

# OFLTA Spring Conference

## Putting Powerful High-Leverage Teaching Practices Into Play

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ACTFL Presenter  
April 13, 2019

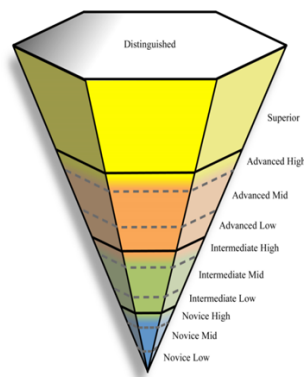
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### Learning Targets:

I CAN use a Core Practices to design lessons and tasks that have functional goals.  
I CAN create authentic tasks to ensure students negotiate meaning in alignment with proficiency levels.  
I CAN provide appropriate feedback for a specific proficiency level in a variety of ways.



*World-Readiness Standards for  
Learning Languages*



*ACTFL Proficiency Guidelines*

# Putting Powerful High-Leverage Teaching Practices Into Play

## 4 A's Protocol

Lea Graner Kennedy

<p>Agree: I agree with the following...</p>	<p>Argue: I would argue that...</p>
<p>Ask: I would ask the presenter or my colleagues...</p>	<p>Apply: I can apply the following concepts to my work...</p>

## BUILDING PROFICIENCY & TEACHER EFFECTIVENESS USING CORE PRACTICES

Lea Graner Kennedy [tinyurl.com/CorePracticesKennedy](http://tinyurl.com/CorePracticesKennedy)

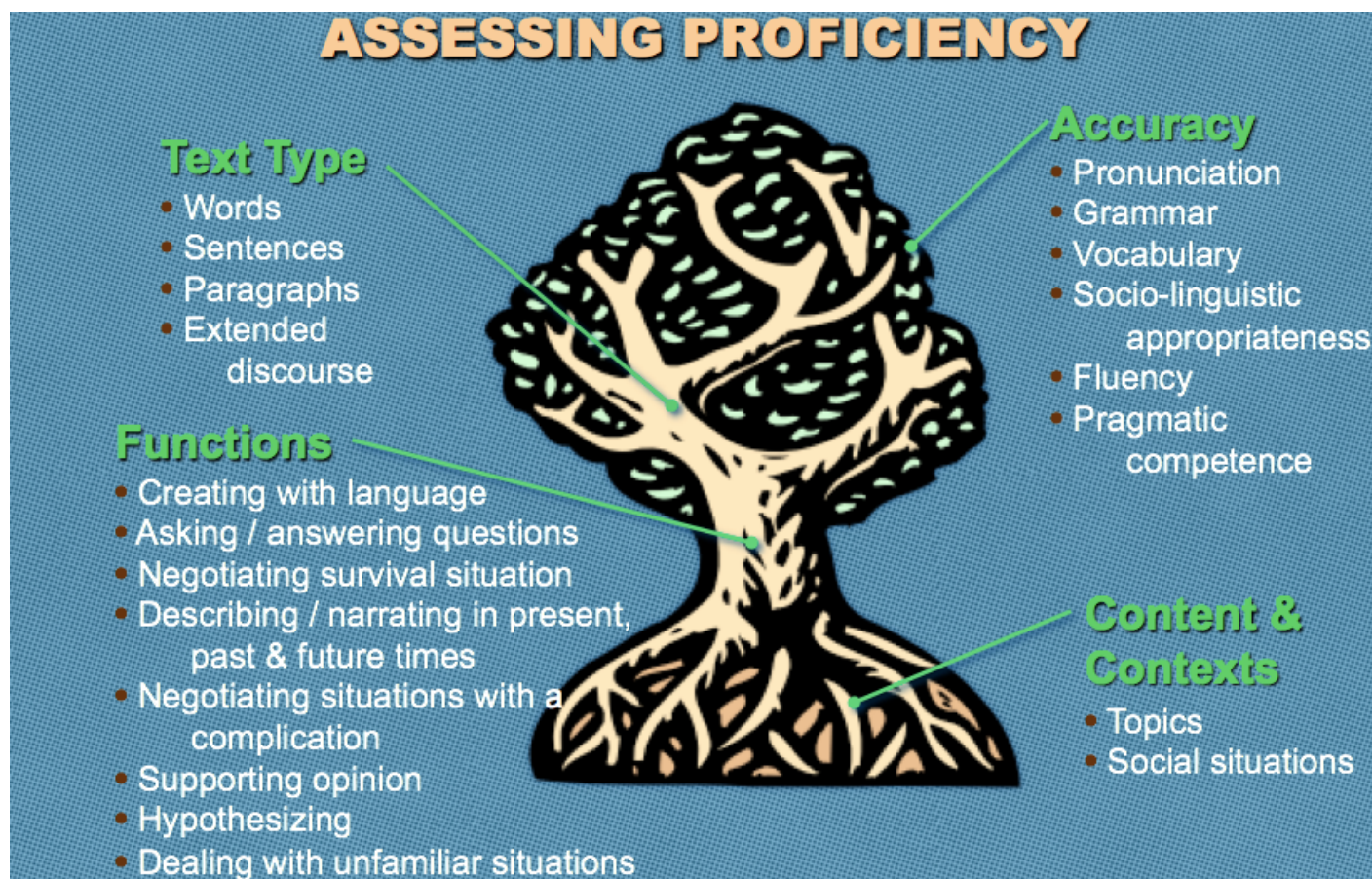
CT LILL Video: Overview of Core Practices <http://tinyurl.com/CTLILL-CorePractices>

