

# What do your AAPPL scores mean?

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Portland Adventist Academy May, 2016



# Before you see your score

It is important for you to understand what your score means. Otherwise, it will just be a number to compare with your classmates.

First, let's reflect on the testing experience.



# Student feedback on the test (top half only)



Academia Adventista de Portland

Nombre: \_\_\_\_\_  
Español 1 Periodo: \_\_\_\_\_  
Fecha: \_\_\_\_\_

**My reflections on the AAPPL testing experience**

Before taking the test, I felt \_\_\_\_\_

After the test, I felt \_\_\_\_\_

How did you prepare for this test?

a. I was present when we went over the demo during class  
b. I practiced one or more demos on my own  
c. I practiced the vocabulary on Quizlet (Schoology link)

Yes No  
Yes No  
Yes No

Compared to what you had imagined, the test was...

a. harder  
b. the same  
c. easier

Did you have any difficulties with the test itself (not related to your proficiency)?

a. no  
b. yes – if so, please explain: \_\_\_\_\_

After you see your scores, how do they compare with where you thought you would rate?

My reading Score: \_\_\_\_\_

My listening Score: \_\_\_\_\_

a. was higher than I expected  
b. was about what I expected  
c. was lower than I expected  
d. I had no expectation

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b. was about what I expected  
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How has taking the AAPPL affected your interest in continuing to grow in Spanish proficiency?

a. it inspires me to keep growing  
b. it does not affect my interest in continuing to increase my proficiency  
c. it discourages me

Other thoughts about your experience with this test?

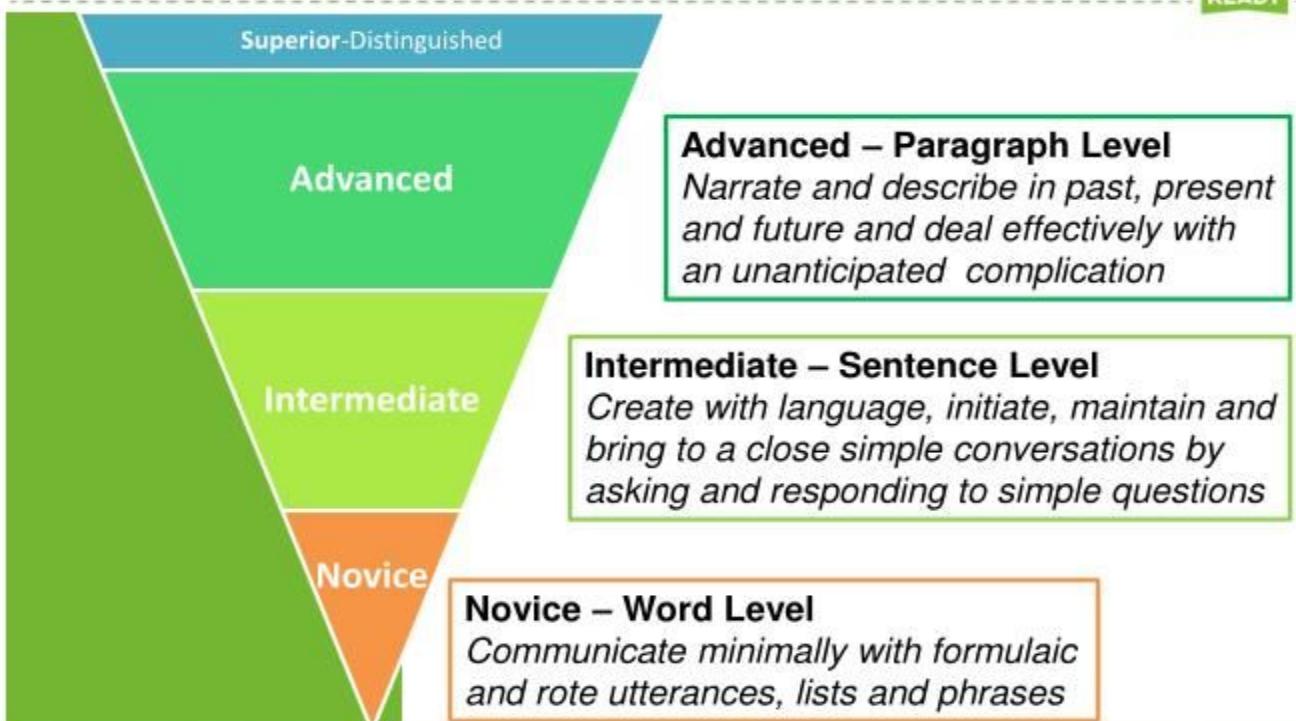
# Performance vs Proficiency

Your grades in Spanish class are based on assessment of your **performance**, that is, how you do on an activity that we have practiced in class.

Proficiency is how well you can communicate in Spanish without practice. It is your ability to have a spontaneous conversation with a native speaker, to read something you have never seen before or to write something you have not rehearsed. The AAPPL attempts to measure your **proficiency**.

NOTE: The targets on the proficiency timeline on the classroom wall are PERFORMANCE, not PROFICIENCY goals. Your proficiency will always lag behind your performance. (Musicians: think of playing a rehearsed piece in the band vs picking up a new piece of sheet music and trying it out on your instrument.)

# ACTFL Proficiency Levels



# The ACTFL rating scale

ACTFL Proficiency Guidelines	ACTFL Performance Scale	AAPPL Measure Performance Score	Form
Advanced Low	ADVANCED	A	A
Intermediate High		I-5	
Intermediate Mid		I-4	
Intermediate Mid		I-3	
Intermediate Mid		I-2	
Intermediate Low		I-1	
Novice High		N-4	
Novice Mid		N-3	B
Novice Mid		N-2	
Novice Low		N-1	

# CASLS research question

“How many hours of study in high school programs does it take for students to reach the Intermediate-Mid to Intermediate-High proficiency ranges?”

