

**Meeting 08 • 28 January 2010**Version:  
1/28/10**Today • my deadline page**

numbers in ( ) = minutes planned for activity/ topic

√ = topic / activity that was adequately dealt with during the class

+ = topic needs more attention &amp; will be resumed at next / subsequent meeting(s)

- = a topic / activity that was proposed but not carried out (but will be taken up later)

~~Struck through text like this~~ = a topic / activity that was proposed but not included / is not going to be taken up after all*Italic text like this* = comments after the meeting

	<b>Main topic(s): Introduction to Assessment; the FL and AL Cultures</b>
(5)	(possibly a regular feature:) assessment in the news! Chinese overtaking German - and how much is being learned
(30)	The OPI (media clips) - more samples; structure, examiner stance, question types; OPI familiarization workshop manual (1994, 0036); a high-level German sample; maybe some ESL samples; how to write the rating: 1) state the rating; 2 [or 3]) describe (10 words) the text type; 3 [or 2]) summarize the functions and contexts/contents encountered; 4) (and only now) offer evidence about accuracy. See example (0269, but note that the grade is too high); technology to use
(5)	Assignments - checking in and up: 1) reading, see the "schedule & assignments" page (under modification); 2) Assignment 2: Rate your own proficiency - discuss today, along with Assignment 1 (reflection about assessment experience and news article); 3) Assignment 3: do a pseudo-OPI - are we ready to activate it? technology?
(30)	rubrics: a) an example unrelated to languages; b) GER 101 Assignment 1; c) GER 102 Project 1
(30)	The (withdrawn) ACTFL language-specific guidelines for German (0033a & 0033b, with culture guidelines and grammar grids!) - try mapping some grammatical features (pronouns? past tenses? acc-dat prepositions? past perfect? Konjunktiv [I? II?]) onto the proficiency levels); so how do you create and teach to a "spiral syllabus"

**Upcoming class meetings**

2/4 Feb.: assessing writing (L2, of course; but how about L1?); teaching writing; much ore about rubrics (and an assignment to create one?); thinking about the BIMP

**Upcoming assignment(s)**

This section offers a PREVIEW, not activated assignments. Assignments are made, with announcement of their deadlines, both in class and on the "schedule" page. Within a week you should have conducted at least one practice pseudo-OPI

**Announcements**

The change of the course to German-only participation requires some more rethinking of the syllabus. So I'm dropping any specific ESL aspects, at least temporarily, and we'll resume the discussion in a week or so.

**Misc.**

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# Chinese instruction thrives in U.S.

**Foreign language |**  
Emerging China sends teachers to schools around the world

By SAM DILLON

NEW YORK TIMES NEWS SERVICE

WASHINGTON — Thousands of public schools stopped teaching foreign languages in the past decade, according to a government-financed survey — dismal news for a nation that needs more linguists to conduct its global business and diplomacy.

But another contrary trend has educators and policymakers abuzz: a rush by U.S. schools to offer instruction in Chinese.

Some schools are paying for Chinese classes on their own, but hundreds are getting help. The Chinese government is sending teachers from China to schools all over the world — and paying part of their salaries.

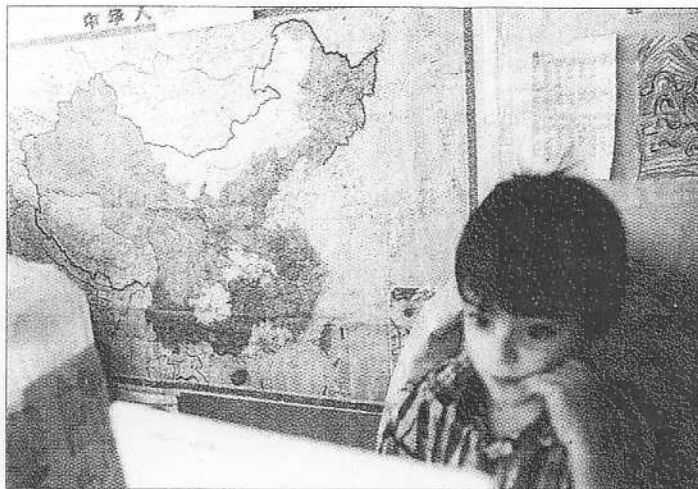
At a time of tight budgets, many American schools are finding the offer too good to refuse.