<b>Core Practices = Powerful Teaching Practices That Lead to Language Acquisition</b> <b>Resource: <i>Enacting the Work of Language Instruction High-Leverage Teaching Practices</i> -Glisan &amp; Donato</b>	
<i>Core Practice &amp; Key Concepts</i>	<i>Instructional Strategies &amp; Resources</i>
<p><b><i>“Use the target language as the vehicle and content of instruction.”</i></b></p> <ul style="list-style-type: none"> <li>● 90% Target Language use by students &amp; teachers</li> <li>● Comprehensible Input: <math>i + 1</math></li> <li>● Zone of Proximal Development is key</li> <li>● Scaffold in all modes of communication</li> <li>● Check for understanding</li> <li>● Learners need to use the language for comprehensible output</li> <li>● Output pushes learners to process language more deeply</li> </ul>	<ul style="list-style-type: none"> <li>● Design lessons that provide opportunities to take risks in all 3 modes of communication</li> <li>● Build risk-taking environment</li> <li>● Plan for key vocabulary and structures</li> <li>● Provide opportunities for pre-writing and pre-speaking</li> </ul> <p><b>Resources:</b>  <a href="#">CT LILL Video Linda Egnatz</a>  <a href="#">CT LILL Video Alyssa Villareal</a>  <a href="#">ACTFL Guiding Principles Use of Target Language</a>  <a href="#">STARTALK Comprehensible Input Checklist</a>  <a href="#">LangTalks Video: Scaffolding for Target Language</a>  <a href="#">Swain’s Output Hypothesis</a></p>
<p><b><i>“Design and carry out interpersonal communication tasks for pair, small group, and whole class instruction.”</i></b></p> <ul style="list-style-type: none"> <li>● Engaging 2-Way Communication in all modes</li> <li>● Must involve negotiating meaning</li> <li>● Meaningful and new information gained</li> </ul>	<ul style="list-style-type: none"> <li>● Think-pair-share at different points in lesson</li> <li>● 4 A’s Protocol to work in all modes</li> <li>● Jigsaw activities for interpretive &amp; interpersonal</li> <li>● Texting assignments to bring language beyond classroom (peers or native speakers)</li> </ul> <p><b>Resources:</b>  <a href="#">CT LILL Video Dr. Helena Curtain</a>  <a href="#">Kennedy 4 A’s Protocol in Spanish, Protocol in French</a></p>
<p><b><i>“Design lessons and tasks that have functional goals and objectives, to include specifying clearly the language and activities needed to support and meet the communicative objective.”</i></b></p> <ul style="list-style-type: none"> <li>● Learning targets are to learner motivation</li> <li>● Functional goals &amp; objectives show students the path to proficiency</li> <li>● Requires backward planning</li> <li>● Can-Do Statements provide starting point</li> </ul>	<ul style="list-style-type: none"> <li>● Create Learning Targets</li> <li>● Share Essential Question &amp; Big Idea</li> <li>● Plan for key vocabulary &amp; structures</li> <li>● Create authentic tasks to demonstrate what students can do independently</li> <li>● Use AAPPL descriptions &amp; strategies with students to show how to move up scale</li> </ul> <p><b>Resources:</b>  <a href="#">CT LILL Video Greta Lundgaard</a>  <a href="#">ACTFL/ NCSSFL Can-Do Statements</a>  <a href="#">Tell Project: Greg Duncan- Learning Targets</a>  <a href="#">Tell Project: Framework- Planning</a>  <a href="#">AAPPL Presentational Writing</a>  <a href="#">AAPPL Interpretive, AAPPL Interpersonal</a></p>