Source: “How Many Hours of Instruction Do Students Need to Reach Intermediate-High Proficiency?” Center for Applied Second Language Studies (CASLS), University of Oregon, September 10, 2010

# CASLS research findings

“Like other areas of study, what you get out depends on what you put in. Unfortunately, teachers, administrators, and parents often underestimate the amount of time students need... and they are then disappointed in the students’ learning outcomes later. Of course, the number of hours needed to reach a specific proficiency level varies from student to student, but our research shows that only about 15% of students reach a proficiency level near Intermediate-Mid even after approximately 720 hours of study, which is about four years in a typical high school program.”

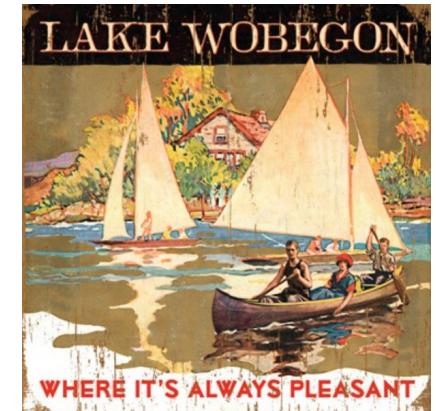
Source: “How Many Hours of Instruction Do Students Need to Reach Intermediate-High Proficiency?” Center for Applied Second Language Studies (CASLS), University of Oregon, September 10, 2010, p. 1-2

# The “Lake Wobegon Effect”

n. The tendency to treat all members of a group as above average, particularly with respect to numerical values such as test scores...; in a survey, the tendency for most people to describe themselves or their abilities as above average.

It is OK to be average!

*Lake Wobegon is Garrison Keillor's fictional town where “all the women are strong, all the men are good looking, and all the children are above average.”*



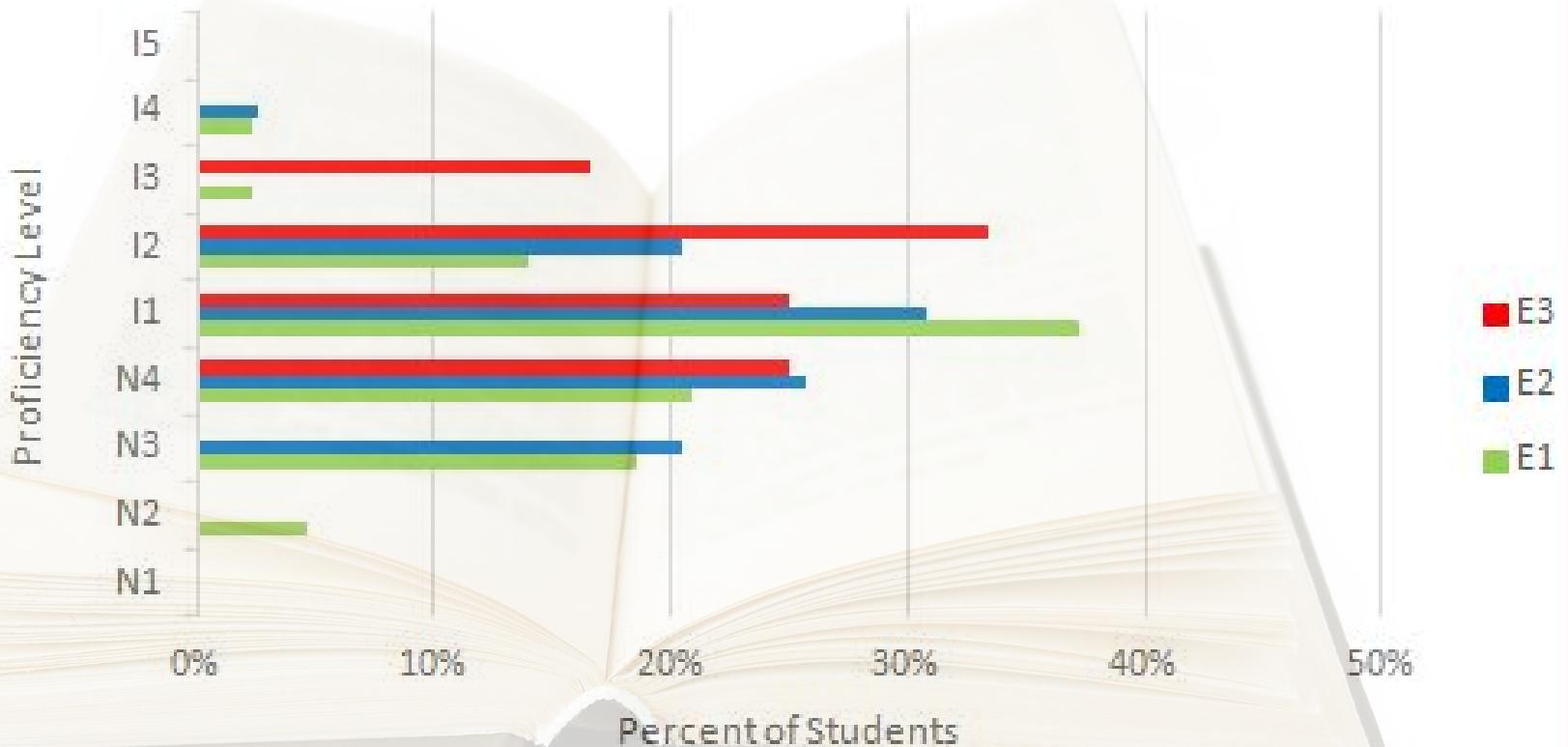
# CASLS research data: reading

**Table 1. Percent of Students at Each Benchmark Level for Each Year of Study**

Skill	Level*	Years / Hours of Study			
		Year 1 90-180 hrs	Year 2 270-360 hrs	Year 3 450-540 hrs	Year 4 630-720 hrs
<b>Reading</b>	NE	3.2	2.0	1.4	2.2
	1	52.8	31.0	11.7	3.1
	2	28.4	39.3	30.8	21.2
	3	12.6	21.7	37.4	32.1
	4	2.5	5.0	14.7	27.5
	5	0.5	1.0	4.0	13.9

