

NEWBURYPORT WORLD LANGUAGES

A Presentation by Nicole Sherf

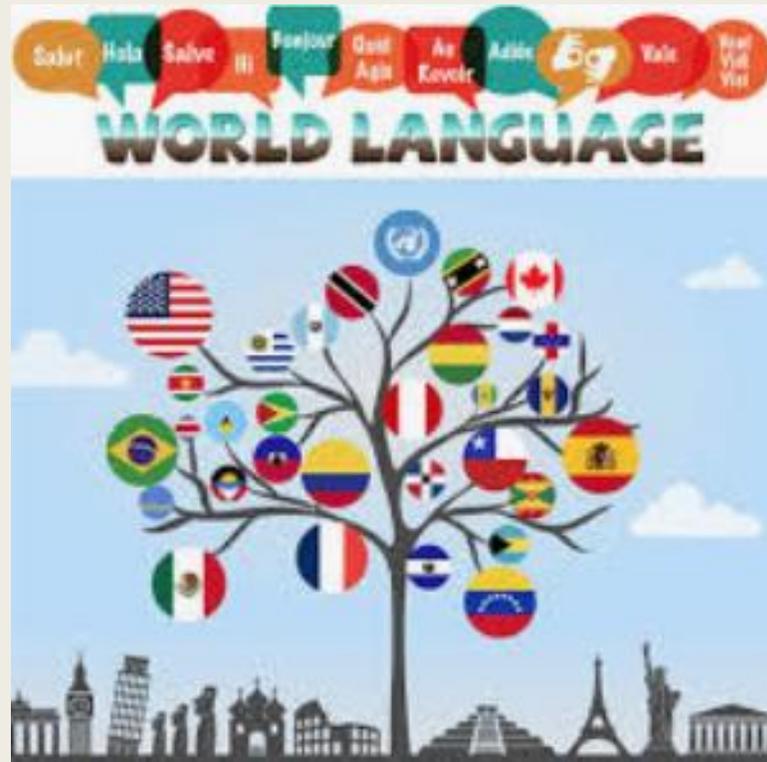
**Monolingualism is the
illiteracy of the 21st century!**



Objectives of This Presentation:

- I can describe the importance of language learning
- I can explain the proficiency movement and the Seal of Biliteracy
- I can outline the steps taken by and the next steps for the Newburyport World Language Department

A little overview of the history of teaching WL...



The Boston Globe reported on growing need for biliterate citizenry in MA based on New American Economy Report.

(3/13/17)

Which job seekers are in hot demand? Bilingual workers.



DAVID L. RYAN/GLOBE STAFF

Multilingual medical assistant Kaissa Oulhadj worked at work at Boston Medical Center.

By [Katie Johnston](#) | GLOBE STAFF MARCH 13, 2017

Help wanted: people who can speak more than one language.

Even as the Trump administration seeks to limit immigration, employers are increasingly looking to woo immigrants as consumers — and employees.

The Language Educator (ACTFL) Aug/Sept 2019

U.S. Businesses Need More Multilingual Employees

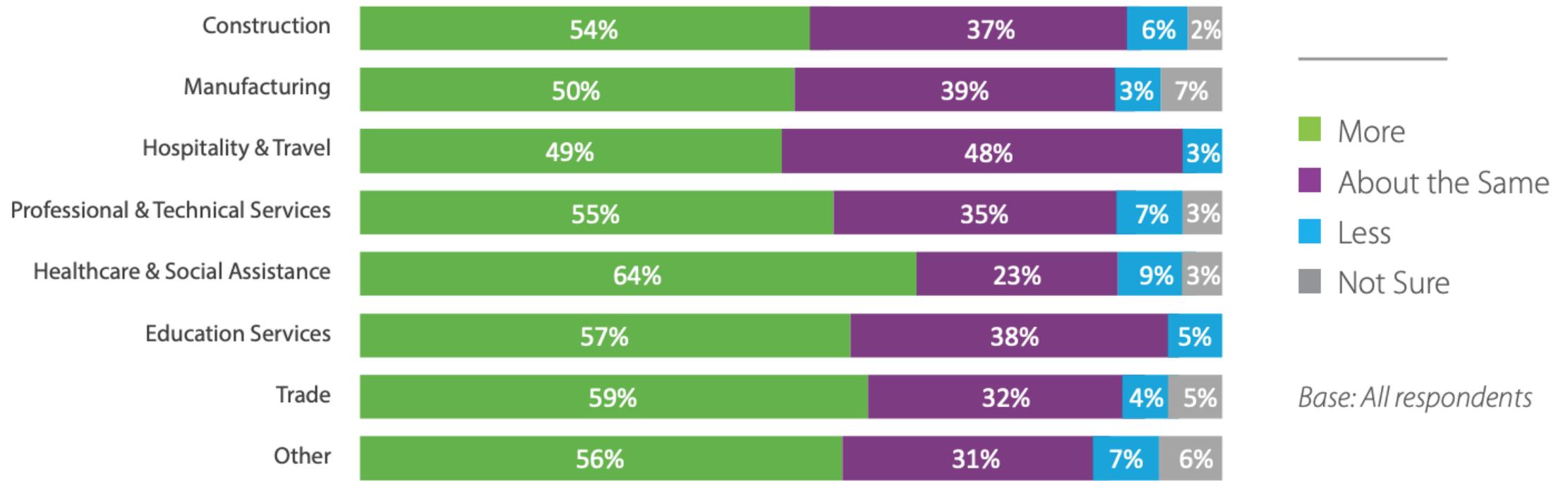
According to a survey of 1,200 managers and human resources professionals familiar with their organization's foreign language needs, U.S. employers are losing business opportunities because they can't find employees who are able to communicate in languages other than English.

