

The Communication Standard

1


**Ceud Mìle Fàilte !
100 Thousand Welcomes!**

***We Will Rock You.....
with the new standards***



2

The Communication Standard®




**World Languages
District
Collaboration Day**
Boulder Valley School District
October 14, 2011

David Burrous
World Languages
Educational Consultant

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**A journey of a 1,000 miles
begins with a single step.**



Lao-tsu,
Chinese philosopher
(604 BC - 531 BC)


← Hadrian's Wall

4


Norms

Norms

- Have fun
- Be respectful of others' opinions
- Presume positive intent
- Share speaking time equitably
- Other?
- Norm Monitor
- Parking Lot Monitor



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#2 ***Be Tough – Take a Foreign
Language***

Be Tougher – Teach One!

6

What you will walk away with from this meeting:



- Introduction to *The Keys...*
- Standards – Old and New
- Assessing Proficiency
 - Major Levels
 - Sub Levels
- Teaching Grammar Inductively
- The 3 Modes of Communication
- Integrated Performance Assessment (IPA)


7

This is a journey...




8

... not a destination.



9


The Keys ...



- **The Keys to Assessing Language Performance**
 - A teacher's manual for measuring student progress
 - Paul Sandrock
 - Copyright: 2010 by ACTFL, Alexandria, VA

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Introduction from *The Keys...*




What matters is not what your students **know** about the language, but what they can actually **do** with it.

(Chantal Thompson BYU)

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The Keys...

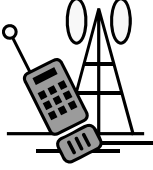
When teachers look at ways to measure student use of language, the main criterion often becomes **grammatical accuracy**, which relegates language use to a focus on form.



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The Keys...


- **The message** that is being communicated, rather than grammatical accuracy, must become the **critical component**.



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The Keys...


- **The message** that is being communicated, rather than grammatical accuracy, must become the **critical component**.
- Perfect accuracy is a lifelong goal.



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The Keys...

- **The message** that is being communicated, rather than grammatical accuracy, must become the **critical component**.
- Perfect accuracy is a lifelong goal.
- Ask students to use language for **real purposes**.




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The Keys...

Summative Assessment, also known as


A Performance

...when students rely on what they have learned and **show what they are able to do as a result of that instruction.**



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The “old” W.L. standards



1. Communication
 - 1.a Listen
 - 1.b Speak
 - 1.c Read
 - 1.d Write
2. Culture

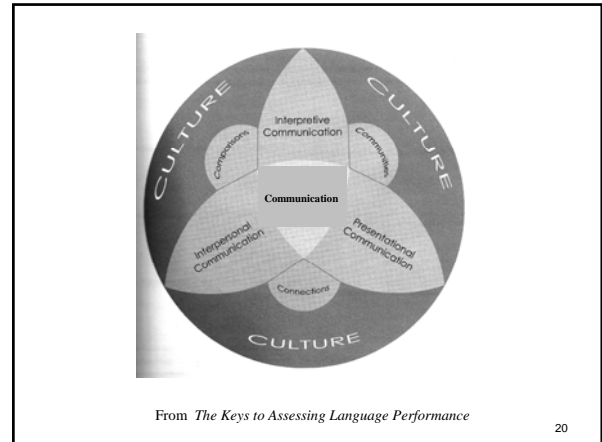
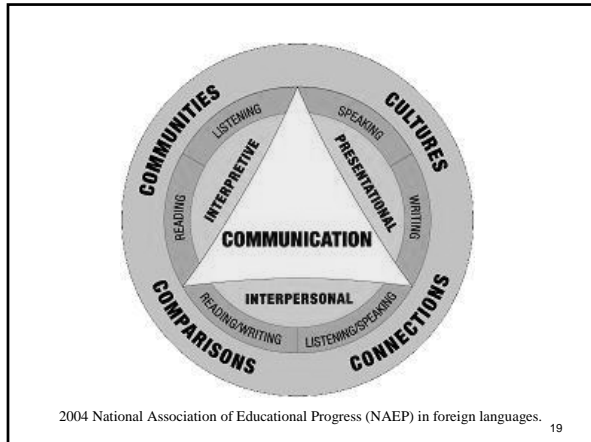
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The “new” CDE W.L. standards



1. Communication
 - Interpretive
 - Interpersonal
 - Presentational
- 2. Culture
- 3. Connections
- 4. Comparisons

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STOP **Colorado State Standards**

- Discuss how your understanding of the old and new Colorado State Content Standards has changed.
- Share out with the rest of the group.

