



LinguaFolio®

Kansas Pilot Project



Language:

How do 'they' know you know it?



LINGUAFOLIO



Language Proficiency Portfolio

Kansas

Name _____

Date _____

Start your LinguaFolio KS

- Self-directed
- *Formative assessment* tool
- Record of on-going progress
- Comprehensive view of student performance
 - Work samples
 - Summative test results
- Standards-based

Standards based

The 5 'C's

- Communication
 - Interpersonal
 - Interpretive
 - Presentational
- Cultures
- Connections
- Comparisons
- Communities

Proficiency levels

Novice Low
Novice Mid
Novice High
Intermediate Low
Intermediate Mid
Intermediate High
Advanced Low
Advanced Mid
Advanced High
Superior

Comprehensive

- Formative assessments
 - Pair work
 - Recordings
 - Classroom activities
 - Presentations
- Self assessment
 - Work samples
 - Intercultural experiences
 - Community experiences
 - Travel experiences
 - Independent study
- Summative assessment
 - Semester tests
 - Final tests
 - National Exams
 - Integrated Performance Assessment
 - AP test
 - IB test
 - Oral Proficiency Interview
 - Writing Proficiency Interview
 - STAMP tests

Purpose:

Set goals

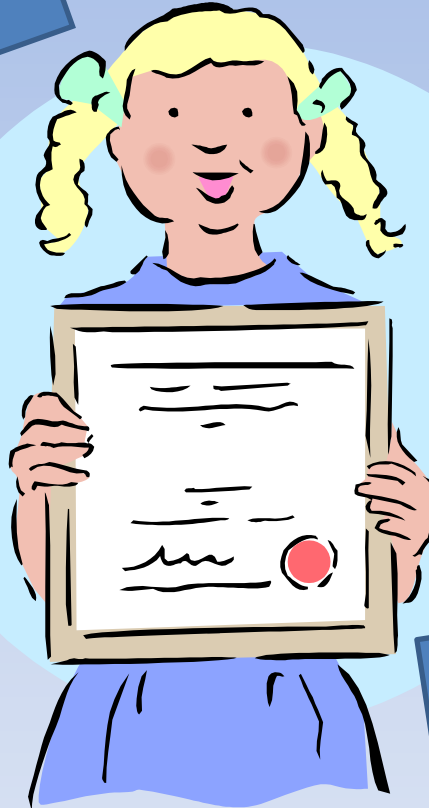
Develop
continuum pre-K
to adult

Self assess

Value languages
learned at home

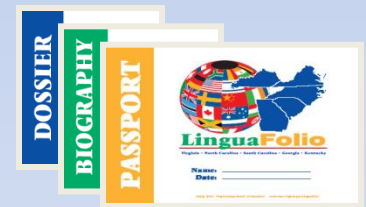
Value
multilingualism

Create a record



Background

- Based on Council of Europe European Language Portfolio
- Developed by National Council of State Supervisors of Foreign Languages (NCSSFL) based on National US Standards
- Piloted by 5-state-group (Virginia, N. Carolina, S. Carolina, Georgia, Kentucky), Wisconsin, & Nebraska
- [Kansas 3-year pilot project, 2009 - 2012](#)



Pilot project includes

- Individual teachers
- Schools
- Districts
- Departments
- Colleges



Organization – 3 parts

Biography

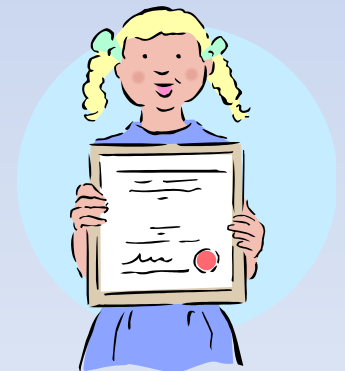
- Student background
- Student experiences
- Summative Assessments

Passport

- Student self-assessment
- Skills checklists
“can do”
- Set goals

Dossier

- Evidence
- Samples over time



Biography

- Start here. Provide initial information.
 - Languages studied
 - Languages learned outside of school
 - Travel and cultural experiences
 - Summative tests, competitions, certificates
- Add to this section only after traveling, completing a course, taking a summative test, or receiving a certificate.

