Did I Get an IH?

Proficiency-Based Assessment & Student Empowerment

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NCLC 2014, Los Angeles
Warm-up: Discuss with a partner

Prompts

• What kind of assessments do you use?

• How do they help students improve their language proficiency?

Requirements

○ Use one paragraph

○ with at least 3 connectors

○ at least 5 academic vocabulary words

开头/提示

• 你用那些评估方式

• 这些方式如何提高学生的语言水平？

要求

○ 一段话

○ 至少三个连词

○ 至少五个和中文教学有关的专有名词
Learning is Climbing

It’s much easier when the paths are clearly marked.
Objectives

- Understand how proficiency-based assessments empower students in learning
- Learn steps to implement proficiency-based assessments in your classroom/school
Assessment helps…

…Teachers - Mark the paths for the students
- Know where the students need to get to
- Check whether the students are there
- Know what to do to help students get there

…Students - Find the paths for themselves
- Know where they need to get to
- Check whether they are there
- Know what to do to get there
Formative vs. Summative

Formative
- Frequent, can be done by students or teachers
- Inform students and teachers what students can do with the language
- Inform students and teachers how students can improve
- Effective and frequent use improves summative outcomes

Summative
- A snapshot in time to verify what students can do with the language
- The time coincides with fixed school milestones such as the end of quarter, semester or year
- Also can be formative
Proficiency-Based Assessments

- ARE NOT about assessing what the students know about the language
- ARE NOT about right or wrong answers
- ARE NOT about quantity of work; e.g. extra credit
- ARE NOT only based on high-stake tests
- ARE NOT only used for summative assessments
Proficiency-Based Assessment

- Assesses what the student can do/communicate with the language
- Works well with performance-task based assessments
- Make grading much easier in the long run
- Empowers students to set individualized goals & monitor their own growth
- In-line with Common Core Standards
Creating the Environment

1. Review ACTFL Guidelines on the 1st day – Mark the paths
   - Go over the wordings of Level NH to AL
   - Discuss what they mean, explain big words such as *circumlocute* (换个方法说)
   - Students generate examples for levels appropriate to them in groups
   - Grade/discuss teacher provided samples in groups
   - Class discussion
Creating the Environment

ACTFL Proficiency Scale - The Big Picture

- Flagship University Graduation Benchmark
- AP Benchmark
- 5th Grade Benchmark
- 8th Grade Benchmark
- PPS MIP Graduation Benchmark

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Creating the Environment

2. (Re)Introduce the Benchmarks

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SPEAKING</th>
<th>WRITING</th>
<th>LISTENING</th>
<th>READING</th>
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Creating the Environment

3. (Re)Introduce the ACTFL-based Rubrics

11/26/12

Middle School Presentational Speaking Rubric:

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Text Type</th>
<th>Language Control</th>
<th>Word Choice</th>
<th>Communication Strategies (speeches)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adv. Low</td>
<td>Detailed and well-organized multi-paragraph speech.</td>
<td>☐ Good control of time frames and appropriate 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) ☐ Makes some grammar or vocabulary errors.</td>
<td>☐ Uses a range of familiar and new words, phrases, and expressions, including some idiomatic and culturally authentic expressions. ☐ Seldom repetitive.</td>
<td>☐ Addresses audience with ease using fluent speech. ☐ Maintains constant eye contact throughout presentation. ☐ Little or no need to glance at notes.</td>
</tr>
<tr>
<td>Int. High</td>
<td>Paragraph level with supporting details.</td>
<td>☐ Speaks using different time frames. ☐ Some use of compound sentences and limited use of complex sentences. ☐ Makes frequent grammar or vocabulary errors, but generally comprehensible to native speakers.</td>
<td>☐ Uses familiar and some new words, phrases, and expressions. ☐ Correctly and consistently avoids pronoun repetition (你: 我; 他, etc)</td>
<td>☐ Addresses audience with relative ease using fluent speech. ☐ Maintains eye contact throughout presentation, although may refer to notes occasionally.</td>
</tr>
<tr>
<td>Int. Mid</td>
<td>Connected sentences with supporting details</td>
<td>☐ Inconsistent use of different time frames. ☐ Limited use of compound sentences. ☐ Makes frequent grammar or vocabulary errors.</td>
<td>☐ Uses familiar and a few new words, phrases, and expressions. ☐ Fairly repetitive. Occasionally avoids pronoun repetition (你: 我; 他, etc)</td>
<td>☐ May rely on notes several times. ☐ A few noticeable pauses or hesitations.</td>
</tr>
<tr>
<td>Int. Low</td>
<td>Series of sentences with some details</td>
<td>☐ Uses mostly simple sentences. ☐ Grammar and/or vocabulary errors interfere with comprehensibility</td>
<td>☐ Uses only familiar words, phrases and expressions. ☐ Very repetitive. ☐ Seldom/unable to avoid pronoun (你: 我; 他, etc) repetition.</td>
<td>☐ Relies on notes often. ☐ Frequent noticeable pauses or hesitations.</td>
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<tr>
<td>Nov. High</td>
<td>Sentences with limited details</td>
<td>☐ Uses only simple sentences. ☐ Grammar and/or vocabulary errors interfere significantly with comprehensibility.</td>
<td>☐ Uses only simple and familiar words, phrases and expressions.</td>
<td>☐ Unable to speak without reading notes.</td>
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</table>
Daily Practice/Reinforcement

