

New Hampshire Guidelines For World-Ready Language Learning



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Acknowledgements

GUIDELINES DIRECTOR
Janis Hennessey, President NHAWLT

GUIDELINES EDITOR
Michael Clauss, NHAWLT Board

NHAWLT BOARD OF DIRECTORS

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St. Joseph Regional School

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Pinkerton Academy

Nancy Giraldo
Mount Royal Academy

Peter Schmidt
Pinkerton Academy

Janis Hennessey
Dover High School - retired

Christopher Wong
Kennett High School

Introduction

The New Hampshire Guidelines for World-Ready Language Learning were written with a variety of audiences in mind: Kindergarten - College world language teachers and teacher educators, curriculum writers, administrators, policy makers at all levels of government, parents, and business and community leaders. The goal of this document is to describe for all of these audiences what learners of World Languages should know and be able to do at the end of the formal study; it does not prescribe how learners should get there. Rather, it offers guidance to those responsible for assisting them on the journey.

New Hampshire Profile

In the twenty-first century, the World Language teaching situation in New Hampshire, while appearing somewhat static, is characterized by a number of subtle changes that have occurred in the recent past. Currently, the most studied world language in New Hampshire is Spanish, followed by French. The state of New Hampshire collects data on the language K-12 certifications of World Language teachers. Data collected indicates that the following languages are taught: American Sign-Language, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Portuguese, Russian, and Spanish. Languages taught at the post-secondary level include: American Sign-Language, French, German, Greek, Modern Greek, Italian, Japanese, Latin, Portuguese, Russian, Sanskrit, and Spanish.

With approximately forty percent of the state's population of Franco-American heritage, French had for many generations dominated World Language education in New Hampshire. Now, due to various economic and demographic factors, Spanish has increased in popularity.

Numbers alone do not tell the whole story. Anecdotal information indicates that more language at more levels would be offered if financial resources and qualified teachers were available. However, many districts do provide language instruction at the elementary and/or the middle school levels. The state of New Hampshire requires that World Languages be taught in all high schools, but does not require the study of a World Language for graduation.

This inconsistency is further accentuated by the fact that in many parts of the state, students from several districts feed into a cooperative or regional high school, which constitutes yet another school district. Each of the feeder districts, as well as the receiving cooperative or regional district, may have different offerings and requirements for World Language study, resulting in widely varied language

instruction available to students throughout the state. Students are encouraged, but not uniformly required, to take World Language courses in preparation for college or university study.

As **communications and technology** expand the boundaries of our daily lives, parents, students, and educators are becoming keenly aware of the need to communicate in more than one language. Changes, which in the past have been steady and subtle, will undoubtedly accelerate and become more apparent. This document is intended to be a tool for New Hampshire World Language educators to help guide them through the choices and the challenges ahead.

Goals, Benefits, and Rewards of World Language Learning

*The Key To Successful Communication:
Knowing How, When, and Why to Say What to Whom.*

To study another language and culture gives one the powerful key to **successful communication**: knowing how, when, and why to say what to whom. All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words. Formerly, most teaching in World Language classrooms concentrated on the how (grammar) to say what (vocabulary). While these components of language remain crucial, the current organization principle for language study is communication, which also highlights the why, the whom, and the when (the sociolinguistic and cultural aspects of language). The approach to second language instruction found in today's schools is designed to facilitate genuine interactions with others, whether they are on another continent, across town, or within the neighborhood.

To study another language and culture **enhances one's personal education** in many ways. It is only in learning a new linguistic system that one acquires an objective view of one's native language. For someone who has never learned a second language, this point is difficult to comprehend; for those who have learned one, it is manifestly clear. The structural bones of one's language, the limits to the range of ideas expressible in that language, the intense interdependence of language and culture – all these concepts become apparent only as second language acquisition takes place.

The student becomes aware of the ways in which language speakers switch levels of discourse as the context of communication changes. The contributions of volume, pitch, speed, and tone

of voice to the emotional layers of language become clear. The language learner also realizes that eye contact, facial expression, and gestures play a vital role in enhancing the message that is being conveyed. With these understandings comes a new-found respect for the beauty and grace of others' languages, as well as one's own.

The linguistic and cultural insights which come with World Language study will be requisite for life as a citizen in the worldwide community.

To study another language and culture enormously **increases one's ability to see connections**. Since the content of a World Language course deals with history, geography, social studies, science, math, and the arts, it is easy for learners to develop an interdisciplinary perspective at the same time they are gaining intercultural understandings.

Pedagogically, this is enhanced by the methods used to teach World Languages: the use of images and items from real life for sharpening perception, a wide variety of physical activities and games, involvement in role play and other dramatic activities, the use of music in both receptive and participatory modes, and learning experiences that call for sequencing, memorizing, problem solving as well as both inductive and deductive reasoning. This broad range of language learning strategies appeals to a variety of learning styles and expands the learner's awareness of the many dimensions of his/her own intelligence.

To study another **language and culture provides access to the arts and literature** as experienced by the audience for whom it was produced. Irony, humor, and satire are revealed at their deepest level only to those familiar with both the languages and the culture of the creator.

To study another language and culture is to gain an especially **rich preparation for the future**. It is difficult to imagine a job, a profession, a career, or a leisure activity in the twenty-first century which will not be enhanced by the ability to communicate efficiently and sensitively with others. While it is impossible to foresee which World Language will be useful at a later point in life, those who have once experienced the process of acquiring a second language have gained language learning skills that make learning another language easier. The linguistic and cultural insights which come with World Language study will be a requisite for life as a citizen in the worldwide community.

The Current Challenges

Telecommunications, market competitiveness, and international living have all changed the dynamic, as great numbers of United States citizens now recognize the power of communicating in another language and of knowing other cultures.

World Language programs are thriving at all grade levels in schools throughout the United States. Yet this is not a universal condition, and the opportunity for individual students to develop strong second-language competencies depends greatly on time and place. As the states move forward in adopting stronger standards, they will be looking to expand World Language programs so that greater numbers of students benefit from longer sequences of instruction in more languages.

This is an **exciting time for World Language study**. There is more interest in World Languages, both within the ranks of educators and among the general public, than there has been for decades. Practical economic needs as well as educational considerations have led national and state governments, businesses, and private organizations to demand increased emphasis on World Language and International studies. The call for national standards in World Language education and language requirements at schools and colleges have increased enrollment in World Language classes at the elementary, secondary, and post-secondary levels.

Even while World Language programs are growing, we should not overlook the **difficulties** that face all educators and the specific problems faced by World Language teachers. Learning a language in a classroom poses special challenges. The enthusiasm and linguistic improvement of learners who are fortunate enough to spend time in a country where the language is spoken attest to the importance of experiencing language as it is used by native speakers in a variety of settings. The good teacher tries to help learners grasp emotionally, as well as intellectually, that the target language and the cultures in which it is spoken form a constellation of meanings that is as rich and as varied as our own.

Restructuring of our schools also affects World Language programs. Certainly, segmented time schedules, large classes, and pressures on adolescents to focus on activities other than learning make the task faced by all educators difficult. Perhaps more immediately felt is the impact of budget constraints on school districts and colleges and universities. Many language departments find themselves in the position of justifying their very existence. Educators are asked, now more than ever, to produce quantifiable results.