Most In-Demand Foreign Languages Reported by U.S. Employers

Language	Total
Spanish	85%
Chinese	34%
French	22%
Japanese	17%
German	17%
Russian	12%
Arabic	11%
Italian	10%
Korean	9%
Hindi	8%
Portuguese	8%
Other*	5%

High Future Demand on National Level

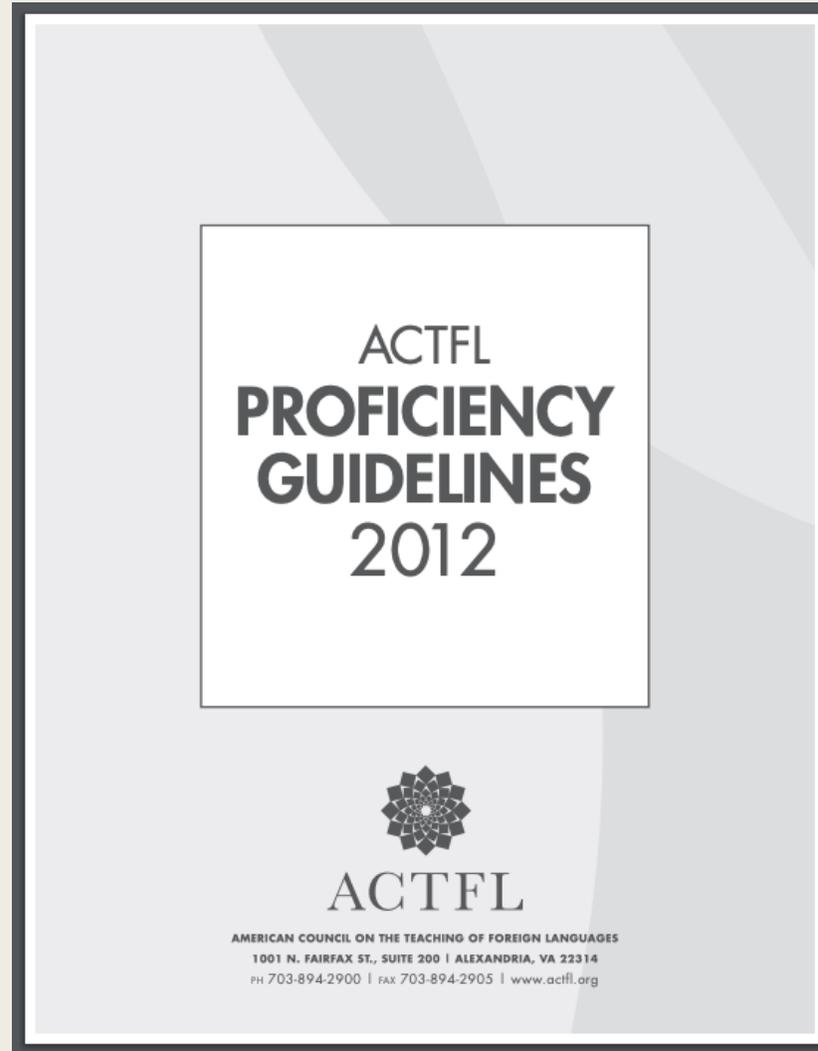
Future Demand for Foreign Language Skills, by Sector



Base: All respondents

*Survey sample of Trade comprises 85% retail and 15% wholesale

A little background...



