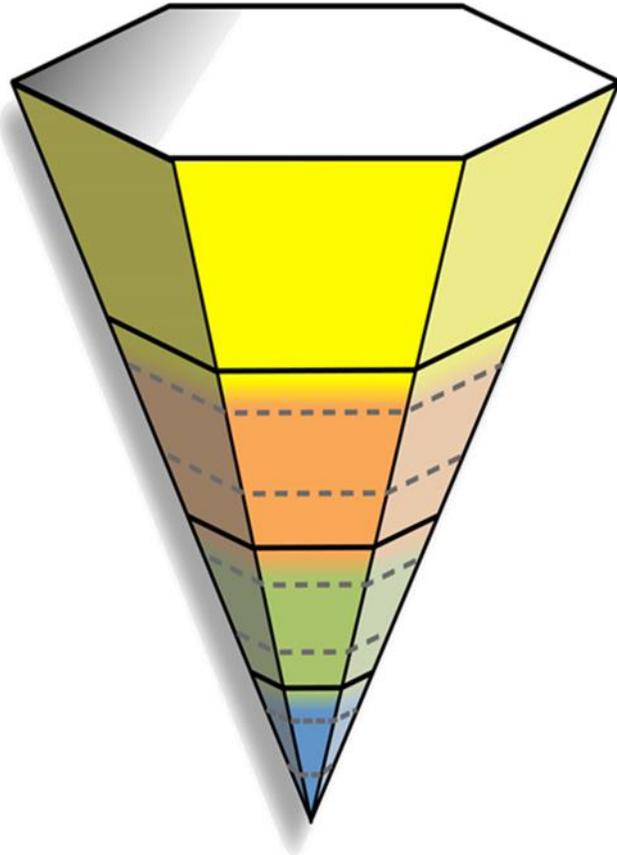| NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERM LOW	INTERM MID	INTERM HIGH	ADVANCED LOW
How can I exchange information and ideas in conversations?						
How can I meet my needs or address situations in conversations?						
How can I express, react to, and support preferences and opinions in conversations?						

Targeting Tasks Using Can-Do Statements
Proficiency Benchmarks: Interpersonal

NOVICE	INTERMEDIATE	ADVANCED
I can **communicate in spontaneous spoken, written, or signed conversations** on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.	*I can* **participate in spontaneous spoken, written, or signed conversations** on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	*I can* **maintain spontaneous spoken, written, or signed conversations and discussions** across various time frames on familiar as well as unfamiliar concrete topics, using series of connected sentences and probing questions.

Targeting Tasks Using Can-Do Statements
Proficiency Benchmarks: Interpersonal

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I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.	*I can* participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	*I can* maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar as well as unfamiliar concrete topics, using series of connected sentences and probing questions.

a variety of complex concrete topics related to community interests and some specialized fields

a variety of concrete academic, social and professional topics of interest

some concrete academic, social and professional topics of interest

a **variety of familiar topics and some concrete topics** I have researched
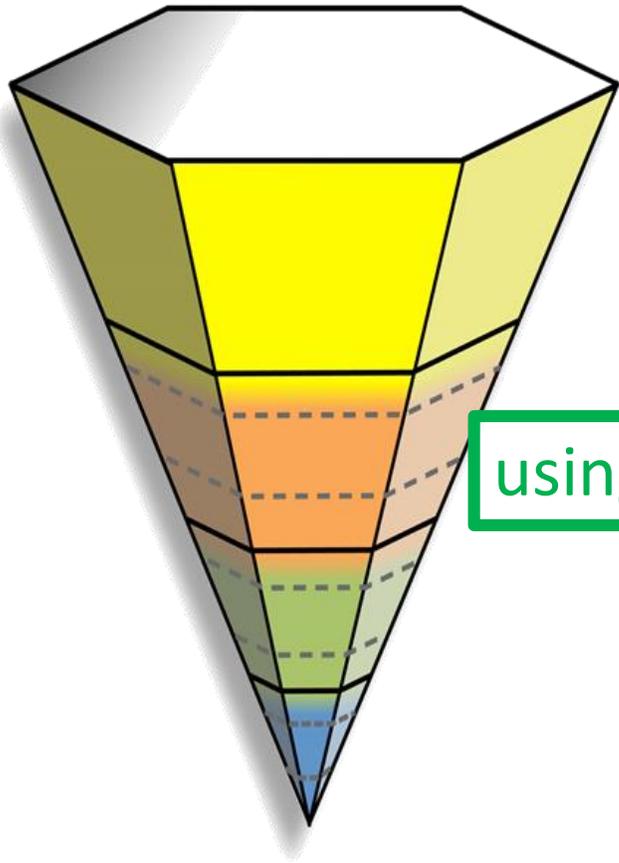
familiar and everyday topics

