

# Proficiency 101 for Parents



Ryan Wertz, ODE – Feb. 5, 2020

# Session Outcomes

## Participants will:

1. Become familiar with *Ohio's Learning Standards for K-12 World Languages and Cultures*.
2. Build working definitions of “proficiency” and “biliteracy.”
3. Begin recognizing different levels of proficiency.
4. Develop an understanding of and appreciation for how language proficiency develops over time.
5. Become better acquainted with the Ohio Seal of Biliteracy Program.

# Learning Standards for K-12 World Languages & Cultures

## 1. Communication

- I. Interpretive Communication
- II. Interpersonal Communication
- III. Presentational Communication

## 2. Cultures

# Learning Standards for K-12 World Languages

## Standard:

## Interpretive Intercultural Communication



- **Learners understand, interpret and analyze what is heard, read or viewed on a variety of topics.**

# Learning Standards for K-12 World Languages

## Standard:

## Interpersonal Intercultural Communication



- **Learners interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings and opinions.**

# Learning Standards for K-12 World Languages

## Standard:

### Presentational Intercultural Communication



- **Learners present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.**

# Learning Standards for K-12 World Languages

## Standard: Cultures

**Interact with intercultural competence, using knowledge and understanding of native and other cultures.**

- Investigate, reflect on and explain the relationship between cultural products, practices and perspectives.
- Interact with others in and from other cultures.

# Learning Standards for K-12 World Languages

## Interculturality

- Deep understanding of another culture's products, practices and perspectives in relation to one's own.
- Culturally appropriate interaction with native speakers.
- Rich engagement with authentic cultural products.



# What is proficiency?

The ability of an individual to use culturally appropriate language to communicate spontaneously in non-rehearsed contexts with a high degree of competence.

## Also:

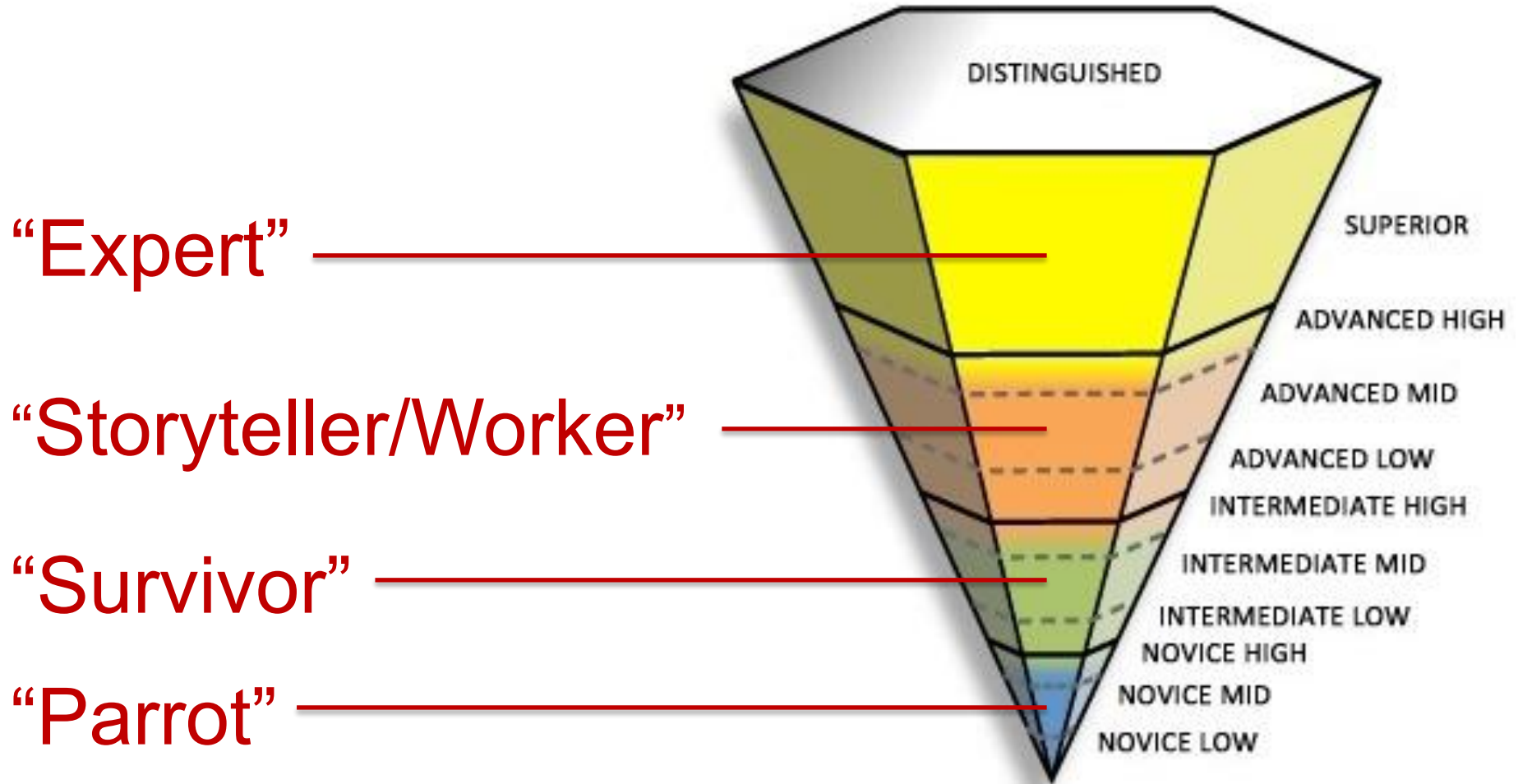
- The degree of skill with which a person can use language to comprehend, speak, read, write (and sign) in real-life situations.

