Putting the Standards Front and Center: An Infrastructure Project for Teacher Development

Iman Hashem – Brandon Zaslow
Layla Bahar Al-Aloom – Zeina El-Ayi – Nawal Laymoun
Randa Jad-Moussa – Susan Nachawati
Understanding Proficiency Stages and Performance

ACTFL Performance Descriptors for Language Learners
NCSSFL-ACTFL Can Do Statements for Language Learners

Session 2
# Session Goals and Evidence

<table>
<thead>
<tr>
<th>TELL CRITERIA</th>
<th>MAJOR LEARNING EXPERIENCES AND EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants can ...</td>
<td>Participants will experience and demonstrate ...</td>
</tr>
</tbody>
</table>

## Planning

**P2**: I plan learning experiences that address the unique needs and interests of my students.

## Analysis of Outcomes

**Match learning outcomes with skill areas and stages of proficiency**

## Selection of Can-Do-Statements

**Select can-do-statements that correspond to a particular topic, age and proficiency level, including heritage and non-heritage students**

## Professionalism:

**PR3**: I am a reflective practitioner.

## Reflective Journals

**Reflect on the session’s learning goals, pose questions, give opinions, and provide suggestions for program instructors**
WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

What?

How well?

PERFORMANCE

Performance is the ability to use language that has been learned and practiced in an instructional setting.

Coached by an instructor, whether in a classroom or online, or guided by instructional materials, performance refers to communication that has been practiced within familiar contexts and content areas. Assessment of performance should be authentic and real-world even though the communicative skills are learned and practiced in some type of learning environment.

ACTFL Performance Descriptors for Language Learners © ACTFL, Inc., 2012
PROFICIENCY

Proficiency is the ability to use language for real world purposes in culturally appropriate ways. It is spontaneous and non-rehearsed and measured by its appropriateness and acceptability to native speakers of the language.

Proficiency manifests what an individual is able to do regardless of where, when or how the language and culture were acquired.

The demonstration is independent of how the language was learned, the context may or may not be familiar.

ACTFL Performance Descriptors for Language Learners © ACTFL, Inc., 2012
# Proficiency vs. Performance

<table>
<thead>
<tr>
<th>Performance</th>
<th>Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language learned and practiced in an instructional setting</td>
<td>Spontaneous, non-rehearsed</td>
</tr>
<tr>
<td>Familiar content and context area (simulated authentic situations)</td>
<td>Broad content and context in authentic situations</td>
</tr>
<tr>
<td></td>
<td>Contexts may or may not be familiar</td>
</tr>
<tr>
<td>Connected to curriculum (Curriculum dependent)</td>
<td>Independent of curriculum or when, where, or how the language was acquired</td>
</tr>
<tr>
<td>Practice and assessment of performance should reflect culturally appropriate real world language use</td>
<td>Evaluation is not limited to materials studied in particular curriculum</td>
</tr>
</tbody>
</table>
Novice
Can communicate minimally with formulaic and rote utterances, lists and phrases

*Can comprehend a list of items described by a waiter in a target-culture restaurant and list the items desired in an order.

"Framework-Aligned Instruction", Zaslow (2002)*
*Can follow a series of directions to a point of interest provided by a representative of the target culture as well as ask for clarification when attempting to secure transportation to the desired destination.

"Framework-Aligned Instruction", Zaslow (2002)*

- **Novice**
  - Can communicate minimally with formulaic and rote utterances, lists and phrases

- **Intermediate**
  - Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction.
*Can understand the explanation of a work-related process provided by a target-culture employer and describe the results when the required task is completed.

"Framework-Aligned Instruction", Zaslow (2002)*
Superior
- Can support opinions, hypothesize, discuss abstract topics and handle a linguistically unfamiliar situation.

Advanced
- Can narrate, describe and explain in major time frames and handle a situation with a complication.

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

Novice
- Can communicate minimally with formulaic and rote utterances, lists and phrases.

*Can comprehend a non-technical lecture in a target-culture university setting and discuss the information gained during the presentation to a target-culture colleague.