very familiar and everyday topics

very familiar people, places, and objects

Targeting Tasks Using Can-Do Statements
Proficiency Benchmarks: Interpersonal

NOVICE	INTERMEDIATE	ADVANCED
I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences and questions.	*I can* participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	*I can* maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar as well as unfamiliar concrete topics, using series of connected sentences and probing questions.

organized paragraphs across major time frames

using paragraphs across major time frames.

using a few short paragraphs, often across various time frames

sentences and series of connected sentences

simple sentences most of the time

mixture of practiced or memorized words, phrases and simple sentences

practiced or memorized words and phrases, with the help of gestures or visuals

Comparison of Proficiency Levels with WIDA for ELLs

WIDA	WIDA Performance Definitions	ACTFL
3	• general and some specific language of the content area • **expanded sentences** in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support	Interm. Range
2	• general language related to the content areas • **phrases or short sentences** • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support	Novice High
1	• pictorial or graphic representation of the language of the content areas • **words, phrases or chunks of language** when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support	Novice Mid/Low

Comparison of Proficiency Levels with WIDA for ELLs

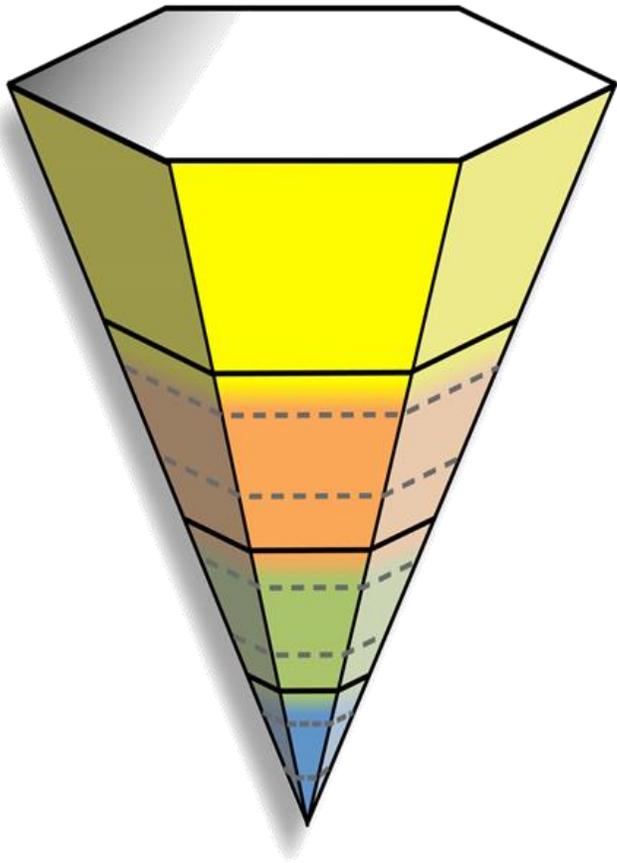| WIDA	WIDA Performance Definitions	ACTFL
6	• specialized or technical language reflective of the content areas at grade level • a **variety of sentence lengths** of varying linguistic complexity in **extended oral or written discourse** as required by the specific grade level • oral or written communication in English comparable to English-proficient peers	Advanced Range
5	• specialized or technical language of the content areas • a **variety of sentence lengths** of varying linguistic complexity in **extended oral or written discourse**, including stories, essays or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade level material	Interm. High
4	• specific and some technical language of the content areas • a **variety of sentence lengths** of varying linguistic complexity in oral discourse or **multiple, related sentences or paragraphs** • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support	Interm. Range