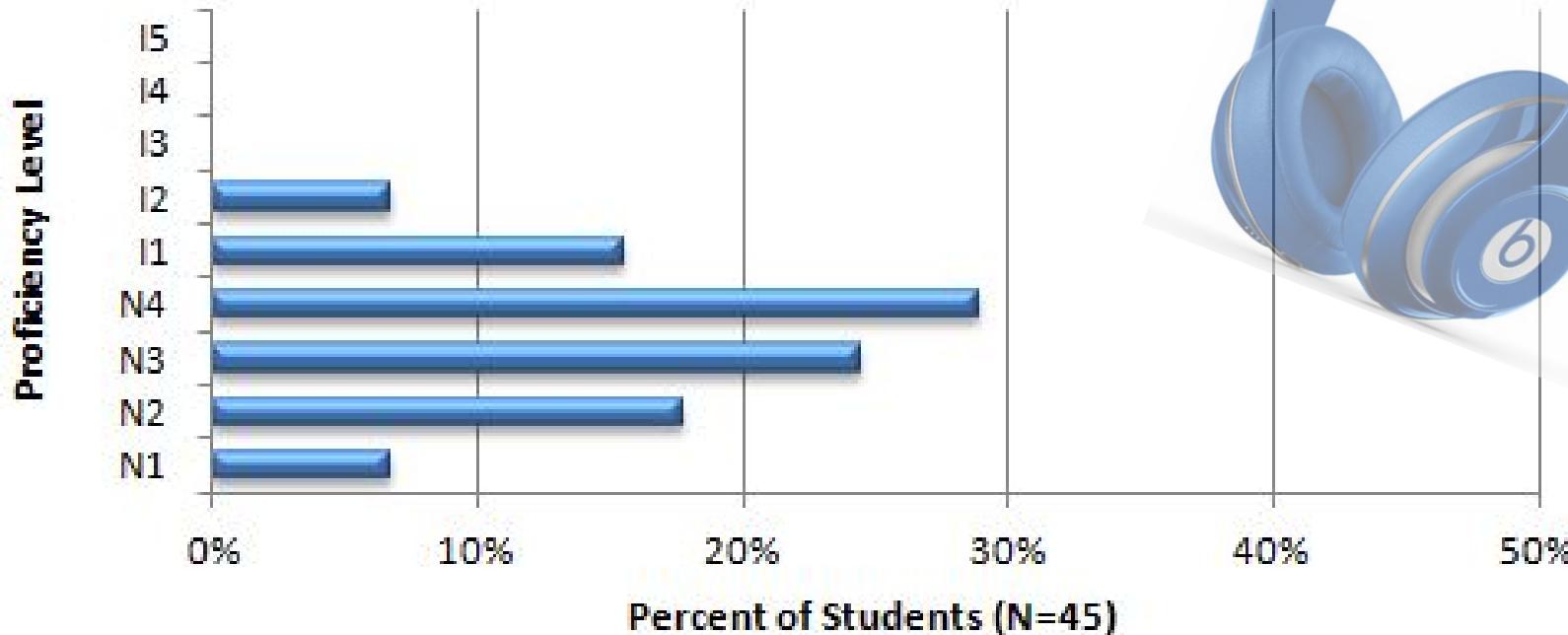
Source: "How Many Hours of Instruction Do Students Need to Reach Intermediate-High Proficiency?" Center for Applied Second Language Studies (CASLS), University of Oregon, September 10, 2010