ACTFL PROFICIENCY GUIDELINES 2012

▶ Arabic

Azerbaijani

▶ Chinese

▶ English

▶ French

▶ German

Indonesian

▶ Japanese

Korean

▶ Portuguese

▶ Russian

▶ Spanish

▶ Turkish

Glossary



ACTFL PROFICIENCY GUIDELINES 2012

Welcome to the ACTFL Proficiency Guidelines 2012 online. Here you will find the most current version of the ACTFL Proficiency Guidelines for Speaking, Writing, Listening, and Reading made interactive through the inclusion of glossed terms and multimedia exemplars. You can explore the Guidelines by skill or by level, listen to and read samples in English that represent abilities at each of the major proficiency levels.

[Download](#) the complete text of the ACTFL Proficiency Guidelines 2012 document in a PDF format.

Previous versions of the Guidelines are available here: [1986](#), [1999](#), [2001](#).

Download the Guidelines Pyramid suitable for printing: [8.5 x 11](#) (PDF) or [11 x 17](#) (PDF).

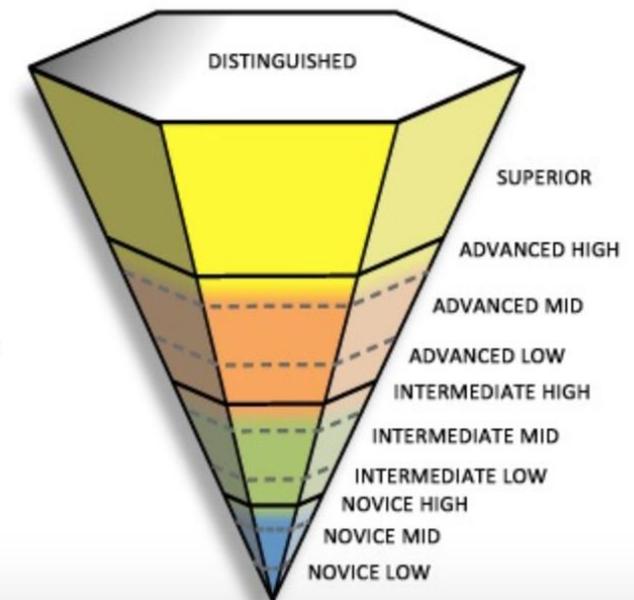
Purchase the [Oral Proficiency Levels in the Workplace](#) 24 x 36 poster or [download](#) it for printing (PDF).

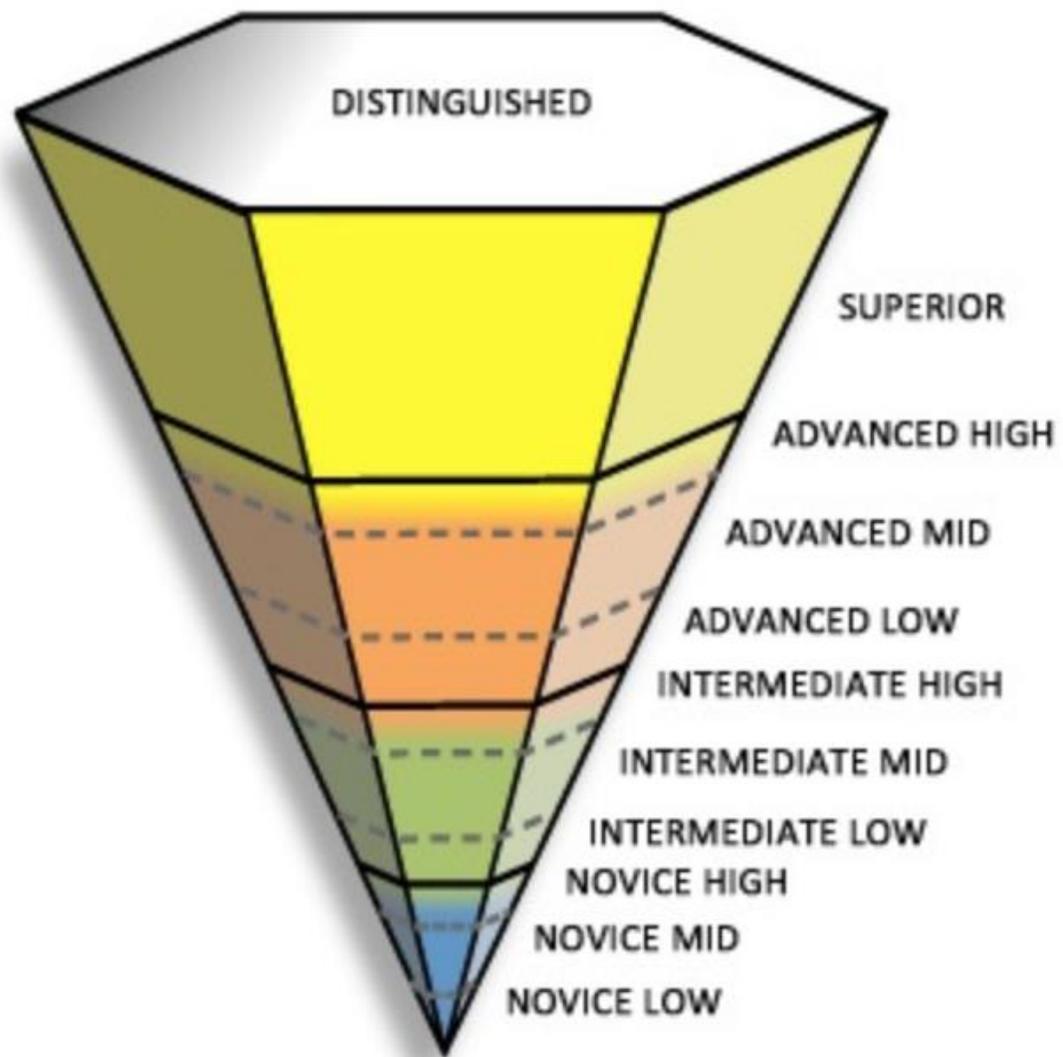
The ACTFL Proficiency Guidelines 2012 may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL. Any redistribution or reproduction of part or all of the examples in any form is prohibited other than for non-profit, educational purposes. You may not, except with ACTFL's express written permission, distribute or commercially exploit any media content.

