



Developing and Assessing Interpretive Reading and Listening Proficiency Workshop

Workshop Description:

This workshop focuses on how to use the [*ACTFL Proficiency Guidelines*](#) to develop general proficiency in the interpretive modes of listening and reading in the target language. Participants will review the *ACTFL Proficiency Guidelines* for Reading and Listening, followed by an introduction to text typology for these interpretive modes. The majority of the workshop time is spent in hands-on activities to guide participants in how 1) to evaluate the effectiveness of their existing materials in terms of their overall goals and target audience, and 2) to select authentic reading and aural texts and use them to design appropriate proficiency-based activities at various levels. At the end of the workshop, participants will also have the opportunity to discuss implications for assessing these interpretive modes.

Learning Objectives:

Upon completion of this workshop, participants will be able to:

- Articulate how the ACTFL Proficiency Guidelines are aligned in terms of function, content/context, accuracy/comprehensibility, and text type across modes of communication
- Articulate the major features of a written or aural passage that are associated with each major level of proficiency (Novice, Intermediate, Advanced, Superior)
- Rate authentic passages by level (Novice, Intermediate, Advanced, Superior) according to their purpose according to the Text Typology categories introduced in the workshop



- Evaluate reading and listening passages currently used in their classroom and curriculum from a new perspective
- Design communicative activities based on authentic materials for real-world reading and listening tasks associated with major levels of proficiency
- Design assessments for the interpretive modes in real-world ways that take into consideration the level of the passage, the current proficiency level of my students, and the level of the task

Workshop Agenda (7.5 hours):

Time	Content
Focus Our Learning 30 min.	Introduction to the Guidelines Proficiency and Reading Activity
Section One 30 min.	The Guidelines Principles Activity: Skills Alignment
Section Two 30 min.	Principles of Rating The Role of Grammar
Section Three 30 min.	The Guidelines and Text Selection Activity
15 min.	BREAK
Section Four 45 min.	Passage Selection: Novice and Intermediate Levels Analysis of Novice and Intermediate Passages Activity
60 min.	LUNCH BREAK

Section Five 1h 30 min.	Passage Selection: Advanced and Superior Levels Analysis of Advanced and Superior Passages Activity
Section Six 30 min.	Developing Proficiency in the Language Classroom Brainstorming Session Activity
15 min.	BREAK
Section Seven 45 min.	Creating Classroom Activities
Consolidate Our Learning 30 min.	Final Debrief