4. Use ACTFL-based requirements every day

- Daily prompts (writing & speaking)
- Class activities: skits, comic strips, story writing

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Daily Practice/Reinforcement

5. Use ACTFL proficiency levels as grades
- Weekly writing/speaking assignments
- Projects & performance task assessments

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<th>六年级</th>
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<th>八年级</th>
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<td>Exceed = IH</td>
<td>A = IH+</td>
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<tr>
<td>Proficient = IM and IL</td>
<td>Proficient = IM+ and IM</td>
<td>B = IH</td>
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<tr>
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<td>Developing = IL</td>
<td>C = IM+</td>
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<td>Do Not Meet = NH &amp; lower</td>
<td>D = IM</td>
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<td>F = IL &amp; lower</td>
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</table>

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Daily Practice/Reinforcement

6. Use components in ACTFL-based rubrics in self-review
   - Daily prompts (writing & speaking)
   - Weekly writing/speaking assignments

7. Use ACTFL-based rubrics in self- and peer-review
   - Projects & performance task assessments
Daily Practice/Reinforcement

8. Students check on-line grades and comments regularly

- Every Thursday during Computer Lab time
- Check assignment grades and comments and write down on the homework sheets
- Check own homework for 2~3 elements specified on the rubric
- Correct mistakes
### 8. Students check on-line grades and comments regularly

<table>
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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Type</th>
<th>Score</th>
<th>Score Type</th>
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<th>Notes</th>
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<th>Raw Score</th>
<th>Description</th>
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<tr>
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<td>HW 14 Connector Couples</td>
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<td>85</td>
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<td>0.85/1.00</td>
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<td>0.85/1.00</td>
<td></td>
<td>- IM+: A couple of incorrectly used words. Please check for the following yourself: Transitive vs. Intransitive verbs, STL &amp; &quot;it&quot;. Unnecessary pronouns.</td>
</tr>
</tbody>
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**Grade Book Assignment Detail**

- **Assignment**
  - Course: Mandarin Chinese Lang 7 (753LIA2)
  - Period: 7
  - Teacher: Ching-Chen Yu

- **Score**
  - Score: 6.5 out of 10.00
  - Score Type: Raw Score
  - Points: 91 / 1.00

- **Notes**
  - IM+: Good details. Need more connectors. Too many "we".

- **Percentage**
  - 0.85/1.00

- **Raw Score**
  - 0.83/1.00

- **Description**
  - Using the video format and connected sentences to paragraphs to narrate a story about a person who hurt his/her friend and asked for forgiveness. out of 10.00

- **Standards**
  - I can describe, tell about, and explain personal experiences and give my reaction to them using connected sentences with many details.

  - IM: 0 / 4.00

  - IM: 2A is not correct. 2B was a bit hard to understand due to presence of English grammar and vocabulary usage.

- **Resources**
  - Name: Description
  - No resources for assignment.
Proficiency-Based Classroom

Both students & teacher understand that everything we do has...

- Known Expectations
- Explicit Requirements

Based on Proficiency Standards
Known Expectations ➔ Better Results

7th Grader

- 开头：我的学校手册……
- 1分钟想：1段话，每段5个句子、2/3个连词

8th Grader

- 开头：我们的浩津电影……
- 1分钟想：2段话，每段5个句子、2/3个连词
Known Expectations ➔ Better Results

6th Grader in the Fall

- 开头：户外学校……
- 3分钟想：1段话，每段5个句子、2个连词

6th Grader Now

- 开头：我想先当卖书/买书的人……
- 1分钟想：1段话，每段五个句子、2/3个连词
Prompt without requirements

- Should parents punish their kids? Why or why not?

Typical Answers

- “No, because that’s wrong.”
- “Yes, because kids will behave.”

Add explicit requirements

- Please use this week’s vocabulary and 2 paragraphs to answer

Answer
STAMP Writing Result Comparison

2009 8th Graders

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2014 8th Graders

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### STAMP Speaking Result Comparison

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#### 2014 8th Graders

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Iterative Improvement Cycles

**Teacher Empowerment:**
1. OPI Training (Strongly Recommended)
2. ACTFL Guidelines (Re)Familiarization

**Student Empowerment:**
1. ACTFL Guidelines Familiarization
2. Self-Assessment (can-do statements)

**Continuous Assessment:**
Use formative and summative assessments to inform instruction

**Proficiency-Based Classroom:**
1. Set Proficiency-Based Benchmarks
2. Use ACTFL guidelines to design real-world performance tasks (Unit & lesson level)
3. Create Student-friendly Rubrics
Contact Information

- David Kojo Hakam
  - dhakam@pps.net

- Chiung-Chen Yu
  - cyu@pps.net
  - Web page: [http://www.pps.k12.or.us/schools/hosford/330.htm](http://www.pps.k12.or.us/schools/hosford/330.htm)
  - Conference Materials page: [http://1drv.ms/1kel5hb](http://1drv.ms/1kel5hb)
Future Plans

Progress Tracking Sheets for Each Students

- CAN-DO statements for each mode & level
- ACTFL-based rubrics
- Students mark their own progress
- Present the information at Parent-Teacher Conference and Portfolio Day
References

- Maine Q&A: http://maine.gov/doe/cbp/faq.html#q2
- Performance Descriptors for Language Learners: http://www.actfl.org/sites/default/files/pdfs/PerformanceDescriptorsLanguageLearners.pdf