GENERAL PREFACE TO THE ACTFL PROFICIENCY GUIDELINES 2012

The ACTFL Proficiency Guidelines are a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability.

These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. Together these levels form a hierarchy in which each level subsumes





ACTFL

ACTFL Proficiency Guidelines Now Aligned with Workplace Responsibilities

ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who is Likely to Function at This Level
Distinguished	5	<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"> Highly articulate, professionally specialized native speakers Language learners with extended (17 years) and current professional and/or educational experience in the target culture
	4			
Superior	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"> Well-educated native speakers Educated language learners with extended professional and/or educational experience in the target language environment
Advanced High	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"> Language learners with graduate degrees in language or a related area and extended educational experience in target environment
Advanced Mid			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"> Heritage speakers, informal learners, non-academic learners who have significant contact with language Undergraduate majors with year-long study in the target language culture
Advanced Low			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"> Undergraduate language majors
Intermediate High	1+	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> Language learners following 6-8 year sequences of study [e.g., AP] or 4-6 semester college sequences
Intermediate Mid			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
Intermediate Low				
Novice High	0+	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>		<ul style="list-style-type: none"> Language learners following content-based language program in Grades K-6
Novice Mid	0			<ul style="list-style-type: none"> Language learners following 2 years of high school language study
Novice Low				

*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.