In the past, although students may have learned many discrete facts about the grammar and vocabulary of a language, they may have internalized very little, so that their gain in language proficiency was often minimal. Learners should be able to use their knowledge in real conversation and authentic, meaningful settings.

A number of **schools have made gains** in measuring performance and resolving content issues by implementing an outcomes framework or a language learning continuum that focuses on functional, communicative activities. Such a continuum should also enable educators to determine more accurately students' growth and proficiency in a language as they move through an articulated sequence.

*Learners should be able to use their knowledge in
real conversation, and authentic, meaningful settings.*

Projects, such as **World-Readiness Standards for Learning Languages** and NCSSFL-ACTFL's **Can-Do Statements**, have encouraged thoughtful discussion and debate among World Language educators about the process of learning a language and how best to prepare students to communicate effectively in the global community. These discussions have been the catalyst for real change in language classrooms across the nation.

Perhaps the **greatest contribution** of these documents will be a definitive shift away from the linear model of the World Language curriculum based on a neat division of topics tied to increasingly difficult grammatical structures and away from assessment measured by years of instruction rather than by the demonstrated competence of the learner.

In the United States, most school subjects considered to be important to a child's education are introduced in the early grades and continue, at increasingly complex levels, into high school. Almost all subjects in the high school curriculum depend on knowledge bases acquired earlier. Yet, until now, the United States, a nation that boasts of its immigrant past, if not its immigrant present, has never embraced the learning of languages other than English as a discipline that should be part of the early educational experience of every child.

In other countries, schools introduce the study of second languages by the time students are age ten or eleven at the latest. Another reflection of this ambivalent attitude is the fact that although politicians and business leaders often ask why American students do not achieve in math, history, or science at the levels of other nations, they have rarely looked at national comparisons in the study of second languages and cultures. With the implicit understanding that learning a language is a lifelong

experience and the explicit demand that this learning begin in kindergarten and extend through college, the standards documents validate and strengthen nationwide efforts to integrate World Language instruction into the curriculum of the early grades.

Not long ago, most second-language learners in high schools belonged exclusively to the college-bound group. These students pursued language study mainly because higher education required it. In other countries, citizens saw language learning as essential for all people: for those who went on to pursue a professional or liberal education, for those who more directly entered the workforce (sic), for those in service industries, or for those who simply wanted to travel.

For many years, **Americans used the excuse** that there was no necessity for other languages, because their country was vast, and English encompassed a huge populace here and abroad. Telecommunications, market competitiveness, and international living have all changed the dynamic as great numbers of United States citizens now recognize the power of communicating in another language and of knowing other cultures.

However, the value of language learning goes **beyond the practical benefits** of communication. All children profit in their thinking skills by learning how a different language system operates, how languages influence one another, and how different cultures express ideas. Students once shut out of language courses prosper in classrooms that acknowledge that **ALL** students are capable of learning other languages given opportunities for quality instruction.

Parents and school personnel who observe children in elementary school World Language instruction cannot identify the college-bound; indeed, they see enthusiastic and successful youngsters enjoying stories or chatting in another language. In middle schools, students participate in World Language learning under a number of program models consistent with current philosophies and approaches for that age group.

Earlier starts with language instruction assure greater success for more students. It is time to dispel the myth that children who tend to encounter difficulties with learning in general will not be successful second language learners. To the contrary, all children are primed to learn languages, and they will rise to meet expectations when goals are appropriately set and the conditions for learning are designed to foster achievement.

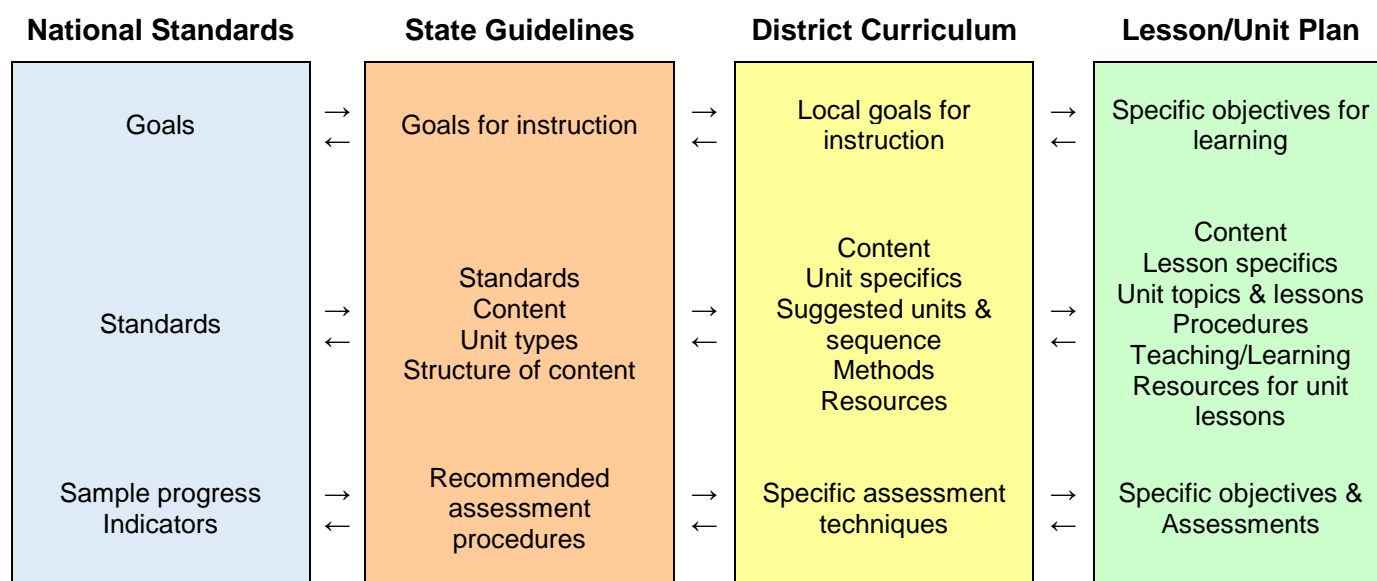
The New Hampshire Guidelines for World-Ready Language Learning

The New Hampshire Guidelines for World-Ready Language Learning have been written to suggest that the goals of language study cannot be divided into a set of sequenced steps. It is not the case that young learners must first deal with isolated bits and pieces of language. Real communication is possible for young learners as well as for learners in high schools and colleges. While there may be differences in learner cognitive development, maturity, and interests, the Guidelines at all levels offer a vision of what learners should know and be able to do in another language.

How to Use the Guidelines

The Guidelines are not a curriculum guide. While this document suggests types of content and curricular experiences needed to enable students to achieve the benchmarks, and supports the ideal of extended sequences of study, it **does not describe specific course content**, nor a recommended scope and sequence. It must be used in conjunction with national and local frameworks and standards to determine the best approaches and reasonable expectations for learners in individual districts and schools. As Figure 1 indicates, each of these documents will influence and inform the others, as administrators, teachers, parents, and others work together to ensure that tomorrow's learners are equipped to function in an ever-shrinking world.