<p><b><i>“Teach grammar as concept and use in context. Understand the various approaches to grammar instruction and how to select one over the other.”</i></b></p> <ul style="list-style-type: none"> <li>● Traditional approach to grammar instruction based on deductive approach, with mastery of a grammar point</li> <li>● Deductive approach does not lead to language acquisition- grammar is in isolation</li> <li>● Inductive approach does not focus on form, but does not necessarily lead to accuracy</li> <li>● PACE model is story-based approach to focus on form</li> </ul>	<ul style="list-style-type: none"> <li>● Teach grammar in context based on proficiency level of students</li> <li>● Lead with the function- i.e. describe people in your life, retell a story or express hopes for the future</li> <li>● Use the Can-Do Statements to build motivation to move up proficiency scale</li> <li>● PACE model with stories: Presentation, Attention, Co-Construction &amp; Extension</li> </ul> <p><b>Resources:</b>  <a href="#">CT LILL Video Laura Terrill</a>  <a href="#">Terrill &amp; Clementi: The Keys to Planning for Learning Teacher’s Handbook: PACE Model p. 213</a>  <a href="#">ACTFL Guiding Principles</a></p>
<p><b><i>“Design and carry out interactive reading and listening comprehension tasks using authentic cultural texts of various kinds with appropriate scaffolding and follow-up tasks that promote interpretation.”</i></b></p> <ul style="list-style-type: none"> <li>● Provide opportunities to interact with text to construct meaning- NOT with translation</li> <li>● Begin interactive interpretive with Novice learners</li> <li>● Select authentic texts</li> </ul>	<ul style="list-style-type: none"> <li>● Choose authentic materials for viewing and listening to support Learning Targets</li> <li>● Use graphic organizers to teach students how to make meaning from viewing and listening</li> <li>● Build interpretive activities into each lesson with a close reading or listening guide to scaffold for students</li> <li>● Allow students to have choice for readings: variety of advertisements, articles, fables, etc.</li> </ul> <p><b>Resources:</b>  <a href="#">CT LILL Video Thomas Sauer</a>  <a href="#">Kennedy Close Reading &amp; Listening Guide: Interpretive Kennedy Jigsaw Activity: Interpretive &amp; Interpersonal Montgomery: Culture Connection Wiki</a></p>
<p><b><i>“Provide appropriate feedback in speech and writing on various learning tasks.”</i></b></p> <ul style="list-style-type: none"> <li>● Must be timely and within Zone of Proximal Development of the learner</li> <li>● Effective teachers use variety of types of feedback for different learning situations</li> <li>● 6 Types of Corrective Feedback: recast is used most frequently by teachers, but elicitation is most effective</li> </ul>	<ul style="list-style-type: none"> <li>● Vary use of 6 Types of Corrective feedback</li> <li>● Use stations to allow teacher to work as facilitator providing more opportunities for feedback</li> <li>● Provide descriptive feedback in writing or speech sharing specific strategies to improve within ZPD</li> <li>● Peer editing with focus areas in ZPD</li> <li>● Goal setting: Can-Do Statements</li> </ul> <p><b>Resources:</b>  <a href="#">CT LILL Video Dr. Frank Troyan</a>  <a href="#">Tell Project: Framework- Feedback Correction and Implications for Classroom Teaching</a>  <a href="#">Vygotsky’s Zone of Proximal Development (ZPD)</a>  <a href="#">Article: ZPD, Scaffolding &amp; Flow</a>  <a href="#">Types of Corrective Feedback</a>  <a href="#">Article: Feedback- Lea Graner Kennedy</a></p>



# ASSESSING PROFICIENCY



(Chantal Thompson, BYU)

**CORE Practice:** “Design lessons and tasks that have functional goals and objectives, to include specifying clearly the language and activities needed to support and meet the communicative objective.”

**CORE Practice:** “Teach grammar as concept and use in context. Understand the various approaches to grammar instruction and how to select one over the other.”

Accuracy is one part of assessing proficiency, but growth in proficiency requires balance.

Guide language learning to be **functional and communicative** by thinking **FACT**:

Functions

Accuracy

Content & Context

Text type

**Balance** accuracy, content, and text type to support the **Function**.

Functions are what the learner **CAN DO** in the language.