Two Tests to Assess Proficiency Since 2007



STAMP Test: Standards-Based Measurement of Proficiency



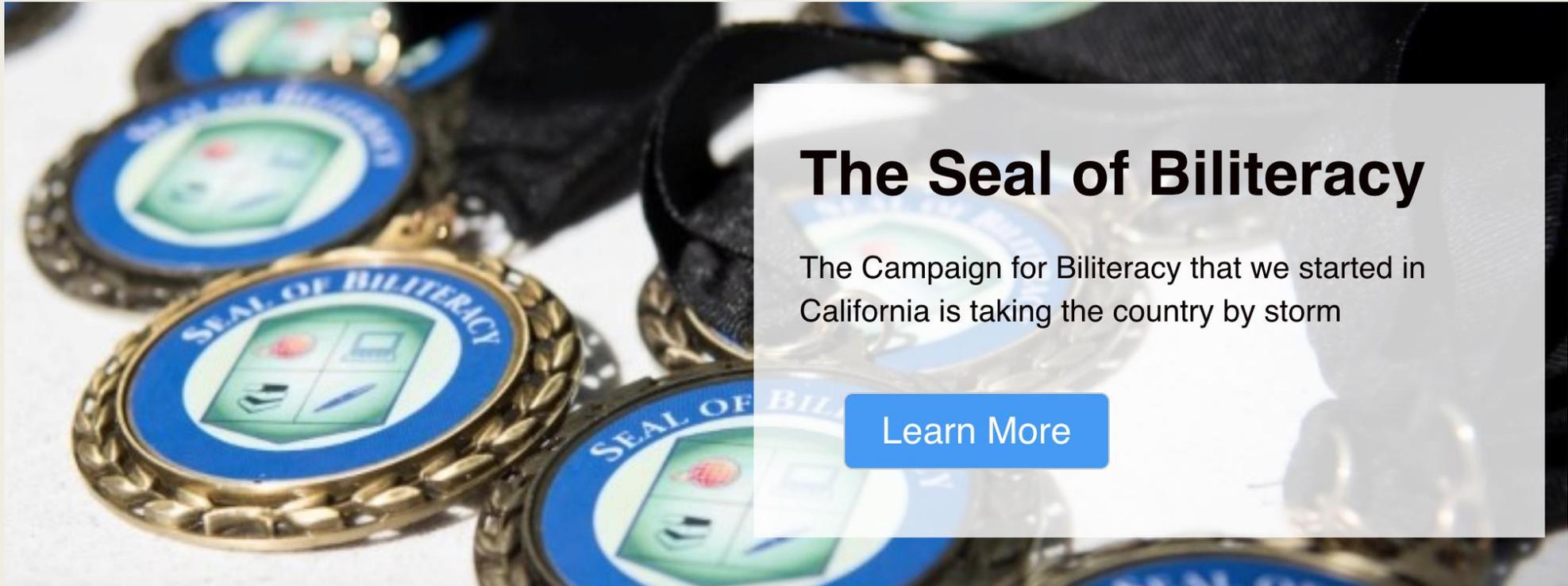
AAPPL Test: ACTFL Assessment of Performance Toward Proficiency in Languages