# What is Proficiency REALLY About?

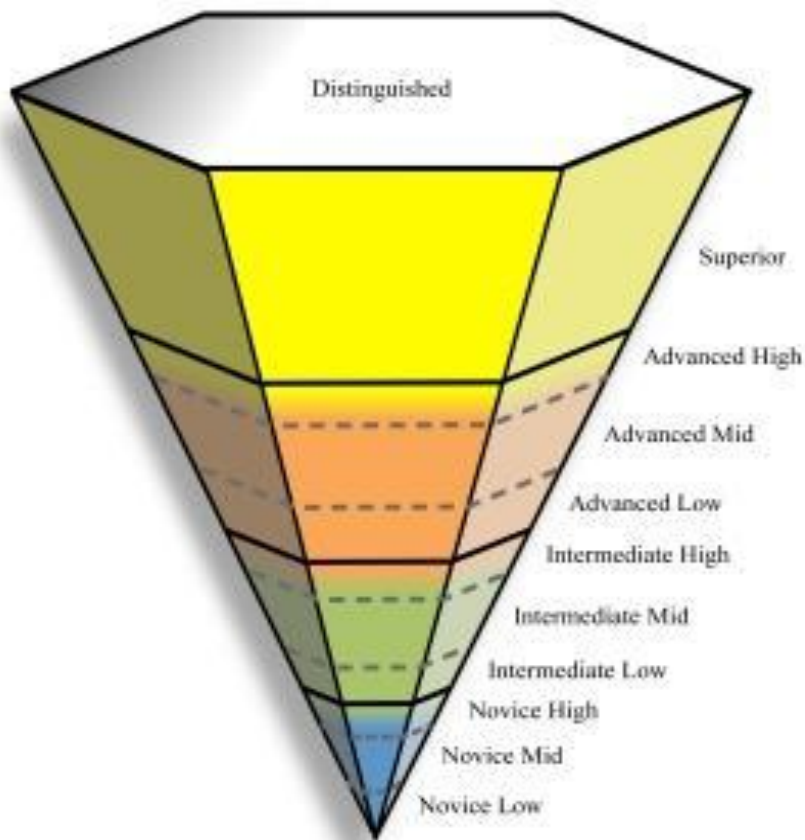
Proficiency is about...