Figure 1. The Relationship Among National, State, and Local Standards Documents



Adapted from the Visual Arts Education Reform Handbook: Suggested Policy Perspectives on Art Content and Student Learning in Art Education. National Art Education Association, 1995.

The Guidelines within these pages **are generic**; they are not written for any specific languages and are meant to be inclusive of all languages. However, all languages are different: they have different vocabulary, syntactic structures, sound systems, writing systems, and cultures. They also offer greater and lesser challenges to English-speaking students. Consequently, users of this document should note that modifications may be necessary in order to make them applicable to specific languages. The goals and guidelines represent the consensus of the field as to the overall objectives of second language study. In that sense, they are stable.

*The goals of language study cannot be divided into
a set of sequenced steps.*

The Stages in the language learning continuum, however, are much more fluid. Learners of languages with non-Roman alphabets, for example, may not be able to reach some of the progress indicators for written language at the level stated in the current document. Conversely, the cultural differences embedded in the study of non-European languages may be more readily apparent than the cultural differences in European languages. Similar challenges exist when working with visual languages (e.g., American Sign Language), languages which are no longer spoken (e.g., Latin and Ancient Greek), and languages with no written component (e.g., some Native American languages). The users of this document should keep in mind the nature of the language studied as they move toward development of local curricula, assessments, and performance standards.



The Five C's of World-Ready Language Education

Following the national standards paradigm, the New Hampshire Guidelines for World-Ready Language Learning define content in terms of five broad goal areas, and state that all learners, at the conclusion of their study, should be able to (1) **communicate** in languages other than English, (2) know and understand other **cultures**, (3) make **connections** with other disciplines and acquire information using the language they are studying, (4) develop insight into their own language and culture through **comparisons** and contrasts with the language studied, and (5) participate in multilingual **communities** at home and abroad. The following chart, Goals and Standards for World Language Learning, from the national standards document, outlines the five goal areas.



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
<p>COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>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.</p>
<p>CULTURES Interact with cultural competence and understanding</p>	<p>Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>		<p>Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>
<p>CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p>Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p>Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	
<p>COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	
<p>COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p>School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	

The Framework of Communicative Modes

Researchers from a number of disciplines have worked to understand the nature of language proficiency and to answer the question: what does it mean to “know” a language (deJong & Verhoeven 1992). When addressing this question, most introductory textbooks in linguistics (Fromkin & Rodman 1993) agree that knowing a language involves the ability to carry out a large variety of tasks in the language. When people who know a language speak, they are understood by others who know the same language. They know which sounds are in the languages and which ones are not; they know that certain sound sequences make up meaningful words; and they are able to combine words and phrases to form sentences. They can produce and understand sentences that they have never heard before.

Knowing a language means controlling the linguistic system (the syntax, morphology, phonology, semantics, lexis) of a language. It also means being able to access the pragmatic, textual, and sociolinguistic aspects of language, including how to use the language to achieve communicative goals in ways that are appropriate to a particular cultural context. (Bachman 1990; Savignon 1983; Canale & Swain 1980; Hymes 1985; Bialystok 1981).

Communication can be characterized in many different ways (Schriffin 1994). The approach suggested within this document is to recognize **three “communicative modes”** that place primary emphasis on the context and purpose of the communication (Brecht & Walton 1994). As illustrated in Figure 4, the three modes are: (1) **Interpersonal**, (2) **Interpretive**, and (3) **Presentational**. Each mode involves a particular link between language and the underlying culture that is developed gradually over time.

The Interpersonal Mode: The Interpersonal Mode is characterized by **active negotiation of meaning among individuals**. Participants observe and monitor one another to see how their meaning and intentions are being communicated. Adjustment and clarifications can be made accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The Interpersonal Mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of e-messages where negotiated meanings can occur.

The Interpretive Mode: The Interpretive Mode is focused on the **appropriate cultural interpretation of meanings** that occurs in written, spoken, or visual form where there is no recourse to the active negotiation of meaning with the writer, speaker, or producer of the message. Such instances of “one way” reading or listening include the cultural interpretation of texts, web sites, movies,

radio and television broadcasts, and speeches. Interpreting the cultural meaning of texts, oral or written, must be distinguished from the notion of reading, listening, or viewing “comprehension,” where the term could refer to understanding a text, video clips, and podcast. Put another way, interpretation differs from comprehension in that the former implies the ability to “read (or listen) between the lines.”

Since the Interpretive Mode **does not allow for active negotiation** between the reader and the writer or the listener, the speaker, viewer, or producer, it requires a much more profound knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written, spoken, or visual text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

The Presentational Mode: The Presentational Mode refers to the **creation of messages** that can be readily interpreted by members of the other culture where there is no direct opportunity for active negotiation of meaning. Examples include the writing of reports and articles or the presentation of speeches. These examples of “one-way” writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that members of the other culture, the audience, will be successful in reading and listening between the lines.

Figure 4. Framework of Communicative Modes

	INTERPERSONAL	INTERPRETIVE	PRESENTATIONAL
D E F I N I T I O N S	<p>Direct oral communication (e.g., face-to-face or telephonic) between individuals who are in personal contact</p> <p>Direct written communication between individuals who come into personal contact</p>	<p>Receptive communication of oral or written messages</p> <p>Mediated communication via print and non-print materials</p> <p>Listener, viewer, reader works with visual or recorded materials whose creator is absent</p>	<p>Productive communication using oral or written language</p> <p>Spoken or written communication for people (an audience) with whom there is no immediate personal contact or which takes place in a one-to-many mode</p> <p>Author or creator of visual or recorded material not known personally to listener</p>
P A T H S	<p>Productive abilities: speaking, writing</p> <p>Receptive abilities: listening, reading</p>	<p>Primarily receptive abilities: listening, reading, viewing</p>	<p>Primarily productive abilities: speaking, writing, showing</p>
C U L T U R A L K N O W L E D G E	<p>Knowledge of cultural perspectives governing interactions between individuals of different ages, statuses, backgrounds</p> <p>Ability to recognize that languages use different practices to communicate</p> <p>Ability to recognize that cultures use different patterns of interaction</p>	<p>Knowledge of how cultural perspectives are embedded in products (literary and artistic)</p> <p>Knowledge of how meaning is encoded in products</p> <p>Ability to analyze content, compare it to information available in own language and assess linguistic and cultural difference</p> <p>Ability to analyze and compare content in one culture to interpret United States culture</p>	<p>Knowledge of cultural perspectives governing interactions between a speaker and his/her audience and a writer and his/her reader</p> <p>Ability to present cross-cultural information based on background of the audience</p> <p>Ability to recognize that cultures use different patterns of interaction</p>
<p>KNOWLEDGE OF THE LINGUISTIC SYSTEM</p> <p>The use of grammatical, lexical, phonological, semantic, pragmatic, and discourse features necessary for participation in the Communicative Modes.</p>			

The Communicative Framework and the Background of the Learner

This framework is useful, whether discussing the language abilities of the students with home background in languages other than English or beginning language students. Heritage language learners may bring strong interpersonal communication skills in the target/home language, but they still need to develop the ability to use the language in both the interpretive and presentational modes. The varying needs of students require access to instruction that will allow them to: (1) maintain existing strengths in the language; (2) develop strengths in topical areas in which the home background has not provided support; and (3) use the language for reading and writing.