California in 2010



**CALIFORNIANS
TOGETHER**

CHAMPIONING THE SUCCESS
OF ENGLISH LEARNERS

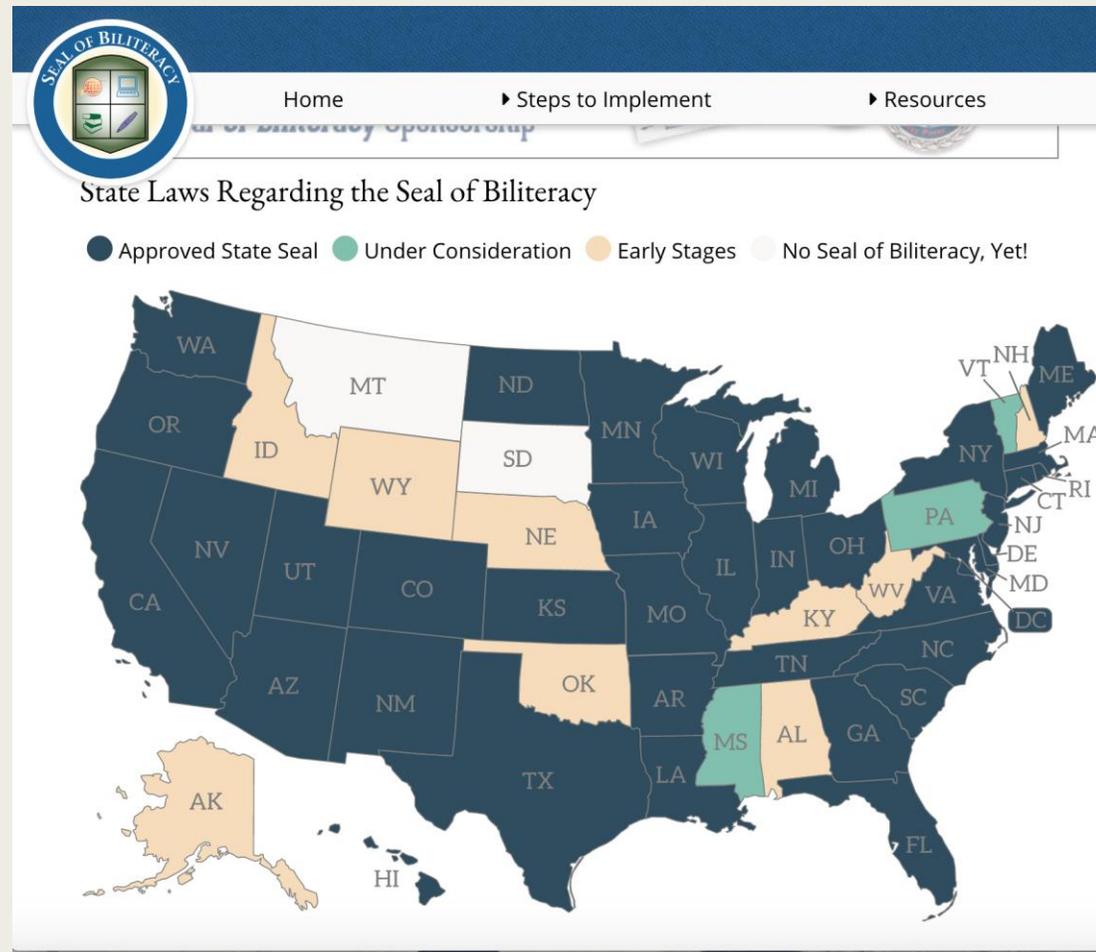


The Seal of Biliteracy

The Campaign for Biliteracy that we started in California is taking the country by storm

[Learn More](#)

www.sealofbiliteracy.org: 36 states and DC with State Seal of Biliteracy Process by 2019



MA Language Opportunity for Our Kids (LOOK Act) signed into law by Governor Baker on November 22, 2017

THE 191ST GENERAL COURT OF THE
COMMONWEALTH OF MASSACHUSETTS

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BILL H.4032

190th (2017 - 2018)

AN ACT RELATIVE TO LANGUAGE OPPORTUNITY FOR OUR KIDS

The committee of conference on the disagreeing votes of the two branches with reference to the Senate amendment of the House Bill relative to language opportunity for our kids (House, No. 3740), reports recommending passage of the accompanying bill (House, No. 4032).

LOOK Act = Passed Through Cooperation of Leaders of Professional Organizations for World Language, English Learners and Dual Language

New law clears way for bilingual teaching in Mass. public schools

By [James Vaznis](#) Globe Staff, November 22, 2017, 5:30 p.m.



Governor Charlie Baker. (MATTHEW CAVANAUGH FOR THE BOSTON GLOBE)

Governor Charlie Baker signed a bill into law Wednesday that will allow school systems to teach students academic subjects in their native language while they gain fluency in English, effectively overturning a 15-year-old ballot measure that eliminated bilingual education from most public schools.

Language Opportunity Coalition

www.sealofbiliteracyma.org



The image is a screenshot of a web browser displaying the website for the Seal of Biliteracy Massachusetts. The browser's address bar shows the URL sealofbiliteracyma.org. The page features a large photograph of a diverse group of graduates in white and purple gowns and caps, many of whom are raising their hands in celebration. Below the photograph is the Seal of Biliteracy Award logo, which is circular with a sunburst border and contains a globe, the text "MASSACHUSETTS", "Biliteracy Award", and "LANGUAGE OPPORTUNITY". At the bottom of the page, the text "Seal of Biliteracy Massachusetts" is displayed.

<http://www.doe.mass.edu/ell/biliteracy/>

MA State Seal of Biliteracy - Er X +

Not Secure | doe.mass.edu/ell/biliteracy/

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Massachusetts Department of Elementary & Secondary Education

--Select Program Area--

Students & Families Educators & Administrators Teaching, Learning & Testing Data & Accountability Finance & Funding About the Department Education Board

ELL Home
MA State Seal of Biliteracy
LOOK Act
Curriculum and Instruction
ESL Model Curriculum Units
WIDA
ELE Leadership Networks
ELE Compliance
Guidance and Laws
English Learners with Disabilities
Refugee and Immigrant Information
Resources
Benchmarks
SLIFE
ACCESS for ELLs/MCAS
Professional Development
Special Education
Contact Information

English Language Learners

MA State Seal of Biliteracy

On November 22, 2017, Governor Baker signed into law "An Act Relative to Language Opportunity for Our Kids," Chapter 138 of the Acts of 2017, commonly referred to as the LOOK Act. The State Seal of Biliteracy is a key element of the LOOK Act. On June 26, 2018, the Board of Elementary and Secondary Education adopted regulations that describe the criteria that school districts must use to award the State Seal of Biliteracy.

The State Seal of Biliteracy program begins with the graduating class of 2019.

Participation in the State Seal of Biliteracy Program is **voluntary** for districts. Districts that wish to participate in the program should identify a primary and secondary contact for communication with the Department about the district's participation. The identified contacts should:

- Read the [Guidance for Implementing the Massachusetts State Seal of Biliteracy](#);
- Notify the Department of the district's intent to participate in the State Seal of Biliteracy program by sending an email to MAStateSealofBiliteracy@doe.mass.edu;
- Follow the email reply's prompts to the Department's Web-Based Monitoring System (WBMS) web page to access the approved insignia and to record the names and contact information for the district's primary and secondary State Seal of Biliteracy contacts. Attached to this memo are visual direction to access the Seal of Biliteracy via WBMS.