Comparison of Proficiency Levels with WIDA for ELLs

WIDA	WIDA Performance Definitions	ACTFL
6	• specialized or technical language reflective of the content areas at grade level • a **variety of sentence lengths** of varying linguistic complexity in **extended oral or written discourse** as required by the specific grade level • oral or written communication in English comparable to English-proficient peers	Advanced Range
5	• specialized or technical language of the content areas • a **variety of sentence lengths** of varying linguistic complexity in **extended oral or written discourse**, including stories, essays or reports • oral or written language approaching **comparability to that of English-proficient peers** **when presented with grade level material**	Interm. High
4	• specific and some technical language of the content areas • a **variety of sentence lengths** of varying linguistic complexity in oral discourse or **multiple, related sentences or paragraphs** • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support	Interm. Range

Targeting Tasks Using Can-Do Statements
Proficiency Benchmarks: Interpersonal

NOVICE	INTERMEDIATE	ADVANCED
I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences and questions.	*I can* participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	*I can* maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar as well as unfamiliar concrete topics, using series of connected sentences and probing questions.

discuss, support, and debate … asking precise questions

asking probing questions

maintain conversations

asking a variety of questions

asking a variety of follow-up questions

asking appropriate follow-up questions

asking questions to keep the conversation on topic

a mixture of practiced or memorized … questions

Ensuring Reliability and Validity

- If student performance cannot be captured and rated consistently, then the test is not **reliable** and should not be used (Hughes, 2003)

Do we agree on the criteria for rating performance?

- Test **validity** involves the evaluation of the appropriateness of the test with the interpretation and intended uses of the outcomes (Bachman & Palmer, 2010)

What do we want to measure?