The Communicative Framework and the Nature of the Language Being Studied

The use of a framework of communicative modes also highlights the challenge to students who study non-European languages. Cultural distance will place great demands on the interpersonal negotiated mode, because the process of negotiation requires abilities that will be unfamiliar to the typical speaker of a European language. Likewise, the amount of cultural knowledge ultimately required for the Interpretive and Presentational Modes is presumably much greater for students studying non-European languages than for students of one European (e.g., English) studying another European language (e.g., Italian).

One would expect that the Interpretive Mode predominate in the study of **classical languages** such as Latin, perhaps with some attention to the Presentational Mode as a way of strengthening language knowledge and use. While some attention may be given to the oral dimension in classical languages, it is quite unlikely that such oral work is part of the Interpersonal Mode simply because there are **no native speakers** with whom to interact and negotiate. However, computer technology has expanded interactive opportunities for students of classical languages throughout the Internet.

The Language Learning Sequence

Traditionally, progress from one course to the next in World Language study has been determined by the learner's "seat time" rather than by any definitive measure of competence in the language. However, experience has taught that language acquisition does not necessarily correlate with length of study. A more appropriate method is to describe what learners can do at particular stages in the learning process. The expectations for performance at any given stage may be met over different periods of time, **depending on such factors as:**

- age of the learner
- scheduling patterns of the language program
- methodology employed
- abilities and interests of the instructor
- scope and sequence of the language program
- abilities and interests of the learner
- availability and use of technology
- physical location and setup of the facilities provided for learning
- authenticity of the cultural environment and materials, and
- exposure to native speakers and/or foreign travel

The STAGES of the Language Learning Process

The following Stages describe learner performance along the Language Learning Continuum. For some languages, modifications may have to be made:

STAGE I begins when the learner **starts to learn** a second language. This may occur **at any age**. Stage I may encompass a four-to five-year sequence that begins in elementary or middle school, a one-to two-year high school program, or a one-to two-semester college or university program.

STAGE II represents **a progression** in terms of vocabulary acquisition, fluency, aural and written comprehension, and sophistication of expression. The Stage II student may be in middle or high school at the traditional levels 1, 2, or 3, or in a college or university second-semester course.

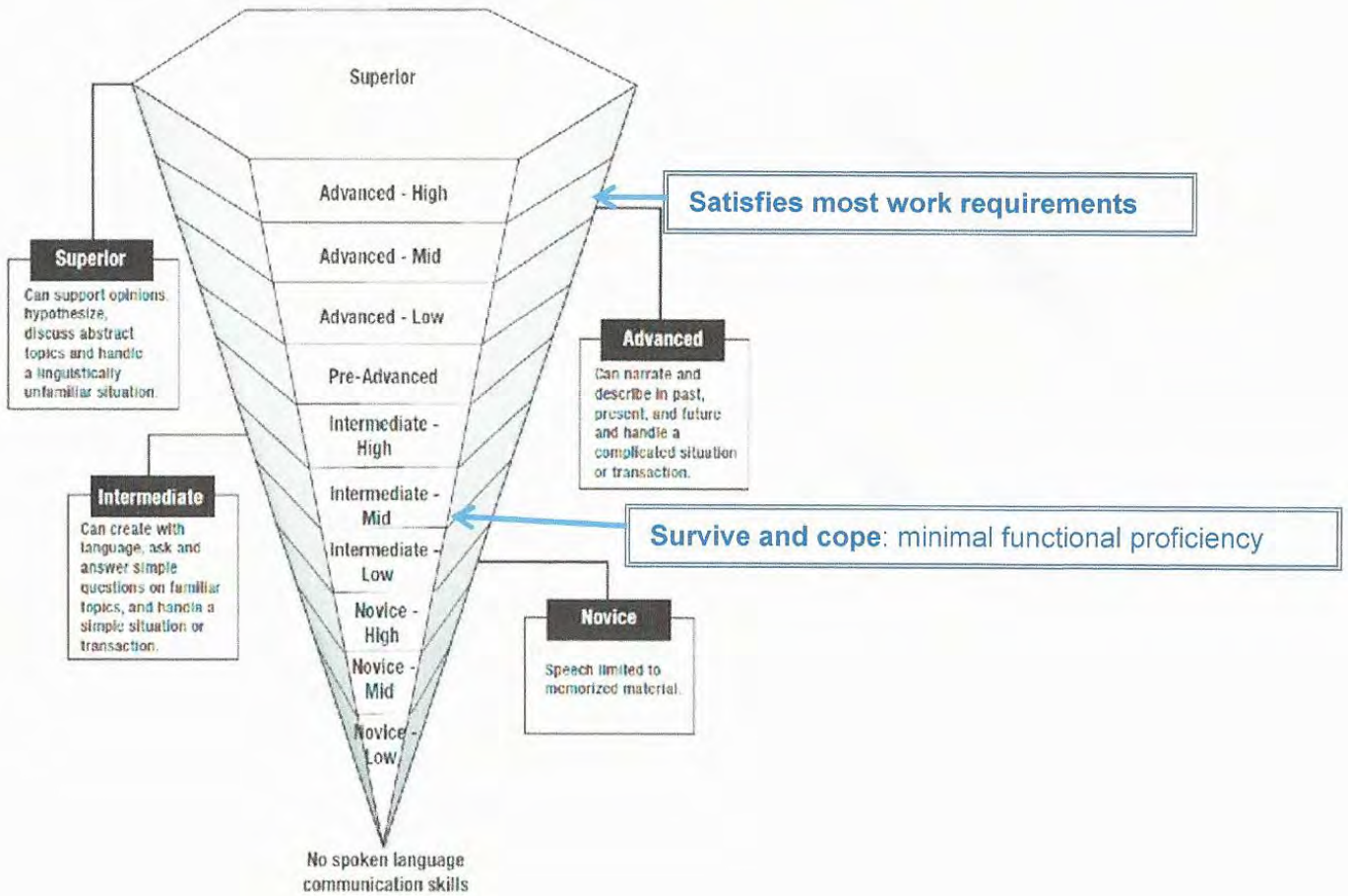
STAGE III a **pivotal stage**, as students move from the comfort of learned material to the challenging world of creating with the language. Learners begin to adapt vocabulary to personal

needs and to pursue their own interests in the language; in short, they become independent users of the language. The repertoire of vocabulary and grammatical structures increases, but as students attempt more original and complex tasks and communications, accuracy often decreases. One of the most critical factors in World Language education today is **sustaining learners** in their efforts to produce their own thoughts and feelings in the target language. **Learners are often unable to organize and coordinate everything they know.** Ideas and feelings spill out in a rather unpredictable fashion, sometimes leading teachers to wonder whether students have learned anything in the first few years of language study. It is at Stage III that the relationship of classroom study to genuine language acquisition becomes problematic.

STAGE IV learners demonstrate **increasing mastery** of Stage III performance outcomes. These learners tend to be risk takers who are willing to make mistakes and to self-correct. They explore topics that are less familiar, experiment with more complex structures associated with advanced functions, and engage in more elaborate and organized discourse. Learners who achieve Stage IV outcomes are likely to have completed six or more contiguous years of middle and high school world language study or five to eight semesters of college or university study. Additionally, these learners may have spent significant time in a country where the target language is spoken.

