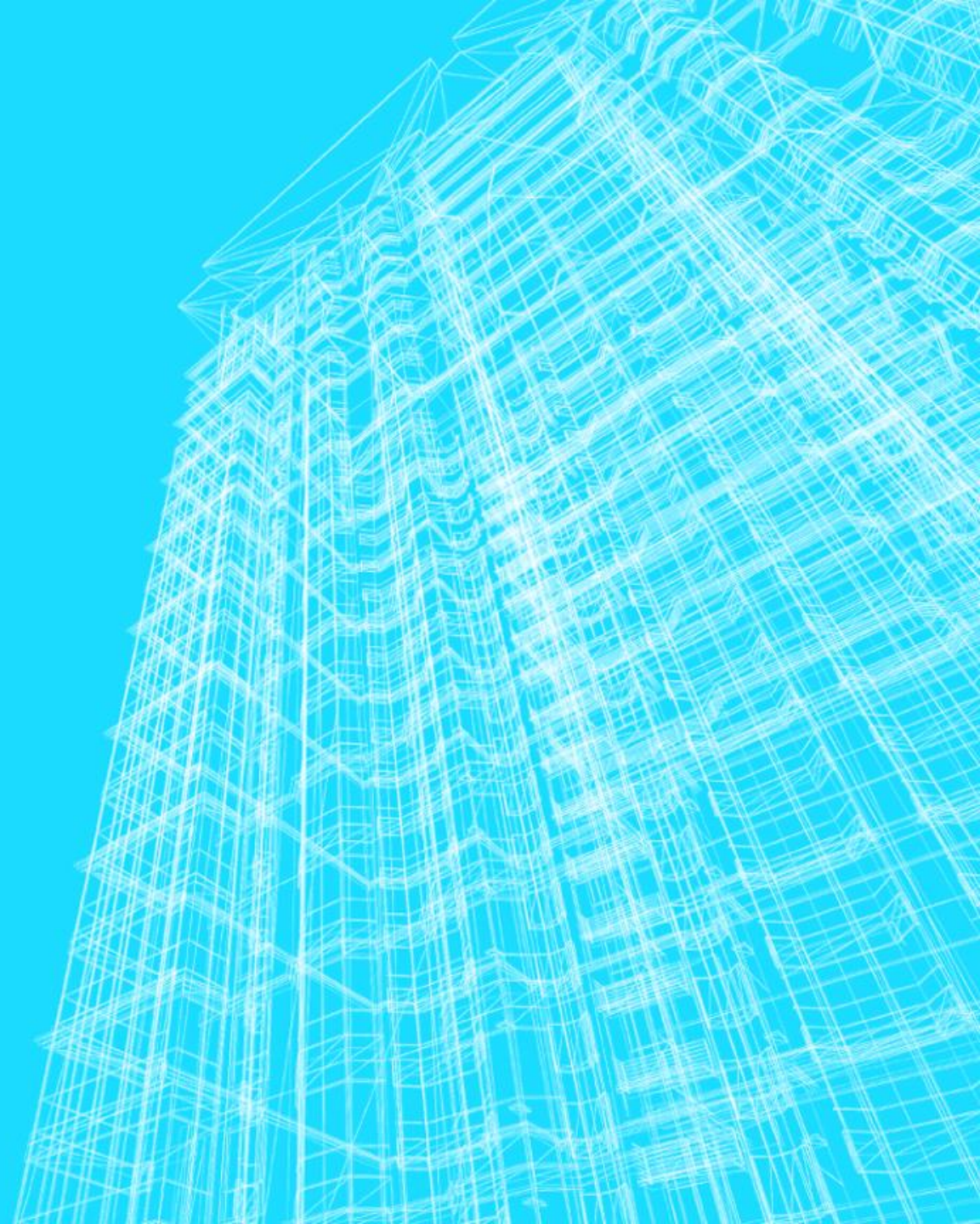


HERRICKS' SPANISH LANGUAGE IMMERSION PROGRAM: PARENT PROFICIENCY NIGHT

Reflecting, Refining, Building, and Moving
Forward

Francesco L. Fratto, Director of World Languages, Language
Immersion, & English as a New Language





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LANGUAGE IMMERSION GOALS

- Ensure that our children are truly bilingual
- Develop strong literacy skills in both English and Spanish
- Develop greater cross-cultural understanding and acceptance
- Provide students with the academic language to clearly communicate their thoughts and opinions
- Prepare them to live, work and thrive in a global community
- Develop the 21st century skills of communication, collaboration, critical thinking and creativity



OUR LANGUAGE IMMERSION TEAM

- Mrs. Haley, Principal of Denton Ave ES
- Mrs. Rosenman, Assistant Principal
- Ms. Loman, Kindergarten – Spanish
 - Mrs. Calabrese, Kindergarten - English
- Mrs. Carrie, 1st Grade - Spanish
 - Mrs. Topel, 1st Grade - English
- Mrs. Carbajal, 2nd Grade - Spanish
 - Mrs. Lanzilotta, 2nd Grade - English
- Mrs. Niles/Ms. Rudolf, 3rd Grade - Spanish
 - Mrs. Edwards, 3rd Grade - English
- Mr. Gonzalez, 4th Grade - Spanish
 - Mrs. Cheng, 4th Grade - English
- Mrs. Petrone, 5th Grade - Spanish
 - Mrs. Ilardo, 5th Grade - English
- Ms. Keegan, Principal of Herricks MS
- Mr. Aird, Assistant Principal
- Mrs. Horton, Assistant Principal
- Mrs. Quintyne, Spanish
- Mrs. Kirschner, Spanish
- Mr. Schroeder, Spanish
- Mrs. Mejia, Social Studies
- Ms. Morenus, Social Studies
- Mrs. Moshen, ELA Teacher
- Ms. Bruno, Math Teacher
- Mrs. Seebald, Health
- Ms. Friedman, Art

