LinguaFolio®

Kansas Pilot Project
Language:
How do ‘they’ know you know it?
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
- Value languages learned at home
- Value multilingualism
- Create a record
- Develop continuum Pre-K to adult
- Self assess
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.
• 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.
<table>
<thead>
<tr>
<th></th>
<th>NOVICE</th>
<th>INTERMEDIATE</th>
<th>ADVANCED</th>
<th>SUPERIOR</th>
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<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>I can understand a few familiar words. I can understand some everyday words, phrases and questions about me, my personal experiences and my surroundings, when people speak slowly and clearly.</td>
<td>I can understand main ideas and some details in conversations and some forms of media.</td>
<td>I can understand some extended speech on a variety of familiar and some unfamiliar topics delivered through a variety of media.</td>
<td>I can understand most spoken language and some technical discussions. I can understand most forms of media with little effort.</td>
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<tr>
<td><strong>Reading</strong></td>
<td>I can understand familiar words and short, simple phrases or sentences.</td>
<td>I can understand the main idea and some details in texts that contain familiar vocabulary.</td>
<td>I can understand many different types of texts that contain unfamiliar vocabulary.</td>
<td>I can comprehend with ease virtually all forms of written language.</td>
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<td><strong>Person to person Communication</strong></td>
<td>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.</td>
<td>I can exchange information about familiar topics, tasks, and activities. I can handle short social interactions using phrases and sentences, but I may need help to keep the conversation going.</td>
<td>I can state and support my views on a range of familiar topics and in some complicated situations.</td>
<td>I can usually adapt my language to the situation. I can express myself with fluency, flexibility, and precision on concrete and some abstract topics.</td>
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<tr>
<td><strong>Spoken production</strong></td>
<td>I can use single phrases and sentences to provide information about myself, and my immediate surroundings.</td>
<td>I can use a series of phrases and sentences to provide basic information about familiar topics.</td>
<td>I can connect sentences in order to describe experiences, events, and opinions. I can narrate a story and make a simple factual presentation.</td>
<td>I can deliver a clear and fluid presentation on personal, academic, or professional topics.</td>
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<tr>
<td><strong>Writing</strong></td>
<td>I can copy some characters and words.</td>
<td>I can write simple descriptions and short messages and request or provide information on familiar topics.</td>
<td>I can summarize, describe or explain familiar topics and support my views with some details.</td>
<td>I can effectively and consistently express myself in a variety of styles for academic and professional audiences and purposes.</td>
</tr>
</tbody>
</table>

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

NCSSFL - February 2008
Kansas 2008

Slide adapted from STAMP / Language Learning Solutions / http://www.onlinells.com/
• 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

I can label some familiar things.

Intermediate Low Writing


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
Instructional Resources

- History, Government, Economics, and Geography
- Mathematics
- Reading
- Science
- Writing
- Driver Education
- Library Media and Technology
- World Languages
- Fine Arts
- Career and Technical Education
- Graduation Requirements
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Electronic LinguaFolio

- [http://lfonetwork.uoregon.edu/](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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This presentation last updated on 10/28/2011