Developing Higher Levels of Performance in Each Mode of Communication

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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?

2. When someone is proficient at using language what does that mean? What do you see and hear?

3. Would you say that being proficient at using language requires a learner to speak and write perfectly?
Performance Toward Proficiency

- **Performance** is based on assessments reflective of instruction leading to the development of language proficiency
- **Proficiency** is independent use of language by learner
- Our goal is to provide learners with this independent use of language through meaningful classroom practice
What did you hear?

Novice learners can ...

Intermediate learners can ...

What does this mean for my classroom?
Novice Learners can:
• make lists
• introduce themselves
• name objects they see
• identify things they like
• Identify people and give a brief description
• tell when they do certain activities (days, time, months, seasons)

Intermediate Learners can:
• describe a typical day
• ask and answer questions comparing families
• discuss/decide what to wear for a specific event
• purchase a ticket to the movies
• tell about a movie they like

Can communicate with formulaic and rote utterances, lists, and phrases
Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction

What are the differences?
Can communicate with formulaic and rote utterances, lists, and phrases

THEREFORE

**Novice** Learners need to practice:

1. Using memorized language to express personal meaning

2. Asking questions
   - Start with memorized questions
   - Ask questions that follow up on what partner said

3. Producing sentences (putting memorized “chunks” together)

4. Showing some self-correcting/editing

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Alejandro Sanz

Yesterday, Tuesday, November 15th, 2005, the fans of the Spanish singer Alejandro Sanz, were able to see and hear his idol in person at the Radio City Music Hall in New York City. The tickets were sold out a month ago, and the performance of Alejandro Sanz was superior. As usual, Alejandro sang his most popular songs such as “El Alma al Aire” (“The Soul in the Air”), “Mi Soledad y Yo” (“My Loneliness and I”), “Heroe” (“Heroe”), and more. The concert started on time at 8pm and finished at 11pm. Three excellent hours of an outstanding performance, Sanz, gave to his fans from all over the world. The adrenaline of the fans was high with the romantic voice of the singer. Also, there were some lucky ones who were able to hold hands with their idol, and show their affection by giving to their favorite singer some gifts, such as flowers, teddy bears, chocolate boxes, etc. Furthermore, the price of the tickets were from $85.00 to $300.00, and all the tickets were sold out a month ago. There is not doubt the Alejandro Sanz has won his fans’ heart. Personally, I believe that Alejandro Sanz is an excellent singer and his sense of humor, his personality, his passion for believing in the true love, makes him a unique singer.

Email requesting a meeting

My name is Pascal. I am a member of the accounting department. I work here since 6 years. I am in charge of audit of your company. Nice to meet you. This e-mail is the first contact of us. I want to know each other. Please let me know when you can attend a meeting. How about 12 Feb or 14 Feb? And Where do you hope to take place? Please asertain the agenda of meeting. Regard. Pascal
**Advanced Learners can:**

- tell about an interesting trip they took
- explain how a science experiment worked from beginning to end
- tell a story about something that happened to someone they know
- relate a current event they have paid attention to
- compare two places, events, times
- solve a problem that has a complication

**Intermediate Learners can:**

- describe a typical day
- ask and answer questions comparing families
- discuss/decide what to wear for a specific event
- purchase a ticket to the movies
- tell about a movie they like

Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction

Can narrate and describe in all major time frames and handle a situation with a complication
INTERMEDIATE LEARNERS need to practice:

1. Narrating and telling stories by connecting ideas and sentences
2. Organizing thoughts by using cohesion and chronology
3. Describing by expanding details
4. Expressing a point of view by giving reasons for opinions
5. Using language more spontaneously, more independently

Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction
Instruction and practice should target the *next higher level of proficiency* in order to help learners improve.
How do I create learning targets for my program?

Adapt *Can-Do Statements* to be specific to the program’s thematic focus.
<table>
<thead>
<tr>
<th>Proficiency Range Targeted</th>
<th>Novice Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme/Topic</td>
<td><strong>Belonging/Identity:</strong> Leisure activities with family &amp; friends</td>
</tr>
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</table>

Are these assessments a good match to the modes? Do they develop the “next higher level of performance”?