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#3 **Japanese student studying English for 7 years ...**

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Assessing Proficiency Using the ACTFL Proficiency Scale

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Major Levels - Novice

The "Parrot"


- Uses memorized language.
- Relies on lists of words & phrases.
- Makes attempts at conversation.
- Uses "telegraphic language". (Like a telegram, conjunctions & articles are missing.)
- Uses limited topic areas.

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Major Levels – Intermediate

The “Survivor”

- Handles simple situations.
- Can ask and answer simple questions.
- Is beginning to create and function with language.




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Major Levels - Advanced

The “Storyteller”

- Can narrate and describe in all time frames.
- Can handle a situation with a complication.
- Is a full conversational partner.
- Speaks with confidence.




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Major Levels - Superior

The “Thinker”


- Converses both formally and informally.
- Supports opinions and hypothesizes.
- Handles abstract treatment of topics.
- Performs with no patterned errors.



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Sub-levels

- Novice, Intermediate, Advanced have three sub-levels each:
 - High
 - Mid
 - Low
- Superior has no sub-levels




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How are the Sub-levels defined?

The LOW Sub-level (Threshold Performance):

- **Barely** there
- “Just hanging on”
- Sustained but skeletal for the level




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How are the Sub-levels defined?

The MID Sub-level:

- Quantity and quality for the level
- Solid
- Some features of the next level




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How are the Sub-levels defined?

The HIGH Sub-level:

- Frequently functions at the next level ...
- but, can't sustain the next level.
- "Falls" from above



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BVSD Level Expectations Ranges

- Level 1=Novice Low – Novice Mid
- Level 2=Novice Mid – Novice High
- Level 3=Novice High – Intermediate Low
- Level 4=Intermediate Low – Intermediate Mid

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What about university expectations?

- *C.U. Boulder Expectations*
 - Spanish majors are often at Intermediate High when they're ready to graduate.
 - NCATE*/ACTFL wants WL teacher candidates to be at Advanced Low before they get into the classroom.

*Anne Becher, Senior Instructor
Secondary Spanish Certificate Advisor
Dept. of Spanish & Portuguese*

*The National Council for Accreditation of Teacher Education (NCATE):

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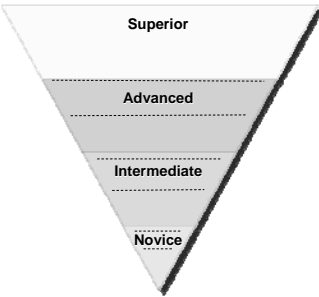
Discuss and Present

- Discuss the ramifications of this information about levels, on your teaching.
- Share out with the rest of the group.

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Assessing Proficiency

ACTFL Proficiency Scale

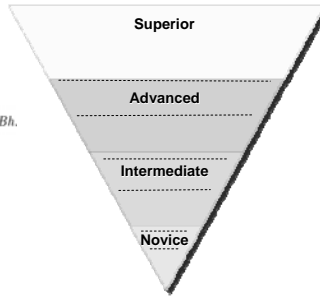


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Assessing Proficiency

ACTFL Proficiency Scale



$$\frac{B}{h^2} \int_0^h (h-y)^2 dy = \frac{-B}{3h^2} (h-y)^3 \Big|_0^h = \frac{1}{3} Bh.$$


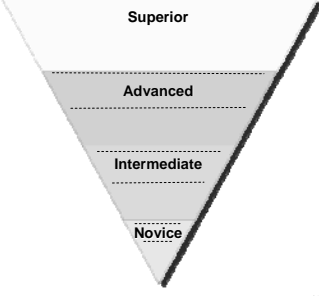
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Assessing Proficiency

ACTFL Proficiency Scale

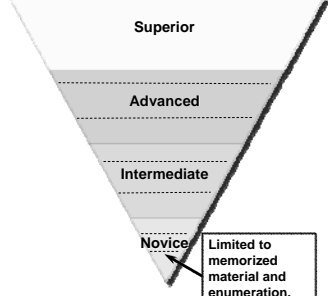
It explodes exponentially.