In Massillon, Ohio, south of Cleveland, Jackson High School started its Chinese program in the fall of 2007 with 20 students and now has 80, said Parthena Draggett, who directs Jackson's world languages department.

"We were able to get a free Chinese teacher," she said. "I'd like to start a Spanish program for elementary children, but we can't get a free Spanish teacher."

(Jackson's Chinese teacher is not free; the Chinese government pays part of his compensation, with the district paying the rest.)

No one keeps an exact count, but rough calculations based on the government's survey suggest that perhaps 1,600 Ameri-



BRENDAN HOFFMAN/NEW YORK TIMES NEWS SERVICE

**A student concentrates in a prekindergarten class last month at the Yu Ying charter school in Washington, D.C., where instruction in all subjects alternates daily between English and Chinese.**

can public and private schools are teaching Chinese, up from 300 or so a decade ago. And the numbers are growing exponentially.

Among the approximately 27,500 U.S. middle and high schools offering at least one foreign language, the proportion offering Chinese rose to 4 percent, from 1 percent, from 1997 to 2008, according to the survey. The Center for Applied Linguistics, a research group in Washington, D.C., conducted the survey, and the federal Education Department paid for it.

"It's really changing the language education landscape of this country," said Nancy Rhodes, a director at the center and co-author of the survey.

Other indicators point to the same trend. The number of students taking the Advanced Placement test in Chinese, introduced in 2007, has grown so fast that it likely will surpass German this year as the third-most-tested

AP language, after Spanish and French, said Trevor Packer, a vice president at the College Board.

A decade ago, most of the schools with Chinese programs were on the East and West Coasts. But in recent years, many schools have started Chinese programs in heartland states, including Ohio, Illinois, Texas, Georgia, Colorado and Utah.

America has seen the study of a foreign language grow before, only to see the bubble burst. Many schools began teaching Japanese in the 1980s, after Japan emerged as an economic rival. But thousands have dropped the language, the survey found.

Thousands of schools that offered French, German or Russian have stopped teaching those languages, too, the survey found. Experts said parents, students and educators recognize China's emergence as an important country and believe that fluency in its language can open opportunities.

## In Oregon


In Oregon, 10 high schools offer classes in Mandarin Chinese, including Cleveland High in Portland, which serves as the capstone in a kindergarten-through-senior-year Mandarin immersion program that begins at Woodstock Elementary. Demand to enter the program has grown so much that, beginning with today's third-graders, 60 students a year are admitted to the program as kindergartners.

The oldest students in Portland's Mandarin immersion program are juniors and sophomores in high school, and many of them have reached advanced or near-advanced status on a national proficiency scale, meaning they can speak connected paragraphs in Mandarin and can talk about academic subjects in the language.

The other high schools are Lake Oswego, Tualatin, Southridge in Beaverton, The International High of Beaverton, Franklin in Portland, Summit in Bend, Estacada and The Dalles. Students can take the class online through Clackamas Web Academy. The private Northwest Chinese Academy also offers Mandarin instruction to students in preschool through grade six.

Portland's efforts to produce students who are near-fluent in Mandarin, rather than merely prepared to converse informally with native Chinese speakers, won it a grant from the National Security Education Program. The grant, won in a partnership with the University of Oregon, allows students to study Mandarin from kindergarten through four years of college.