LANGUAGE IMMERSION CONSULTANTS

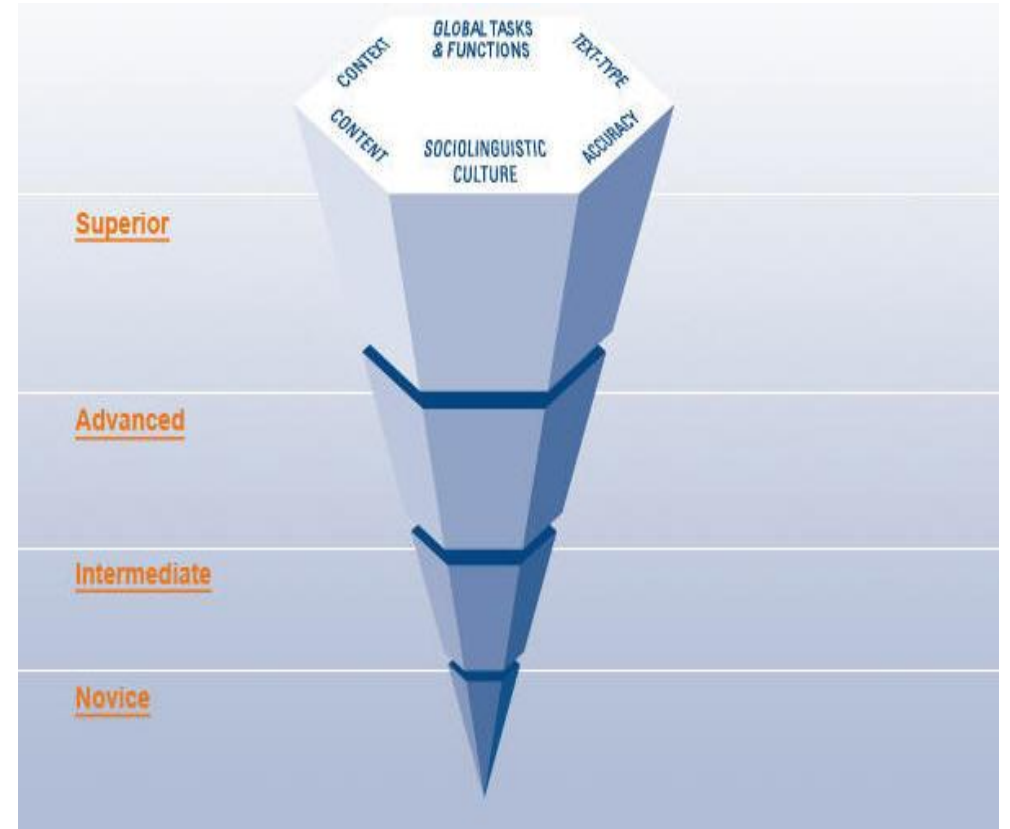
**Dr. Myriam Met, Nationally
Recognized Expert (Past)**



**Mrs. Amanda Seewald, Bilingual
Literacy Expert and Teacher Coach**



HOW WELL DOES MY CHILD SPEAK SPANISH?



ACTFL Proficiency Levels



AGENDA

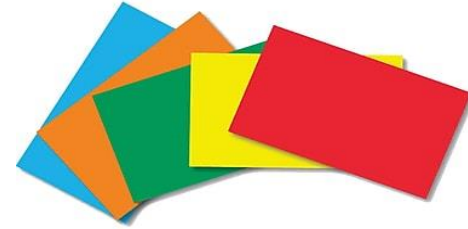
- American Council on the Teaching of Foreign Languages (ACTFL)
- ACTFL Assessment of Performance towards Proficiency in a Language (AAPPL)
 - Overview of AAPPL, Language Acquisition, AAPPL Scores and Sub-Levels, & ACTFL Proficiency Scale
 - Overall Scores
- Moving Forward
- Questions
- AAPPL Reports

MY PERSONAL JOURNEY

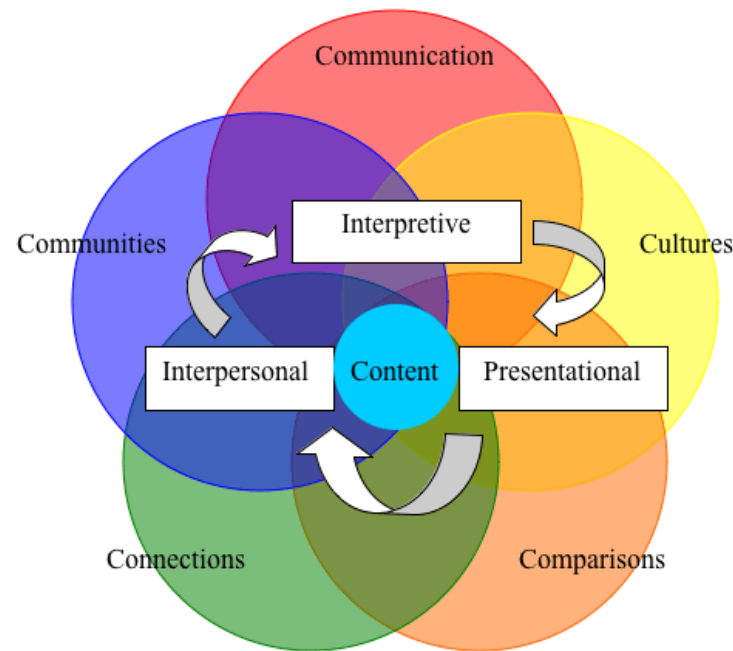


MY PERSONAL JOURNEY: THE DAY OF THE TEST....

- ACTFL Oral Proficiency Interview (OPI) – Required! (similar to the AAPPL)
 - Interpersonal Listening / Speaking
- Advanced Proficiency Level was the Target for Graduate Students in the Spanish Language & Culture M.A. Program
- My classmate Jenny Jacobsen
- Advanced High, but performed 60% of my time at the Superior level
- Situation Card was pulled!
- Academic Language, but I was missing.....
- Final Rating: Advanced High



THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES: THE 5 C'S AND THE MODES OF COMMUNICATION



© Kazue Oda

- Interpretive
 - Reading
 - Listening
 - Viewing
- Interpersonal
 - Listening/Speaking (conversation)
 - Reading/Writing (correspondence)
- Presentational
 - Speaking
 - Writing
 - Visually Representing



AAPPL ASSESSMENT RATIONALE

- Common Language
 - ACTFL Proficiency Levels and Descriptors
- Professional Development
 - Align PD with the data results from AAPPL
 - Continued focus on questioning in the language classroom
 - Modified Oral Proficiency Interview (MOPI) – ACTFL Trainer
 - Continued focus on embedding Spanish Literacy into the program
- Benchmark Each Grade Level
 - What level of proficiency do we expect a X grader to have?
- Data to Inform Instruction
 - Improved Reporting for teachers, parents, and administrators
 - Support students who struggle to meet targets
 - Create Progress Reports on Language Learning for the Herricks' Language Immersion Program
- The National Dual Language Research Alliance
 - Nationwide data
 - Set criteria for immersion programs nationwide

ACTFL PROFICIENCY LEVEL DESCRIPTORS: WHAT CAN MY CHILD DO WITH THE LANGUAGE?

