Appendix B: Assessments

AP – Advanced Placement

Through a system of rigorous courses and College Board exams juniors and seniors have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities. Exams currently available are Chinese Language and Culture, French Language, French Literature, German Language, Italian Language and Culture, Latin Literature, Spanish Language, and Spanish Literature. Information about the registration process can be found at http://www.collegeboard.com/student/testing/ap/about.html .

ASLPI – American Sign Language Proficiency Interview

The ASLPI is a structured conversation between a trained interviewer and the individual being evaluated. This process is video recorded and holistically scored by three trained raters. They assign a proficiency level (0-5, based on the FSI ratings shown on the Appendix D Chart) by considering the examinee's performance in five areas: visual-gestural production, ASL grammar, sign vocabulary, fluency, and comprehension. More information is available at http://deafstudies.gallaudet.edu/x5665.xml .

ELLOPA – Early Language Listening and Oral Proficiency (Pre-K to Grade 2)
SOPA – Student Oral Proficiency Assessment (Grades 2-5)
COPE - CAL Oral Proficiency Exam (Grades 5-8 in immersion programs)

All three of these innovative language proficiency instruments were developed by the Center for Applied Linguistics. The goal is to allow students learning languages in a school setting to demonstrate their highest level of performance in oral fluency, grammar, vocabulary, and listening comprehension. Two trained assessors administer these assessments. One primarily interviews and the other primarily assigns ratings. The interview is conducted entirely in the language the students are learning. For more information about these assessment instruments and training to administer them, contact Lynn Thompson at the Center for Applied Linguistics at lynn@cal.org.

IPA - Integrated Performance Assessment (IPA) Project

ACTFL has developed a prototype for assessing the progress language students are making in achieving the K-16 standards as well as in developing their language proficiency. The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational--as outlined in the *ACTFL Performance Guidelines for K-12 Learners (1998)* and the *Standards for Foreign Language Learning in the 21st Century (National Standards for Foreign Language Education Project, 1999).* The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. IPAs are designed for students at the novice-, intermediate-, and pre-advanced levels of proficiency. They are standards-based; performance-based; developmental in nature; integrative; designed to be used with scoring rubrics that rate performance in terms of whether it meets expectations, exceeds expectations, or does not meet expectations for the task; and valid and reliable. This product may be purchased from ACTFL, www.actfl.org/i4a/store/ .

LinguaFolio
LinguaFolio is a student portfolio comprising three components: (1) a language biography, which includes information about a student's language background and intercultural activities; (2) a language passport, where formal assessments and a student's self-assessments are recorded; and (3) a language dossier, providing samples of a student's work over time. LinguaFolio is a document in which those who are learning or have learned a language at school or outside school can reflect on their language learning and cultural experiences. It is a tool that can accompany language learning throughout life and is suitable for documenting language abilities for various uses. See page 99 for a sample of the Self-Assessment Grid. A complete description of procedures is available at http://ncssfl.org/links/index.php?linguafolio .

OPI – Oral Proficiency Interview
The American Council on Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) is a valid and reliable means of assessing how well a person speaks a language. Available in 37 languages, it is a 20-30 minute face-to-face or telephonic interview between a certified ACTFL tester and an examinee. The interview is interactive and continuously adapts to the interests and abilities of the speaker. The topics that are discussed during the interview are based on the interests and experiences of the test candidate. ACTFL trains and certifies language professionals to conduct and rate OPIs according to ACTFL testing and rating protocols based on the ACTFL Proficiency Guidelines. Since the ACTFL OPI is an assessment of functional speaking ability, independent of any specific curriculum, it is irrelevant when, where, why, and under what conditions the candidate acquired his/her speaking ability in the language. The interview is double rated and an Official ACTFL Oral Proficiency Certificate stating the candidate's proficiency level is issued to the candidate. Training workshop schedules and enrollment forms are found at www.actfl.org > Professional Development >Certified Proficiency Testing Programs.

OPIc – Oral Proficiency Interview
The assessment tool described above is being developed in a web-based format. At the time of this publication, the English version for English Language Learners is being piloted. Other Languages will be added soon. Updates are available at www.actfl.org > Professional Development >Certified Proficiency Testing Programs.

WPT – Writing Proficiency Test
The American Council on Teaching of Foreign Languages (ACTFL) Writing Proficiency This is a proctored, standardized test for global assessment of functional writing ability, measuring how well a person writes in a language by comparing the performance of specific writing tasks with the criteria stated in the ACTFL Proficiency Guidelines - Writing (Revised 2001). Tests are double rated and an official ACTFL WPT certificate is issued to the candidate. Tests are administered online. More information is available at http://www.actfl.org.

STAMP
The Standards-based Measure of Proficiency (STAMP) is the commercial version of the proficiency test developed at the Center for Applied Second Language Studies (CASLS). It is a web-based assessment tool based on benchmarks consistent with the ACTFL Performance Guidelines, which foster a more consistent learning environment from one classroom, school, or district to the next. Designed to be independent of specific textbook or curriculum, STAMP assesses presentational speaking, interpretive reading, and presentational writing. Listening tests are being developed at the time of publication. STAMP is currently available in Chinese, French, German, Italian, Japanese, and Spanish. Reports provide independently-scored individual results for students and teachers; class-level reports for teachers and coordinators; and building, district, and state-level reports for administrators. The web-based reporting system allows teacher-playback of all student oral responses and the ability to review the writing responses. More information is available at www.avantassessment.com or the Center for Applied Second Language Studies, The Northwest National Foreign Language Resource Center, 5290 University of Oregon, Eugene, OR 97403-5290.

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.
INTERPRETIVE	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.
PRESENTATIONAL	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.

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