Malone and Sandrock, 2016

Key characteristics of the mode that need to be in place to assess with **validity**
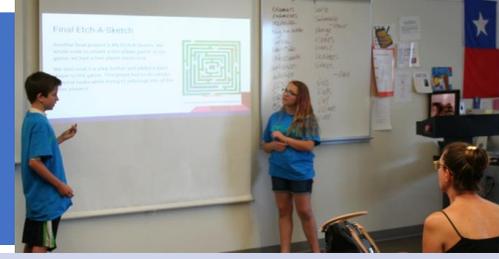
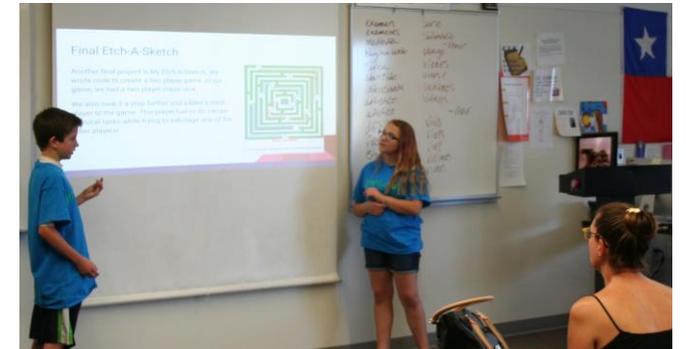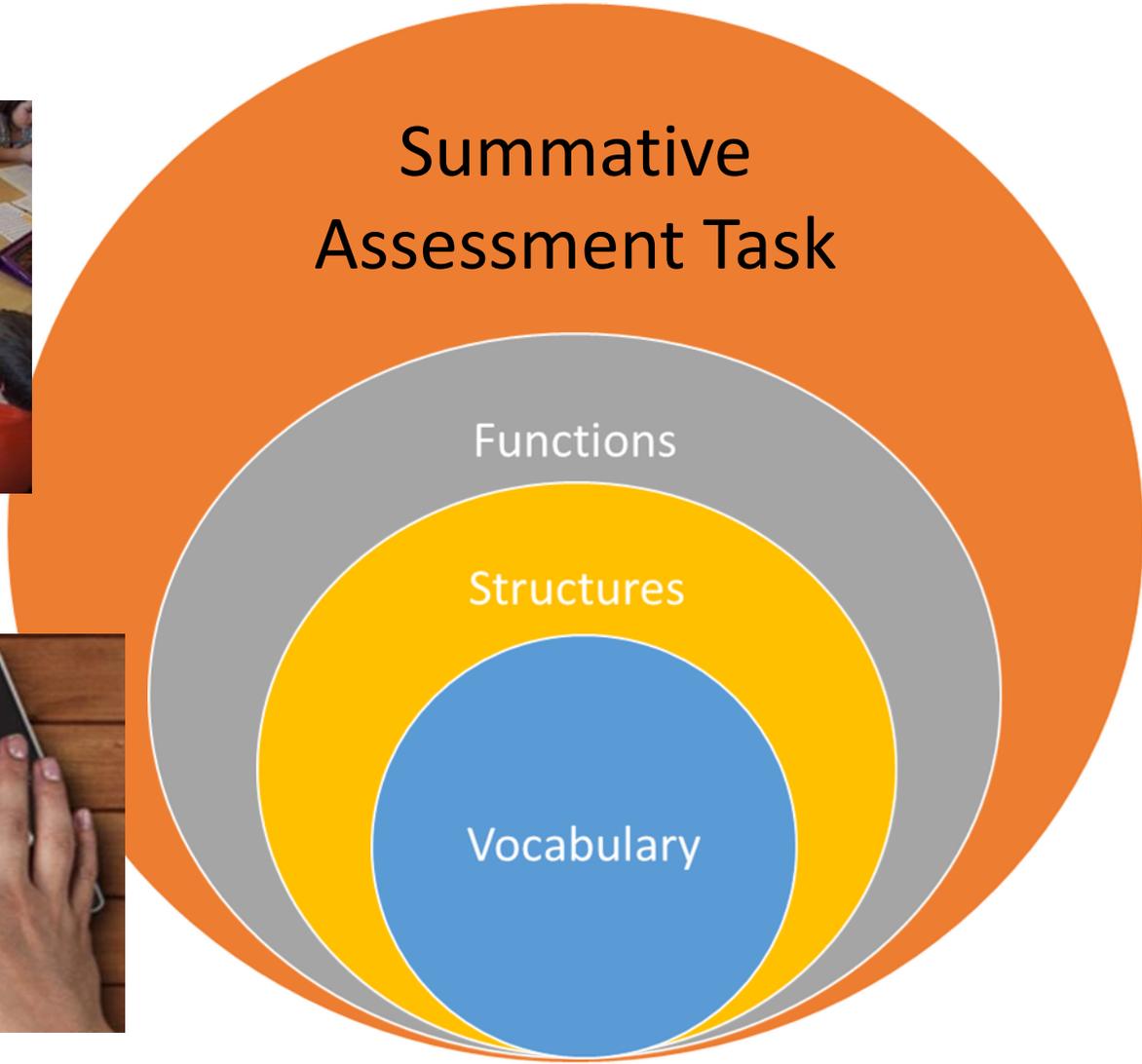|		
Real need to exchange information, ideas, or opinions	**Provide a purpose** for reading, listening, or viewing	**Focus on purpose**: - Narrate - Give a preference, opinion - Inform, describe, explain
Need to negotiate meaning	Identify the degree (detail) of meaning that is understood	May have opportunity to plan and edit
Need to ask and answer questions	Identify what the reader, listener, or viewer is supposed to do, think, or understand	Consider audience
Spontaneous		**May be "on demand"**- may provide opportunity to plan and edit

What Can Learners **DO** with What They **KNOW**

Summative Assessment Task

Functions

Structures

Vocabulary

psandrock@actfl.org

Guiding Learners to Grow and Show Their Proficiency:
What's the Shift for New York's Standards?