

AAPPL Familiarization Workshop

Description of the AAPPL:

The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) is a performance assessment of standards-based language learning across the three modes of communication (Interpersonal, Presentational, and Interpretive). The AAPPL assesses the ability of a learner to engage in linguistic tasks on topics of personal, social, and academic relevance in these modes. Tasks, such as writing an email message, video-chatting in the target language, or making selections from something heard or read are situated in the context of the language classroom. Student performance is scored by raters on 2 components of the AAPPL: Interpersonal Listening and Speaking (ILS) and Presentational Writing (PW); the Interpretive Listening (IL) and Interpretive Reading (IR) components are machine-scored.

Workshop Description:

This one-day introduction to the ACTFL Assessment of Performance towards Proficiency in Languages (AAPPL) is intended for all language professionals. This workshop will link proficiency and performance to show how these concepts both inform the AAPPL and can be used to assess growth in the three modes of communication. Identifying the traits of Novice, Intermediate, or Advanced learners will be addressed and ideas for moving students along the continuum will be discussed. Participants will articulate learning goals in addition to creating rubrics and activities for their classrooms based on the proficiency and performance-based constructs presented in the workshop.

Learning Objectives:

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

- Articulate what the AAPPL is, its purpose, and what it measures
- Describe the characteristics of the major ACTFL proficiency levels and how they connect with the performance descriptors for language learners and ACTFL-NCSSFL Can-Do Statements
- Apply the Can-Do Statements, performance descriptors, and proficiency guidelines to create rubrics and prompts targeting Novice, Intermediate, and Advanced levels
- Develop activities that target interpretive, presentations, and interpersonal modes of communication using an iterative approach for a given subject or level that includes all skills (listening, reading, speaking, and writing)
- Assess AAPPL speaking and writing samples to determine whether the response meets or does not meet a targeted level
- Provide feedback to peers on their rubrics, activities, and goals
- Reflect on ways in which AAPPL objectives and outcomes can be addressed in the classroom in curricula, program goals, and proficiency targets for learners.

Workshop Agenda (8 hours):

| Time | Content |
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| Focus Our Learning 30 min. | Welcome and Introductions |
| Section One 45 min. | Introduction to the AAPPL |
| Section Two 1 h 15 min. | Proficiency and Performance |
| 15 min. | BREAK |
| Section Three 45 min. | Applications to the Modes of Communication |
| 60 min. | LUNCH BREAK |
| Section Four 45 min. | AAPPL Rating Practice and Discussion |
| Section Five 1 h 30 min. | Developing Prompts and Activities |
| 15 min. | BREAK |
| Section Six 45 min. | Developing Goals for Growth |
| Consolidate Our Learning 15 min. | Question & Answer Time |