— Betsy Hammond

Presenter  Scorer MBJ Date 24 Mar 05 Total Score 41 Grade Abv NC-1  
*OSW* Scoring Guide for a Quasi-OPI with Recorded Sound and Written Evaluation *French*

Rule of thumb for 4/satisfactory: The project evaluator who is competent in the target language can confirm the sufficiency of the sample and the accuracy of the examiner's rating to ACTFL sub-level reliability using either the written evaluation or the recorded interview, or a combination of evidence from the two, though there are some problems that have to do with sound fidelity, language sampling in limited areas, inefficient interviewing, and/or description of the subject's performance.

Note: Factors 1 & 2 have a "gateway" or "filter" function. If the sound quality of the interview is unacceptable, the evaluator cannot proceed to evaluate the rest of the project independently of the written documentation. If the sound quality is satisfactory, but the sample is not adequate, it is impossible for the interviewer to produce an accurate rating or the evaluator of the quasi-OPI to judge the rest of the project. If that is the case, the project should be redone. The better way to judge adequacy of the sample is to have a satisfactory sound recording, although excellent documentation could offset poor sound quality. A truly exemplary project must have excellent sound, along with exemplary strength in the other indicators of quality, because that is the mark of a project that can be used for years as an example to other language teachers as they are being trained.

Factor 1 Sound quality	Factor 2 Adequacy of the sample	Factor 3 Efficiency of the interview	Factor 5 written documentation of the rating
20% = 6	20% sample 8	20% the interview 8	20% rating 1.0
Nothing significant missing, no significant redundancies.	The interview is conducted without wasted words or time.	The rating is correct to the exact sub-level. Text type, function, context and accuracy appear in that order. 10 separate examples are cited, they cover what the interviewee can do and can NOT do, and clearly distinguish the "plateau" from "peaks" and "valleys."	As above, except for either: error of one sub-level in rating OR slight weakness in documentation
The sample has several redundancies.	Almost 6	There are a few excessive or pointless prompts. The interview is no more than 150% as long as it could have been. <i>Redden, somewhat too short</i>	Error of one sub-level in rating AND slight weakness in documentation.
Most chief features of the level are checked, and most of these more than once; text type is clearly demonstrated; question types, functions and contexts are consistently suitable.	Almost 3	Almost 3	Almost 3
For 3-6, add factors from list below	A few missing features that can plausibly be established by inference, for example if the examiner/auditor know the learner or the program.	The interview is much too long and contains several clearly excessive or pointless prompts.	Rating is off by more than one ACTFL sub-level, in either direction OR the documentation is wrongly structured and evidence is weak
Auditor experiences slight hindrances due to poor sound.			Rating is off by more than one ACTFL sub-level, in either direction AND the documentation is wrongly structured and evidence is weak
High-level speaker of the language must listen several times to catch even simple words.			

*big gaps, 1) describing 2) learn he makes in detail guesses, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, 13th, 14th, 15th, 16th, 17th, 18th, 19th, 20th, 21st, 22nd, 23rd, 24th, 25th, 26th, 27th, 28th, 29th, 30th, 31st, 32nd, 33rd, 34th, 35th, 36th, 37th, 38th, 39th, 40th, 41st, 42nd, 43rd, 44th, 45th, 46th, 47th, 48th, 49th, 50th, 51st, 52nd, 53rd, 54th, 55th, 56th, 57th, 58th, 59th, 60th, 61st, 62nd, 63rd, 64th, 65th, 66th, 67th, 68th, 69th, 70th, 71st, 72nd, 73rd, 74th, 75th, 76th, 77th, 78th, 79th, 80th, 81st, 82nd, 83rd, 84th, 85th, 86th, 87th, 88th, 89th, 90th, 91st, 92nd, 93rd, 94th, 95th, 96th, 97th, 98th, 99th, 100th*

4 sound quality factors to add on to the basic level of 2 on the grid: volume strong enough for clearly audible hearing at mid-volume on a boombox for a group of 10 in a quiet seminar room; no recurrent odd background noise; interviewee's voice is miked louder than that of interviewer; the two voices are clearly different in pitch, timbre, etc.