ACTFL Performance Descriptors for Language Learners | **Interpersonal**

Domains	Novice Range	Intermediate Range	Advanced Range
	Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.	Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.	Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.
Functions	Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversation.	Can communicate by understanding and creating personal meaning. Can understand, ask, and answer a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the "here and now."	Can communicate with ease and confidence by understanding and producing narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events. May show emerging evidence of the ability to participate in discussions about issues beyond the concrete.
Contexts/Content	Able to function in some personally relevant contexts on topics that relate to basic biographical information. May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and immediate environment.	Able to communicate in contexts relevant to oneself and others, and one's immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.	Functions fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. May show emerging evidence of the ability to communicate in more abstract content areas.
Text Type	Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.	Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions to initiate and sustain conversations.	Able to understand and produce discourse in full oral paragraphs that are organized, cohesive, and detailed. Able to ask questions to probe beyond basic details.



WHAT IS THE AAPPL?

PERFORMANCE → PROFICIENCY

Performance

- Based on Instruction
 - Practiced in class through activities that are designed to elicit language – think controlled setting
 - As students move up the levels, topics take longer to cover due to depth
 - Scrimmage / Rehearsal
- Familiar Content and Context
- Demonstrated Performance within a particular level

Proficiency

- Independent
 - Spontaneous discourse that takes place outside of the classroom - think “Real World” and unexpected
 - Playing the Game / On Stage
- Broad Content and Context
- Sustained Performance within a particular level



WHAT IS THE AAPPL? (CONTINUED)

- Nationally Normed Language Evaluation
- Test language proficiency in listening, speaking, reading and/or writing
- Online assessment
- Raters are trained by ACTFL on how to assess proficiency levels through a very rigorous process
- Form A given to students in grades 3-6
 - More of a concrete type of conversation at first
 - Open ended as the conversation progresses
- Form B given to students in grades 7 & 8
 - More open ended type of conversation from the start
- Important to Note: AAPPL doesn't set benchmarks for programs- it simply rates an individual's level of proficiency



LET'S LISTEN!

- AAPPL Sample



TARGET LEVELS OF PROFICIENCY

- The targets that have been used for comparison purposes are from the State of Utah's Spanish Immersion Program
 - Why does Herricks use the targets set by the State of Utah? Utah's Dual Language Programs are on the forefront of immersion programs nationwide
 - 2013-2016 Data: 13,477 students have been tested with the ILS in Spanish
 - The State Education Department of Utah has set clear goals, guidelines and targets for their dual language programs
 - Many of their programs are 50 / 50 model at the elementary level, two courses at the middle school, and one at the high school
 - 80% of Grade 3 students are expected to reach Novice Mid (Target) in a 50/50 model
 - 70% of Grade 7 students are expected to reach Intermediate Mid (Target) in a 50/50 model
 - Target Levels of Proficiency are set based on research, several years of data, and program model
 - 2016 statewide data – almost 100% of 4th and 5th graders met target (80%) for speaking, listening, reading, and writing
- Student A scored Novice Low, but the target is at Novice Mid, but does that mean the student has not acquired the language when compared to his/her peers? Let's discuss
 - Sustained Performance / Frequency
 - Accuracy
 - Vocabulary
 - Communication Strategies
 - Cultural Awareness

AAPPL MEASURES, ACTFL LEVELS OF PROFICIENCY, AND AP SCORES: CROSSWALK

AAPPL Measure*	ACTFL Proficiency	AP Language and Culture**
Novice 1 (N-1)	Novice Low	
N-2	Novice Mid	
N-3	Novice Mid	
N-4	Novice High	
Intermediate 1 (I-1)	Intermediate Low	
I-2	Intermediate Mid	Score of a 3, but sustain performance
I-3	Intermediate Mid	Score of a 3
I-4	Intermediate Mid	Score of a 3 or 4, but sustain performance
I-5	Intermediate High	Score of a 4 or 5, but sustain performance
Advanced	Advanced	Score of a 5

*Please review handout: *AAPPL Score Description*

** *Overall Proficiency Level – not just based on ILS results! ACTFL DATA*



SUB-LEVELS

- High
 - Student is able to sustain the level of proficiency and makes attempts to reach the next level of proficiency – cracking the ceiling! It should be noted that linguistic breakdown occurs when the student reaches for that next level.
- Mid
 - Student is clearly able to sustain performance. The student has control over some language features. The student is confident in his/her ability to communicate.
- Low
 - Student has shattered the lower level of proficiency and is now at the next level. He/she manages to sustain performance at the level, despite the struggles he/she faces to communicate.

VISUAL REPRESENTATION OF PROFICIENCY GROWTH AND THRESHOLD

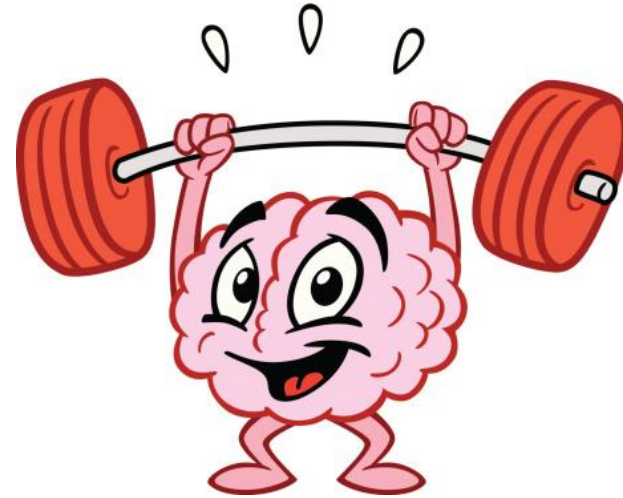
Shattered and moved to the next level of proficiency



Cracked, but remained at the same level of proficiency



LANGUAGE LEARNING WITH A GROWTH MINDSET: CAN DO ATTITUDE!