# AAPPL Reading Spanish 1-3 - 2016



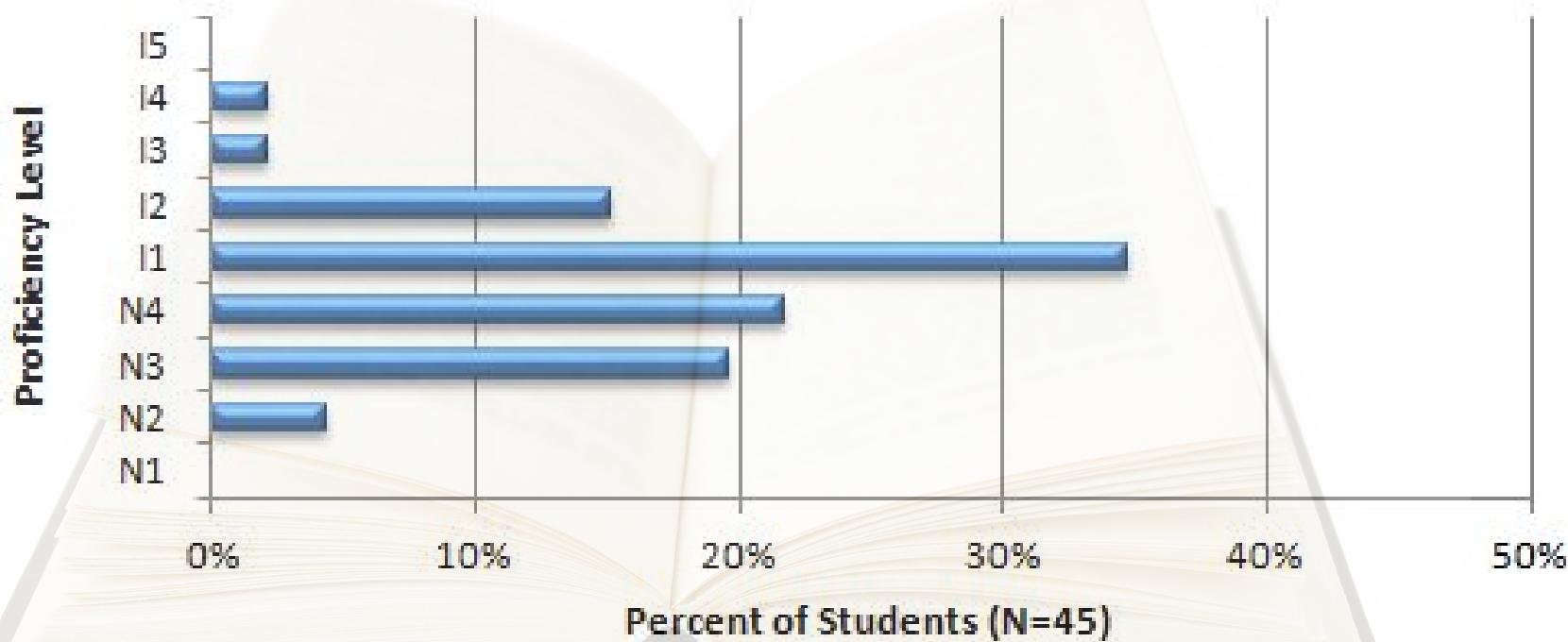
# AAPPL Listening Spanish 1 - 2016

## Approx. 100 class hours



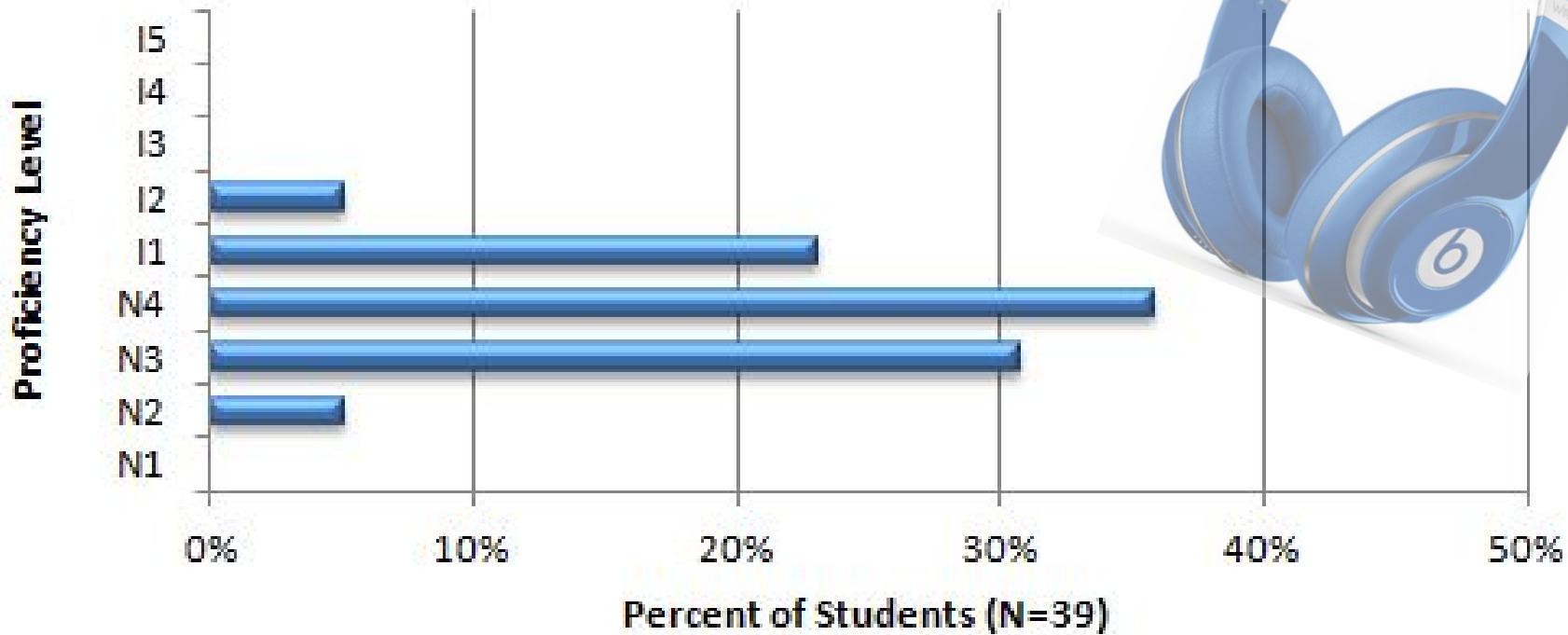
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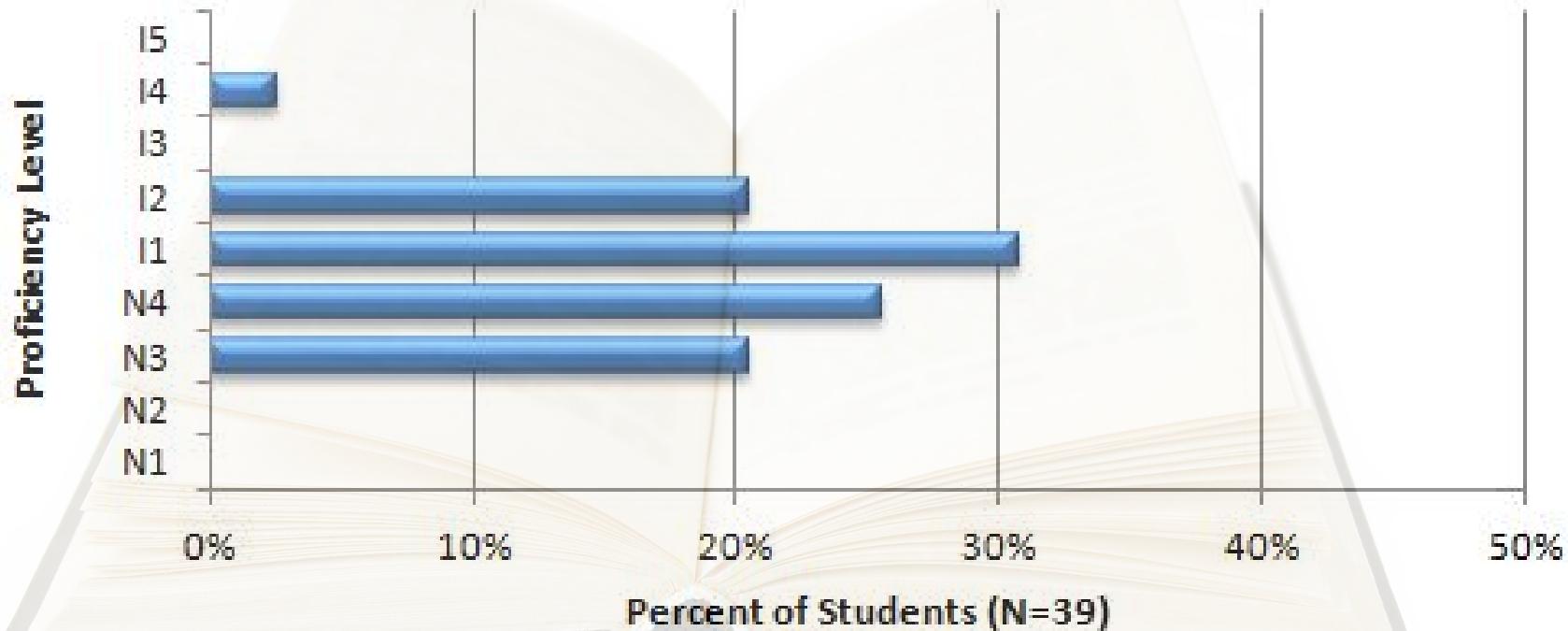
# AAPPL Listening Spanish 2 - 2016

