



# **Assessing Language Learning with LinguaGrow**

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# Today's Goals

## Hour 1:

- Identify best practices associated with LinguaGrow
- Discuss the link between grading and LinguaGrow
- Articulate a plan for implementation based on the infrastructure at hand

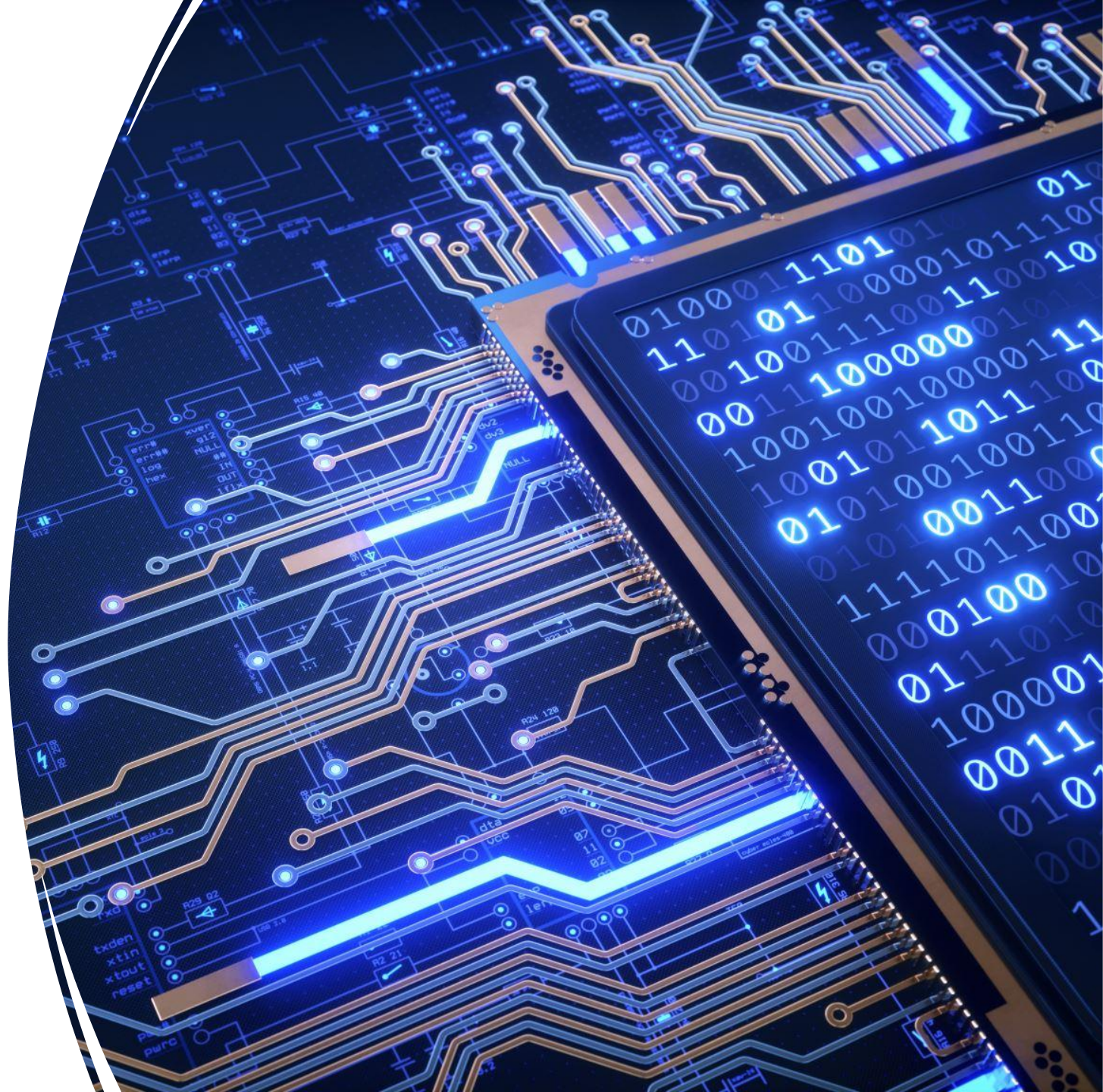
## Hour 2:

- Revisiting reflective practice and goals to connect with evidence
- Identify at least one approach for involving learners in the goal setting process.
- Explain best practices associated with providing feedback to learners

# Hour 1

Participants will be able to:

- Identify best practices associated with LinguaGrow Online
- Discuss the link between grading and LinguaFolio Online
- Articulate a plan for implementation based on the infrastructure at hand



# Why LinguaGrow?

Research Overview

# Goal Setting and Student Achievement: A Longitudinal Study

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Dr. Ali Moeller

Moeller, Theiler, and Wu (2013)

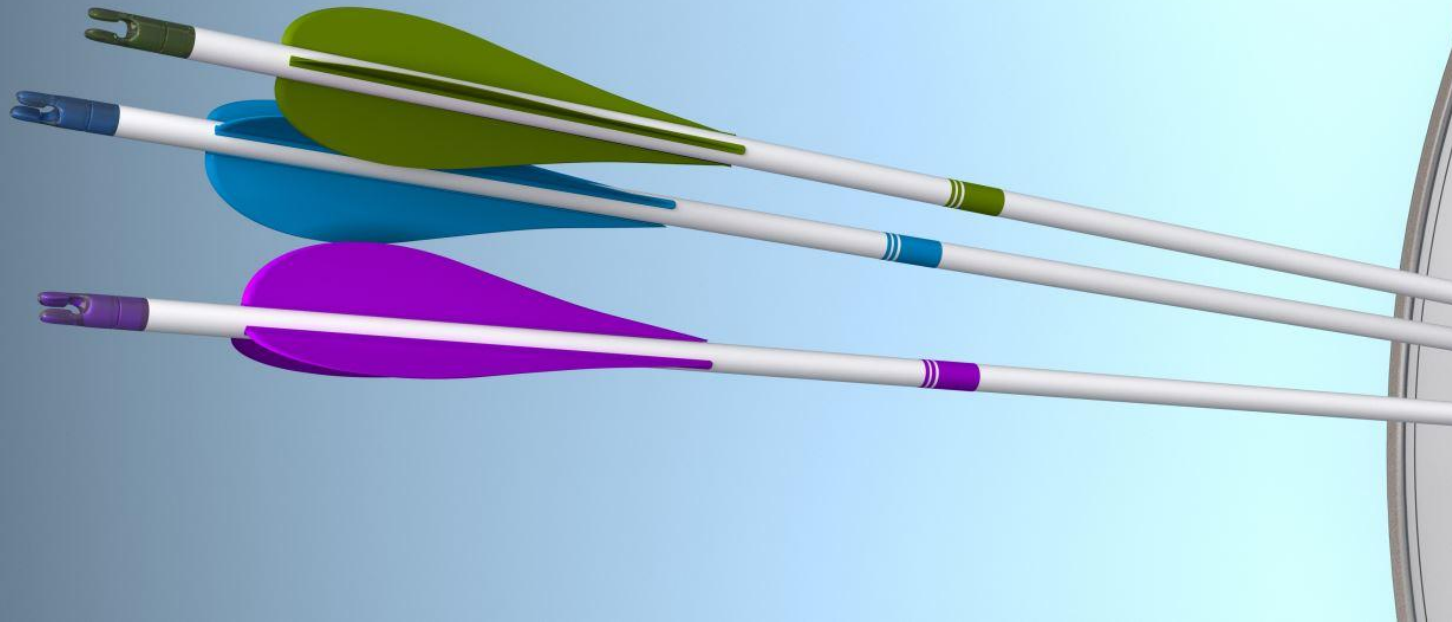
N=1544

Significant relationship between growth in goal setting ability and growth in language achievement

Learners who set short- and long-term goals with Can-Do Statements had higher STAMP scores

# Lessons for Implementation

- Training learners in reflective cycle critical for success
- SMARTER goals
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Time-bound
  - Evaluation
  - Reflection



