

## Meeting 13 • 16 February 2010

Version:  
2/16/10

## 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 & 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

	Main topic(s): Rubrics; Teaching and Testing Writing
(5)	assessment in the news! Well, at least in my news: a somber moment of reflection about the shootings in Alabama, related somehow to a tenure case; assessment of language learner anxieties and such?
(30)	rubrics: GER 102 Project 1 (Einkaufen und Geschenke; also work samples 0777a • 0777b • 0777c • 0777d • 0777e • 0777f) - compare the ratings we conducted last week; current GER 102 Oral Test (K11): K11 protocol (doc) & scoring guide (doc)
(30)	Testing & teaching writing: initial discussion (how did WE learn to write?). Materials: ACTFL Guidelines for Writing (0013), maybe a look at Oregon standards for writing (0698); outstanding article about teaching writing (Barnett, 0009)
(10)	Assignment: create a scoring guide for a language activity, with reflection; more comments about the "BIMP"; ••work samples to come
(10)	For fun (if time): Old FSI language proficiency self-appraisal (0039)

## Upcoming class meetings

18, 23 & 25 Feb.: assessing writing (L2, of course; but how about L1?); teaching writing; same for listening and reading; much more about rubrics (and an assignment to create one); course, curriculum, program assessment; 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.

Here's a stack of reading for upcoming topics: PASS (OUS assessment system) documents: 0692 overall view (all subject areas); 0698 Second/World Languages Standards; 0695 Math Standards; Portland Public Schools World Languages Standards, 2001 version (0010a); 0699 ACTFL "Blueprint for Action on Language Education (2005)

## Announcements

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## Misc.

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# C

## SCORING GUIDE FOR PASS STANDARD C

### Write to Communicate: Presentational Mode

Write in the target language to communicate ideas and to provide and obtain information on a variety of topics, for a variety of purposes.

#### Criteria

##### C1: Content

Communicate information and ideas through written/signed texts.

##### C2: Text Type

Write short messages and simple guided paragraphs on familiar topics.

##### C3: Linguistic Skill

Demonstrate competence using the target language.

#### Descriptions of Proficient Performance

Descriptors define types of proficient performance; they are not a checklist.

- writes about everyday topics from among the following:
  - Self
  - Classroom/School
  - Family
  - Season/Weather
  - Pets/Animals
  - Clothing
  - Food
  - Friends/People
  - House
  - Leisure/Activities
  - Places
  - Community
  - Daily routines
  - Stores/Shopping
  - Travel
  - Transportation
- communicates simple messages in present time through written language (e.g. notes, letters)
- creates primarily simple sentences, relying on formulaic and learned material most of the time
- writes simple guided sentences and strings of sentences about everyday topics
- organizes writing appropriate for its purpose and audience
- conveys messages that can be understood by a sympathetic reader
- uses vocabulary appropriate to the task most of the time
- demonstrates partial control of basic language structures when creating with the language (e.g. subject/verb agreement, word order, writing conventions)
- uses basic language with reasonable accuracy when using formulaic and learned material

# PASS Second Language Assessment Guidelines for 2005-2006

Only one assessment is required per PASS standard. Choose the method that best serves the student.

PASS Standard	Assessment Method	Assessment Code	Working toward (W)	Meets (M)	Highly proficient (H)	Exemplary (E)
<b>A. Use Oral/Signed Language to Communicate</b>	PASS Teacher Verification	PTV	W	M	H	E
	ACTFL Oral Proficiency Interview	OPI	Nov.-Mid	Nov.-High	Int.-Low	Int.-Mid
	OUS/COFLT Second Language Proficiency Assessment	COFLT		3		
	Brigham Young Foreign Language Assessment (2 <sup>nd</sup> -year level)	FLATS		S		
	Classroom Oral Competence Interview	COCI	1-Mid	1-High	2-Low	2-Mid
	IB Language B Exam – HL or SL	IB-FL	2	3	4-5	6-7
	American Sign Language PI	ASLPI	Nov.-Mid	Nov.-High	Int.-Low	Int.-Mid
<b>B. Understand Written/Signed Language</b>	PASS Teacher Verification	PTV	W	M	H	E
	Standards-based Measurement of Proficiency	STAMP	2	3	4	5
	AP Foreign Language Test	AP-FL	2	3	4	5
	Brigham Young Foreign Language Assessment (2 <sup>nd</sup> -year level)	FLATS		S		
	College Level Examination Program	CLEP		40	50	
	IB Language B Exam - HL or SL	IB-FL	2	3	4-5	6-7
	National Spanish Exam Level II	NSE		Honors		
	SAT II	SAT II-FL		490	750	
<b>C. Write to Communicate</b>	PASS Teacher Verification	PTV	W	M	H	E
	Standards-based Measurement of Proficiency	STAMP	2	3	4	5
	AP Foreign Language Test	AP-FL	2	3	4	5
	Brigham Young Foreign Language Assessment (2 <sup>nd</sup> -year level)	FLATS		S		
	College Level Examination Program	CLEP		40	50	
	IB Language B Exam - HL or SL	IB-FL	2	3	4-5	6-7
	Student Learning Improvement Plan Test	SLIP	2	3	4	5-6
	SAT II	SAT II-FL		490	750	
<b>D. Demonstrate Complex Communication Skills</b>	PASS Teacher Verification	PTV	W	M	H	E