- “...expanding students’ capacity to connect to others in the world through language and culture;”
- “...building learners’ capacity to understand the target language and culture, which promotes reflection on and better understanding of one’s own language and culture;”
- “...build understanding of the influence of other languages and cultures on our own language and culture;”
- “...stepping outside of our comfort zones, getting messy linguistically, making and learning from mistakes, and building long-term understandings and skills.”

# Eleven ACTFL Proficiency Levels



# ACTFL Proficiency Levels Defined By Tasks



**Superior/Distinguished: Expert**  
Can support opinion, hypothesize, discuss topics concretely and abstractly, and handle a linguistically unfamiliar situation.

**Advanced: Reporter / Worker**  
Can narrate and describe in all major time frames and handle a situation with a complication.

**Intermediate: Survivor**  
Can create with language, ask and answer simple questions on familiar topics and handle a simple situation or transaction.

**Novice: Parrot**  
Can communicate minimally with memorized words, formulaic and rote utterances, lists and phrases.

# Proficiency Further Defined

Proficiency Level	Global Tasks and Functions	Context/ Content	Accuracy/ Comprehensibility	Text Type
<b>Superior</b>	Discuss topics extensively, supports opinions and hypothesize. Deal with a linguistically unfamiliar situation.	Most formal and informal settings/ <i>Wide range of general interest topics and some special fields of interest and expertise</i>	No pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message	Extended discourse
<b>Advanced</b>	Narrate and describe in major time frames and deal effectively with unanticipated complication.	Most informal and some formal settings/ <i>Topics of personal and general interest</i>	Understood without difficulty by speakers unaccustomed to dealing with non-native speakers	Paragraphs
<b>Intermediate</b>	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Some informal settings and limited number of transactional situations/ <i>Predictable, familiar topics related to daily activities.</i>	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.	Discrete sentences
<b>Novice</b>	Communicate minimally with formulaic and rote utterances, list and phrases.	Most common informal settings/ <i>Most common aspects of daily life.</i>	May be difficult to understand, even for speaker accustomed to dealing with non-native speakers	Individual words and phrases

# Can-Do Proficiency Benchmarks

## NCSSFL-ACTFL CAN-DO STATEMENTS Communication Proficiency Benchmarks



NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
<b>Interpretive Benchmarks</b>				
I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written or signed.	I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed.	I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written or signed.	I can interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written or signed.	I can interpret and infer meaning from dense, structurally sophisticated texts on a wide range of global issues and highly abstract concepts, with deeply embedded cultural references and colloquialisms and dialects that are spoken, written or signed.
<b>Interpersonal Benchmarks</b>				
I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences and questions.	I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics using series of connected sentences and probing questions.	I can participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.	I can interact, negotiate, and debate on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the conversation, using spoken, written or signed language.
<b>Presentational Benchmarks</b>				
I can present information on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written or signed language.	I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.	I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written or signed language.	I can deliver extended presentations on hypothetical or abstract issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written or signed language.	I can deliver sophisticated and articulate presentations on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the audience, using spoken, written or signed language.

## Intercultural Communication Proficiency Benchmarks

<b>Intercultural Investigation Benchmarks</b>				
In my own and other cultures I can identify products and practices to help me understand perspectives.	In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.	In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.	In my own and other cultures I can suspend judgment while critically examining products, practices, and perspectives.	In my own and other cultures I can objectively evaluate products and practices and mediate perspectives.
<b>Intercultural Interaction Benchmarks</b>				
I can interact at a survival level in some familiar everyday contexts.	I can interact at a functional level in some familiar contexts.	I can interact at a competent level in familiar and some unfamiliar contexts.	I can interact in complex situations to ensure a shared understanding of culture.	I can engage with complexity and pluricultural identities and serve as a mediator between and among cultures.



# Talking about Tacos



- If you talk about a taco by listing just a few simple words you have memorized...

*beef, lettuce, cheesy, yum!*

...that's an example of using language in the lowest measured proficiency level: **novice low**.

# Talking about Tacos

- If you can add a few repetitive phrases and begin putting words together in simple phrases...