Use the Can-Do Statements to build lessons that lead with a function.

FUNCTION	NOVICE		INTERMEDIATE		ADVANCED
<b>Describing people, places, things, how and how well</b>	Give a description using one or two short adjectives or adverbs	Give a basic description & make simple comparisons using frequently used adjectives and adverbs	Give more detailed descriptions including comparatives, contrasts, and superlatives	Give detailed descriptions using a variety of precise adjectives and adverbs	Give detailed descriptions using a wide variety of precise adjectives and adverbs
<b>RELATED LANGUAGE FUNCTIONS</b>					
Analyze Categorize Classify Clarify Compare Contrast Count Define Describe Describe physical characteristics Describe the weather		Differentiate Edit Evaluate Explain Give biographical information Give examples Identify Illustrate Infer Interpret		Label List Locate Name Paraphrase Present Rephrase Restate Rewrite Summarize	
FUNCTION	NOVICE		INTERMEDIATE		ADVANCED
<b>Asking &amp; responding to questions</b>	Respond to a simple question	Ask and respond to simple, memorized questions	Ask and respond with some details to a variety of informational questions and follow-up questions	Ask and respond with details to a wide variety of questions including follow-up questions that request details	Ask and respond with elaboration to a wide variety of questions, including follow-up questions that request detailed explanations
<b>RELATED LANGUAGE FUNCTIONS</b>					
Ask for/give biographical Information Ask for/give clarification Ask for/give directions Ask for/give/refuse permission Ask for/give time, day, date		Ask/respond to informational questions: who, what, when, where, how, why, how much, how many Ask & respond to what the weather is like		Extend/accept/refuse invitations Request/respond	
FUNCTION	NOVICE		INTERMEDIATE		ADVANCED
<b>Expressing feelings and emotions</b>	Say that I am happy or sad	Express basic emotions and feelings	Express a variety of emotions and feelings	Express a wide variety of emotions and feelings, beginning to distinguish shades of meaning (ex: happy – thrilled – ecstatic)	Express a wide variety of emotions and feelings, choosing precise expressions appropriately to reflect shades of meaning
<b>RELATED LANGUAGE FUNCTIONS</b>					
Apologize/forgive Attract attention Blame Complain Compliment Congratulate		Express certainty/uncertainty Express doubt/indecision Express emotions/feelings Express interest/lack of interest/indifference/boredom Express regret		Express surprise Express sympathy Mediate/conciliate Praise/criticize Thank Warn	

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FUNCTION	NOVICE		INTERMEDIATE		ADVANCED	
<b>Expressing advice, opinions, preferences</b>	Say I like or don't like something	Express preferences/opinions in simple sentences	Express opinions/advice with reasons	Express opinions/advice with evidence-based justifications	Express opinions/advice with detailed rationales or arguments based on evidence	
<b>RELATED LANGUAGE FUNCTIONS</b>						
Accept/refuse invitations Agree/disagree Analyze/interpret Approve/disapprove Argue Confirm/admit/deny Contradict Criticize Critique		Encourage Evaluate Explain Express likes/dislikes/preferences Express obligation Express opinions Express possibility/impossibility Express probability/improbability Give advice		Give possible solutions Give reasons and explain causality Judge Justify Negotiate Offer alternatives/solutions Persuade/dissuade Recommend Suggest		
FUNCTION	NOVICE		INTERMEDIATE		ADVANCED	
<b>Telling &amp; retelling stories; sequencing</b>	Recount what I am doing in short, memorized sentences	Tell someone about my day, activities, an event in a simple sequence of sentences	Tell a story or recount an event in a logical sequence of sentences	Tell a detailed story about something that happened, logically sequencing the events	Recount a story or event using paragraph-length narration	
<b>RELATED LANGUAGE FUNCTIONS</b>						
Compile Compose Construct Create Depict Describe Document Explain		Express cause & effect Express daily routines Give commands Give directions Give supporting details Illustrate Instruct Narrate		Outline Organize Present information Recount experiences/events Report Retell Sequence Summarize Tell		
FUNCTION	NOVICE		INTERMEDIATE		ADVANCED	
<b>Expressing hopes, dreams, future plans</b>	Express my plans simply for later in the day, the next day, weekend	Express hopes, plans for the future simply (ex: I hope to...; I will...)	Express hopes, dreams, plans for the future with some details (ex: I would like to...; in order to become X, I will need to ...)	Express hopes, dreams, plans, possibilities with explanations (ex: If I could live anywhere in the world, I would live in X because....)	Express hopes, dreams, plans, possibilities with detailed explanations	
<b>RELATED LANGUAGE FUNCTIONS</b>						
Express hopes Express intentions Express needs/wants Express wishes Formulate		Hypothesize Make appointments, arrangements, reservations Make recommendations Plan		Predict Promise Speculate on the future Talk about the future		