### Contact Information for Assessments

- The ACTFL OPI Testing Program is administered by Language Testing International. Contact 800-486-8444 or 914-948-5100. E-mail [testing@languagetesting.com](mailto:testing@languagetesting.com) <<http://www.languagetesting.com>>
- CLEP - <<http://www.collegeboard.com/student/testing/clep/about.html>>
- COCI - California Foreign Language Project, Stanford University, 94305. 650-725-2579. <<http://csmf.ucop.edu/cflp/resources/coci.html>>
- COFLT - Assessment Coordinator M.L. "Dee" Young. 503-636-7805 <<http://www.open.org/coflt/assessment.htm>>
- FLATS - 801-422-3511 <<http://flats.byu.edu/flatsinfo.php>>
- STAMP - <<http://casls.uoregon.edu/home.php>>
- Descriptions of PASS proficiency ratings can be found on page 6 of this document.
- AP and IB assessments at the H or E level do not need additional verification because they include a method of external validation.
- SAT II assessments at the H or E level require external validation by a PTV, AP, or IB rating at the H or E level.
- As data on student proficiency is received and analyzed, required scores may be adjusted. See PASS website for current information.

## About Second Language Assessments

To be admitted without conditions to an Oregon University System institution, applicants must have two years of the same high school-level second language, or a grade of C- or better in the third year of a high school-level language, or demonstrate proficiency at the Oregon Department of Education (ODE) Benchmark IV level.

The dominant standards for defining and measuring second language proficiencies in the U.S. are the "Proficiency Guidelines" developed over several decades by the American Council on the Teaching of Foreign Languages (ACTFL). The ACTFL guidelines specify in detail competence levels for speaking, reading, writing, and listening. The performance levels described in the PASS standards and ODE benchmarks are based on the ACTFL guidelines.

OUS accepts verifiable assessments that measure student performance in terms of either ACTFL levels or PASS levels. The table below shows the relationships between them.

<b>ACTFL Level for English-Cognate Languages</b>	<b>ODE Benchmark Level</b>	<b>PASS Level</b>
Novice-Low	Benchmark II	N
Novice-Mid	Benchmark III	W
<b>Novice-High</b>	<b>Benchmark IV</b>	<b>M</b>
Intermediate-Low	Benchmark V	H
Intermediate-Mid	Benchmark VI	E

Teachers who are certified in one of the accepted assessments listed on page 18 may submit verification of students' oral/signed proficiency using these assessments.

## When to Assess Proficiency

The ideal time to assess second language proficiency is in the 12<sup>th</sup> grade. Placement in second language courses at OUS institutions will be determined by the policies of the individual institutions, which may have a recency requirement. Proficiency may be determined at other times. For example, a student from an immersion program or a native speaker of a language other than English could be assessed prior to 12<sup>th</sup> grade.

## PASS Ratings

Students receive a rating for each PASS standard. There are five possible ratings:

<i>PASS Rating</i>	<i>Description</i>
<b>(E)</b> Exemplary*	The collection demonstrates an exemplary mastery of the standard and exhibits exceptional intellectual maturity or unique thinking, methods, or talents.
<b>(H)</b> Highly proficient*	The collection demonstrates mastery of the standard at a level higher than entry-level college coursework.
<b>(M)</b> Meets the standard	The collection demonstrates that the student is prepared for entry-level college coursework. (This is the level of proficiency that the majority of admitted students will achieve.)
<b>(W)</b> Working toward the standard	The collection approaches readiness for entry-level college coursework. The level of performance may be improved by: <ul style="list-style-type: none"> <li>• providing a broader variety of opportunities and conditions of assessment;</li> <li>• providing sufficient evidence to address the range of criteria for the standard;</li> <li>• enrolling in more classes that target this standard.</li> </ul>
<b>(N)</b> Not meeting the standard	The collection contains evidence that the student is not prepared to do entry-level college coursework.

\* these scores require external verification

### Foundation, College Prep, and Specialized Standards

OUS applicants who want to use the PASS standards to meet the OUS second language requirement must demonstrate proficiency at the M ("Meets") level in either Standard A or Standards B and C. Attaining a higher levels of PASS ratings (H or E) in those standards, or demonstrating proficiency in additional standards is recommended for scholarships, class placement, and college credit.

Information about using CIM to meet some PASS standards, or using PASS instead of CIM, is found on page 19.

### The PASS Second Language Standards

- A. Use Oral/Signed Language to Communicate: Interpersonal Mode
- B. Understand Written/Signed Language: Interpretive Mode
- C. Write to Communicate: Presentational Mode
- D. Demonstrate Complex Communication Skills