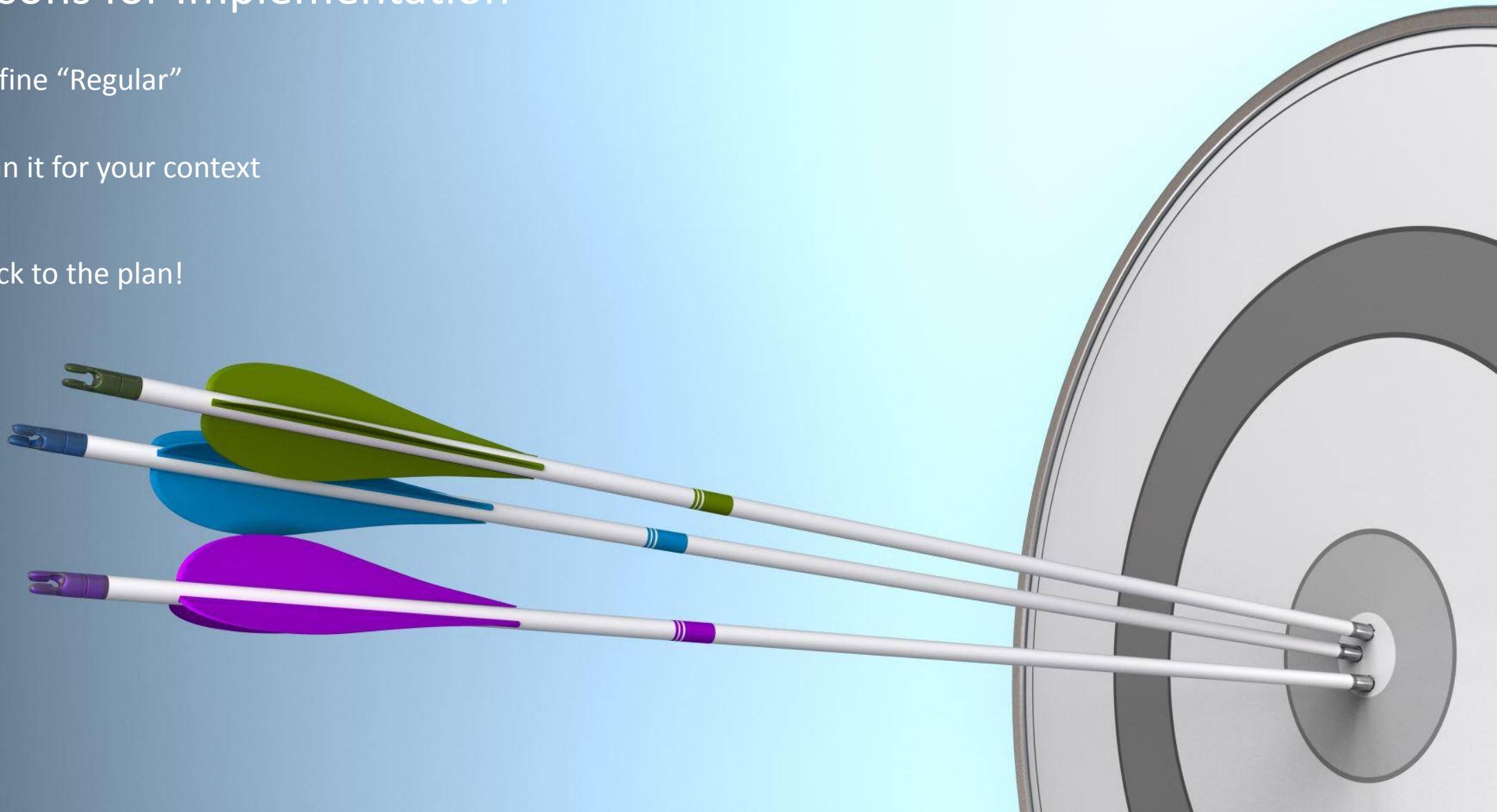
# Fostering Self-Regulated Learning Through the European Language Portfolio: An Embedded Mixed Methods Study

- Ziegler, 2013
- N=575
- Higher task value
- Higher reporting of strategies consistent with self-regulation
- 4 times and 7 times

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# Lessons for Implementation

- Define “Regular”
- Plan it for your context
- Stick to the plan!