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**CORE Practice: “Use the target language as the vehicle and content of instruction.”**

**Importance of Conversational Gambits:**

Students need scaffolding and support to maintain target language use as they participate in interpersonal activities. The tools that follow include handouts that the students use regularly and are posted on the word walls to encourage them to spiral questions up, elaborate and provide gambit to maintain the conversation.

**Maintaining Conversations**  
**MODEL to be created in the Target Language**  
**With Conversational Gambits to Support Functions**

It is necessary for you to share your ideas and questions in the target language to maintain the conversation. Please use this 4 A’s protocol to ask follow-up questions, give your opinion and share what you agree with, make comments on how you can apply the information and to express that you also argue other opinions. Listen to the person talking with an open mind and use circumlocution to negotiate meaning.

**Nombre:** \_\_\_\_\_

**El tema:** \_\_\_\_\_

**Conversaciones**

Es necesario que compartan tus ideas en español y hablen en español para continuar la conversación. Es importante pedir preguntas, expresar opiniones y aplicar la información que aprendieron. Escuchen a las ideas e escriban sus comentarios y preguntas.

<b>Estoy de <u>Acuerdo</u>...</b>  Me gusta tu idea porque... Es interesante porque... Este artículo me enseñó ... Las fotos/los dibujos me ayudaron porque...	<b>No Estoy de Acuerdo...</b>  No estoy de acuerdo con... porque... No me gusta la idea... Entiendo tu opinión, pero tengo otra idea...
<b>Tengo <u>Preguntas</u>...</b>  ¿Quién? ¿Cuándo? ¿Dónde? ¿Por qué? ¿Cómo? ¿Puedes explicar más...? ¿Puedes clarificar esta idea? ¿Puedes explicar en otras palabras?	<b>Puedo <u>Aplicar</u> la información...</b>  Me gustaría... Tengo ganas de... Yo leí... Yo aprendí que... Yo puedo explicar... Yo vi un video que...



## ***CORE Practice: “Design and carry out interpersonal communication tasks for pair, small group, and whole class instruction.”***

**Paraphrasing: Building a discourse community is based on the idea of students using the target language to negotiate meaning and maintain conversations. This is a sample of what students receive in target language to develop skills necessary for interpersonal communication.**

Paraphrasing is an important skill to continue your conversation in the target language and to be understood when you don't know the specific word. Instead of just saying “How do you say... in French?” try using this strategy to define the idea. Circumlocution is a strategy for describing or defining a concept instead of saying or writing the specific words. When you are thinking “I don't know the word” try defining the noun, adjective or verb with some of these sentence starters.

### **Les définitions en français:**

#### **Les adjectifs: (la description)**

C'est le contraire de...

Ce n'est pas...

C'est un synonyme de...

C'est similaire à ...

Ce sont similaires à ...

#### **Les verbes: (l'action)**

C'est ce qu'on fait quand on \_\_\_\_\_

C'est ce qu'on fait pendant \_\_\_\_\_

C'est ce qu'on fait au ... (parc)... (à la plage) \_\_\_\_\_

C'est ce que les jeunes font avec \_\_\_\_\_

#### **Les noms: (la personne, l'endroit, ou la chose)**

C'est la personne qui \_\_\_\_\_

C'est l'endroit où \_\_\_\_\_

C'est la chose qu'on utilise pour \_\_\_\_\_

C'est un/une ...

animal		
objet		
personnage		qui ...
endroit		que
action/verbe	+	où
adjectif		avec lequel
acteur/actrice		
chanteur/chanteuse		
comédien/ne		
véhicule		

### **Las definiciones en español:**

Paraphrasing is an important skill to continue your conversation in the target language and to be understood when you don't know the specific word. Instead of just saying “Cómo se dice... en español?” try using this strategy to define the idea. Circumlocution is a strategy for describing or defining a concept instead of saying or writing the specific words. So when you are thinking “No sé la palabra” try defining the noun, adjective or verb with some of these sentence starters.

#### **Nombres: persona, lugar, cosa, o idea**

Es la cosa que se necesita para...

Es lo que se usa para...

Es la persona que...

Es el lugar donde...