*a factor 4: Retention = 4, 5 You accurately captured what was there, but did not note*

NC-2

Clark, Noah

08W A03 POPI My Comments

length: 8'01"

sound quality: fainter than regular CD sound track of usual volume

Names

How are you

Residence

What do you like to do

(He's producing solid full sentences, so should follow them up rather than switching topics.)

past probe: Why letter to mother?

(1:30) Who are friends? Now he's struggling, so you're right to wait him out

2:00 Other sports; note the possibly past tense of playing about baseball - another chance to probe for upper reaches of Intermediate

3:00 American football - he's getting away with just listing things, so your past probe (recent game) is a good idea, but you can't stay with the simple questions. Your probe (how can I get to Oakland) is a good idea; even better: What did you do while you watched the game, or before, or after.

[Still missing: probes for description more complex than naming things]

5:00 past probe, and note how he shows his level by creating, with difficult, isolated simple sentences. THIS IS A KEY PASSAGE FOR ASCERTAINING THE RATING.

6:30 probe about special topics of business course: Probably too high in vocabulary demand.

7:10 another past probe

7:30 asking directions, ends in lack of communication, followed by a too-fast wind-down.

Interview almost certainly too short. Would have benefited much from a role-play situation. We don't know whether he can initiate (or, much less, maintain) at the sentence level.

2-3-08

FL 593

OPI Pseudo Interview proficiency evaluation

The interview subject was a recently graduated Finance major from Portland State University who was a year out of completing his second year French course. I rate him as an Intermediate-Low French speaker. To begin with his speaking abilities though limited, where though? advanced enough that he could conduct basic conversation. Along those lines he was able to both pose and respond to simple questions that applied to a variety of subjects. Yet he confused verbs at time with his misuse of an idiomatic expression for "I am good" in French standing out in particular. When asked "Comment allez-vous?" he responded "Je suis bon" which is an improper response in French because it means "I am good" and grammatically incorrect in English because he uses the word "good" as an adverb.

yes

about

However when asked what he enjoyed doing he was able to go discuss basic aspects of his life such as his family, favorite sports, and studies at one point even referring to an activity he enjoyed doing for his mother, an aspect that touched on Intermediate-Low. In particular he was able to discuss sports more in depth than most other subjects. Perhaps it was practiced vocabulary but the strongest part of the conversation was when he was able to reference both himself and other teams after I posed him more precise questions about what he enjoyed watching on television, who his favorite teams were, and what sports he played. He had a tendency to focus on certain vocabulary that seemed rehearsed such as "le basket", "le football américain", "la télé", another aspect of Intermediate-Low.

hardly if at all. There were few other subjects

immaterial

or higher - & should have been pursued

yes!

It was at this point that I decided to refer back to his studies to see if he was in fact capable of discussing in depth more than one subject that pertained to him. This is where he began to struggle, what I would consider the low point of the conversation. He was able to respond simply to what he studied at university yet mispronounced the cognate for "finance", articulating it like an Anglophone as opposed to a Francophone. This revealed to me another aspect of his Intermediate-Low abilities because it would take a native speaker who was used to hearing the English word for "finance" either mispronounced or deliberately pronounced by native English speakers to understand him.

good!

Next, when discussing the past he understood how to use the auxiliary verb "avoir" but made errors with the past participle, in particular for "comprendre" which is "compris" and he instead used the present participle "comprends". I would give him the benefit of a doubt and say he was touching at Intermediate-Mid with his use of the past tense, but this instance was isolated amongst a barrage of present tense usage and his ignorance of the past participle negated any chance of reaching this level.

but no more than that

Finally I attempted a minor role play, beginning with showing him a role playing card in English. I was hoping that this would reveal his ability to speaker on a higher level on the ACTFL scale. I asked him directions to the school, but he was incapable of responding to the question in French, struggling to even grasp the question posed. Conclusively I rate him an Intermediate Low speaker.

I couldn't defect it was a role play - thought it was just another topic of conversation. It should have been left to him to keep up no role play.