STAGE V is a **specialist stage** to which not all learners will aspire. This stage may be rare at the secondary level. However, with sufficient time, opportunity, and practice, nonnative speakers should be fully capable of realizing Stage V outcomes. Nevertheless, at the present time, it appears that few learners do. The Stage V learner is likely to be highly motivated and interested in pursuing further educational and/or career opportunities associated with a world language. Although some high school learners with immersion experience may reach Stage V, the majority of Stage V learners are at the college or university level or beyond.

ACTFL Performance and Proficiency Guidelines for Language Learners



*To know the ACTFL level of proficiency of a curriculum or course or learners,
compare the items in each Stage to the curriculum or course or learners.*

STAGE I is equivalent to ACTFL Novice Low and Mid through Novice-High.

Language Learning Continuum Charts – Expected Outcomes

These categories describe the expected learning outcomes at each stage in the learning process, in terms of the five continuum categories.

1. **Function** - what a student can do with the language;
2. **Context** - in what situations can a student perform these functions;
3. **Text Type** - how a student expresses himself or herself in terms of discourse;
4. **Accuracy** - how closely a student's performance matches the criteria; and
5. **Content** - about which topics a student is able to communicate.

LANGUAGE LEARNING CONTINUUM		
STAGE I (May encompass several years or semesters of study)		
FUNCTION	CONTEXT	TEXT TYPE
<p>Learners develop the ability to:</p> <ul style="list-style-type: none"> ❖ greet and respond to greetings; ❖ introduce and respond to introductions; ❖ engage in conversations on familiar topics; ❖ express likes and dislikes; ❖ make requests; ❖ provide and obtain information on familiar 	<p>Learners can perform these functions when:</p> <ul style="list-style-type: none"> ❖ speaking face-to-face in a familiar social group, or with others online; ❖ listening, in social interaction and when interpreting audio or visual input; and ❖ reading, using authentic materials on familiar topics; 	<p>Learners can:</p> <ul style="list-style-type: none"> ❖ speak and write using short sentences; ❖ learn words, phrases, simple questions, and commands; ❖ listen, understand some ideas and familiar details presented in clear and uncomplicated speech; ❖ read and understand familiar topics; and ❖ recognize word family roots, prefixes, and suffixes.

<p>topics using practiced structures;</p> <ul style="list-style-type: none"> ❖ understand some ideas and familiar details; ❖ describe and provide simple details on familiar topics; and ❖ communicate using interpersonal, presentational, or interpretive modes. 	<ul style="list-style-type: none"> ❖ writing lists, descriptions, or brief paragraphs on familiar topics; ❖ writing, using printed, digital, and social media; and ❖ presenting to a group, using simple, familiar phrases. 	
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ACCURACY

Learners:

- ❖ communicate effectively using practiced structures and vocabulary, with some hesitation and errors, which do not hinder comprehension by sympathetic speakers or readers of the target language;
- ❖ understand the basic message conveyed when listening, reading, or viewing material concerning familiar topics;
- ❖ demonstrate culturally appropriate gestures and expressions when communicating on familiar topics;
- ❖ engage in simple conversation related to basic biographical information using memorized phrases and questions; and
- ❖ show awareness of basic cultural similarities and differences.

CONTENT

Stages I and II often include some combination of the following topics:

- ❖ **the self:** family, friends, home, rooms, health, school, schedules, holidays, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, pets, and animals; and
- ❖ **beyond self:** geography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.

Stage 1 ~ Sample Assessment Activities:

DAILY AND LEISURE ACTIVITIES - Your pen pal is coming to visit you. Write a message to him or her describing the activities you are planning during his or her stay and asking if he or she likes these various activities.

WEATHER OR SEASONS - Listen to or read a weather report and present it to the class.

HOUSE, HOME, OR FAMILY - Make a list of the items you need to furnish each room of your new apartment. Find images to illustrate.

SCHOOL AND CLASSROOM - List the contents of your school bag and explain for which class each item is used. Question your partner about the contents of his or her bag or backpack.

SELF AND FRIENDS - In small groups, one student at a time will write and say one thing about the person he or she sees in a photograph that is passed from student to student (round-robin).

CALENDARS OR DATES - Describe to your partner or write to your pen pal about your daily schedule.

HEALTH - You are not feeling well. Explain to your friend why you cannot go out with him or her tonight.

CLOTHING AND SHOPPING - Individually or in pairs, describe pictured outfits.

NUMBERS - Using social media, find and exchange information regarding restaurants, hotels, banks, stores, etc.

FOOD - After reading a recipe, prepare a shopping list. Tell your partner, teacher, or class what supermarkets or small stores you must visit in order to purchase each item on your list.

TIME - Write down (using numbers) the arrival and/or departure times of a train or plane as dictated by the teacher or heard in the target language.

STAGE II is equivalent to ACTFL Intermediate-Low through Intermediate-Mid.

Language Learning Continuum Charts – Expected Outcomes

These categories describe the expected learning outcomes at each stage in the learning process, in terms of the five continuum categories.

1. **Function** - what a student can do with the language;
2. **Context** - in what situations can a student perform these functions;
3. **Text Type** - how a student expresses himself or herself in terms of discourse;
4. **Accuracy** - how closely a student's performance matches the criteria; and
5. **Content** - about what topics a student is able to communicate.

LANGUAGE LEARNING CONTINUUM		
STAGE II (May encompass several years or semesters of study)		
<p>FUNCTION</p> <p>Learners expand their ability to perform all the functions developed in Stage I. They also develop the ability to:</p> <ul style="list-style-type: none"> ❖ express their needs and thoughts, show an emerging ability to express what is wanted or desired; ❖ understand familiar questions and simple sentences in short text and conversations most of the time; 	<p>CONTEXT</p> <p>Learners can perform these functions when:</p> <ul style="list-style-type: none"> ❖ speaking face-to-face in a familiar social group or with others online; ❖ listening, in social interactions, using social media, and when interpreting audio or visual input, including authentic materials; 	<p>TEXT TYPE</p> <p>Learners can:</p> <ul style="list-style-type: none"> ❖ speak and communicate using and understanding learned expressions, sentences, and strings of sentences, questions, and polite commands; ❖ create simple paragraphs; and ❖ read, understand important ideas and some details in highly contextualized authentic texts.

<ul style="list-style-type: none"> ❖ understand and express important ideas and some details; ❖ identify some typical products and practices related to familiar everyday life; ❖ describe, compare, and contrast familiar topics and cultural practices; ❖ express ideas and ask questions on familiar and everyday topics using phrases and simple sentences; ❖ use and understand expressions indicating emotion; ❖ communicate with some hesitations and pattern of errors; and ❖ communicate using interpersonal, presentational, or interpretive modes. 	<ul style="list-style-type: none"> ❖ reading texts on familiar topics or more advanced texts enhanced by visual context cues and repetition; ❖ writing guided messages, descriptions, and brief narratives; ❖ using printed, digital, and social media; and ❖ speaking or writing with some evidence of self-correction. 	
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<p>ACCURACY</p> <p>Learners:</p> <ul style="list-style-type: none"> ❖ demonstrate increasing fluency and control of vocabulary;
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- ❖ demonstrate an expanded ability to use practiced idiomatic expressions and culturally appropriate gestures;
- ❖ show no significant pattern of error when performing Stage I functions;
- ❖ communicate effectively with some pattern of error, using high-frequency language that is generally understood by sympathetic listeners and readers;
- ❖ understand familiar vocabulary and structures in context when listening, reading, and viewing; and
- ❖ understand oral and written discourse, with few errors in comprehension when reading.