## Approx. 210 class hours



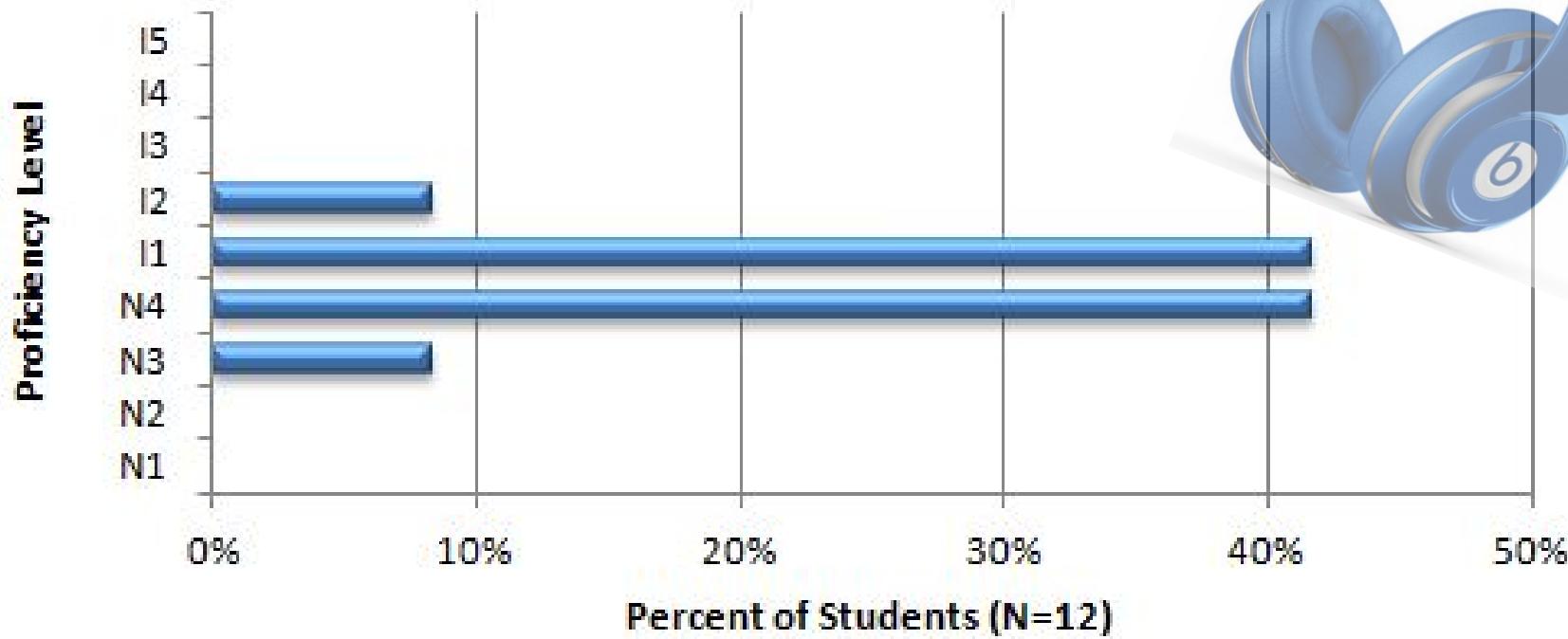
# AAPPL Reading Spanish 2 - 2016

## Approx. 210 class hours



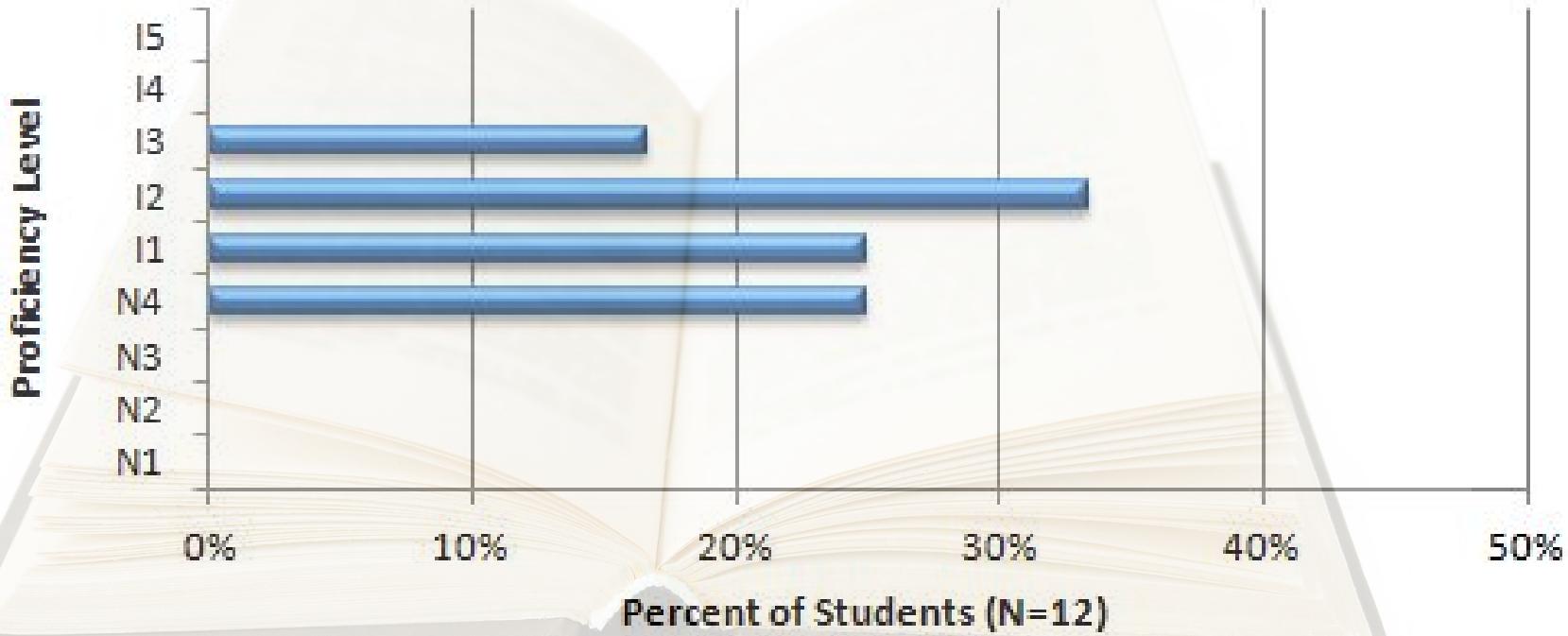
# AAPPL Listening Spanish 3 - 2016

Approx. 320 class hours



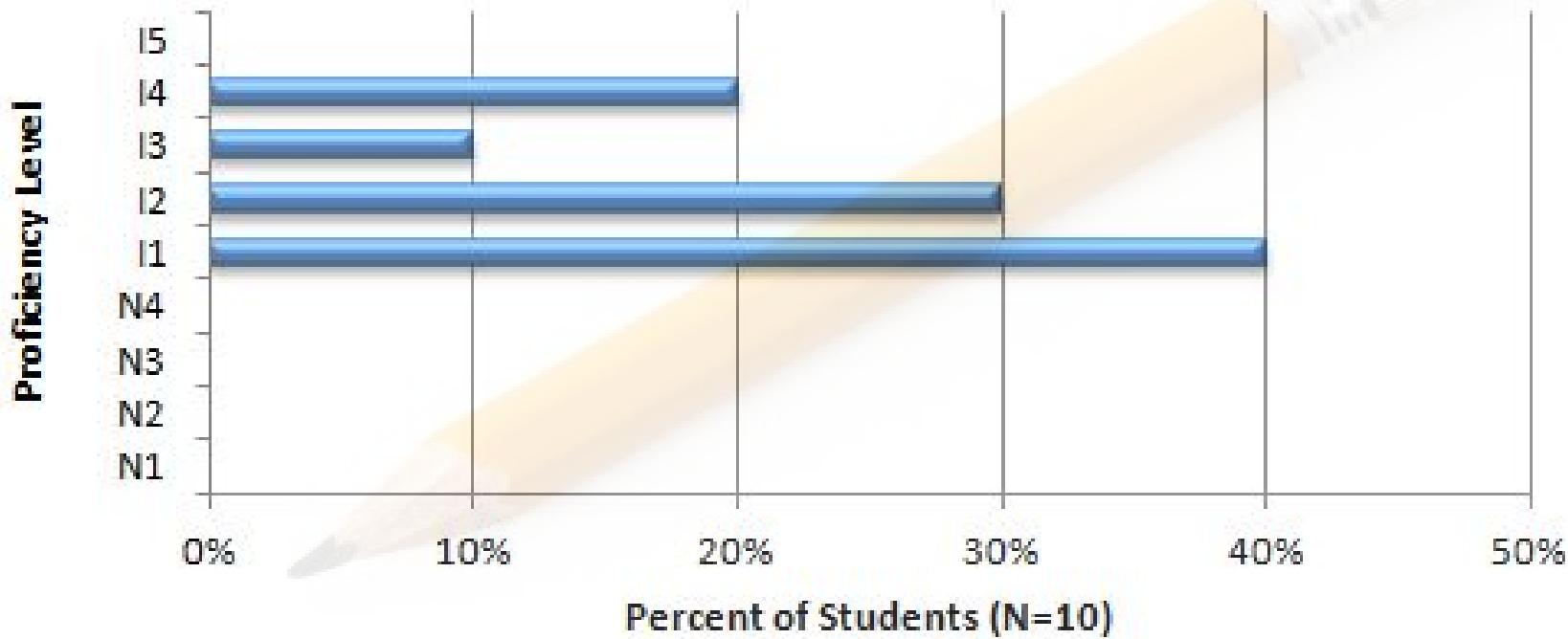
