

Stark County Educational Service Center

Recommendations

for

Stark County Schools

Foreign/World Languages Credit Flexibility

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Assessment Package for Foreign Language

This assessment indicates that a single objective test-out paper-pencil test is not endorsed by the committee for assuring proficiency at a language level for the determination of credit. The recommendation is to use a group of assessments that shows evidence of proficiency in speaking, writing, listening, and reading in the selected language. It is our intention that final speaking assessment of speaking be scored by a heritage speaker or a professional trained in evaluating speaking assessment.

A Comprehensive Test	STAMP TEST National French, Spanish, German AP Test Others for rare languages
A Multi-Media Project/Portfolio	Dossier from <i>Linguafolio</i>
An Oral Interview/Exam	Final part of assessment; Interview with a heritage speaker or a professional trained in assessment of spoken language in the target language

The above outline of requirements follows the recommended package for all course assessments, as suggested by the Stark County Educational Service Center.

It is recommended that the student assessment score be a minimum of a C or its equivalent to receive credit. The *Linguafolio Self Assessment Grid*, included in this document, indicates the ranges for achieving credit for levels 1, 2, 3, and 4 for all languages, through successful completion of the pieces of this assessment package.

All work in the assessment package MUST be the student's original work. The use of a translator (on-line or other) will be considered plagiarism. Plagiarism will result in no credit for the credit flexibility opportunity.

Application for Credit Flexibility

Each student must complete the required general application process established by the school district. Those applying for credit in foreign/world languages will attach the following materials in order to assess the language ability of the student and to better help the student plan for his/her successful completion of the assessment package.

The materials to be attached to the application for credit flexibility are free materials existing in *Linguafolio*, a portfolio assessment instrument developed by the National Council of State Supervisors for Languages 2010. These pieces are found in the *Biography* section of *Linguafolio*.

- Learning Inventory for what have you already accomplished using this language
- Learning Summary Form of Language Learning and Intercultural Experiences
- The Passport

Copies of these forms are included in this document.

At the time of the application, the student will also indicate at which level he or she wishes to receive credit based on the *Linguafolio Self-Assessment Grid* and the Self-Assessment Checklists for Interpersonal Communication and for Reading Comprehension.

PART I: Stamp Test or Other Written Examination

The Standards-based Measurement of Proficiency (STAMP), available at a cost of \$17.50 per student through Avant Assessment, is available for assessment of Chinese, French, Spanish, German, Italian, and Japanese. It assesses reading, writing, and speaking, and is in the process of developing assessment potential in listening. It measures proficiency in a language, ranging from Novice-Low to Intermediate-Mid and is based on ACTFL Proficiency Guidelines. This is a web-based assessment and provides data for the student and the school concerning language learning.

Avant Assessment is continually working to update the assessment to support Advanced and Superior levels and to include the following languages:

- Arabic
- Hebrew
- Hindu
- Persian
- Swahili
- Turkish
- Urdu
- Yoruba

Practice assessments are available online for students and teachers for practice.

The Stark County Educational Service Center will hold the license with Avant Assessment for all districts to use for online testing of students. Students will be charged the cost of the test if choosing the credit flexibility option.

<p style="text-align: center;">PART II: Dossier Prepared for and by the Student Applying for Credit Flexibility</p>

The Dossier portion of the assessment package should show evidence of the student's language proficiency. Entries in this section will complement those in the biography and interview sections of the assessment package. The dossier may consist of a hands-on, tangible collection of the student's best work, such as dialogues, narratives, projects, research, compositions, and copies of awards. Samples of the student's best work should include all modes of communication and reflect the use of media and technology, such as PowerPoint presentations, video clips, CDs, DVDs, audio files, and photos.

The concept and some of the items in this suggested dossier are also from the free source *Linguafolio*, a portfolio assessment instrument developed by the National Council of State Supervisors for Languages 2010. Adaptations have been made by the Foreign Language Credit Flexibility Development Committee.

The student will be given the directions for the Dossier and a deadline or deadlines for submission. The student will understand that the samples in the Dossier must meet the standards for Interpersonal Communication, Presentational Speaking and Writing, and for Reading and Listening Comprehension at the level at which he or she wishes to receive credit.

Please see the following pages with information for the student's creation of his/her own personalized dossier.

Student Instructions for Development and Completion of the Foreign Language Dossier

Entries in your Dossier (portfolio) will show evidence of your proficiency in the target language. Your Dossier should include samples of your original, best work.

Include at least **three samples from each** of the following categories in at least **two genres** (printed, audio or video recorded, power point).

Note: You will receive no credit if you use a translator (on-line or other) for any sample in your Dossier.

1. Original dialogues that you have created in the target language. These could include, but are not limited to:

- a conversation among two or three friends at the mall
- a conversation between customers and a server in a restaurant
- a conversation in which someone asks for directions
- a conversation between a patient and a doctor
- a conversation between a coach and a player

2. Original stories, essays, songs or poems that you've written in the target language. These could include, but are not limited to:

- an original children's story, fairy tale or other kind of fiction
- a poem or song you have written
- an analysis of a poem or a song that is meaningful to you
- an account of an experience you had and why the event was important to you
- a descriptive essay - of a relative, of your town, of your favorite meal, etc.
- an essay in which you present your argument for or against an issue

3. An original project that you have created in the target language. These could include, but are not limited to:

- a report on a country or city where the target language is spoken
- a report about a famous person who has significance in the target culture
- a survey in which you interview people and analyze the results
- an audio recording or video of you performing a song, poem, reading, etc.

3. Evidence of listening and reading comprehension in the target language, (such as summaries or logs) of things you've watched, read or heard.

5. Copies of awards and certificates related to your achievements in the target language may replace a sample in your Dossier at the district's discretion.

PART III: Oral Interview/Exam

The district will schedule the interview to follow the evaluation of the Dossier and the results of the STAMP assessment. The student will be advised that the interview will include topics from the Self-Assessment Checklists for Interpersonal Communication (Available on *Linguafolio*) and any other vocabulary and grammar requirements the district may require.

The oral interview is to be scheduled last in order to fill in gaps that may result from the assessment of the other pieces of the assessment package.

A certificated teacher will be the main assessor of the interview. In the case of languages not taught within the curriculum, a certificated teacher will work with a heritage speaker through the interview process.