Not exactly. Lack of more participles to precludes the IIT. But we'd need to know more about how he formulates past of 2nd & 3rd. maybe a couple of other

[REDACTED]

2-3-08

NC-4

FL 593

#### OPI Pseudo Interview technique evaluation

Overall I was pleased with my performance in the interview but felt there were certain areas where I could obviously improve. To begin with I believe my questions could've been more open ended. I managed to steer the student towards the subject matter I wished to discuss which elicited responses that were satisfactory but I never received the more abstract responses that I was hoping for. I believe this was due to the student's Intermediate limited ability to speak. Furthermore, I should've been more direct in my questioning; only using other vocabulary when I could see that the interviewee was truly struggling instead of slightly prodding him along, a level 5 on the scoring guide due to a few redundancies.

yes

yes

not serious

In spite of these several faults I performed strongly by asking the student basic enough questions that progressed in complexity. I began by exchanging the usual pleasantries and then delving into more abstract concepts such as his personal tastes and background. I attempted to take it to a more complex level by questioning more precise aspects of these personal tastes, probing for more insight that would force the student to express himself at a more advanced level.

As far as my delivery in the conversation was concerned I also felt that I performed strongly. I made no attempt to rush the conversation, letting the student stop to think, feel at ease, and communicate without pressure, rarely using excessive prompting, a level 5 on the scoring guide. I also articulated slowly and clearly so as to communicate without problems with the student. He was able to understand me at most times until I could distinguish a bit of hesitancy as he knew he could not respond to more complex questioning.

good technique

In short I would rate my overall interview abilities at a level 5 according to the scoring guide. My several faults kept me from reaching a 6 because they disrupted the flow of the interview. I believe with more interviewing experience I will eventually overcome these faults because I will be more at ease and better prepared in interviewing my subject. Nevertheless I was in complete control of the conversation, kept the student at ease at all times, and articulated clearly in French, a level 5 performance.

Presenter \_\_\_\_\_ Scorer *MBF* Date *2/14/08* Total Score *5.1* Grade *Abv*

### Scoring Guide for a Quasi-OPI with Recorded Sound and Written Evaluation *Frends*

Rule of thumb for 4/satisfactory: The project evaluator who is competent in the target language can confirm the sufficiency of the sample and the accuracy of the examiner's rating to ACTFL sub-level reliability using either the written evaluation or the recorded interview, or a combination of evidence from the two, though there are some problems that have to do with sound fidelity, language sampling in limited areas, inefficient interviewing, and/or description of the subject's performance.

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Factor 1 Sound quality	Factor 2 Adequacy of the sample	Factor 3 Efficiency of the interview	Factor 5 written documentation of the rating
<i>2007/1 = 1.0</i>	<i>2007 sample</i> Nothing significant missing, no significant redundancies.	<i>2007 the interview 1, 2</i> The interview is conducted without wasted words or time.	<i>1.0</i> The rating is correct to the exact sub-level. Text type, function, context and accuracy appear in that order. 10 separate examples are cited, they cover what the interviewee can do and can NOT do, and clearly distinguish the "plateau" from "peaks" and "valleys." As above, except for either: error of one sub-level in rating OR slight weakness in documentation
<i>4</i> <i>1</i>	<i>4.5</i> The sample has several redundancies. Most chief features of the level are checked, and most of these more than once; text type is clearly demonstrated; question types, functions and contexts are consistently suitable.	<i>6</i> There are a few excessive or pointless prompts. The interview is no more than 150% as long as it could have been	<i>3</i> Error of one sub-level in rating AND slight weakness in documentation.
<i>3</i> <i>1</i>	For 3-6, add factors from list below A few missing features that can plausibly be established by inference, for example if the examiner/ auditor know the learner or the program.	<i>3</i> Almost 3 The interview is much too long and contains several clearly excessive or pointless prompts.	<i>3</i> Almost 3 Rating is off by more than one ACTFL sub-level, in either direction OR the documentation is wrongly structured and evidence is weak
<i>2</i> <i>1</i>	Auditor experiences slight hindrances due to poor sound.		
<i>1</i>	High-level speaker of the language must listen several times to catch even simple words.		Rating is off by more than one ACTFL sub-level, in either direction AND the documentation is wrongly structured and evidence is weak