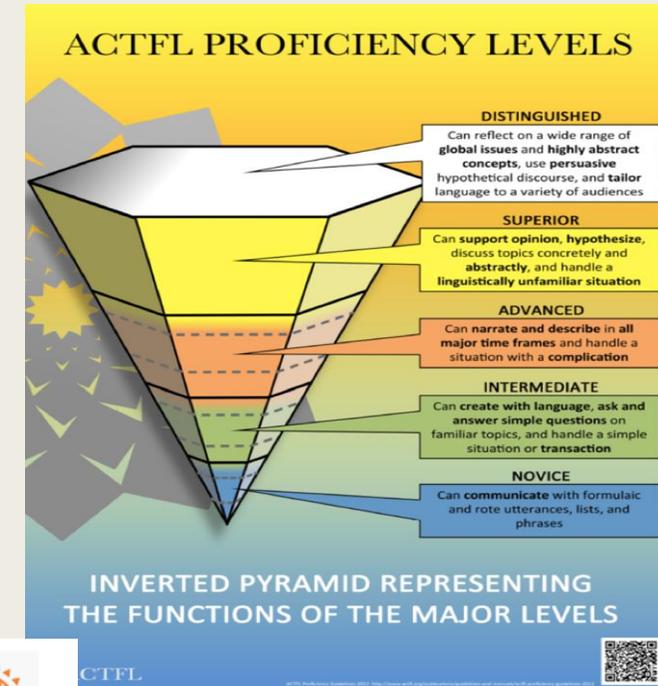
- Implementing the MA State Seal of Biliteracy Webinar Presentation
- Accessing the MA State Seal of Biliteracy through WBMS
- Criteria for Students to Earn the MA State Seal of Biliteracy
- MA Approved Assessment Instruments for English and Foreign Languages
- Portfolio-Based Alternative Evidence Method for Foreign Language Assessment in MA
- Frequently Asked Questions about the MA State Seal of Biliteracy
- 603 CMR 31.00: Massachusetts Certificate of Mastery and State Seal of Biliteracy

Last Updated: June 14, 2019

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ACTFL Proposed Targets/hours of instruction

Contact Hours	Proficiency Level (for 80% of students)
150	Novice High
(+150) 300	Intermediate Low
(+150) 450	Intermediate Mid (weak)
(+150) 600	Intermediate Mid (strong)
(+150) 750	Intermediate High
(+150) 900	Advanced Low