37 37

Assessing Proficiency

ACTFL Proficiency Scale

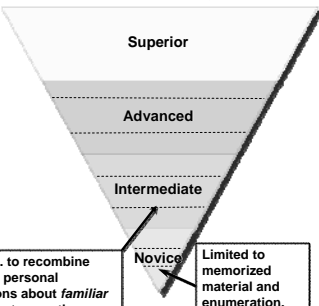


Limited to memorized material and enumeration. WORD LEVEL.

38 38

Assessing Proficiency

ACTFL Proficiency Scale



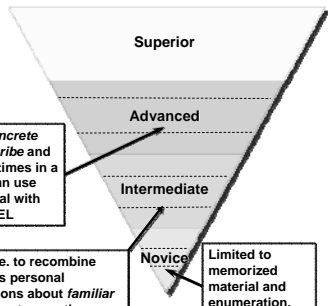
Ability to create with the language, i.e. to recombine and adapt learned material to express personal meaning. Can ask and answer questions about familiar topics and handle a simple situation or transaction. SENTENCE LEVEL.

Limited to memorized material and enumeration. WORD LEVEL.

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Assessing Proficiency

ACTFL Proficiency Scale



Ability to expand on a variety of concrete topics. Can explain, compare, describe and narrate in present, past and future times in a context of connected discourse. Can use diverse language strategies and deal with complications. PARAGRAPH LEVEL.

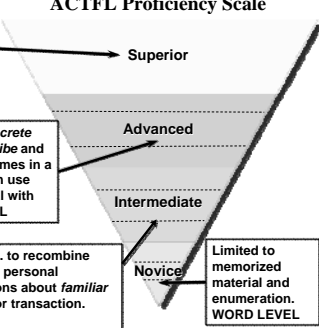
Ability to create with the language, i.e. to recombine and adapt learned material to express personal meaning. Can ask and answer questions about familiar topics and handle a simple situation or transaction. SENTENCE LEVEL.

Limited to memorized material and enumeration. WORD LEVEL.

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Assessing Proficiency

ACTFL Proficiency Scale



Ability to handle all Advanced tasks + support opinions, hypothesize, deal with abstract topics and unfamiliar situations. No patterns of errors. EXTENDED DISCOURSE.

Ability to expand on a variety of concrete topics. Can explain, compare, describe and narrate in present, past and future times in a context of connected discourse. Can use diverse language strategies and deal with complications. PARAGRAPH LEVEL.

Ability to create with the language, i.e. to recombine and adapt learned material to express personal meaning. Can ask and answer questions about familiar topics and handle a simple situation or transaction. SENTENCE LEVEL.


Limited to memorized material and enumeration. WORD LEVEL.

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정지 STOP Discuss and Present

- Discuss your expectations of your students' performance in light of these levels.
- Share out with the rest of the group.

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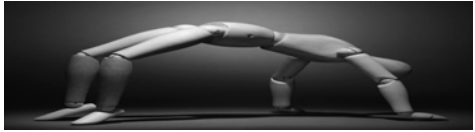


Soy perdedor (I'm a loser) ...

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Backward Design




- Discussion: What do we know about Backward Design?
- Shout Out.

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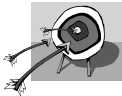

Backward Design

- **From *The Keys*...**
 - Begin with the end in mind.
 - Identify the target.
 - Focus on communication, not grammatical accuracy.
 - How much grammatical structure is needed?
 - How much vocabulary is needed?
 - What's the level of accuracy?



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Backward Design


- **No Mystery:** Share the performance assessment tasks at the beginning of the unit.
- **Know the target:** Students and teacher will collaboratively and jointly focus on meeting it.
- **Help students:** What are they supposed to learn and why? Continued→

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Backward Design




- **Identify the performance:**
What do students have to demonstrate for their final assessment performance?
- **Link the assessment:**
The performance must be linked to an authentic application in the real world.



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Sound Familiar?



