

## 'Meet the Exhibitors' Hours

Friday, Nov 20<sup>th</sup>  
2:35 pm- 3:35pm

Saturday, Nov 21<sup>st</sup>  
2:40 pm- 3:40pm

Sunday, Nov 22<sup>nd</sup>  
11:05 am- 12:05pm

## Sessions Hosted by LTI & LUV

### Building Global Competencies in the World Language Classroom Friday, 11/20, 1:45-2:30

Level Up Village (LUV) Languages is an interactive tool that provides world language learners with a means for collaborative practice of interpersonal and intercultural communication. Through LUV's Global Collaboration Platform, language classes are paired with peer classrooms from around the world. Together they develop 21<sup>st</sup> century skills as they create meaningful content and engage in a series of real-world tasks. Workshop participants will view sample collaborations and have an opportunity to ask questions.

*Presenters: Scott Gravina & Paula Van Ells, Level Up Village*

### ACTFL Assessments: Testing Anywhere, Anytime in 2020-21 Saturday, 11/21, 11:05-11:50

This year has presented its fair share of challenges. At LTI (the exclusive provider of ACTFL language assessments), we pride ourselves on making the administration of AAPPL, ALIRA, OPI, and WPT anything *but* a challenge. At this session, hear from language educators who have experienced the convenience of our flexible remote testing options first-hand. See how they use ACTFL Assessments for student placement, monitoring progress in proficiency, and certifying language skills of students and instructors!

*Presenters: Kim Sallee & Andrew Bowen, LTI (Leah Graham from ACTFL via video)*

## Other Sessions Involving ACTFL Assessments

### How to Use AAPPL Outcomes Data to Inform Planning and Instruction Saturday, 11/21, 1:00-1:45

Participants will be guided through a process for analyzing student outcomes data from the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL), and discuss potential changes to their planning and instruction to enhance students' language acquisition. Samples will be provided, but teachers are encouraged to bring their own data. [Proposal here.](#)

*Presenters: Reuben Vyn (ACTFL, University of Iowa), Ayumi Stockman (MN Dept of Ed), Billy Perkiss (Minneapolis Public Schools)*

### Focus on Proficiency for Program Consistency Saturday, 11/21, 1:00-1:45

How can we plan, develop, and implement a program that moves learners forward along the proficiency continuum? Unpack the process to consciously develop language functions as the foundation of your curriculum, to create consistency and ensure continuity across your language program. Rethink the content and contexts to engage language learners. [View Presentation.](#)

*Presenters: Paul Sandrock (ACTFL), Donna Clementi (Lawrence University)*



## **AAPPL Communication Builder & the AAPPL Model for Classroom Task Design** **Sunday, 11/22, 12:05-12:50**

ACTFL's Assessment of Performance toward Proficiency in Languages (AAPPL) assesses how well learners can apply communication strategies learned in classroom settings in different, yet still familiar, contexts. Likewise, its task design model is based on the relationship between proficiency and performance, eliciting spontaneous language within familiar contexts as framed by the ACTFL Proficiency Guidelines and the ACTFL Performance Descriptors.

This presentation will explore the relationship between proficiency and performance while examining AAPPL functions and task design for each mode of communication (Interpersonal, Interpretive, and Presentational). To ground the discussion, the presenters will also talk through examples of communicative activities created in AAPPL Communication Builder, analyzing features such as the targeted level, objectives, and achievement of communicative goals.

*Presenters: Camelot Marshall, Celia Zamora, Michael Pereira (ACTFL)*

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## **25 Years of Standards: Impact and Vision** **On Demand**

The national World-Readiness Standards for Learning Languages are 25 years old this year. Across K-16 language education, the 5 Cs have made an impact. Examine how the vision of the standards has influenced learners, educators, assessments, and programs – and what is still needed to improve language learning with the lens of the standards. [Proposal here.](#)

*Presenters: Paul Sandrock (ACTFL), Antonia Schleicher (Indiana University), Meg Malone (ACTFL), Sherwin Little (ACL), Emily Spinelli (Retired)*

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## **Sessions on the Seal of Bilingualism**

### **Seal of Bilingualism: Nurture and Recognize Language Assets** **Saturday, 11/21, 11:05-11:50**

The Seal of Bilingualism recognizes learners' proficiency in English and another language. Inspired by examples of school, district, and state responses to the challenges in nurturing bilingualism, design your implementation plan to bring this opportunity to all learners. Issues addressed include challenges of equity and access for language development, evaluation of language proficiency, and creating pathways from primary to secondary to postsecondary levels.

*Presenters: Arthur Chou (SOBL), Christel Broady (TESOL), Miriam Ebsworth (NABE), Paul Sandrock (ACTFL)*

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### **Seal of Bilingualism: Lessons Learned in Ohio and NC** **Sunday, 11/22, 1:15-2:00**

The national Seal of Bilingualism (SoBl) movement has grown from its start in one state in 2010 to 37 states and counting in 2019. A state SoBl is a powerful advocacy tool for K-12 language programs and champions the efforts of English and World Language learners. This session will begin with an interactive overview of our SoBl progress nationally and then delve into two different states' perspectives and experiences within their policy contexts. Lessons learned from implementing the SoBl in a Midwestern and a Southeastern state will be shared for comparison purposes. The impact on learner access and equity will be explored through analysis of state level data and results. An audience visioning activity will help participants consider future possibilities with establishing or expanding state SoBl initiatives in their schools and districts. Finally, they will consider how SoBl recognition could be better utilized to enhance opportunities for post-secondary study and careers.