*beef, cheese on top, lettuce on top,  
no sauce, eat every day*

that's an example of using language in our next measured proficiency level: **novice mid**.



# Talking about Tacos

- If you can form simple sentences and show basic cultural differences...

*I like tacos, beef. I like cheese. My friend John, no cheese. He doesn't like. My friend Maria, no cheese.*

*She says no cheese on Mexican tacos. She is from Mexico.*

...that's an example of using language in our next measured proficiency level: **novice high**.

# Talking about Tacos

- If you can use connectors, basic questions and more vocabulary to communicate in a simple paragraph and begin creating with the language...

*My family eats tacos, because we love the tacos. My mom makes delicious the tacos. She learns recipes from a friend . The mom is Mexican, and makes best tacos with different ingredients. Do you want you to try tacos of my mom?*

...that's an example of using language in our next measured proficiency level: **intermediate low**.

# Talking about Tacos

- If you can communicate with ease and confidence and successfully handle routine, uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence...

*Tacos are a favorite food of my family, and we eat them almost every week. Eating tacos is fun; it's like a social event because everyone can make their own tacos. We ate tacos when I was a kid, and I will to make tacos for my own kids one day.*

...that's an example of using language at the **intermediate high** proficiency level.

# Talking about Tacos

- If you can participate in conversation in a participatory and concrete manner by means of narration and description in the major time frames of past, present and future and handle an unexpected complication in a social situation...

*Well, I learned how to make tacos as a child. Now that I am an adult I prefer more sophisticated dishes. Currently, I'm learning to make mole poblano. Next week I will learn how to prepare Peruvian ceviche – a marinated fish dish. Have you ever tried ceviche? I think you might like it!*

...that's an example of using language at the **advanced low** proficiency level.

# Talking about Tacos

- If you can communicate with ease, accuracy and fluency to participate effectively in conversations on a variety of topics, including special fields of competence, in formal and informal settings from both concrete and abstract perspectives...

*What would it be like if I were working as a sous chef at a gourmet Mexican establishment in the future? Wow! I can only imagine that the technologies that I would have at my disposal to create unique variations on the basic taco would be far superior to any that I have at my disposal today in the establishment where I currently work.*

...that's an example of using language at the **superior** proficiency level.

# What is biliteracy?

The ability to communicate across language skills with a high level of proficiency in two languages.

## **Biliterate communication requires:**

- Oracy: the ability to listen/comprehend and speak/sign.

AND

- Literacy: the ability to read and write

# Oral Proficiency Levels in the Workplace

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
<b>Distinguished</b>	5 4	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> <li>Highly articulate, professionally specialized native speakers</li> <li>Language learners with extended (17 years) and current professional and/or educational experience in the target culture</li> </ul>
<b>Superior</b>	3	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> <li>Well-educated native speakers</li> <li>Educated language learners with extended professional and/or educational experience in the target language environment</li> </ul>
<b>Advanced High</b>	2+	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> <li>Language learners with graduate degrees in language or a related area and extended educational experience in target environment</li> </ul>
<b>Advanced Mid</b>			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> <li>Heritage speakers, informal learners, non-academic learners who have significant contact with language</li> <li>Undergraduate majors with year-long study in the target language culture</li> </ul>
<b>Advanced Low</b>	2	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>	K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> <li>Undergraduate language majors</li> </ul>
<b>Intermediate High</b>	1+		Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> <li>Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences</li> </ul>
<b>Intermediate Mid</b>			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
<b>Intermediate Low</b>	1			<ul style="list-style-type: none"> <li>Language learners following 4-year high school sequence or 2-semester college sequence</li> <li>Language learners following an immersion language program in Grades K-6</li> </ul>
<b>Novice High</b>	0+			<ul style="list-style-type: none"> <li>Language learners following content-based language program in Grades K-6</li> </ul>
<b>Novice Mid</b>				
<b>Novice Low</b>				

**Immersion  
(10-12 years)**

**AP/I.B. (4-5 years)**

**Honors Diploma Earner (3 years)**

**Typical OH K-12  
Language Learner  
(2 years)**

\*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.