CONTENT

Stages I and II often include some combination of the following topics:

- ❖ **the self:** family, friends, home, rooms, health, school, schedules, holidays, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals.
- ❖ **beyond self:** geography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.

STAGE II ~ Sample Assessment Activities:

SELF AND OTHERS - Prepare a video or audio recording in which you talk briefly about yourself. Exchange the recording with a classmate. Each student will view or listen to the “autobiography” and then provide as much information as possible to the class about the student.

HOUSE AND ROOMS - Using the real estate advertisement from a magazine or newspaper published in the target language, find lodgings that best suit the needs of particular situations.

CLOTHING AND SHOPPING - With a partner, role-play a dialogue between a salesperson and a customer. The customer wishes to return a particular article of clothing and explains why he or she is not satisfied with it. The salesperson asks questions and may be unwilling to make the exchange.

AUTOMOBILES AND DRIVING - You are a salesperson who is trying to sell a car to a customer who knows very little about cars or car prices. The potential buyer has many questions to ask and you have little patience. You are, however, anxious to make the sale.

GEOGRAPHY AND TRAVEL - Describe one day of a trip you have taken to a country where the target language is spoken.

LEISURE ACTIVITIES - Your family is going on a trip. Describe where you are going, what you plan to take, what you plan to do upon arrival, and how you feel about taking the trip.

STAGE III is equivalent to the ACTFL Intermediate-Mid through Intermediate-High.

Language Learning Continuum Charts - Expected Outcomes

These charts describe the expected learning outcomes at each stage in the learning process, in terms of the five continuum categories:

- **Function** - what a student can do with the language;
- **Context** - in what situations can a student perform these functions;
- **Text Type** - how a student expresses himself or herself in terms of discourse;
- **Accuracy** - how closely a student's performance matches the criteria; and
- **Context** - about what topics a student is able to communicate.

LANGUAGE LEARNING CONTINUUM		
STAGE III (Pivotal, creative stage; may encompass several years of study)		
<p>FUNCTION Learners expand their ability to perform all the functions developed in Stages I and II. They also develop the ability to:</p> <ul style="list-style-type: none"> ❖ ask for and comprehend clarification; ❖ express and understand opinions; ❖ use and understand narration in various time frames; ❖ identify, express, and understand feelings and emotions; ❖ give and understand advice and suggestions; ❖ use circumlocution and self-correction when needed; and ❖ understand and interpret authentic texts. 	<p>CONTEXT Learners can perform these functions when:</p> <ul style="list-style-type: none"> ❖ communicating face-to-face in social interactions and in simple transactions; ❖ interpreting social interactions ❖ when engaged in audio or visual input; ❖ reading more advanced texts; and ❖ producing more advanced texts. 	<p>TEXT TYPE Learners can:</p> <ul style="list-style-type: none"> ❖ communicate using strings of related sentences; ❖ interpret and understand a message that is deliberately and carefully conveyed; ❖ compose narratives that flow, using transitions to move from one idea to the next; ❖ acquire knowledge, and new information from comprehensive, authentic sources; and ❖ recognize word family roots, prefixes, and suffixes;

ACCURACY

Learners:

- ❖ communicate effectively using practiced structures in present, past, and future;
- ❖ communicate more effectively, though tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning;
- ❖ generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as a pattern of mispronunciation and intonation;
- ❖ generally use culturally appropriate behavior in social situations;
- ❖ are able to understand and retain most key ideas and some supporting detail when reading and listening.

CONTEXT

Stage III often expands Stage II and includes cultural, personal, and social topics such as:

- ❖ history, art, literature, music, current affairs, civilization, significant people, events, career choices, the environment, social issues, sciences, technology, political issues, concepts of broader cultural significance, and environmental issues.

STAGE III ~ Sample Assessment Activities

CAMPUS LIFE AND EDUCATION - With a visiting exchange student, describe school or campus life in your two countries. Ask for clarification and detail from your partner and be prepared to provide clarification yourself when necessary.

LEISURE ACTIVITIES - Discuss the vacation customs of families in a country where the target language is spoken.

DIRECTIONS AND CULTURAL SITES - Write directions to a particular site on the map. Your partner will read and follow the directions to the indicated site using the same map.

PUBLIC TRANSPORTATION - Perform a skit in which the characters are using public transportation in the target language country. The skit should demonstrate how to use the particular mode of transportation and also describe some do's and don'ts.

PERSONAL EXPERIENCES AND INTERESTS - Write a letter to an advice column in a target language newspaper or magazine. You may then exchange letters and write responses.

SHOPPING - Write a grocery list, including all the items necessary for a complete dinner for a small group of friends from the target language country.

CURRENT EVENTS AND ISSUES - Watch a television news broadcast or read Internet information about a current issue and summarize the opinion presented.

STAGE IV is a risk-taking, exploring stage and is equivalent to ACTFL **Advanced**.

Language Learning Continuum Charts - Expected Outcomes

These charts describe the expected learning outcomes at each stage in the learning process, in terms of the five continuum categories:

- **Function** - what a student can do with the language;
- **Context** - in what situations can a student perform these functions;
- **Text Type** - how a student expresses himself or herself in terms of discourse;
- **Accuracy** - how closely a student's performance matches the criteria; and
- **Context** - about what topics a student is able to communicate.

LANGUAGE LEARNING CONTINUUM STAGE IV (Risk-taking, exploring stage, may encompass several years of study)		
FUNCTION	CONTEXT	TEXT TYPE
<p>Learners expand their ability to perform all the functions developed in Stages I, II, and III. They also develop the ability to:</p> <ul style="list-style-type: none"> ❖ initiate, engage in, and close a conversation in a meaningful, in-depth discussion; ❖ explain and support an opinion; ❖ conduct transactions and negotiations; ❖ convince and persuade; 	<p>Learners can perform these functions when:</p> <ul style="list-style-type: none"> ❖ communicating in social interactions, discussions, debates, and presentations; ❖ reading complex authentic materials; ❖ producing and presenting advanced concrete or abstract ideas and information with or without preparation; and 	<p>Learners can:</p> <ul style="list-style-type: none"> ❖ communicate using a series of coherent paragraphs; ❖ understand most authentic spoken language; and ❖ read to acquire knowledge and new information from comprehensive, authentic texts.

