



## Arlington Public Schools: World Language Model District Determined Measure (DDM) Interpersonal Speaking

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The Interpersonal Speaking assessments are intended to measure student speaking proficiency in an authentic conversation. Students are given a cover sheet with instructions on the task no more than one day ahead of the assessment. Students are allowed to practice with a partner, but may not memorize a conversation or use any notes during the conversation. Although students are given some time to practice, the assessment intends to capture spontaneous language. The conversation is filmed by the teacher for scoring.

### **Assessment Type:**

**Level 1 assessments are considered achievement tests**, as there is no pre-test on the assumption that all students begin the year with no previous language ability.

Level 2-5 assessments are considered **pre-test/post-tests** on an *annual* basis. Students are scored using department rubrics that correlate to the ACTFL Proficiency Levels. While the description of the scenario used in the conversation changes each year, the task and the skill being assessed remains the same. As students progress in their courses, they are expected to demonstrate increasingly advanced speaking proficiency. Data from one year to the next can be compared to demonstrate student progress.

### **Rubrics:**

Rubrics were developed for each of the course proficiency targets using guidelines from ACTFL. All teachers use the same rubric for the appropriate level to score students on this assessment.

### **High/Moderate/Low Growth Rating:**

The following guidelines are used to determine the growth rating.

- If more than half of students get a 1 or a 2 on the rubric, this is considered **low growth**.
- If more than half of students get a 4 on the rubric, this is considered **high growth**.
- Anything else is considered **moderate growth**.