Es un objeto que se usa para...

Es una idea que ...

#### **Adjetivos: descripciones**

Es el opuesto de...

Es el contrario de...

Es similar a...

Es sinónimo de..

Es más ...que

#### **Verbos:**

Es lo que se hace... cuando...

Es lo que se hace con...

Es lo que se hace después de..., antes de...

Es el contrario de...

Es sinónimo de..

Es la acción de (verbo en el infinitivo)...

**CORE Practice:** “Design and carry out interactive reading and listening comprehension tasks using authentic cultural texts of various kinds with appropriate scaffolding and follow-up tasks that promote interpretation.”

### **Formative Tasks: Interpretive Mode Moving to Presentational Writing**

**1. Receive sheet of nine photographs/ visuals;** listen to descriptions and identify the photograph being described (write the number of the description on the photo) then share answers with a partner and discuss differences.


**2. Students use jigsaw to write what they learn as they read from or listen to an authentic source.** Jigsaws can be used to share what students understood for a variety of interpretive activities. Jigsaws can be used for tiered tasks as students **read** different articles about a topic or if a teacher would like to have one member of each group learn about a different perspective of the topic being studied. Jigsaws can also be used to capture what students learned from peers in a small group providing accountability to engage fully in the activity. Uses of Jigsaw:

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

Centroamérica: Biodiversidad para el desarrollo Centroamérica, rica en biodiversidad y pobreza (INBio)	Biodiversidad en Costa Rica: Información general sobre biodiversidad (INBio)
La Biodiversidad (Costa Rica Way)	Biodiversidad en Costa Rica (INBio)

#### **Jigsaw Activity: Interpretive & Interpersonal Communication**

Each student has a different source and takes notes. Listen to your peers and ask questions clarifying your understanding about the topic, then record what you learned in the target language to each of the additional jigsaw quadrants. Record questions that the group still has after discussing the 3 readings.

Mi Artículo : _____ Nombre del Experto(a): _____	Artículo 2: _____ Nombre del Experto(a): _____
Preguntas del grupo:	Artículo 3: _____ Nombre del Experto(a): _____

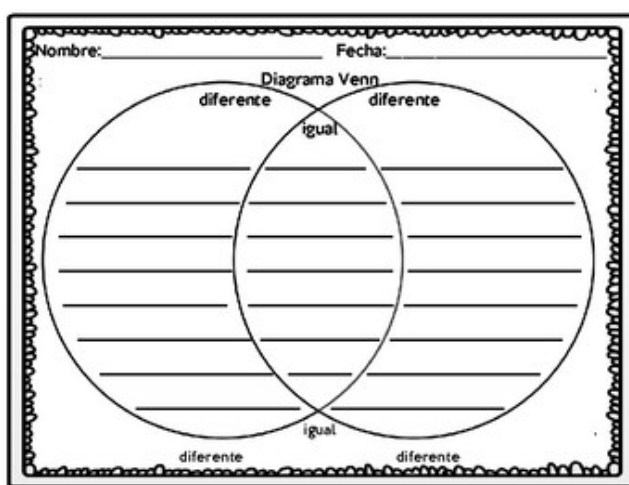
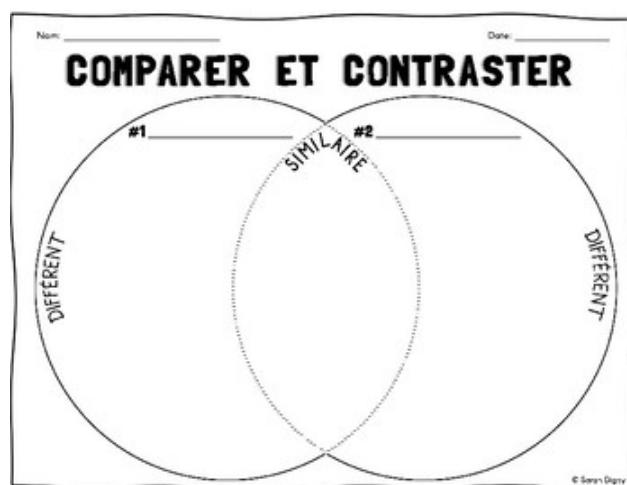
Lea Kennedy, 2015

- 3 different articles, 3 students each considered expert to share information from their reading.
- 3 different presentations by students, others in group record what they learned.

**3. Examine two websites** and write the information that is available (copy some key details). The space available can be adjusted for the proficiency level. Lists, phrases for the Novice. Sentences capturing main idea and details for Intermediate.