# AAPPL Reading Spanish 3 - 2016

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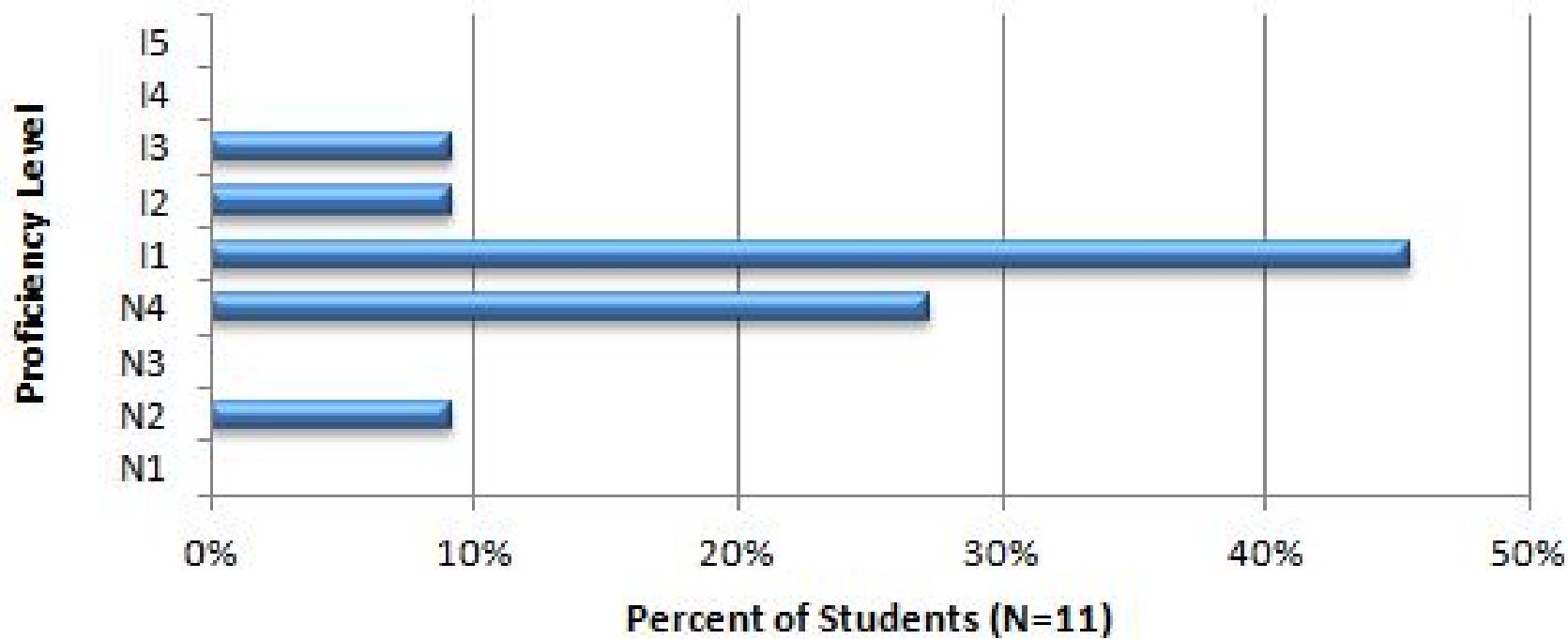
# AAPPL Writing Spanish 3 - 2016

Approx 320 class hours



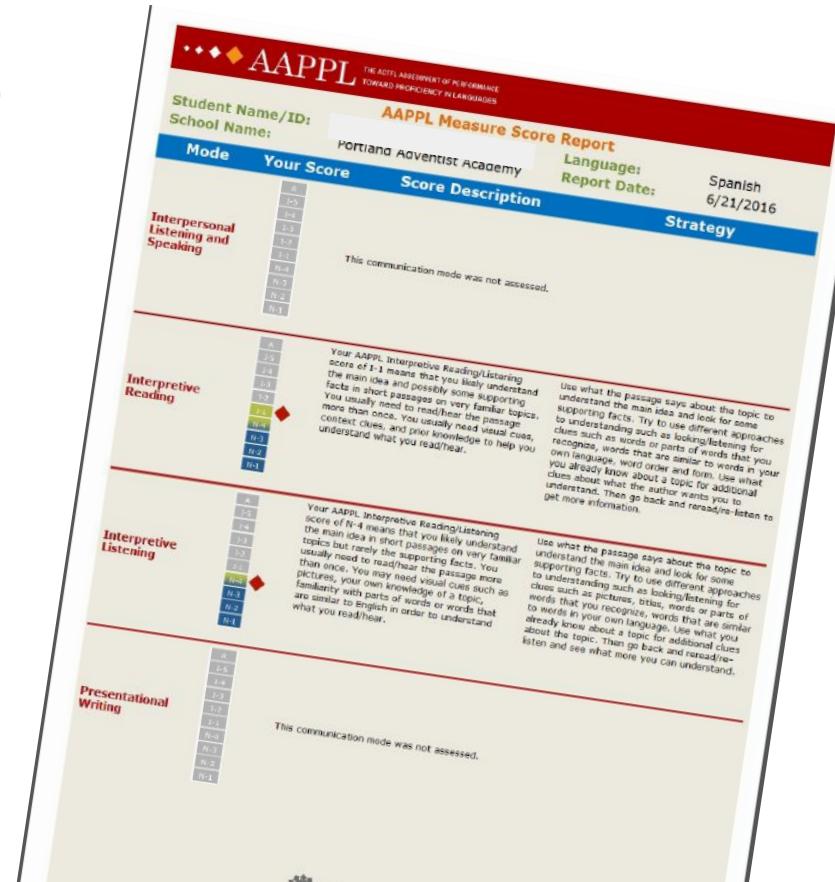
# AAPPL Speaking Spanish 3 - 2016

## Approx. 320 class hours



# Distribute individual test results

This test is just one snapshot of your performance on one day. Some results were lower, or in rare cases, higher than predicted from class performance. This test gives a hint of your proficiency level, but should not be taken as a definitive status.