*Presenters: Ann Marie Gunter (NC Dept of Ed) & Ryan Wertz (OH Dept of Ed)*

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## **Standards-Based Grading and Languages: One District's Journey** **Sunday, 11/22, 2:05-2:50**

Much has been said about the benefits of Standards-Based Grading (SBG) in any number of content areas, including our own, but very few working examples of systems with positive outcomes have been shared. This presentation will focus on providing participants with a tried and proven framework to SBG implementation that has seen more than 20% of this district's graduates earn recognition in the Illinois Seal of Biliteracy (SoBL) program for the past four years. During the session, the following implementation steps will be covered:

- Moving toward a Proficiency-based Framework
- Standards and Learning Targets
- Assessment (IPA) as a Process
- Gradebook Setup and the "Final Grade"

[View Presentation.](#)

*Presenter: Justin Fisk (Adlai E Stevenson HS District, IL)*

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## **A Nationwide Survey of Seal of Biliteracy Implementation** **On Demand**

Because the Seal of Biliteracy is a new initiative, few studies have examined its implementation. Research has focused on the choices state legislatures have made in enacting policy (e.g., Davin & Heineke, 2017) and issues of equity and access for ELLs (Heineke et al., 2018; Subtirelu et al., 2019). Case study approaches have looked at implementational choices for the Seal in California (DeLeon, 2016) and Illinois (Davin, et al., 2018), but there have been no efforts to document stakeholder choices on a national scale. To improve understanding of how the policy is implemented across different states and districts in the US and whether its intended effects have been realized, this presentation shares results from a nationwide survey (N> 700) of teachers and administrators, regarding promotion, access, benefits, and drawbacks of the Seal. It identifies major trends in implementational choices nationwide and identifies areas for short- and long-term improvement for policymakers. [View presentation.](#)

*Presenters: Margaret Borowczyk (Georgetown University), Meg Malone (ACTFL, Georgetown)*

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## **Increasing Access to the Seal of Biliteracy: Ideas for Teachers** **On Demand**

The Seal of Biliteracy, offered across the US in 37 states and the District of Columbia, is a high school graduation credential designed to recognize students who have reached high levels of language proficiency in two or more languages. State adoption, however, has not always resulted in high numbers of Seal of Biliteracy awardees (Chou, 2019) or consistent access to the Seal for districts, schools, and students across the state (Davin & Heineke, 2017; Heineke & Davin, 2018; Subtirelu et al., 2019).

This session, targeting current K-12 language teachers, will address this problem by positioning and explaining the Seal of Biliteracy in a whole-school (or whole-district) approach designed to increase access for all students. This purpose will be carried out in three ways: encouraging reflection about current or projected procedures for the Seal; identifying ideas to optimize three key moments for Seal implementation (advertising the Seal, testing, and celebrating); and setting goals. [View presentation.](#)

*Presenter: Pam Wesely (University of Iowa)*

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## **Promoting Proficiency with an Assessment Cycle that Works for ALL** **Saturday, 11/21, 1:50-2:35**

This presentation will focus specifically on assessment as an element of the proficiency continuum. Emphasis will be placed on the facets of an assessment cycle: planning and preparation, collecting and analyzing student data, improving and adjusting instruction, and reflection. The presenter will point out how these elements align with teacher evaluation models, in addition to student growth outcomes. The presentation will also highlight how re-assessment can reinforce proficiency goals and present learners with multiple opportunities and avenues to grow and develop their skills, as well as engage learners in the practice of self-reflection and goal-setting. The goal is to guide attendees to seeing the merits of making assessment continuous and how it can be managed effectively to maintain the desired outcomes without adding extra stress and more work for teachers. [View presentation.](#)

### **Creating a Proficiency-Based Classroom On Demand**

National guidance for world languages pedagogy in the 21st century has evolved to propose a focus on what students can do with the language. Gone are the days of verb conjugation drills and other grammar-based strategies which, research supports, are not effective if the goal is language acquisition. ACTFL continues to provide ever more instructional resources for teachers, encouraging a shift to proficiency-based and comprehension-based teaching and learning. This session provides a transitional framework to support teachers and world language departments to shift to a proficiency-based instruction classroom. [View presentation.](#)

Presenter: German Suarez (Cobb County Public Schools, GA) & Jamie Patterson (Fulton County Public Schools, GA)

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### **The Outcomes of Proficiency-Oriented Curriculum Redesign and Instruction On Demand**

Envisioning a future in which ALL students will "develop and maintain proficiency in English and at least one other language" (Standards for Foreign Language Learning in the 21st Century, 2006, p. 7) has helped guide the authors in their development of a new college-level Portuguese program curriculum in recent years. In this session, the presenters will share how they have strived to provide the necessary and sufficient conditions for successful foreign language learning with specific proficiency goals. They did so by revisiting their program's curriculum design holistically and reflecting on how learning is constructed through and by the available socio-cultural environment, resources, and the behavior of teachers and students. Heavily oriented by ACTFL guidelines, the presenters will share how they reassessed traditionally used resources, and created proficiency-based benchmark assessments, and, in so doing, redesigned their introductory level Portuguese language courses. [View presentation.](#)

Presenter: Viviane Klen-Alves (University of Georgia), et. al.

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#### **Note on the 'On Demand' Sessions:**

Recordings available to attendees through the end of December 2020

#### **Full Online Convention Program:**

<https://www.actfl.org/convention-and-expo/online-convention-program>



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