<ul style="list-style-type: none"> ❖ analyze and critique; and ❖ communicate extensively in contexts that relate to oneself and one's environment; 	<ul style="list-style-type: none"> ❖ explaining a variety of products and practices of the host and cultures related to perspectives. 	
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<p>ACCURACY Learners:</p> <ul style="list-style-type: none"> ❖ can engage in conversations with few significant patterns of error and using a wide range of appropriate vocabulary; ❖ demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more and more complex, they tend to become less accurate; ❖ are able to understand and report most key ideas and some supporting detail when reading and listening; and ❖ show ability to self-correct. <p>CONTEXT Context embraces topics from Stages II and III as well as:</p> <ul style="list-style-type: none"> ❖ concepts of broader cultural significance, including institutions such as the education system, the government, and political and social issues in the target culture; and ❖ topics of social and personal interest such as music, literature, the arts, the sciences, concepts of broader cultural significance and environmental issues.

STAGE IV ~ Sample Assessment Activities

CONTEMPORARY ISSUES - After viewing a film or reading a text focusing on a contemporary issue, write a letter from the point of view of one of the characters in the film or text.

CONTEMPORARY LIFE - Agree or disagree with the following statement: Computers make life harder. Use personal experiences to support your opinion.

SELF - Write an autobiography highlighting the events of your life. Include three people who have influenced your life and the reasons for their influence.

TRAVEL AND LEISURE - With a partner, describe a place in the target language country in one of the following ways: (a) role-play a customer and travel agent or (b) try to convince two older classmates to visit a chosen vacation site.

SCHOOL AND CAMPUS LIFE - Explain to a new student how to survive at your school or college.

STAGE V is the **specialist stage** and is equivalent to **ACTFL Superior** and, if appropriate, **Distinguished**.

Language Learning Continuum Charts – Expected Outcomes

These charts describe the expected learning outcomes at each stage in the learning process, in terms of the five continuum categories:

1. **Function** – what a learner can do with a language;
2. **Context** – in what situations can a learner perform these functions;
3. **Text Type** – how a learner expresses himself or herself in terms of discourse;
4. **Accuracy** – how closely a learner's performance matches the criteria; and
5. **Content** – about what topics a learner is able to communicate.

Language Learning Continuum: Stage V (Specialist Stage; No ceiling)		
FUNCTION	CONTEXT	TEXT TYPE
At educated native-level, learners expand their ability to perform all the functions developed in Stages I, II, III, and IV.	At educated native-level, learners can perform these functions in almost any context, including highly complex situations.	At educated native-level, learners can perform these functions in extended oral or written discourse when appropriate.

ACCURACY
<p>Learners:</p> <ul style="list-style-type: none"> ❖ use culturally appropriate language, characterized by a wide range of vocabulary, with few patterns of error, although speech may contain some hesitations and normal pauses; ❖ comprehend significant ideas and most supporting details; and ❖ have natural ability to self-correct.

CONTENT

Content embraces topics from all previous levels, as well as:

- ❖ concepts of broader cultural significance, including social issues in the target culture, such as the environment and human rights;
- ❖ abstract ideas concerning art, literature, humor, politics, and society; and ability to converse on a variety of topics and in more abstract content areas.

STAGE V ~ Sample Assessment Activities

CONTEMPORARY ISSUES - Summarize a class discussion of recognizing and preventing discrimination in the school and community.

CULTURE AND HISTORY - As the teacher describes the scene of a well-known painting, draw the scene as you visualize it from the description. (This activity may be accompanied by music of the same period.)

LITERARY TEXTS - After reading a particular text, creatively interpret a character, event, or scene, using your personal talents and interests in music, drawing, costume design, dance, etc.

SCHOOL - Using content from a project in another class (science, math, social studies), design a lesson in which you teach your language class about the project. Use the appropriate vocabulary and make a sketch or present the project itself. Give a step-by-step explanation and describe what you learned from the project.

PERSONAL NEEDS - A doctor has prescribed medication for your illness, but you are having an adverse reaction to it. Call the doctor to describe your symptoms and request further treatment.

Assessment

As the profession makes progress in **establishing new standards** for articulation and achievement in the study of World Languages, it must give very close attention to assessment strategies that will enable teachers to teach and to test most effectively. World Language educators have begun to adopt alternative assessment practices that reflect high-quality, effective classroom instruction. Essential to the development of appropriate classroom-based standards for learner evaluation is a thorough understanding of the results of research studies, current practice, and the function of testing.

“We should design academic tests to be similarly standard setting, not merely standardized.” (Wiggins 1989)

Language educators have **traditionally relied on tests and quizzes** to evaluate their students' progress. These are usually created by one teacher and designed for a particular class on specific material. In addition, for many years standardized tests such as the College Board's Advanced Placement and SAT II (formerly Achievement) tests have been administered on a national scale to large numbers of students. As teachers explore the use of alternative assessment in their classrooms, they recognize that these traditional assessment methods will continue to play an important role in curriculum and instruction.

Why Do We Test?

Testing serves three general purposes: (1) **to guide** both teachers and learners in the classroom teaching and learning process; (2) **to inform** decisions about the selection, placement, and promotion of individual students; and (3) **to monitor** educational outcomes at the local, state, and national levels.

What Is A Test?

A test is generally defined as a systematic procedure for observing behavior and describing that behavior in terms of a numerical or category system. Wiggins has described testing in the following manner: “Rather than seeing tests as after-the-fact devices for checking up on what students have learned, we should **see them as instructional**: the central vehicle for clarifying and setting intellectual standards. The recital, debate, play, or game (and the criteria by which they are judged) –

the 'performance' - is not a checkup, it is the heart of the matter; all coaches teach to it. We should design academic tests to be similarly standard setting, not merely standardizes." (Wiggins 1989)

What is Authentic and Performance-based Assessment?

There are numerous definitions of authentic assessment. In an authentic assessment, the learner not only completes the task or demonstrates the desired behavior, but does so in a context that **resembles a real-life situation**. Authentic assessment reflects the belief that learning is not simply the mastery of discrete skills or facts, but rather involves the learner's ability to solve problems or perform meaningful tasks using a variety of techniques that are age-appropriate, meet curricular goals, and take full advantage of available materials and human resources.

Assessment strategies, when paired with **holistic evaluation measures and scoring rubrics** focus the attention of the learner and the evaluator on the "big picture" rather than on discreet skills. Considerable time and effort are required to make this kind of assessment operational in the classroom. Teachers need the opportunity to collaborate with one another and to share expertise, common experiences, and teaching resources. Although classroom tests and quizzes will always be used, the goal is to integrate these practices within a wider framework of performance-based assessment, one that encompasses broader learning goals and engages learners more actively in the evaluation process. The use of alternative assessments can help teachers to meld curriculum, instruction, and student evaluation into a coherent whole.

Types of Test Formats

There are important differences between achievement tests, **prochievement ("hybrid")** tests, proficiency tests, and performance-based assessments. A variety of test formats should be used in the classroom: appropriate use depends on a clear understanding of the purposes and characteristics of each format.

Achievement tests measure what has been taught using specific materials. Learners can study for achievement tests, and scores are derived by comparing the performance of learners to one another on a norm-referenced test.

Prochievement tests, based on a combination of proficiency and achievement testing strategies, measure what has been taught in a meaningful and realistic context. These tests are based on materials that simulate the way language is used in real-life situations. Prochievement tests measure progress toward stated proficiency goals and challenge learners to use language creatively and to express their own meanings.

Proficiency tests measure what learners are able to do using the language. These tests draw on a wide variety of materials; learners cannot prepare specifically for them. Test results compare individual performance to a set standard on a criterion-referenced test. Proficiency and achievement tests both incorporate elements of performance-based assessment.