"Framework-Aligned Instruction", Zaslow (2002)*
Proficiency: Sublevels

LOW

minimal ability to perform within the stage; sustained but skeletal; “just hanging on”

MID

solid performance in terms of both quantity and quality; “the most accurate”

HIGH

sustained performance close to the next stage; inability to sustain performance at the next stage, “the fallen angel”
Implications for Teaching

By specifying student proficiency profiles, (skill in listening, speaking, reading and writing can and do vary) teachers can choose topics, texts and tasks that are appropriate to student levels of proficiency.
Functions

- Point to, list, name
- Tell about, provide information, ask and answer questions
- Describe, narrate, explain in major time frames
Text-Type

Words and phrases

Sentences and strings of sentences

Paragraphs and strings of paragraphs
1. **Language users are able to determine the overall meaning of a letter and identify some supporting details in order to plan a response.**

2. **Language users are able to write a short letter to a sponsoring agency describing their stay in the host country and explaining the benefits they derived from their visit.**

3. **Language users are able to present and support an opinion about a stand taken by the United States that will negatively affect individuals of the target culture.**

4. **Language users are able to list the articles of clothing to be cleaned in a note left to hotel staff.**

5. **Language users are able to understand the ideas and most supporting details of a variety of target-culture literary texts recommended to them by a member of the target culture.**

6. **Language users are able to identify memorized words and phrases in a radio weather report and dress appropriately.**

7. **Language users are able to understand the main ideas and most supporting details of a newspaper report that is having an impact on the individuals with which they are interacting.**

8. **Language users are able to ask and answer questions dealing with simple personal information when presented to a friend of a target-culture host.**

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Students Characteristics

• Who are your students? (heritage/non-heritage)
• How old are they?
• What topics will interest them at their level of proficiency?
• Will all modes (interpretive, interpersonal and presentational) and skills (listening, speaking, reading and writing) be developed to the same level?
<table>
<thead>
<tr>
<th>Interpretive</th>
<th>Interpersonal</th>
<th>Presentational</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NOVICE MID</strong></td>
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</tr>
<tr>
<td><strong>LISTENING</strong></td>
<td><strong>SPEAKING</strong></td>
<td><strong>WRITING</strong></td>
</tr>
<tr>
<td>I can recognize some familiar words and phrases when I hear them spoken.</td>
<td>I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</td>
<td>I can write lists and memorized phrases on familiar topics.</td>
</tr>
<tr>
<td>I can understand a few courtesy phrases.</td>
<td>I can answer a variety of simple questions.</td>
<td>I can write about myself using learned phrases and memorized expressions.</td>
</tr>
<tr>
<td>• I can recognize and sometimes understand words and phrases that I have learned for specific purposes.</td>
<td>• I can answer questions about what I like and dislike.</td>
<td>• I can list my likes and dislikes such as favorite subjects, sports, or free-time activities.</td>
</tr>
<tr>
<td></td>
<td>• I can ask some simple questions.</td>
<td>• I can list my daily activities and write lists that help me in my day-to-day life.</td>
</tr>
<tr>
<td></td>
<td>• I can ask <em>who, what, when, where</em> questions.</td>
<td></td>
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## Performance Assessments: Travel

### Where would I like to travel?
- Listen to a travelogue
- Write brief website descriptions
- Look at photos and discuss their content

### Why would I choose a particular destination?
- Complete a fact sheet using Internet sources
- Create a commercial and a flyer
- Discuss the places you wish to visit

### How can travel help my career and enhance my qualifications?
- Identify how places for travel can help one’s careers
- Evaluate advantages of careers
- Write a letter to apply for an internship

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Paul Sandrock: Charting Language Learners’ Progress-Developing Performance Mode by Mode
Application – Using the Can-Do Statements to Guide Instruction

1. Break into five groups according to the level you teach:
   - K-2\textsuperscript{nd} grade NL-NM
   - 3\textsuperscript{rd}- 5\textsuperscript{th} grade NM-NH
   - 6\textsuperscript{th}-8\textsuperscript{th} grade NH- IL
   - 9\textsuperscript{th} - .. IL – IM

2. Choose one of the following themes:

3. Family – Schools – Healthy living
Can-Do Statements

1. Examine the can-do statements for the assigned level of proficiency for all modes of communication.

2. Complete the chart with at least one can-do statement for each of the modes of communication that is suitable for your students (heritage, non-heritage).

3. Share with other groups.
## Names:
### Students Age and Level of Proficiency

<table>
<thead>
<tr>
<th>Modes of Communication</th>
<th>Can-Do Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td>Interpretive Reading</td>
<td></td>
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<tr>
<td>Interpretive Listening</td>
<td></td>
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<tr>
<td>Presentational Writing</td>
<td></td>
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<tr>
<td>Presentational Speaking</td>
<td></td>
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</tbody>
</table>
Reflection

Session 2:

• Write three important things you have learned in this session and state why these are important for your teaching.

• Write the questions you still have about implementing the standards in your classroom.

• Write suggestions on how we can improve this session.

• Share what you have learned with a colleague or group of colleagues.