UTAH'S PROFICIENCY TARGETS: TARGETS USED FOR COMPARISON PURPOSES

Grade	Speaking	Reading	Listening	Writing
3	N-3	Not Tested	Not Tested	Not Tested
4	Not Tested	N-3 to N-4	N-4 to I-1	N-3 to N-4
5	N-4 to I-1	Not Tested	Not Tested	Not Tested
6	Not Tested	I-1 to I-2	I-2 to I-3	I-1 to I-2
7	I-2 to I-3	Not Tested	Not Tested	Not Tested
8	Not Tested	I-3 to I-4	I-4 to I-5	I-3 to I-4
9	I-4 to I-5	Not Tested	Not Tested	Not Tested

Herricks will offer language immersion students the Spanish Language & Culture AP Exam in grade 10

209 STUDENTS TESTED: SPANISH ILS

Denton Ave ES

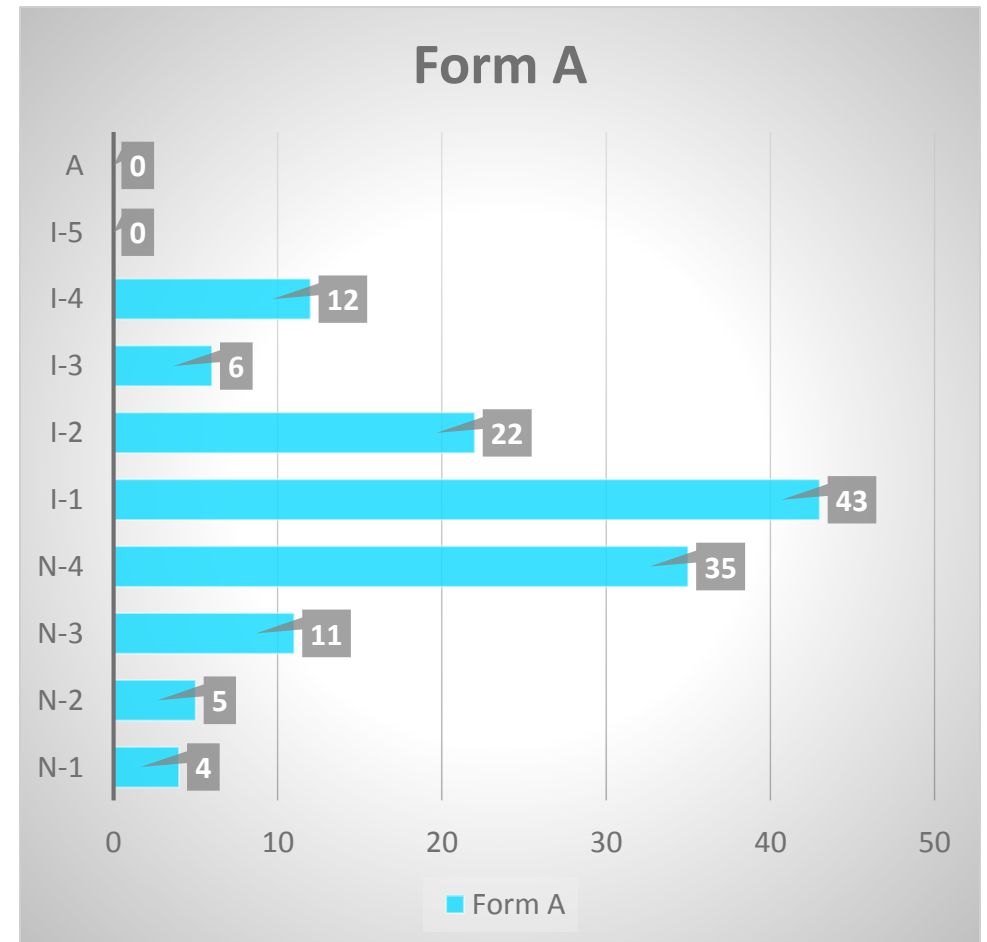


Herricks Middle School



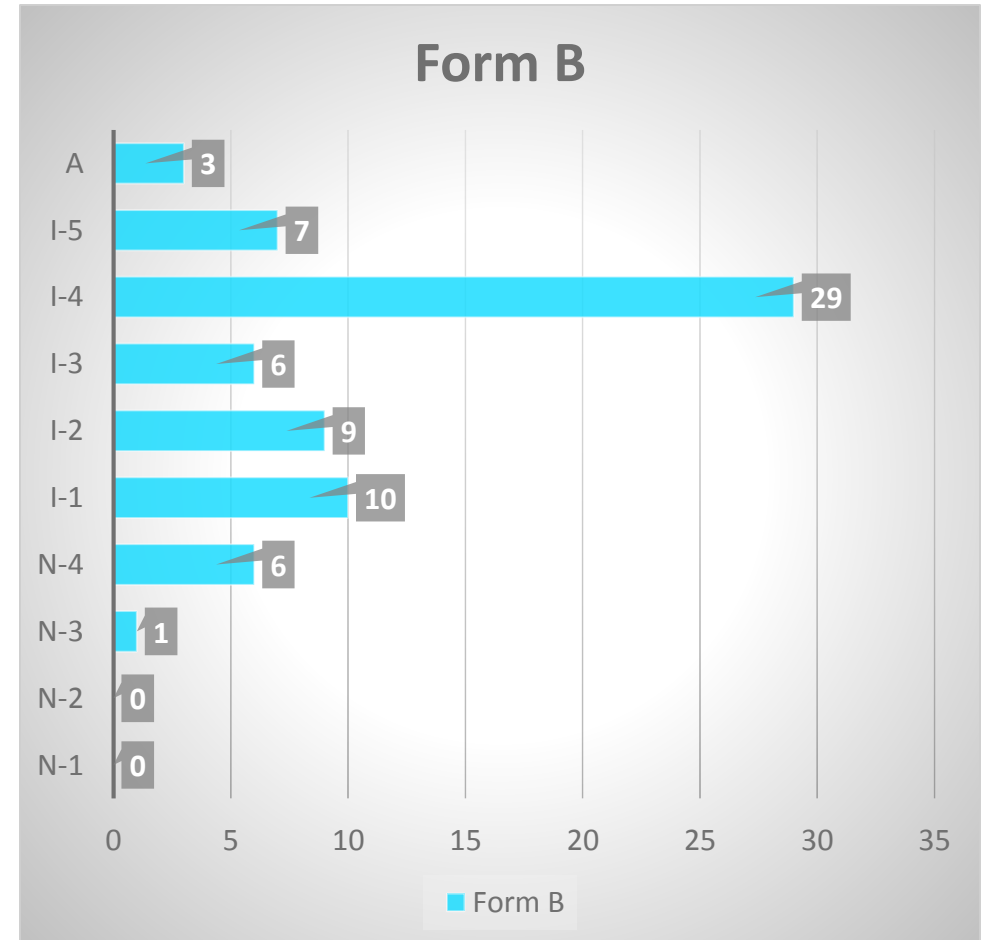
AAPPL FORM A ILS OVERVIEW OF RESULTS

- Grades 3-6
- Total of 138 students
- Concrete type of questioning
- Novice Low to Intermediate Mid
- 93.5% (129 students) Scored at or above Novice Mid (N-3)
- 6.5% (9 students) Scored below Novice Mid (N-3)