# Ohio Immersion Proficiency Targets

## Level I and II Difficulty Languages

K-12 Immersion Program Proficiency Targets for [Level 1 & 2 Difficulty Languages](#)

These include modern alphabetic languages that are taught with a balanced emphasis on reading, writing, listening and speaking.

MODE AND SKILL	End of K-2	End of 3-5	End of 6-8	End of 9-12
INTERPRETIVE COMMUNICATION: Listening	Novice High	Int. Low	Int. Mid	Adv. Low
INTERPRETIVE COMMUNICATION: Reading	Novice High	Int. Low	Int. Mid	Adv. Low
INTERPERSONAL COMMUNICATION: Speaking	Novice High	Int. Low	Int. Mid	Adv. Low
PRESENTATIONAL COMMUNICATION: Speaking	Novice Mid	Int. Low	Int. Mid	Adv. Low
PRESENTATIONAL COMMUNICATION: Writing	Novice Mid	Int. Low	Int. Mid	Adv. Low



# Cognitive Benefits of Immersion

- Enhanced executive function/focused attention
- Increased mental flexibility
- Non-verbal problem-solving abilities
- Enhanced critical thinking skills
- Strengthened self-perception and identity
- Heightened empathy towards others
- Increased metalinguistic awareness
- Advanced reading comprehension skills
  - 1 full year by end of MS
- Above average performance, engagement and integration
- Protection against cognitive decline and dementia

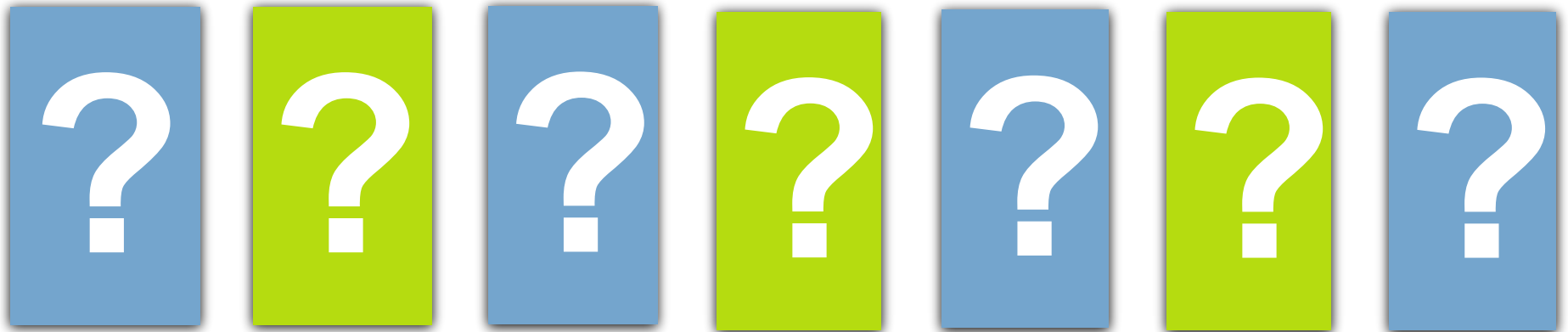
# Social Benefits of Immersion

- Enhanced social awareness
- Heightened self-esteem
- Development of earlier and stronger basic skills of interpersonal understanding (empathy)
- Experiences other societies and cultures more meaningfully
- Increased access to and enjoyment from foreign media, literature and the arts
- More sophisticated intercultural competency
- Expanded worldview
- Preparedness for higher-level, high-paying employment