Passport



- Use the Self Assessment Grid to get an overview of skills at each level. Determine your current proficiency level.
- “Can-do” statement checklists available in two formats:
 - [Five communication modes at each proficiency level](#)
 - [One communication mode through all proficiency levels](#)
- Identify what you can do. Check off each skill you have mastered.
- Find the skills that need more practice.
- Set goals that will lead to higher skills.
- Update checklists as skills increase.

LINGUAFOLIO SELF-ASSESSMENT GRID

		NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR
		Low	Mid	High	Low	Mid	High	Low	Mid	High	
INTERPRETIVE	Listening	I can understand a few familiar words. I can understand some words that are similar to those in my own language.	I can understand some everyday words, phrases and questions about me, my personal experiences and my surroundings, when people speak slowly and clearly.	I can understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions. I can understand the main point in messages and announcements.	I can understand main ideas and a few details in sentences, short conversations and some forms of media.	I can understand ideas on familiar topics expressed through a series of sentences. I can understand details expressed in conversations and through some forms of media.	I can understand some extended speech on a variety of familiar and some unfamiliar topics delivered through conversations and other media.	I can understand some extended speech on unfamiliar topics delivered through a variety of media.	I can understand extended speech and lectures, even when somewhat complicated. I can understand most forms of media with little effort.	I can understand most spoken language and some technical discussions. I can understand some accents and dialects.	I can understand any kind of spoken language, including most accents and dialects.
	Reading	I can identify some words or phrases, especially those that are similar to words in my own language.	I can understand familiar words and short, simple phrases or sentences.	I can understand the main idea and some details in simple texts that contain familiar vocabulary.	I can understand the main idea and many details in some texts that contain familiar vocabulary.	I can understand most details in texts that contain familiar vocabulary and the main idea and many details in texts that contain unfamiliar vocabulary.	I can understand many different types of texts that contain unfamiliar vocabulary.	I can understand the subtleties of texts on familiar topics and information from texts on unfamiliar topics.	I can understand long, complex texts and recognize some literary and technical styles.	I can understand abstract and linguistically complex texts. I can make appropriate inferences and identify literary elements.	I can comprehend with ease virtually all forms of written language.
INTERPERSONAL	Person to Person Communication	I can use single words and simple memorized phrases.	I can interact with help using memorized words and phrases. I can answer simple questions on very familiar topics.	I can exchange info about familiar tasks, topics and activities. I can handle short social interactions using phrases and sentences, but I may need help to keep the conversation going.	I can begin and carry on an unrehearsed conversation on a limited number of familiar topics. I can ask and answer simple questions and exchange information in highly familiar situations.	I can state my views and begin and carry on conversations on a variety of familiar topics and in uncomplicated situations.	I can state and support my views and take an active part in discussions on familiar topics and in some complicated situations.	I can express myself on a range of familiar and some unfamiliar topics. I can link ideas in extended discussions.	I can communicate with fluency and flexibility on concrete social and professional topics.	I can usually adapt my language to the situation. I can express myself with fluency, flexibility and precision on concrete and some abstract topics.	I can effectively and consistently use language for all purposes. I can take part effortlessly in any conversation or discussion.
PRESENTATIONAL	Spoken production	I can use single words and memorized phrases to provide information about myself, and my immediate surroundings.	I can use simple phrases and sentences to provide information about myself, and my immediate surroundings.	I can use a series of phrases and sentences to provide basic information about familiar topics.	I can connect basic sentences to provide information on familiar topics. I can relate with some details, information about what I read, hear and see.	I can connect sentences in order to describe experiences, events, and opinions. I can narrate a story and make a simple factual presentation.	I can present clear and detailed descriptions on topics related to my experiences and interests. I can present my viewpoint on an issue and support my opinions.	I can deliver a comprehensible presentation appropriate to my audience on a variety of topics.	I can deliver a clearly articulated presentation on personal, academic, or professional topics.	I can deliver a clear and fluid presentation and appropriately respond to the audience.	I can deliver a presentation for a variety of purposes in a style appropriate to any type of audience.
	Writing	I can copy some characters and words.	I can provide some basic information on familiar topics in lists and simple forms.	I can write simple descriptions and short messages and request or provide information on familiar topics.	I can write about familiar topics and experiences in series of sentences.	I can summarize, describe or explain familiar topics and support my views with some details.	I can express ideas in detailed narratives, descriptions or explanations on familiar and some new topics.	I can express ideas on a variety of topics in clear, organized texts. I can adjust my writing for some audiences.	I can write clear, well-organized texts for a variety of audiences on concrete social and professional topics.	I can express myself with fluency and precision on concrete and some abstract topics. I can adapt my writing style according to purpose and audience.	I can effectively and consistently express myself in a variety of styles for academic and professional audiences and purposes.