AAPPL FORM B ILS OVERVIEW OF RESULTS

- Grades 7 & 8
- Total of 71 students
- Open ended type of questioning
- Novice High to Advanced
- 76% (54 students) Scored at or above Intermediate Mid (I-2)
- 24% (17 students) Scored below Intermediate Mid (I-2)



GRADE 3 ILS DATA

Interpersonal Listening and Speaking

Form A - N-1 to I-4

Utah Target: 80% at Novice Mid

AAPPL Measure	# of Students	ACTFL Proficiency	%	Combined %
N-1	3	Novice Low	8%	8%
N-2	5	Novice Mid	13%	13%
N-3	8	Novice Mid	21%	79%
N-4	15	Novice High	40%	
I-1	7	Intermediate Low	18%	
I-2	0	Intermediate Mid	0.00%	
I-3	0	Intermediate Mid	0%	
I-4	0	Intermediate Mid	0%	
I-5	0	Intermediate High	0%	
A	0	Advanced	0%	100%
	38		100%	



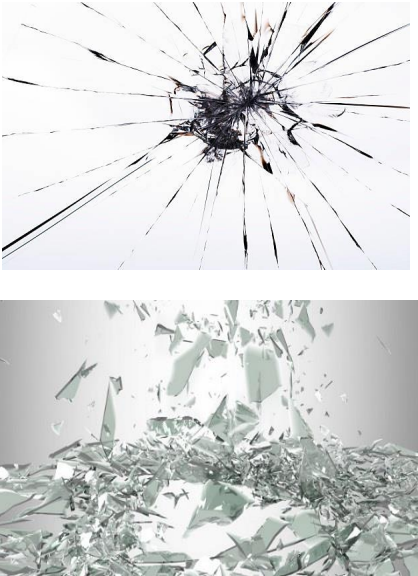
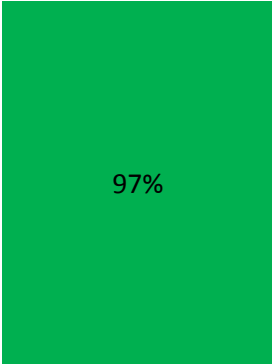
GRADE 4 ILS

Interpersonal Listening and Speaking

Form A - N-1 to I-4

Utah: ILS Not Tested

AAPPL Measure	# of Students	ACTFL Proficiency	%
N-1	0	Novice Low	0%
N-2	0	Novice Mid	0%
N-3	1	Novice Mid	3%
N-4	12	Novice High	32%
I-1	16	Intermediate Low	43%
I-2	6	Intermediate Mid	16%
I-3	1	Intermediate Mid	3%
I-4	1	Intermediate Mid	3%
I-5	0	Intermediate High	0%
A	0	Advanced	0%
	37		100%



GRADE 5 ILS

Interpersonal Listening and Speaking

Form A - N-1 to I-4

Utah Target: 80% at Advanced High to Intermediate Low

AAPPL Measure	# of Students	ACTFL Proficiency	%	Combined %
N-1	0	Novice Low	0.00%	0.00%
N-2	0	Novice Mid	0.00%	
N-3	0	Novice Mid	0.00%	0.00%
N-4	6	Novice High	19.40%	100.00%
I-1	6	Intermediate Low	19.40%	
I-2	10	Intermediate Mid	32.30%	
I-3	4	Intermediate Mid	12.90%	
I-4	5	Intermediate Mid	16.00%	
I-5	0	Intermediate High	0.00%	
A	0	Advanced	0.00%	
	31		100.00%	100.00%



GRADE 6 ILS

Interpersonal Listening and Speaking

Form A - N-1 to I-4

Utah: ILS Not Tested

AAPPL Measure	# of Students	ACTFL Proficiency	%
N-1	1	Novice Low	3.00%
N-2	0	Novice Mid	0.00%
N-3	2	Novice Mid	6.00%
N-4	2	Novice High	6.00%
I-1	14	Intermediate Low	44.00%
I-2	6	Intermediate Mid	19.00%
I-3	1	Intermediate Mid	3.00%
I-4	6	Intermediate Mid	19.00%
I-5	0	Intermediate High	0.00%
A	0	Advanced	0.00%
	32		100.00%

85%



GRADE 7 ILS

Interpersonal Listening and Speaking

Form B - N-4 to A

Utah Target: 70% at Intermediate Mid

AAPPL Measure	# of Students	ACTFL Proficiency	%	Combined %
N-1	0	Novice Low	0.00%	7.90%
N-2	0	Novice Mid	0.00%	
N-3	0	Novice Mid	0.00%	
N-4	3	Novice High	7.90%	21.10%
I-1	8	Intermediate Low	21.10%	
I-2	3	Intermediate Mid	7.90%	71.00%
I-3	3	Intermediate Mid	7.90%	
I-4	17	Intermediate Mid	44.70%	
I-5	3	Intermediate High	7.90%	
A	1	Advanced	2.60%	100.00%
	38		100.00%	



GRADE 8 ILS (PIONEER GROUP)

Interpersonal Listening and Speaking

Form B - N-4 to A

ILS Not Tested

AAPPL Measure	# of Students	ACTFL Proficiency	%
N-1	0	Novice Low	0.00%
N-2	0	Novice Mid	0.00%
N-3	1	Novice Mid	3.00%
N-4	3	Novice High	9.10%
I-1	2	Intermediate Low	6.10%
I-2	6	Intermediate Mid	18.20%
I-3	3	Intermediate Mid	9.10%
I-4	12	Intermediate Mid	36.40%
I-5	4	Intermediate High	12.00%
A	2	Advanced	6.10%
	33		100.00%

63.60%



Please note that Utah offers the AP Spanish Language & Culture Exam in grade 9 to the majority of their Spanish immersion students