4 sound quality factors to add on to the basic level of 2 on the grid: volume strong enough for clearly audible replay at mid-volume on a boombox for a group of 10 in a quiet seminar room; no recurrent odd background noise; interviewee's voice is miked louder than that of interviewer; the two voices are clearly different in pitch, timbre, etc. *yes*

*3, 1, 0*  
*rehab in 30 days covered almost every time, including the car accident - correct*

length: 15'39"

sound quality: volume OK, but irritating sound crackle and extra-close mike placement

Greeting, how you, etc.

Speaker is producing rich sentences, so the past probe (0:50) is appropriate, as is the followup. But since she keeps up the level, probes should be more complex than "What did you study?" Note that she takes care of that for you by continuing the text type in past tense.

2:00 When you were small - now she's having to work harder, so the probes should thoroughly explore this level, but keeping an eye out for some higher-level content (structures AND vocab). Will need some checks for complex description somewhere.

3:00 residence history

4:00 how spend time, and whether has a best friend (good: that's the description we need and we'll need more than this one)

5:00 persistence with description of friend - subjective characteristics; you handle it well when she looks to you for correction - just a simple Uh-huh and go on.

6:30 role-play (OK to explain in French) - good job of keeping the ball in her court, which helps you sense the limits of her language

8:40 calling other friend to report about movie - good way to probe past, because she has to maintain at length in past tense (which is difficult for her). I wonder whether you were wondering here whether she were not really Advanced, but rather just IntHigh (or maybe you had sense that earlier)

10:30 more about friends; note the relative clause with que and the connector with mais

11:50 films seen - weak transition, but let's see what happens; more connected speech (good time to ask Why?, as you did); here's where she reaches her peak - note the rich language (and the indicators of her ceiling); this is the key chunk! Good job of waiting for language rather than jumping in with help!

15:30 Gee, more of a wind-down would have been nice to her!

Where was the future probe??



Dr. Fischer  
FL593: Assessment • A03  
16 March 2008

ME-3

ACTFL Pseudo-Oral Proficiency Interview For [redacted]

Estimated ACTFL Level: Intermediate Mid *Int-high*

The speaker was able to perform consistently at Intermediate-Mid level in terms of task performance (was able to complete a simple roleplay task both making arrangements for and breaking a rendez-vous). She was also able to converse on several basic topics, including discussing herself and her general interests, her daily and past activities. She did provide several details about work, recreation and particular areas of interest (communicated that she teaches a class at PSU, and also discussed in some detail the films she had seen recently and their plots), though these seemed to be the places where her level appeared to max out. There was no demonstration of the "ease and confidence" of an intermediate-high speaker (she would frequently end her sentences with the phrase "je ne sais pas", indicating that she wasn't quite sure about what she had just said), and her responses on the more difficult subjects (school/work) remained fairly limited, as basic strings of familiar vocabulary rather than a fluid exchange of information. For example: "J'ai mes classes... Sont les classes que... je suis le prof de les classes de la première année." and on the subject of studies: « Non aujourd'hui... mais autres jours... J'étudie... développement de... communauté—je ne sais pas si c'est le mot correcte—et l'espagnol aussi. » Despite the allowance of the Intermediate-High to have some hesitation or errors in these subjects, this performance seemed to be at a fairly high level of difficulty for the speaker.

Overall, the speaker relied mostly on being prompted for questions, giving responses which were mostly limited to reactions of the interviewer questions rather than being able to narrate or describe on the topics. Her answers did use multiple time frames, but with frequent errors of either pronunciation or verb tense that made the time-frame use difficult to follow

*She did narrate several times!  
Doe is higher than "basic"!*

In her roleplay, the speaker did demonstrate the ability to ask several basic questions: "Ca va?"; "Qu'est-ce que tu veux faire ce soir?"; "Quel film?"; "Est-ce que tu voudrais aller à Laurelhurst?"; "A quelle heure?" After making the comment that she is a liar (when giving her excuse during the roleplay), the speaker was then asked to explain herself, and provide more information about when and why she lies. She was able to handle the topic fairly well, expressing herself using examples, though there was difficulty linking this into a cohesive and supported opinion.