A1

A2

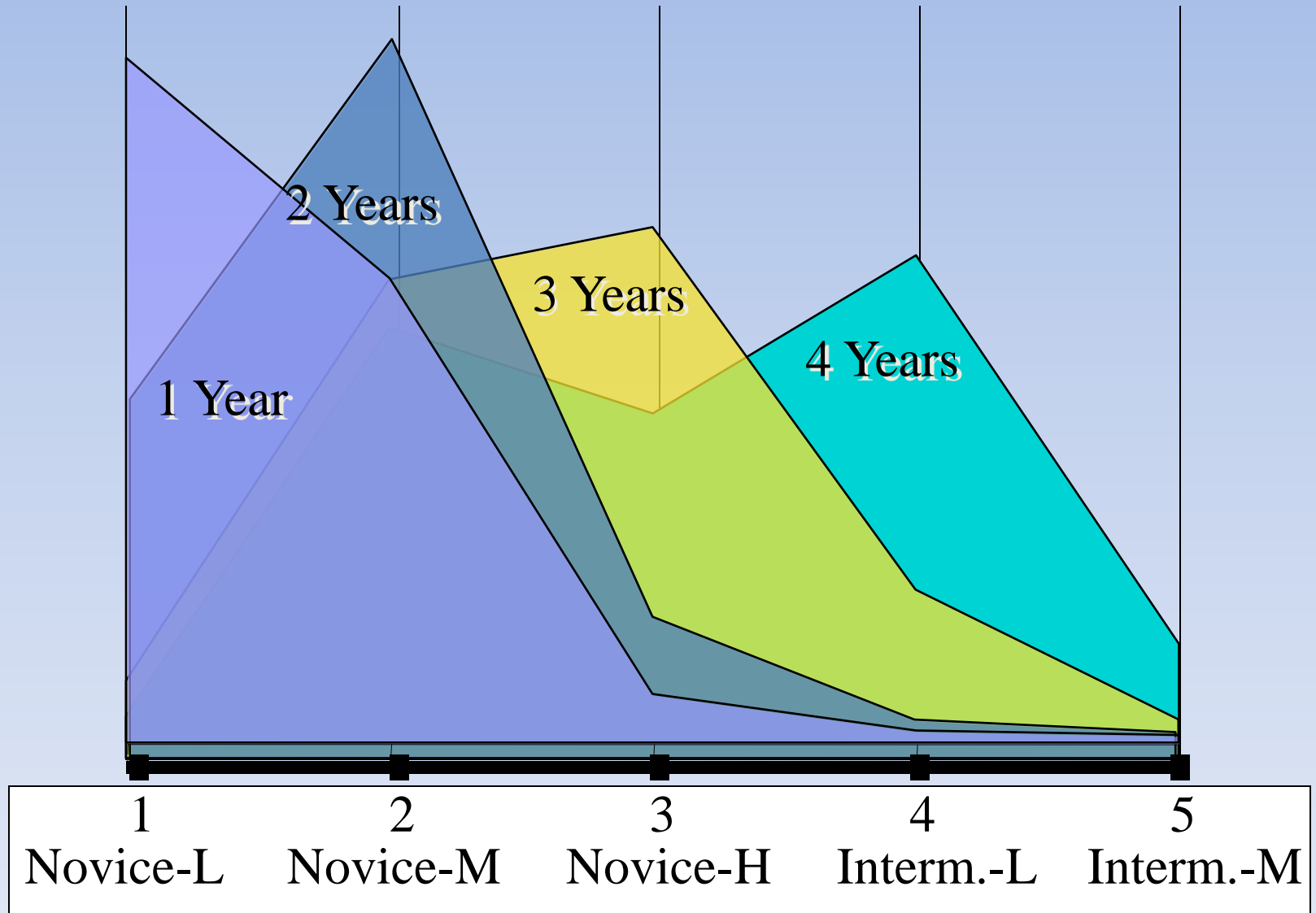
B1

B2

C1 ->
C2-Distinguished

The A, B, C designations represent approximations with the Common European Framework of Reference for Languages used in the European Language Portfolio.