1. List three things you do on a weekend and three things you do on a week day
2. Role play being a famous person and an interviewer; ask about leisure activities
3. Read an article about free time activities and answer the comprehension questions
Belonging/Identity
How do my family, friends, and where I live influence my free time activities?

<table>
<thead>
<tr>
<th>Summative Performance Tasks</th>
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<tbody>
<tr>
<td>Interpretive</td>
</tr>
<tr>
<td>• Listen to a person from ______ describe his/her family; <strong>put the names</strong> (father, mother, etc) <strong>of the family members under the pictures of activities</strong> that each family member likes to do.</td>
</tr>
<tr>
<td>• <strong>Identify free time options</strong> for young people/families in a (schedule from a youth center, infographic, etc.). Compare these options to ones in your community.</td>
</tr>
<tr>
<td>• Watch a videoclip of an advertisement for the a local museum to determine. <strong>who</strong> the audience is – and what the ad is persuading them to do</td>
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</table>

<table>
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<tr>
<th>Presentational</th>
<th>Interpersonal</th>
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<tr>
<td><strong>Create a visual personal profile</strong> including activities that you do after school and on weekends with friends and family. Include which activities you prefer and why. <strong>Load your profile on the class website welcome page (Edmodo) for your classmates to view.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Ask and answer questions</strong> about the visual personal profiles of the members of your small group. <strong>Work with your group to discuss and compile the information into an infographic</strong> showing the activities that your group does <strong>compared to what ________ students do.</strong></td>
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**Novice** Learners need to practice:

1. Using memorized language to express personal meaning

2. Asking questions
   - Start with memorized questions
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Belonging/Identity
How do my family, friends, and where I live influence my free time activities?

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Evidence of Can-Do Statements: Novice High
I can sometimes understand simple questions or statements on familiar topics

Unit Specific Can-Do Statement:
(L + R) I can understand the names of activities that people like/don’t like to do with the help of visuals.
Who in Yulan’s family does different activities?
Belonging/Identity
How do my family, friends, and where I live influence my free time activities?

Summative Performance Task

Presentational

Create a visual personal profile including activities that you do after school and on weekends with friends and family. Include which activities you prefer and why. Load your profile on the class website welcome page (Edmodo) for your classmates to view.

Evidence of Can-Do Statements: Novice High
I can write information about my daily life in a blog.
I can write about a familiar experience or event using practiced material.

Unit Specific Can-Do Statement:
(S + W) I can give simple reasons why I do certain activities in my free time.
Timeline · Friends · Likes · Following · Activity Log
Where did you go to college?

Work
Add work

Education
Add college
Add graduate school
Add high school

Professional Skills
Add your skills

Places You've Lived
Current City · Edit
Hometown · Edit

Contact Info
Mobile · Edit
Facebook
Screennames · Edit
Website · Edit

Family Members · Edit
Add a family member

About You · Edit
Write about yourself

Favorite Quotes · Edit
Add a favorite quotation

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Belonging/Identity
How do my family, friends, and where I live influence my free time activities?

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Ask and answer questions about the visual personal profiles of the members of your small group. Work with your group to discuss and compile the information into an infographic showing the activities that your group does compared to what ______ students do.

**Evidence of Can-Do Statements: Novice High**
I can exchange some personal information.
I can exchange information using texts, graphs, or pictures.

**Unit Specific Can-Do Statement:**
(can ask and answer simple questions about the activities my friends and family, and French students and families, and I like/don’t like to do.
I can compare what my family and friends do to what families and friends in ___ do.)
Ask and answer questions about the visual personal profiles of the members of your small group. Work with your group to discuss and compile the information into an infographic showing the activities that your group does compared to what _______ students do.
## Core Practices

### Use Target Language for Learning
- Students AND teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.

### Design Communicative Activities
- Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

### Teach Grammar as Concept and Use in Context
- Teach grammar as concept and use in context. Students focus on meaning BEFORE form.