*Does she's higher than I.H., at least in her type vocab.*

*NO: clusters of sentences, with connectors!*

In general, the speaker used the text-type of sentence or sentence strings, in part self-created, but also recycled from set phrases. While she did use several almost "trick" words (in the sense that they would seem to indicate a higher level of proficiency), these were not high frequency words during the interview. Also, as to the speaker's ease of speech, there were often long pauses where she seemed to be searching for vocabulary or having trouble deciding on a structure, without demonstrating much ability to circumlocute. There were several examples of self-corrections (including remembering the correct auxiliary verb for "allé" when using the passé composé), and also many examples of interference of a second non-native language, Spanish. When switching to Spanish, the speaker would occasionally become aware of and self-correct into French, but not always. Even some very basic vocabulary seemed to have been replaced by Spanish—for example, in the roleplay: "Hola! Comment ça va?", and a confusion between the French "aller" and the Spanish "ir". There were several instances of vocabulary, pronunciation or grammar mistakes which could have lead to misunderstanding (particularly by the interference of Spanish pronunciations or vocabulary), and which could require a sympathetic native speaker.

*1 give away for IH*

*led*

DISCUSSION OF RESULTS/INTERVIEW PROCESS

While the findings of the interview were that the speaker demonstrated an Intermediate-mid proficiency level in terms of vocabulary, text type and accuracy, several issues that came up during the interview process would require a further sample to verify this result. One major issue with my interview that could have tainted the results was the issue of choosing prompt questions which contained too much information—for instance, I often indicated with my question what tense they were looking for in response. There were times where I remembered to use neutral verbs such as "faire", which require that the subject respond using other verbs, but I should have been much more aware of the issue of prompting in general.

One aspect of the interview that did seem to go well was that I allowed any pauses that the subject took while searching for an answer, rather than rushing to help out or come up with another question. In several of these pauses, I ended up getting a response from the speaker where I wasn't sure if I would get anything—and would have missed this if I had moved on too fast. Conversely, this also allowed me to evaluate some of the areas that were more difficult than others for the subject.

*yes!*

One major issue with this interview that reminded me of the French OPI of "Chris" by his native-speaker mother is that prior relationship with the subject—particularly in terms of foreign language--can definitely steer an interview or cause the interviewer to make certain false assumptions about the speaker's abilities. For me, coming to an accurate rating (particularly between Intermediate High or Mid) with this subject was extremely difficult given our prior background. For several years, we had taken classes together and held frequent conversations in the language, so my initial thought was that the level would be somewhere in the Intermediate High to Advanced range. Now that Betsy has gone on to learn Spanish and live in a Spanish-

*The self-criticism is unwarranted, when we accept that she's IH. That's because an IH can be expected (I predicted) to have language beyond the need to steal & recycle*

ME 4

speaking country, I was actually quite surprised to find that her level was not what I had assumed, and tried to remain completely objective, ignoring what I have known her to be capable of in favor of what she actually demonstrated.

While I do feel fairly confident about my rating—based particularly on key words in the Intermediate High description that I thought were lacking in the interview, such as “narrate and describe”, “ease and confidence”, and also “handles tasks at the Advanced level, but unable to sustain performance”, I do feel there is enough evidence in the interview procedure in particular to warrant further interviewing to verify ACTFL level—particularly more specific probing to see if after a suitable warm-up and/or line of questioning she would be capable of functioning at an Intermediate-High level.

*She did, you ~~was~~ were too stringent about “narrate + describe.” She did both, at the Int + Adv levels, but the adv-level topics showed she was not truly Adv.*