# Student feedback on the test (second part)



Academia Adventista de Portland

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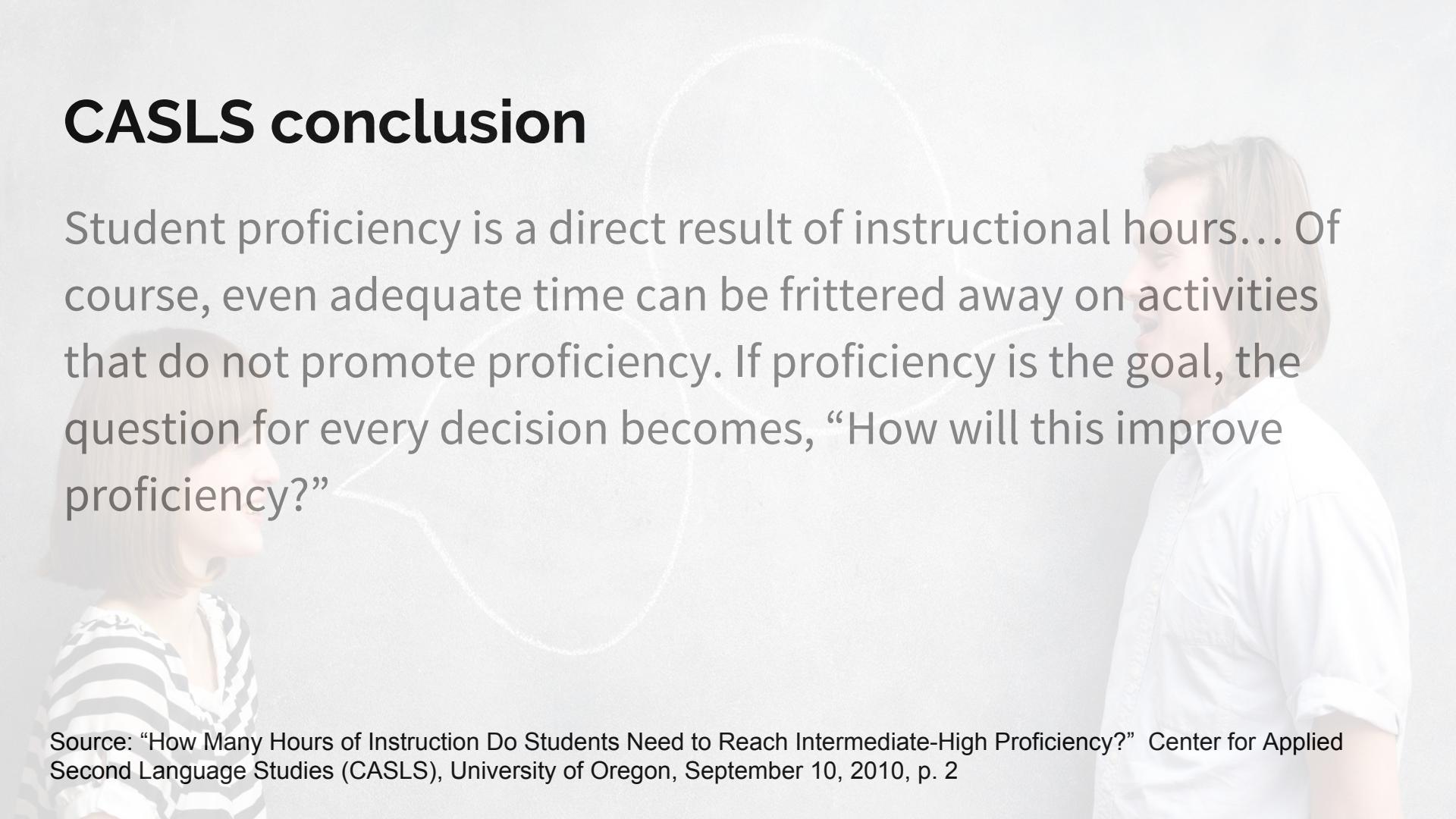
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# CASLS conclusion



Student proficiency is a direct result of instructional hours... Of course, even adequate time can be frittered away on activities that do not promote proficiency. If proficiency is the goal, the question for every decision becomes, “How will this improve proficiency?”

Source: “How Many Hours of Instruction Do Students Need to Reach Intermediate-High Proficiency?” Center for Applied Second Language Studies (CASLS), University of Oregon, September 10, 2010, p. 2

**Following slides are teacher notes**

# **Questions about reliability of this study**

The AAPPL measure assesses proficiency based on material typically taught in high school language classes. We are unapologetically on a different path up the language mountain, focusing on creative stories, history, and student lives, real or imagined.

There were problems with the test unrelated to comprehension. Many students were confused about the illustrations used in the Listening test. The overall lower Listening scores suggest that may have been a problem. Some students skipped tasks, not knowing they would not be able to go back to them. Students finished the test in about half the allotted time. They may have done better by re-listening and re-reading. This was the first year we have used this test and students would probably do better if they were more familiar with the test itself. Many students received a score slightly lower than I would rate them.

The CASLS study used the STAMP test, rather than the AAPPL. Both tests reference the ACTFL scale, but there could be some difference between the two measures.

# **Implications for PAA's Spanish program**

The large amount of reading we do in class is definitely producing results! How does Advanced Mastery reading correlate to test performance? How can I get more students to read outside class? Those home practice readings are so important, yet few use them. How can we increase that?

My students need to hear voices other than mine, and especially need to get used to hearing recorded voices. Listening to audiobooks and our native speaker guests are a good start. Students should listen to podcasts outside of class, especially those who hope to achieve Advanced Mastery of Spanish. Perhaps there should be an outside listening, as well as an outside reading requirement for Advanced Mastery.

# Learning Difficulty for English Speakers

“Many people wonder how long it will take them to become proficient in a certain language. This question, of course, is impossible to answer because a lot depends on a person's language learning ability, motivation, learning environment, intensity of instruction, and prior experience in learning foreign languages. Last, but not least, it depends on the level of proficiency the person wishes to attain.

The Foreign Service Institute (FSI) of the US Department of State has compiled approximate learning expectations for a number of languages based on the length of time it takes to achieve Speaking 3: General Professional Proficiency in Speaking (S3) and Reading 3: General Professional Proficiency in Reading (R3). It must also be kept in mind that students at FSI are almost 40 years old, are native speakers of English and have a good aptitude for formal language study, plus knowledge of several other foreign languages. They study in small classes of no more than six. Their schedule calls for 25 hours of class per week with three or four hours per day of directed self-study.” (Wikibooks)

# Bibliography

ACTFL [www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012](http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012)

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