# To Begin...

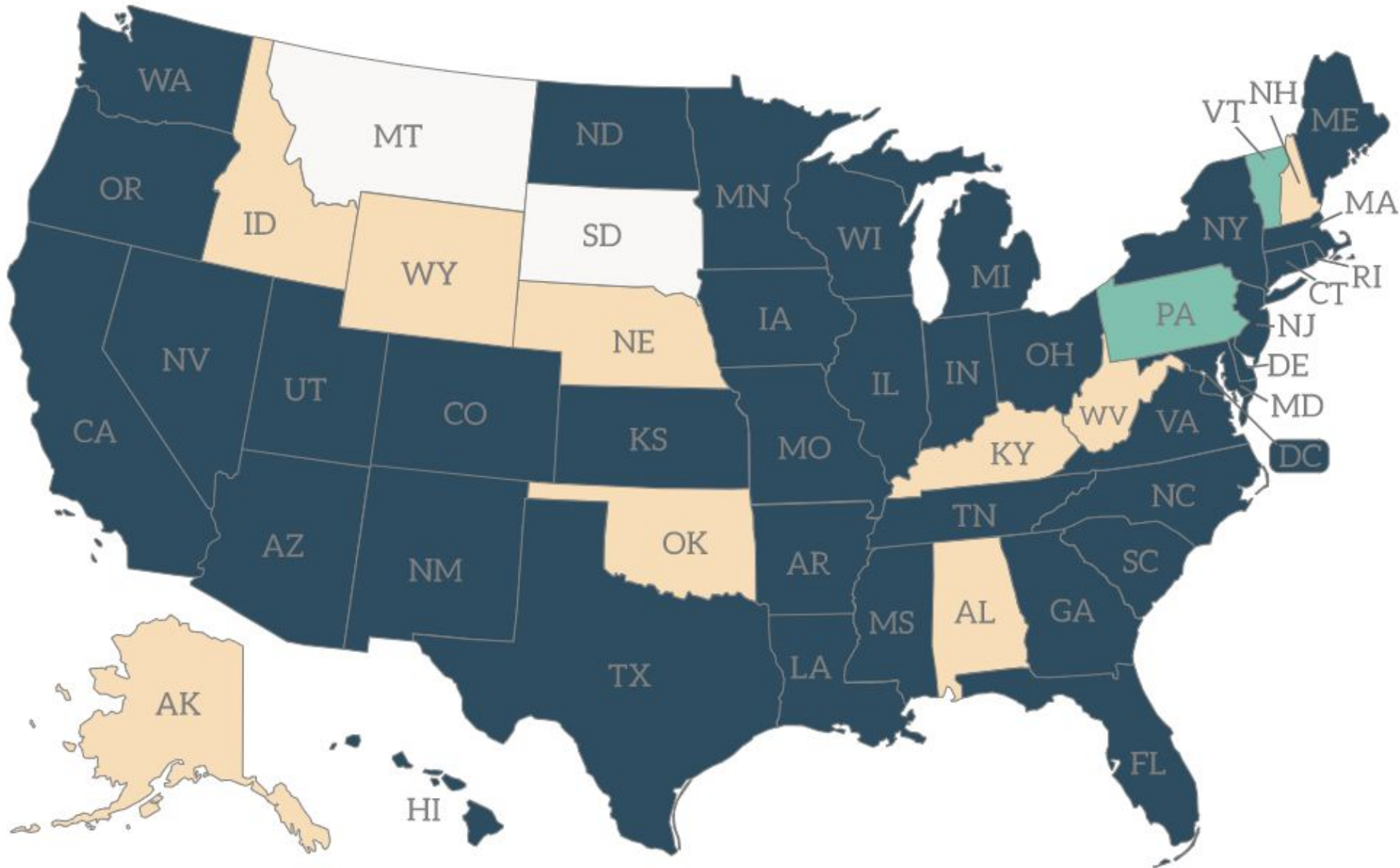
## ...Eight Important Questions



# 1. What is the Ohio Seal of Biliteracy?

“The state seal of biliteracy shall demonstrate the attainment of a high level of proficiency by a graduate of a...high school in one or more languages in addition to English, sufficient for meaningful use in college and a career.”