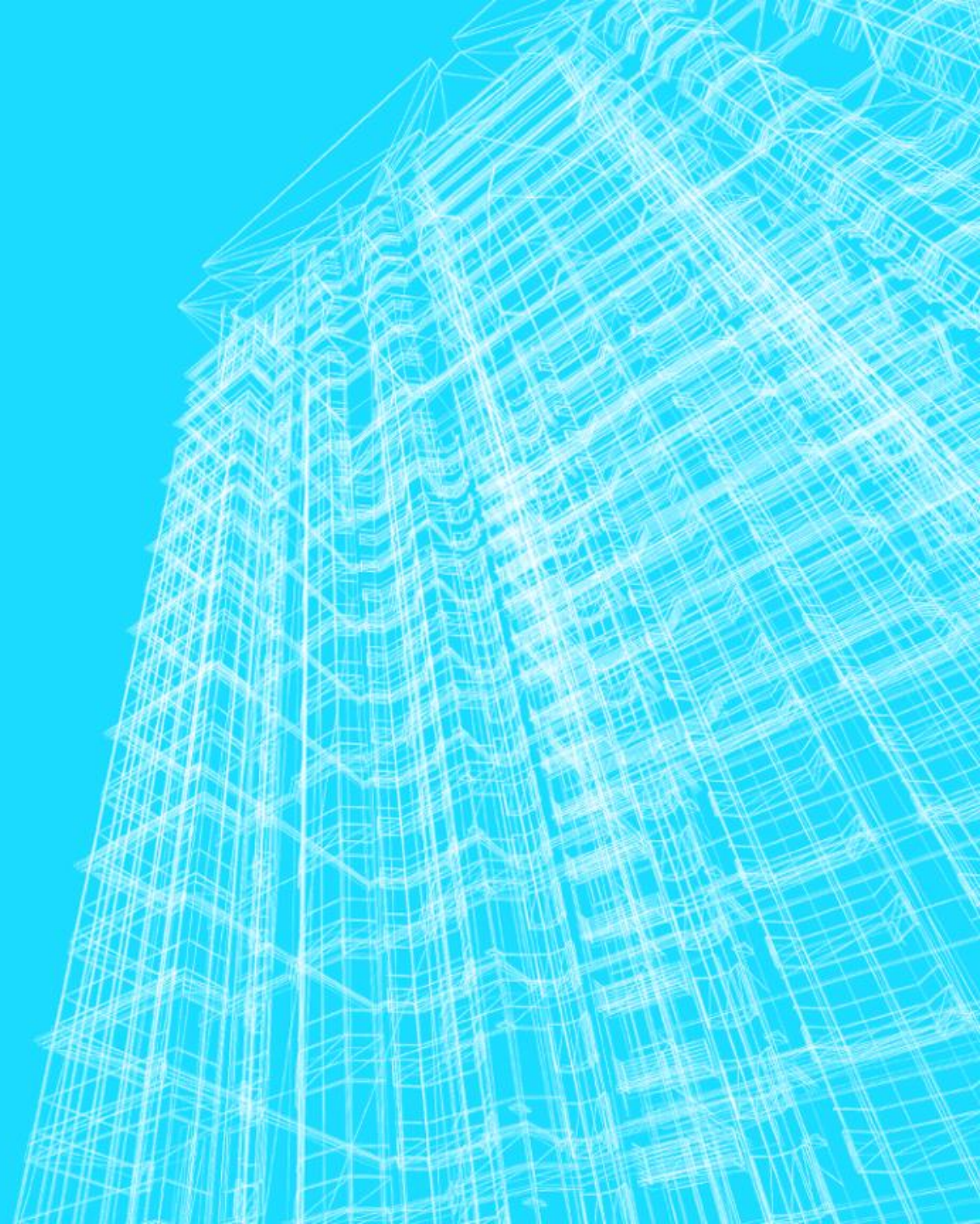


CONCLUSIONS BASED ON DATA

- The data reflects the Interpersonal Listening / Speaking
 - A snapshot in time
 - The data reflects one day
 - 30-40 minutes of testing
 - Reading and Writing weren't assessed
- How many more years of data might we need before confirming target levels?
 - Do we wait and test speaking in two years to check and confirm progress?
 - Which modality do we assess next year?
- How can we continue to infuse more interpersonal types of tasks into the classroom?
- For students who struggle with assessments, what other evidence might we use to share accurate data with teachers and parents?

HERRICKS' SPANISH LANGUAGE IMMERSION PROGRAM: PARENT PROFICIENCY NIGHT

Moving Forward



ASSESSMENT SCHEDULE*: FUTURE CONSIDERATIONS

Grade	Courses	Summative Assessment**	Form
K	50/50 Instruction		
1	50/50 Instruction		
2	50/50 Instruction		
3	50/50 Instruction	AAPPL ILS	A
4	50/50 Instruction	AAPPL ILR / PW	A
5	50/50 Instruction	AAPPL ILS	A
6	2 Courses (Spanish 7 LI and Social Studies)	AAPPL ILR / PW	A
7	2 Courses (Spanish 7 LI and Social Studies)	AAPPL ILS	B
8	2 Courses (Spanish 1 / 4 Honors and Social Studies)	AAPPL ILR / PW	B
9	1 Course (Spanish 4 Honors)	AAPPL ILS	B
10	1 Course (AP Spanish Language & Culture)	AP Exam	

*Utah Dual Language Immersion: Assessment Model

** AAPPL Assessment Types:

Interpersonal Listening/Speaking (ILS)

Interpretive Listening/Reading (ILR)

Presentational Writing (PW)

HERRICKS' SPANISH LANGUAGE IMMERSION: PROFICIENCY PROGRESS REPORT CARDS



5th Grade Student Proficiency Report: SPANISH

Student Name	Language SPANISH	Teacher
School	District	Date

LISTENING ABILITY *Your child's listening ability in the immersion language is best described as . . .*

<input type="checkbox"/> INTERMEDIATE LOW <ul style="list-style-type: none"> Understands familiar questions, commands and statements in a limited number of content areas Understands questions and statements in new content areas with strong contextual support. Follows information that is being given at a fairly normal rate. 	<input type="checkbox"/> INTERMEDIATE MID <ul style="list-style-type: none"> Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics. Carries out commands. 	<input type="checkbox"/> INTERMEDIATE HIGH <ul style="list-style-type: none"> Understands longer stretches of connected speech on a number of topics at a normal rate of speech. Seldom has problems comprehending topics related to everyday life and familiar subject area content [Can request clarification verbally.] 	<input type="checkbox"/> ADVANCED LOW <ul style="list-style-type: none"> Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects 	<input type="checkbox"/> ADVANCED MID <ul style="list-style-type: none"> Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech. May have difficulty with highly idiomatic speech
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SPEAKING ABILITY *Your child's speaking ability in the immersion language is best described as . . .*