Class / Proficiency Level Data



FSI/ILR

5
4+
4
3+
3
2+
2
1+
1
0+
0

CEFR

C 2

C 1

B 2

B 1

A 2

A 1

ACTFL

Distinguished

Superior

Advanced Plus

Advanced

Intermediate High

Intermediate Mid

Intermediate Low

Novice High

Novice Mid

Novice Low

Kansas 2008

STATE

Advanced Low*

Intermediate High

Intermediate Mid

Intermediate Low

Novice High

Novice Mid

Novice Low

DISTRICT

Level AP, IB

Level 5

Level 4

Level 3

Level 2

Level 1

Dossier*

- Proof: each check-off of a “Can-do” statement needs a sample or evidence of your skill
- Select best example of work as evidence of a specific skill or skills.
 - Listening/speaking video-clips, recording
 - Writing samples , posters, displays
 - Reading and use of texts
- Use electronic format or notebook, or combination
- Apply rubrics to determine what is good work.
- Show off your skills!!!

*Most important section

Quality Counts!

- Papers
- Recordings
- Video-clips



Samples of Evidence

Novice Low Writing

Für die Schule

— *ein Heft*

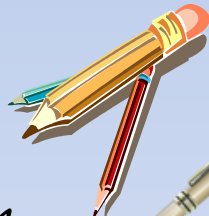
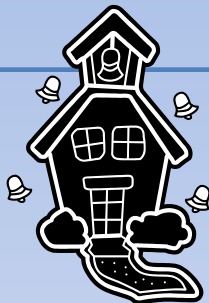
— *Papier*

— *Bleistifte*

— *ein Kugelschreiber*

— *ein Taschenrechner*

— *mein Rucksack*



Intermediate Low Writing

Ich esse sehr gern, aber koche nicht besonders gern. Es gibt viele tolle Restaurants in unsere Nähe wo man chinesisch, türkisch, vietnamesisch, italienisch, oder mexikanisch essen kann. Alles schmeckt lecker. Warum soll ich kochen lernen? Das Kochen braucht zu viel Planung, Einkaufen, und Vorbereitungen. Dann muss man nachher auch abräumen. Das mache ich gar nicht!

I can label some familiar things.

I can express my opinion on. . .

Grading

- Steps in the process will be assigned
- Meet deadlines
 - Goal setting
 - Checklists updated
 - Dossier complete for checked “Can-do” statements
- Maintain either electronic or portfolio format
- Bring to conferences / turn in at end of quarter

Timeline

- Start now
- Biography due in _(1)__ week
- Passport/first checklists due in _(1)__ week
- Dossier _____ items due in _____ week
- 100% of “Can-do” statements that have been checked are documented in the dossier by end of first quarter
- Check each quarter

Questions?

Formative Assessment

- Set goals
- Are goals met? Need to re-learn? Practice?
- Move at a faster pace?
- Move at a slower pace? on which skills?
- What adjustments can be made to increase learning?
- What study/practice habits are most effective?

Pilot project data collection

How many students increase their proficiency level?

What proficiency level have they achieved?

Is this a useful tool for conferencing with students and parents?

How much independent learning takes place when LinguaFolio is used to document progress?

Use LinguaFolio KS templates

- Go to World Language Instructional Resources at the Kansas Department of Education, ksde.org
- Teachers > Instructional Resources> World Languages
- Save your own
 - LinguaFolio Biography and Passport
 - LinguaFolio Checklists

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Most Requested Topics:

-Choose a Topic-

Teams/Divisions:

-Select a Team-















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Electronic LinguaFolio

- <http://lfonetwork.uoregon.edu/>
- Training videos
- Sign-up for limited space
- Examples of evidence

Thanks for participating!

If you have any questions, comments, or suggestions about the LinguaFolio KS pilot project, please contact:

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