Unit planning started by teaching vocabulary, testing it with a vocab quiz, teaching a grammatical structure, testing it with a worksheet, going back and practicing or drilling more because students were not successful on the tests, realizing that the unit was coming to an end and some culture should be included, and then figuring out what the final test for the unit would be. When the unit test was given, students and teachers were all happy to move onto a new unit.

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21st Century Skills Map
<http://actfl21stcenturyskillsmap.wikispaces.com/>




In the past ...

- Students learned about the language (grammar).
- Classes were teacher-centered.
- Textbooks were the curriculum.

continued →

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21st Century Skills Map
<http://actfl21stcenturyskillsmap.wikispaces.com/>




In the past ...

- Textbook situations were synthetic.
- Teachers tested to find out what students didn't know.
- Only the teacher knew the criteria for grading.

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21st Century Skills Map
<http://actfl21stcenturyskillsmap.wikispaces.com/>




Today ...

- Students use the language.
- The learner is the “doer” & “creator”.
- Classes are learner-centered, with a teacher/collaborator.
- We focus on the three modes.

continued →

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21st Century Skills Map
<http://actfl21stcenturyskillsmap.wikispaces.com/>




Today ...

- Backward design helps focus on the end goal.
- Teachers use thematic units & authentic resources.
- Students learn perspectives, practices, & products of the culture.
- Technology is integrated into instruction

continued →

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21st Century Skills Map
<http://actfl21stcenturyskillsmap.wikispaces.com/>




Today ...

- Language is used as the vehicle to teach **academic content**.
- Teachers use differentiated instruction.
- Students perform personalized **real world tasks**.
- Students use language **beyond** the classroom.

continued →

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21st Century Skills Map
<http://actfl21stcenturyskillsmap.wikispaces.com/>



Today ...


- We assess to find out what students **can do**.
- Students understand the **task rubric**.
- Learners create to “**share and publish**” to audiences.

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21st Century Skills Map


<http://actfl21stcenturyskillsmap.wikispaces.com/>



- How does the **21st Century Skills Map** impact our teaching?
- Discuss and share out.

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What about Grammar?




- Grammar is a **tool** to facilitate communication.
- It's not a standard.

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Quotes from *The Keys*...

- Feedback should focus on **understanding the message**, not just on accuracy of form.
- Explicit grammar instruction has **little to no effect** on grammatical accuracy in presentational writing.

57




- Skill in using language structures in communication develops **outside of** knowledge and use of **grammar**.
- Students make more progress in language ability and writing when teacher feedback consists of **comments** as opposed to **corrections**.

58

Quotes from *The Keys*...

- Feedback should focus on **understanding the message**, not just on accuracy of form.
- Explicit grammar instruction has **little to no effect** on grammatical accuracy in presentational writing.


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#5 Romans go home ...

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A Russian Grammar Lesson - Inductive



Nationalities and Dative Case of Nouns & Pronouns



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The overarching goal is knowing **how, when, and why** to say **what** to **whom**.

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The Three Modes

- **Interpretive**
- **Interpersonal**
- **Presentational**

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The Three Modes



- **Interpretive Mode**
 - * Reading and Listening
 - * One-way communication
 - * Authentic materials
- Share a few examples of what you already do.



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The Three Modes


- **Interpersonal Mode**
 - * Listening/Speaking
 - * Reading/Writing
 - * Two-way communication
 - * Spontaneity
 - * Negotiation of meaning
 - * Oral and written communication
- Share a few examples of what you already do.

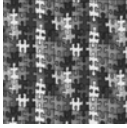
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The Three Modes

- **Presentational Mode**
 - * Speaking and Writing
 - * One-way communication
 - * Rehearsed performance
 - * Focus on form
- Share a few examples of what you already do.



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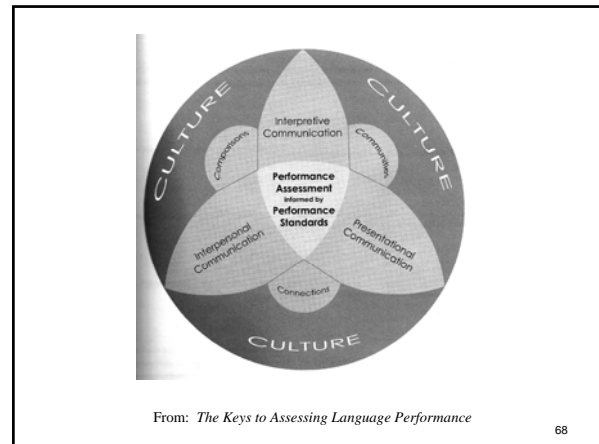
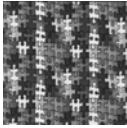


Integrated Performance Assessment (IPA)

A **summative** assessment featuring three tasks...one of each of the three modes of communication:

- Interpretive
- Interpersonal
- Presentational.