<input type="checkbox"/> NOVICE HIGH <p><i>Partial ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</i></p> <ul style="list-style-type: none"> ask and answer questions handle a simple survival situation (daily needs) in the language Uses vocabulary from everyday topics and subject area content to provide basic information. Uses memorized expressions with ease and accuracy. Can respond in intelligible sentences most of the time but does not sustain sentence-level speech Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present. May revert to the use of English when foreign language words cannot be retrieved or when dealing with unfamiliar topics 	<input type="checkbox"/> INTERMEDIATE LOW <p><i>Sustained but minimal ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</i></p> <ul style="list-style-type: none"> ask and answer questions handle a simple survival situation (daily needs) in the language Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them. Can maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner. Handles a limited number of everyday social and subject content interactions. Uses a variety of common verbs in present tense (formations may be inaccurate) Other verb tenses/forms may appear but are not frequent. The listener may be confused by this speech due to the many grammatical inaccuracies. 	<input type="checkbox"/> INTERMEDIATE MID <p><i>Confident ability to create with language to convey personal meaning by adapting learned material in single sentences & strings of sentences</i></p> <ul style="list-style-type: none"> ask and answer questions handle a simple survival situation (daily needs) in the language Has basic vocabulary to permit discussions of a personal nature and subject area topics. May attempt circumlocution when appropriate vocabulary is missing. Maintains simple sentence-level conversations. May initiate talk spontaneously without relying on questions or prompts. May attempt longer, more complex sentences, including the use of basic sentence connectors (e.g., and, but, however) Uses an increasing number and variety of verbs. Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident. Meaning is generally clear in spite of some grammatical inaccuracies. 	<input type="checkbox"/> INTERMEDIATE HIGH <p><i>Partial ability to converse freely on autobiographical topics as well as issues related to daily living (in school, home, community)</i></p> <ul style="list-style-type: none"> describe and narrate across the major time-frames of present, past and future have good control of basic structures and vocabulary to be understood without difficulty by native speakers, including those unaccustomed to language learners Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but may lack detail. Sometimes achieves successful circumlocution when precise word is lacking. Initiates and sustains conversations by using language creatively. Shows a developing but not sustained ability to use paragraph-level speech with connected sentences (e.g., then, so, that, etc.) in descriptions and narrations Control of present tense is solid but patterns of breakdown appear in past & future timeframes Grammatical inaccuracies are still present.
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READING ABILITY *Your child's reading ability in the immersion language is best described as . . .*

<input type="checkbox"/> NOVICE HIGH <ul style="list-style-type: none"> Can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found in the environment. Typically are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support. 	<input type="checkbox"/> INTERMEDIATE LOW <ul style="list-style-type: none"> Can understand some information from the simplest connected texts dealing with a limited number of personal and social needs. There may be frequent misunderstandings. Readers will be challenged to understand connected texts of any length. 	<input type="checkbox"/> INTERMEDIATE MID <ul style="list-style-type: none"> Can understand short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. Reader may get some meaning from short, connected texts featuring description and narration, dealing with familiar topics. 	<input type="checkbox"/> INTERMEDIATE HIGH <ul style="list-style-type: none"> Can understand fully and with ease non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. Can understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of vocabulary, structures and writing conventions of the language.
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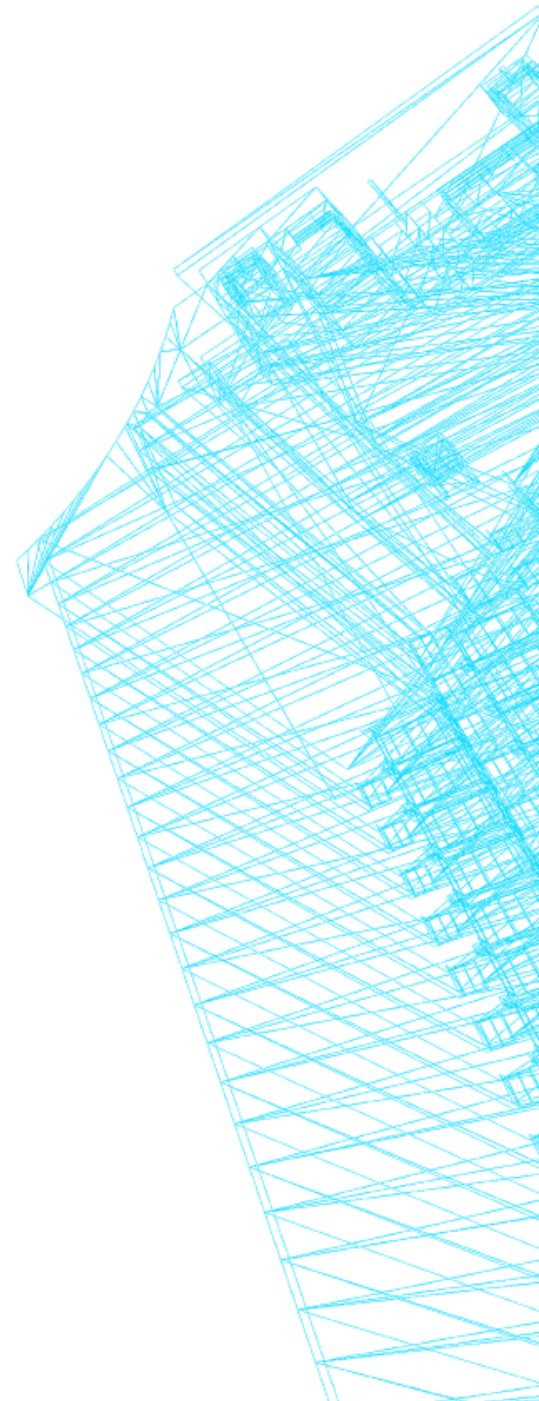
Writing Ability *your child's writing ability in the immersion language is best described as . . .*

<input type="checkbox"/> NOVICE HIGH <p><i>Partial ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</i></p> <ul style="list-style-type: none"> ask and answer questions meet limited practical writing needs 	<input type="checkbox"/> INTERMEDIATE LOW <p><i>Sustained but minimal ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</i></p> <ul style="list-style-type: none"> ask and answer questions meet limited practical writing needs 	<input type="checkbox"/> INTERMEDIATE MID <p><i>Confident ability to create with language to convey personal meaning by adapting learned material in single sentences & strings of sentences</i></p> <ul style="list-style-type: none"> ask and answer questions meet limited practical writing needs Sentences are short, simple, mirroring oral language Sentences are almost exclusively in present time but may begin to show evidence of past and future time and generally have repetitive structure Topics are highly predictable content areas and personal information Vocabulary is adequate to express elementary needs There are basic errors in grammar, word choice, spelling, punctuation Writing is generally understood by native readers used to the writer of non-natives. 	<input type="checkbox"/> INTERMEDIATE HIGH <p><i>Partial ability to write factual narratives, descriptions and summaries</i></p> <ul style="list-style-type: none"> narrate and describe in major timeframes, using elaboration and clarification write with good control of high frequency structures and vocabulary Writes compositions and simple summaries related to school subjects and school and personal experiences Narrates and describes in different timeframes when writing about everyday events, situations and content of school subjects Writing is often, but not always, of paragraph length Vocabulary, grammar and style closely resemble how the student speaks Writing is generally understood by natives not used to the writing of non-natives.
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AAPPL INDIVIDUAL REPORTS

What now?