# Seals of Biliteracy Nationwide



## 4. Who can participate?

Participation in the Seal of Biliteracy is voluntary and open to:

- Public schools and districts
- Community schools
- Private schools
- Chartered and non-chartered schools
- Homeschooled students

# 5. What is the general purpose of awarding seals of biliteracy?

1. Encourage the study of languages;
2. Certify the attainment of biliteracy;
3. Give employers insights on the skills of graduates;
4. Give universities an additional mechanism to identify strong candidates for admission & scholarship;
5. Prepare students with 21<sup>st</sup> century skills;
6. Recognize the value of foreign and native language instruction; and
7. Strengthen inter-group relationships and affirm the value of diversity.



## 6. How does receiving a Seal of Biliteracy benefit students?

### Having a Seal will help:

- recipients be identified by prospective employers and military recruiters as graduates who can use their biliteracy skills in a variety of professional contexts.
- bolster academic credentials for students applying to college and looking to place into higher level collegiate language courses.

# 7. How does awarding Seals of Biliteracy benefit employers?

## Job applicants that have earned a Seal:

- minimally exhibit an Intermediate High level of **foreign language proficiency** – the same level of proficiency required to license world language teachers in Ohio.
- exhibit a correspondingly high level of **intercultural competence**, which is a range of cognitive, affective, collaborative and behavioral skills that lead to effective and appropriate communication with people of other cultures.

# English Proficiency Requirements

A student will be identified at the local level as meeting the requirements for a Seal of Biliteracy in English if the student has met one of the following qualifiers:

- Proficient level on Ohio's required state test(s) for high school English language arts (currently ELA I and ELA II – and just ELA II for graduates of the Class of 2023 and beyond);
- Remediation-free scores on the English and reading sections of one of the state-recognized college readiness examinations (currently the ACT or SAT English and reading sections);
- Earn a proficient level or higher on a Department-approved alternative assessment (currently the Iowa and TerraNova Tests); or
- Earn a score of proficient on the Ohio English Language Proficiency Assessment (OELPA).

# Foreign Language Requirements

1. Pass an AP foreign language examination with a score of 4 or higher; or
2. Pass an I.B. foreign language examination with a score of 5 or higher (Higher Level) or 6 or higher (Standard Level); or
3. Attain a score of Intermediate High or higher (<http://www.actfl.org/>) in comprehension, speaking, reading and writing the language, using Department-approved assessments; or
4. Qualify for proficiency-based credits through Ohio's credit flex program and attain a score of Intermediate High or higher (ACTFL) in comprehension, speaking, reading and writing using Department-approved assessments; or
5. Earn a score equivalent to Intermediate High or higher (ACTFL) in interpersonal signing, presentational signing and demonstrating understanding of American Sign Language (ASL) on an ASL assessment approved by the Ohio Department of Education; or
6. Attain a score equivalent to Intermediate High or higher (ACTFL) in interpretive reading and presentational writing on a classical language assessment approved by the Ohio Department of Education.

# Resources



## ODE's Seal of Biliteracy Website:

- <https://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/Ohio-Seal-of-Biliteracy>
  - PowerPoint introduction to the Seal of Biliteracy program
  - Frequently Asked Questions (FAQ) document
  - Summary of requirements for earning a Seal of Biliteracy
  - List of Approved World Language Assessments
  - Link to OAC Rule 3301-16-08
  - Listing of Seal of Biliteracy Expert Advisory Group

# #EachChildOurFuture

In Ohio, each child is *challenged*, *prepared* and *empowered*.



## Vision

In Ohio, each child is *challenged* to discover and learn, *prepared* to pursue a fulfilling post-high school path and *empowered* to become a resilient, lifelong learner who contributes to society.

## Four Learning Domains



### Foundational Knowledge & Skills

Literacy, numeracy and technology



### Well-Rounded Content

Social studies, sciences, languages, health, arts, physical education, etc.