### Use Authentic Cultural Resources
- Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.

### Plan with Backward Design Model
- Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.

### Provide Appropriate Feedback
- Oral corrective feedback in speech or writing elicits output beyond a simple yes or no response.
WELCOME TO AAPPL

The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) is unlike any other assessment. AAPPL Measure addresses the National Standards for Foreign Language Learning and uses today’s communication media in which test takers perform tasks such as participating in a virtual video chat, creating wikis, e-mailing, and using apps to demonstrate language ability.

LANGUAGE AND MODES OF COMMUNICATION

The AAPPL Measure assesses the following modes of communication:

- Interpersonal Listening/Speaking
- Presentational Speaking
- Interpersonal Writing
- Interpretive Reading
- Presentational Writing
## AAPPL Ratings

<table>
<thead>
<tr>
<th>ACTFL Proficiency Guidelines</th>
<th>ACTFL Performance Scale</th>
<th>AAPPL Measure Performance Score</th>
<th>Form</th>
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</thead>
<tbody>
<tr>
<td>Advanced Low</td>
<td><strong>ADVANCED</strong></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Intermediate High</td>
<td></td>
<td>I-5</td>
<td></td>
</tr>
<tr>
<td>Intermediate Mid</td>
<td></td>
<td>I-4</td>
<td></td>
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<tr>
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<td></td>
<td>I-3</td>
<td></td>
</tr>
<tr>
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<td></td>
<td>I-2</td>
<td></td>
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<tr>
<td>Intermediate Low</td>
<td></td>
<td>I-1</td>
<td>A</td>
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<tr>
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<td></td>
<td>N-4</td>
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## AAPPL Score Report - Interpersonal

<table>
<thead>
<tr>
<th>Score</th>
<th>AAPPL Score Description</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>N-4</td>
<td>Your AAPPL Interpersonal Listening/Speaking score of N-4 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.</td>
<td>Keep the conversation going by asking follow up questions on the same topic, working with your partner to figure out what you don't understand and talking around words that you don't know. Keep saying more about more topics. Pretend you're in a situation where you need to get something or do something.</td>
</tr>
<tr>
<td>I-1</td>
<td>Your AAPPL Interpersonal Listening/Speaking score of I-1 means that you can have a conversation about yourself and your life. You can also use your language to express your own thoughts and get the things that you need. You tend to speak in single sentences. You can 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.</td>
<td>Jump into as many conversations as you can, especially outside of class. Once you've answered a question, try to add something more (another fact, thought, or even another question).</td>
</tr>
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</table>
PRACTICE MAKES PERFECT

AAPPL Conversation Builder allows teachers to give their students the opportunity to practice having a conversation in any language, on any topic, at any level on the ACTFL Proficiency Scale.

Conversation Builder
aapplcb.actfl.org
STEP 1: Add prompts (maximum 12)
You can upload prompts in the form of an audio, a video or a combination of audio and an image. Audio files (.mp3) up to 2mb, video files (.mp4, .m4v) up to 3mb, image files (.jpg) up to 1mb.
Visiting Paris

PROMPT 1

PLAY AUDIO

RECORD

FINISH LATER  REDO TASK

VIEW DETAILS
Sightseeing in Paris

PROMPT 1

PLAY AUDIO

YOUR FEEDBACK

Or type it

PLAY RESPONSE
Features of AAPPL Conversation Builder

• Assignment of *practice* interpersonal tasks
  – Search the pool (level, language, keyword)
  – Write and produce original tasks (on topic of your choice)
  – Assign to learners for practice (or search on own)
• Students respond (computer, mobile device)
• Play back student responses
• Provide feedback

Read more at: [http://aappl.actfl.org/tools](http://aappl.actfl.org/tools)
WHAT DOES THIS MEAN TO ME AS A TEACHER or TO A LEARNER?

• Focus on meaningful tasks
• Understand that errors and mistakes are part of moving towards higher levels of performance
• Refer to Can-Do statements to guide performance to the next higher level – always be looking ahead to plan tasks (don’t jump too far too fast)
• Be patient – it takes time to establish strong performance at each level; it takes time to move with consistency into the next higher level