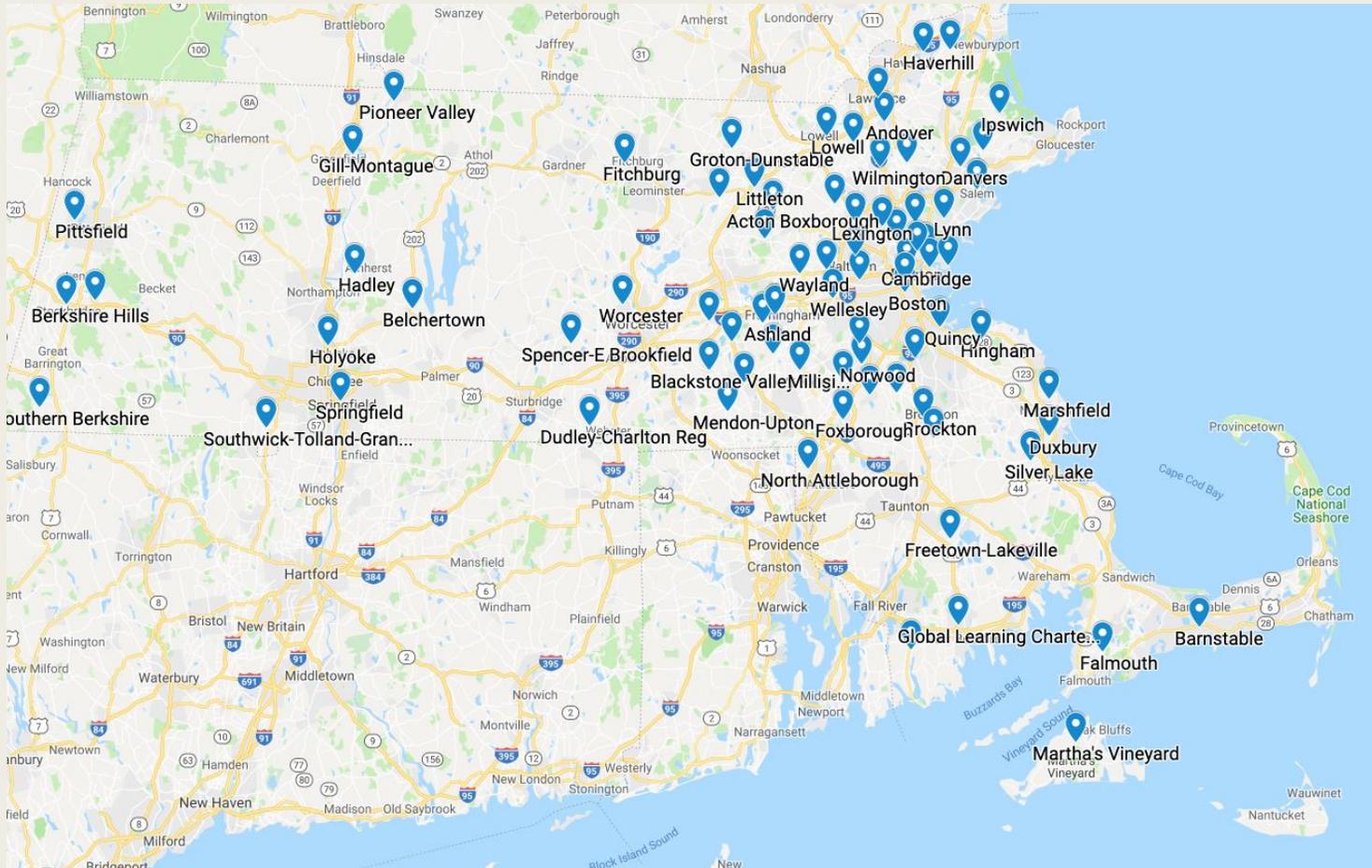
← **LOC Bilingual Attainment** 

↘ **State Seal of Bilingual** 

Almost 1,200 DESE Seals and Seals with Distinction were awarded in 2018-19 with another 500 LOC Biliteracy Attainment Awards



82 Districts Across MA Reported Seal of Biliteracy Data in June, 2019



Amazing Statewide Results of Seal of Biliteracy and LOOK Act:

- Collaboration of EL, DL and WL programs in districts to produce and reward biliteracy
- Filling of WL Coordinator position in DESE for the first time since 1990's
 - *Andy McDonie in Office of Language Acquisition since May, 2019*
- DESE slated the WL Framework to be rewritten by 2021 (current version is from 1999)
- State-wide discussion about proficiency development

How Does a District Participate in the Seal of Biliteracy? District Registers with DESE!

And Plan for Proficiency:

- Collaborate, coordinate and align expectations, procedures, teaching and assessment
- Set proficiency targets
- Set communicative learning objectives for units
- Determine evidence in terms of performances
- Plan learning experiences in thematic units

How is Newburyport WL Progressing in Its Shift to Proficiency?



I've completed two Departmental "Needs Assessments" based on work completed and faculty surveys and observations



The WL Department and I have been orienting to and practicing the use of ACTFL's new 6 Core Practices:

CORE PRACTICES

<h3>Use Target Language for Learning</h3>  <ul style="list-style-type: none">Students AND teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions	<h3>Use Authentic Cultural Resources</h3>  <ul style="list-style-type: none">Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.
<h3>Design Communicative Activities</h3>  <ul style="list-style-type: none">Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.	<h3>Plan with Backward Design Model</h3>  <ul style="list-style-type: none">Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.
<h3>Teach Grammar as Concept and Use in Context</h3>  <ul style="list-style-type: none">Teach grammar as concept and use in context. Students focus on meaning BEFORE form.	<h3>Provide Appropriate Feedback</h3>  <ul style="list-style-type: none">Oral corrective feedback in speech or writing elicits output beyond a simple yes or no response.

Results of our Work together in the Spring of 2019:

- Departmental leadership position created to oversee middle and high school collaboration and work: Alden Metz
- Mission Statement and 5-Year Goals established
- Parity of German programming with Spanish and very strong interest/numbers in German in middle and high school
- WL teachers collaborated in summer curriculum writing

How Did I Meet My Objectives for This Presentation?

- I can describe the importance of language learning
- I can explain the proficiency movement and the Seal of Biliteracy
- I can outline the steps taken by and the next steps for the Newburyport World Language Department

