

World Languages Assessments

There are two types of assessment practices for World Languages: Those that measure **proficiency** and those that measure **performance**.

Proficiency

The practices that measure proficiency will assess the ability of the learner to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. Some examples of proficiency assessments are:

- **OPIs - Oral Proficiency Interviews ([visit the OPI website](#))**
 - Official ACTFL Oral Proficiency Interview (OPI)
 - The ACTFL Oral Proficiency Interview (OPI) is a valid and reliable means of assessing how well a person speaks a language. It is a 20-30 minute face-to-face or telephonic interview between a certified ACTFL tester and an examinee.
 - The interview is interactive and continuously adapts to the interests and abilities of the speaker. The speaker's performance is compared to the criteria outlined in the ACTFL Proficiency Guidelines 2012 - Speaking or the Inter-Agency Language Roundtable Language Skill Level Descriptors – Speaking.
 - The interview is double rated and an Official ACTFL Oral proficiency Certificate stating the candidate's proficiency level is issued to the candidate.
 - Official ACTFL Oral Proficiency Interview– Computer (OPIc)
 - The OPIc is an internet delivered test which provides valid and reliable oral proficiency testing on a large scale. It was developed in response to the increased worldwide demand for the testing of oral language proficiency. The computer delivered assessment emulates the 'live' OPI, but delivery of questions is through a carefully designed computer program, and via a virtual avatar. Thus the test can be taken on demand, and at a time convenient to the candidate and proctor.
 - The goal of the instrument is the same as the OPI: to obtain a ratable sample of speech which a rater can evaluate and compare to the ACTFL or ILR Proficiency Guidelines in order to assign a rating. The current version of the OPIc rates the full range of the ACTFL scale, from Novice through Superior.
- **STAMP - Standards-based Measurement of Proficiency ([visit the STAMP website](#))**
 - It is a series of assessments designed to measure world language proficiency in Reading, Writing, Listening and Speaking, with content appropriate for elementary, and middle school through university students.
 - It is offered through Avant Assessment for the following grade levels:
 - Grades 7-16: STAMP4S
 - Grades 3 through 6: STAMP4Se

- It determines levels of proficiency defined by the American Council on the Teaching of Foreign Languages (ACTFL)
- It is web-based and computer-adaptive, with real-world questions on topics selected to be level-appropriate based on research into topics taught at each level.
- The questions engage learners, and because STAMP is adaptive, students are able to demonstrate their own actual proficiency level without any pre-set upper limits.
- STAMP was originally developed by the Center for Applied Second Language Studies, a National Foreign Language Resource Center at the University of Oregon and funded by the US Department of Education.
- STAMP has been validated by field testing and expert panels. It is a secure test that requires a proctor during administration.

Performance

The practices that measure performance will assess the ability of the learner to use language that has been learned and practiced in an instructional setting. Some examples of performance assessments are:

- **AAPPL - ACTFL Assessment of Performance toward Proficiency in Languages** ([visit the AAPPL website](#))
 - The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) is a performance-based assessment of standards-based language learning across the three modes of communication (Interpersonal, Interpretive, and Presentational) as defined by the World-Readiness Standards for Learning Languages.
 - It is offered through Language Testing International, the ACTFL Testing Office for the following grade levels:
 - Grades 5-12
 - AAPPL Measure assesses Interpersonal Listening/Speaking (ILS), Interpretive Reading (IR), Interpretive Listening (IL), and Presentational Writing (PW) in an online format.
 - AAPPL Measure assesses performance, the language that learners have learned and practiced within a classroom setting, providing evidence that points toward a learner's proficiency level.
 - AAPPL Measure assesses language proficiency within a familiar classroom context.
 - The AAPPL Measure provides seamless, realistic role-play scenarios using high-quality audio and video that create real-world tasks for students. Test takers are greeted by a video of their teacher who guides them through their day in a Standards-based classroom.
- **IPAs - Integrated Performance Assessments** ([visit the IPA website](#))
 - The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication- Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom.

- IPAs are:
 - standards-based
 - performance-based
 - developmental in nature
 - integrative
 - designed to be used with scoring rubrics that rate performance in terms of whether it meets expectations, exceeds expectations, or does not meet expectations for the task
 - valid and reliable

LINGUAFOLIO® ([visit the LINGUAFOLIO® website](#))

- LinguaFolio® is a portfolio assessment instrument designed to support learners in setting and achieving their goals for learning languages. Kentucky's Standard for World Language Proficiency uses the LinguaFolio® Can Do statements for its Learner Benchmarks, Learning Indicators and Learning Targets.
- It includes these three components:
 - Biography, where information about a student's language background, intercultural activities, and the self-assessment checklists are documented,
 - Dossier, where samples of a student's work document progress over time, and
 - Passport, where formal qualifications, certificates or diplomas, and achievements are recorded, along with a summary of self-assessments that describe competency with different languages.
- [The National Council of State Supervisors for Languages \(NCSSFL\) has a website dedicated to LinguaFolio®](#), which contains training modules, Can Do charts aligned to the ACTFL Proficiency Guidelines, background information and links to other resources and research.