### Leadership & Reasoning

Problem-solving, design thinking, creativity, information analytics



### Social-Emotional Learning

Self-awareness & management, social awareness, relationship skills, responsible decision-making



## One Goal



Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

## Three Core Principles



Equity



Partnerships



Quality Schools

## 10 Priority Strategies

- 1 Highly effective teachers & leaders
- 2 Principal support
- 3 Teacher & instructional support
- 4 Standards reflect all learning domains
- 5 Assessments gauge all learning domains
- 6 Accountability system honors all learning domains
- 7 Meet needs of whole child
- 8 Expand quality early learning
- 9 Develop literacy skills
- 10 Transform high school/provide more paths to graduation

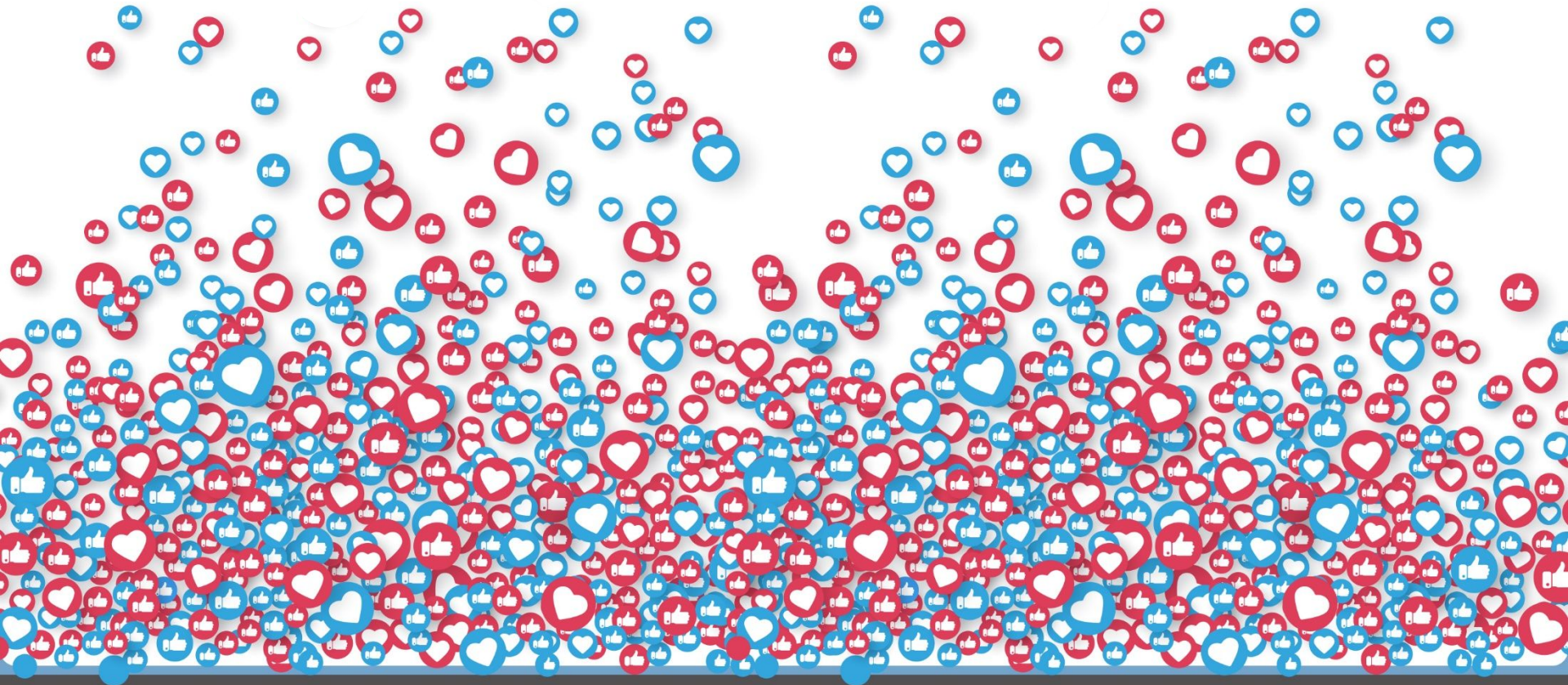


# ¿Preguntas?





# @OHEducation





**Share your learning  
community with us!**

**#MyOhioClassroom**



**Celebrate educators!**

**#OhioLovesTeachers**