YOUR CHILD'S AAPPL REPORT

ACTFL Proficiency Guidelines	ACTFL Performance Scale	AAPPL Measure Performance Score	Form	
Advanced Low	ADVANCED	A		B
Intermediate High		I-5		
Intermediate Mid		I-4	A	
Intermediate Mid		I-3		
Intermediate Mid		I-2		
Intermediate Low		I-1		
Novice High		N-4		
Novice Mid	NOVICE	N-3		
Novice Mid		N-2		
Novice Low		N-1		

YOUR CHILD'S AAPPL REPORT

AAPPL Individual Report

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AAPPL

THE ACTFL ASSESSMENT OF PERFORMANCE
TOWARD PROFICIENCY IN LANGUAGES

AAPPL Measure Score Report

Student Name/ID:

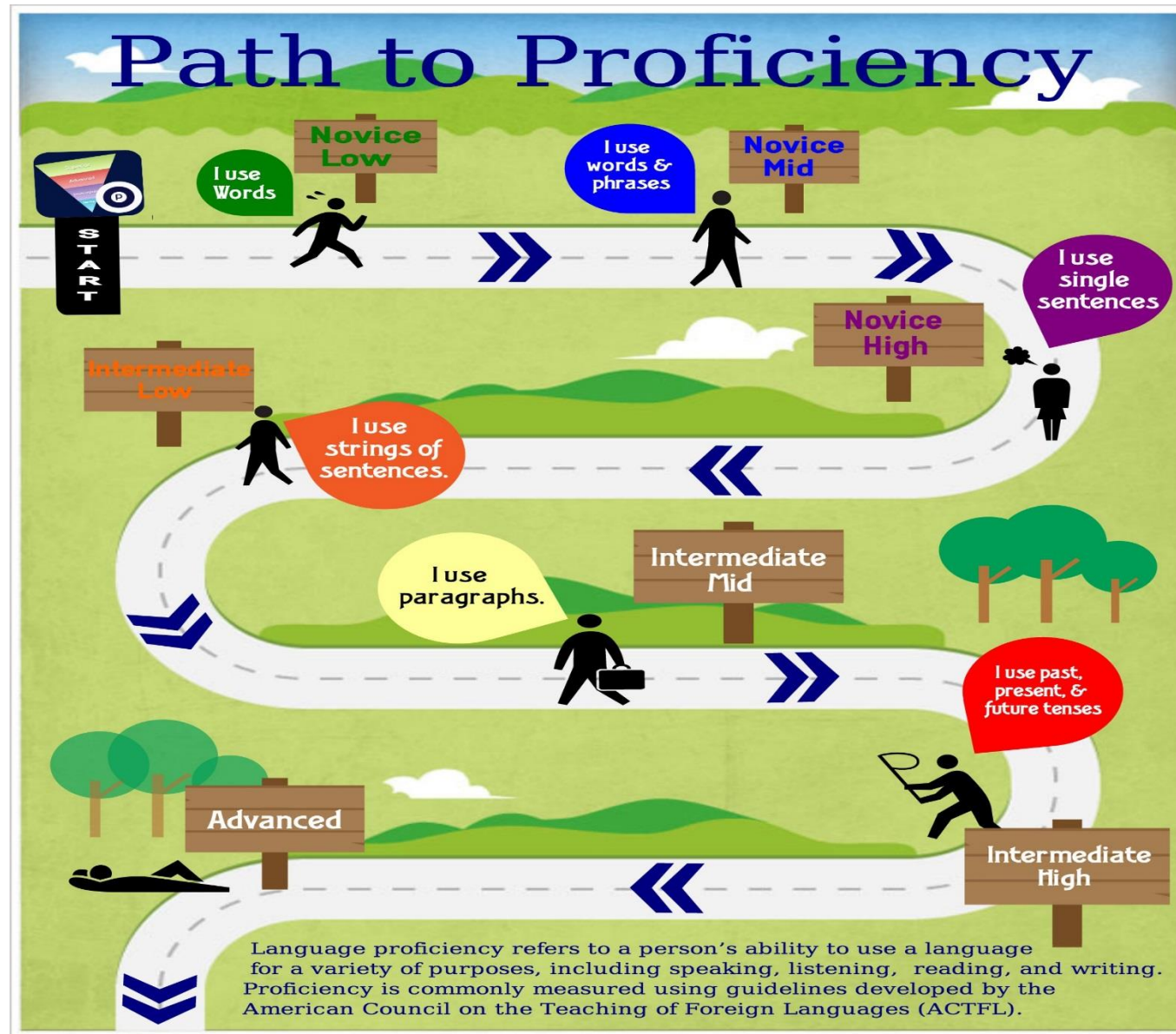
School Name:

Language:

Report Date:

Mode	Your Score	Score Description	Strategy
Interpersonal Listening and Speaking	I5	<p>Your AAPPL Interpersonal Listening/Speaking score of N4 means that you can be part of a conversation about yourself and your life. Much of the time you can also use your language to express your own thoughts and get the things that you need. You tend to speak in phrases and some sentences. You can often ask and answer simple questions. You can do all of this in a way that your teacher and others who are used to language learners can understand what you are saying most of the time.</p>	<p>Keeps the conversation going by asking follow up questions on the same topic, working with your conversation partner to make clear what you don't understand. Talk around words that you don't know. Keep saying more about a wider variety of topics. Imagine yourself in a situation where you need to get something or do something and what you will need to say in such a situation.</p>
	I4		
	I3		
	I2		
	I1		
	N4		
	N3		
N2			
N1			

FINAL THOUGHTS



QUESTIONS?

Reflecting, Refining, Building, and Moving Forward