Identify evidence for each category of _____	Website A	Website B
Sports		
Clubs and Activities		
Famous Athletes from target culture		
Sporting Events in target country		

4. Listen to two short videos and complete a graphic organizer to summarize main ideas about the topic in two different countries. Give examples of ways in which they are similar and paraphrase what you learned about how they are different.



5. **True / False from Interpretive Text-** have learners work in pairs to discuss answers and the correct information for the false statements. Use the template and swap content for various lessons.

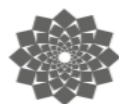
Possible Content (Predicted) (Statements are in TL)	True, False, No Evidence?	If false, what is the correct information?
1. There are many places to go hiking 2. There are many places to go swimming 3. There are few shops near where people live 4. People in this community like to ride bicycles a lot 5. Teenagers have many things to do in this community 6. This community is very boring		

## 6. Proof For/Proof Against

Listen to the video of a person introducing himself in Spanish. Write the word(s) that you heard that give you proof that the statement is true. If false, correct the statement to make it true.

Proof For		Proof Against
	Es de México.	
	Se llama Miguel.	
	Está triste.	
	Es simpático.	
	Es alto.	

**7. Students self-evaluate and set goals to improve their writing.** Students are given a prompt to write about and are asked to elaborate answering the prompt in simple sentence, connected sentences or paragraphs given their proficiency level. Students complete the writing and then score the piece using the AAPPL Scoring Rubric. Using the description on the left column, students must find evidence to justify the score. Then they use the right column to pick a few strategies that would allow them to improve their next performance.



**ACTFL**

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TEACHING OF FOREIGN LANGUAGES

### PRESENTATIONAL WRITING

Score	AAPPL Score Description	Strategy
N-4	Your AAPPL Presentational Writing score of N-4 means that you can write about yourself and your life. Much of the time you write well enough to express your own thoughts and accomplish what you need. You write in phrases and some sentences. You can do all of this in a way that most of the time your teacher and others who are used to the writing of language learners can understand your writing.	Keep writing more about more topics. Add more information; use a variety of vocabulary. Make your writing more interesting by forming sentences or questions in different ways. When you don't know a precise word, try using other words to say what you mean. Frequently review your writing for accuracy and correctness.
I-1	Your AAPPL Presentational Writing score of I-1 means that you write about yourself and your life. You write well enough to ask simple questions and accomplish what you need. You write in single sentences. You can do this in a way that your teacher and others who are used to the writing of language learners can understand your writing.	Keep writing more about more topics. Look for more outlets or opportunities to write to different people. As you review your writing, see if there are sentences or details that you can link together. Try to add something more (another fact, thought, or even another question).

**8. Students do a recording on a phone/device leaving a message to describe an issue, problem or make plans.** Students self-assess their presentational speaking using the AAPPL Scoring Rubric to determine the level of proficiency in the recording and set goals to improve choosing a few strategies from the right column.

**9. Students use close reading guide as they work through an authentic text,** infographic or story and then share main ideas and details with a partner. The close reading guide can also be the deliverable to provide the teacher with evidence of what that student was able to understand in the interpretive mode and express in the presentational writing mode of communication. This activity is based on the work for Lucy Calkins (Columbia University) and aligns with the State Standards for literacy. (See next page in handout)

**OKLAHOMA COLLEGE- AND CAREER-READY ENGLISH LANGUAGE ARTS STUDENTS** The following eight standards encompass the content and competencies of English language arts. Each standard reflects both reading and writing applications, as these processes are bound together in the literate world. The order of the standards is meant to suggest that students learn to read and write by speaking and listening on their way to the ultimate goal of becoming independent, critical readers and writers. At the same time, speaking and listening skills will continue to be developed as students progress through the grade levels, and concepts of independent reading and writing will be introduced even in the earliest grades. Independent reading and writing is a natural outgrowth of strong standards implementation through rigorous curriculum. Standard 8 addresses the integrated nature of English language arts and acknowledges students' need to grow increasingly independent for college and career readiness. Being able to work independently and seek out opportunities to read and write is a significant part of life-long learning. These skills easily transfer to test taking, civic engagement, and citizen participation.