Performance-based assessments require learners to demonstrate their ability to use their knowledge and skills in a real-world context.

Holistic Scoring

It is very important to note that teachers need instruction, training, and practice to develop the skills required for holistic scoring of student performance. When teachers evaluate a student's performance holistically, they rate the **overall performance** and base their evaluation on the impression created by the entire product, rather than on the number of specific errors. An evaluator who uses this method arrives at a learner's score based on the strengths demonstrated in the performance.

Many **scoring rubrics** can be used for holistic evaluation. A rubric is a set of criteria that clearly describes and specifies the level of expectation for student performance. Scoring rubrics can be broad in scope or modified to suit a particular situation. Used appropriately, rubrics increase consistency in the rating of performances, products, and understandings.

They provide students with information about expectations and standards that need to be met. They can be "**road signs**" to show learners where they are in relation to where they need to be. To be effective and meaningful, scoring rubrics must be explained to students, parents, and the broader community. Otherwise, the number, letter, or phrase used to express the score will not adequately communicate to the intended audience how a student's performance compares to specific learning outcomes.

The rubrics for holistic scoring shown in the following chart were used by the Articulation and Achievement Project evaluators in scoring student performance at all stages, on both written and oral assessment tasks.

FOR HOLISTIC SCORING RUBRICS

SCORE: _____

3 Exceeds Expectations

- Message very effectively communicated
- Rich variety of vocabulary
- Highly accurate, showing no significant patterns of error
- Content supports interest level
- Self-correction increases comprehensibility

2 Meets Expectations

- Vocabulary is appropriate, with some groping
- Message generally comprehensible
- Accuracy appropriate to stage, although some patterns of error may interfere with comprehension
- Content is predictable, but adequate
- Occasional self-correction may be successful

1 Does Not Meet Expectations

- Message communicated with difficulty and is unclear
- Vocabulary is often inappropriate, leading to miscommunication
- Significant patterns of error
- Content repetitions
- Self-correction is rare and usually unsuccessful

0 Unratable Sample

- No consistent use of target language, only isolated words in target language.
- Off task

NOTE: Evaluators applying these rubrics must refer to the Language Learning Continuum for verification of expectations at each stage. Because this is a criterion-referenced scoring, learner's work samples should be held accountable to the specific criteria rather than to each other.

At Stage I, at which the learner relies primarily on memorized material, no major patterns of error are expected. However, if the learner attempts to move beyond memorized material, error becomes more evident, as is appropriate to the expectations for this particular stage.

Portfolio Assessment

Portfolios are **well-designed collections of significant samples of learners' work** over time, accompanied by clear criteria for evaluation and learners' reflections on their own progress. In World Languages, a portfolio may contain a rich array of samples, including class presentations, role playing, informal and formal interviews, drafts and final versions of written work, photographs, and other descriptions of projects with or without technology.

Careful planning is required if teachers are to be successful using portfolio assessment. Many a well-intentioned teacher has fallen under the sheer weight of the paper or succumbed to the complexity of organizing samples. Some teachers find it difficult to set aside the time required to interact productively and regularly with learners to develop the portfolio. The following guidelines on portfolio assessment suggest some organizational strategies that can help resolve these frustrations.

Designing Student Portfolios

To meet the criterion of a well-designed portfolio collection, careful planning by teachers is essential. If the curriculum is organized around student outcomes such as those defined in the **Language Learning Continuum**, focus can be achieved through planning by marking period or unit.

For example, in designing a **Stage II** portfolio for the first semester, a teacher might ask the following questions: What are the important functions at this stage? What contexts are appropriate? What is the appropriate text type at this stage? What level of accuracy is expected? What is the content of the course for the first semester?

The answers to these questions will provide basic portfolio design strategies that can be used throughout the year. Depending on the local curriculum, the design and organization of a template for a student portfolio will vary, but a typical example might resemble the following:

Example: STUDENT PORTFOLIO TEMPLATE FOR STAGE II

- A.** For example, you want to learn more about family life in the countries you are studying in class. Write to your pen pal in Costa Rica / Quebec / Berlin. Ask questions that will provide you with information you can later share with the class. ·

- B. For example, having read the article 'Mi Familia,' written by a young Puerto Rican, write a well-organized paragraph that points out the similarities and differences in family life in Puerto Rico compared to the rest of the United States.
- C. For example, prepare a survey on the family backgrounds of your classmates. You may choose the topics yourself, but you should develop at least 10 questions. You will present your findings to the class in a videotaped presentation during the last week of September.

This portfolio template uses family and home as **content**, short texts and readings as **contexts**, writing and asking questions as **functions**, and simple sentences as **text type**. In terms of accuracy, the student should demonstrate increasing fluency and control of vocabulary and be able to communicate effectively, although some pattern of error may interfere slightly with full comprehension when performing **Stage II** functions. With planning, teachers can devise just a few complex and interesting assignments that address their goals and organize their students' efforts through meaningful, authentic activities.

Portfolio Evaluation Criteria

Learners need to know how their work will be evaluated and by what criteria their final products will be judged. A well-designed portfolio template will include such criteria. Holistic scoring using rubrics is considered by most educators to be the most effective and comprehensive method of evaluating portfolios. This kind of scoring provides a range of performance possibilities, accompanied by descriptors that help students understand clearly how their work will be judged.

Learners will begin to take ownership of their learning to ask questions about how they can do better, and to seek help when they need it.

This knowledge helps them focus their efforts, encourages revision, and provides feedback when questions arise. The evaluation criteria to be used for each product should be explained to the students beforehand, kept in the portfolio, and more important, reflect the criteria used daily in the classroom. Whenever possible, teachers should involve students in the development of the criteria to be used.

Providing learners with benchmarks - excellent examples of projects completed by learners at the same stage - enriches the portfolio evaluation process by providing models for performance. When learners are shown examples of excellence, they have a better sense of how to develop their own products to get the results they want.

Student Self-Evaluation

Students are rarely encouraged to evaluate their own work and review their strengths and weaknesses, to understand how they can best use their time and effort to make the most progress. They often get back a paper or a test, look at the grade, quickly put the paper or test in their notebooks, and hope to do better next time. It is not surprising that they continue to make the same errors. When teachers set aside time to review portfolios with students who have evaluated their own efforts in terms of the expected outcomes, the discussions will pay off in increased motivation and measurable improvement. Learners will begin to take ownership of their learning to ask questions about how they can do better, and to seek help when they need it.

References:

The following documents were used extensively by the NHAWLT Board in producing the 2018 New Hampshire Guidelines for World-Ready Language Learning.

World-Readiness Standards for Learning Languages, 2015, copyright National Standards in Foreign Language Education Project (NSFLEP), 1001 N. Fairfax St. Suite 200, Alexandria, VA 22314

Articulation and Achievement: Connecting Standards, Performance, and Assessment in Foreign Languages; 1996; College Board Publications, Box 886, New York, New York, 10101

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2018 ~ “NH Guidelines for World-Ready Language Learning”

Thank you for your Excellent Work on behalf of New Hampshire World Language teachers!

Janis Hennessey

President, NHAWLT