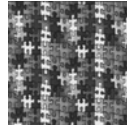
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Integrated Performance Assessments (IPA)

- **Interpretive tasks (authentic sources):**
 - listening to a news broadcast or radio commercial
 - reading an article in a magazine
 - a short story
 - a letter
 - viewing a film

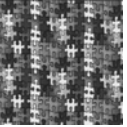
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Integrated Performance Assessments (IPA)

- **Interpersonal tasks (two-way, interactive activities):**
 - face-to-face or telephone conversations
 - spontaneous written correspondence
 - Emails or text messaging
 - oral communication: speakers communicate in a spontaneous manner and do not use a written script

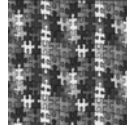
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Integrated Performance Assessments (IPA)

- **Presentational tasks:**
 - Formal speaking and writing activities involving one-way communication to an audience:
 - giving a speech or report;
 - preparing a paper or story; or
 - producing a newscast or video.

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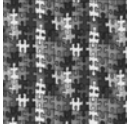


Integrated Performance Assessment (IPA)

- The three tasks are aligned within a **single theme**, reflecting the manner in which students naturally acquire and use the language in the **real world** or the classroom.

continued→

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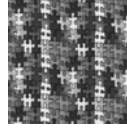


Integrated Performance Assessment (IPA)

- **Each task** provides the information and elicits the linguistic interaction that is necessary for students **to complete the subsequent task**.

continued→


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Integrated Performance Assessments (IPA)

- The IPA model proposes a **cyclical approach** to the development of performance assessment units.
- These units are designed around a **major theme** and are composed of **tasks** that correspond to the **three modes** of communication.

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Integrated Performance Assessments (IPA)

Brainstorm:

- What are three tasks that you could string together to create a cohesive thematic unit in your classroom?
 1. Interpretive =
 2. Interpersonal =
 3. Presentational =
- Share out.

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BVSD
Unit Design Template
For designing units of instruction that will span one or more weeks and include multiple lessons


Where do I find the information?

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Unit Design Template
For designing units of instruction that will span one or more weeks and include multiple lessons

- **Pull the information from the Standards' documents.**
- **Unit Design Template = *Macro***
- **Integrated Performance Assessment (IPA) = *Micro***

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#8 English as a Foreign Language ...

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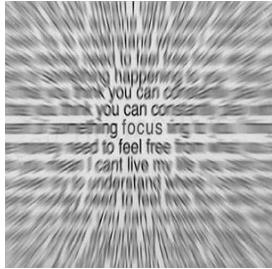
Designing Performance Assessment Tasks

- The 7 steps of designing an IPA (Integrated Performance Assessment) with **Performance Assessment Tasks**

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Designing Performance Assessment Tasks


1. **Establish a Thematic Focus.**



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Designing Performance Assessment Tasks


2. **Identify what students need to do.**



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Designing Performance Assessment Tasks


3. **Evaluate the tasks against the Targeted Range Level of Proficiency**



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Designing Performance Assessment Tasks


4. **Sort Performance Tasks as formative or summative.**



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Designing Performance Assessment Tasks

5. **Fine tune and integrate so that each task builds on the next.**




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**Designing
Performance Assessment Tasks**

6. Consider incorporating other standards to enrich the unit:


- Culture
- Comparisons
- Connections




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**Designing
Performance Assessment Tasks**

7. Pilot the unit with students and use the results to adjust the assessment tasks.




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**Designing
Performance Assessment Tasks**

- Time to prepare a draft of an Integrated Performance Assessment

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Parking Lot

- Issues to discuss?

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Thanks for your energy and enthusiasm.
Bon Voyage.
Enjoy the rest of your journey ...



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