## Informational Text: Close Reading Guide

Article Name: \_\_\_\_\_ Source: \_\_\_\_\_

**Read your article three times to look for main ideas, identify vocabulary that you need to comprehend, highlight main ideas and then synthesize textual evidence. Record all of your ideas in the boxes below and draw arrows connecting the main ideas to the supporting details. Attach your highlighted research article to the reading guide.**

Main Ideas:	Cite Information & Supporting Ideas:
Important Vocabulary:	Questions & Follow-Up:



**Core Practice:** *“Provide appropriate feedback in speech and writing on various learning tasks.”*

**Feedback Tools:** *“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be dollops of feedback.” -John Hattie*

<b>Task: Novice Level – Interpersonal</b>	<b>I CAN DO this on my own.</b>	<b>I CAN DO this with some help.</b>	<b>I cannot do this yet.</b>
Performance Criteria:			
1. I can use numbers			
2. I can use words for activities			
3. I can use words for locations			
4. I can use expressions to show that I agree or disagree with what my partner says			
5. I can ask some questions			
6. I can say how many times, how often, how frequently I do various things			
7. I can provide some description			

**Descriptive Scale Feedback: Interpersonal Communication** (Sandrock & Clementi)

<b>Move from:</b>	<b>1 – 2 – 3</b>	<b>Move to:</b>
Only responds when asked		Volunteers comments related to the discussion
Asks random questions		Asks follow-up questions related to what someone else said (for clarification, elaboration)
Gives short responses		Gives responses with details, reasons, explanations
Dominates the discussion		Invites others to give their opinions, ideas
Repeats ideas that others already contributed		Adds ideas, insights, additional information to make the discussion more interesting

**Interpersonal Scoring Guide** (Laura Terrill)

	No opportunity to observe	Never or rarely	Some of the time	Most of the time	Always
Staying in the target language					
Contributing equally to activity					
Staying on task					
Helping each other					
Encouraging each other					
Sharing ideas					
Solving problems					
Giving feedback respectfully					
Accepting feedback respectfully					

## **Self-Evaluation Tool: Transcription and Reflection on Interpersonal Audio Recording**

Name: \_\_\_\_\_

Partner's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Length of Recording: \_\_\_\_\_

Self-Evaluation: Transcribe your recording capturing what you said verbatim, including utterances, phrases and complete sentences. You do not need to write anything that your partner said in the transcription. Refer to the AAPPL Scoring Guide when writing your goals for the next interpersonal task.

When you finish transcribing, use a different color pen to analyze the following:

**Underline** Phrases (not complete sent.) Add a \* for complete sentences. Draw **X** over words like UM. Add a # **symbol** for each complete question. Add a \$ **symbol** for well-connected sentences.

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I have **evidence** from the AAPPL scoring guide that I reach level \_\_\_\_\_ for this task.

For example, I wrote...

\_\_\_\_\_ \* complete sentences \_\_\_\_\_ # complete questions \_\_\_\_\_ \$ well-connected sentences  
 \_\_\_\_\_ X for UM, UH, etc. \_\_\_\_\_ phrase (not complete sentences)

**Goals and Reflections:** Based on the description in the left column of the AAPPL scoring guide, describe what you did to earn the score and then set goals based on the strategies listed in the right column to move up another sublevel. Be sure to target specific strategies described for the next levels.

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### **TALK Rubric for Interpersonal Tasks:** Adapted from Schrum & Glisan

	<b><i>TARGET LANGUAGE</i></b>	<b><i>ACCURACY</i></b>	<b><i>LISTENING SKILLS</i></b>	<b><i>KINDNESS</i></b>
<b><i>Name</i></b>	<i>Use of Spanish the entire time to maintain the conversation</i>	<i>Use of learned vocabulary and grammar with no patterns of error</i>	<i>Active Listening: nodding, answering partners' questions appropriately and asking follow-up questions.</i>	<i>Courtesy, Turn taking, Giving partner opportunities to participate, prompting</i>
<b>Estudiante 1:</b>	<div> <div>4</div> <div>3</div> <div>2</div> <div>1</div> </div>	<div> <div>4</div> <div>3</div> <div>2</div> <div>1</div> </div>	<div> <div>4</div> <div>3</div> <div>2</div> <div>1</div> </div>	<div> <div>4</div> <div>3</div> <div>2</div> <div>1</div> </div>
<b>Estudiante 2:</b>	<div> <div>4</div> <div>3</div> <div>2</div> <div>1</div> </div>	<div> <div>4</div> <div>3</div> <div>2</div> <div>1</div> </div>	<div> <div>4</div> <div>3</div> <div>2</div> <div>1</div> </div>	<div> <div>4</div> <div>3</div> <div>2</div> <div>1</div> </div>