# Clarke, O.D. Dissertation

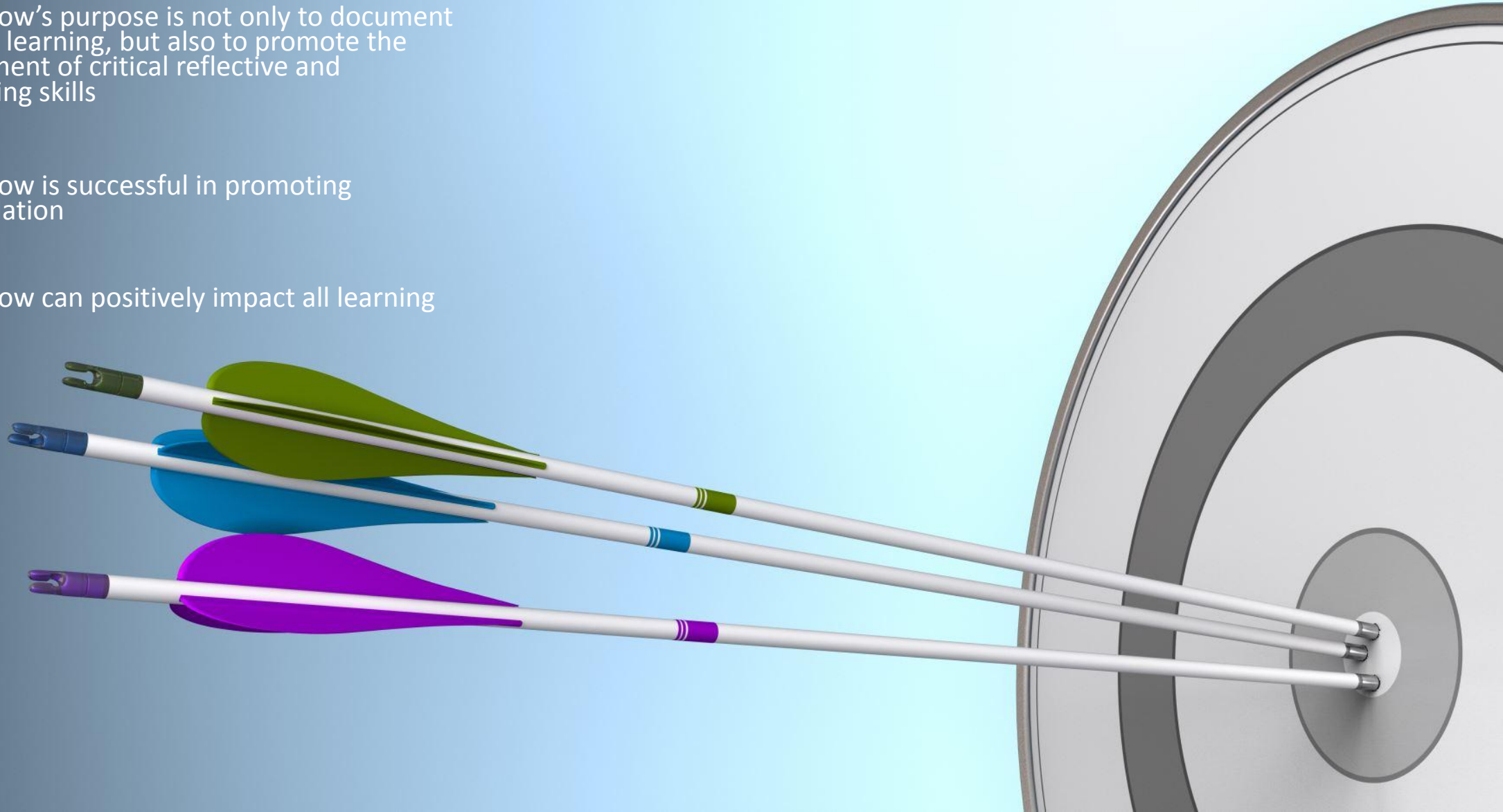
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LF students had  
higher ACT scores  
than their peers

LF students had  
higher GPAs than  
their peers

# Lessons for Implementation

- LinguaGrow's purpose is not only to document language learning, but also to promote the development of critical reflective and goal-setting skills
- LinguaGrow is successful in promoting self-regulation
- LinguaGrow can positively impact all learning

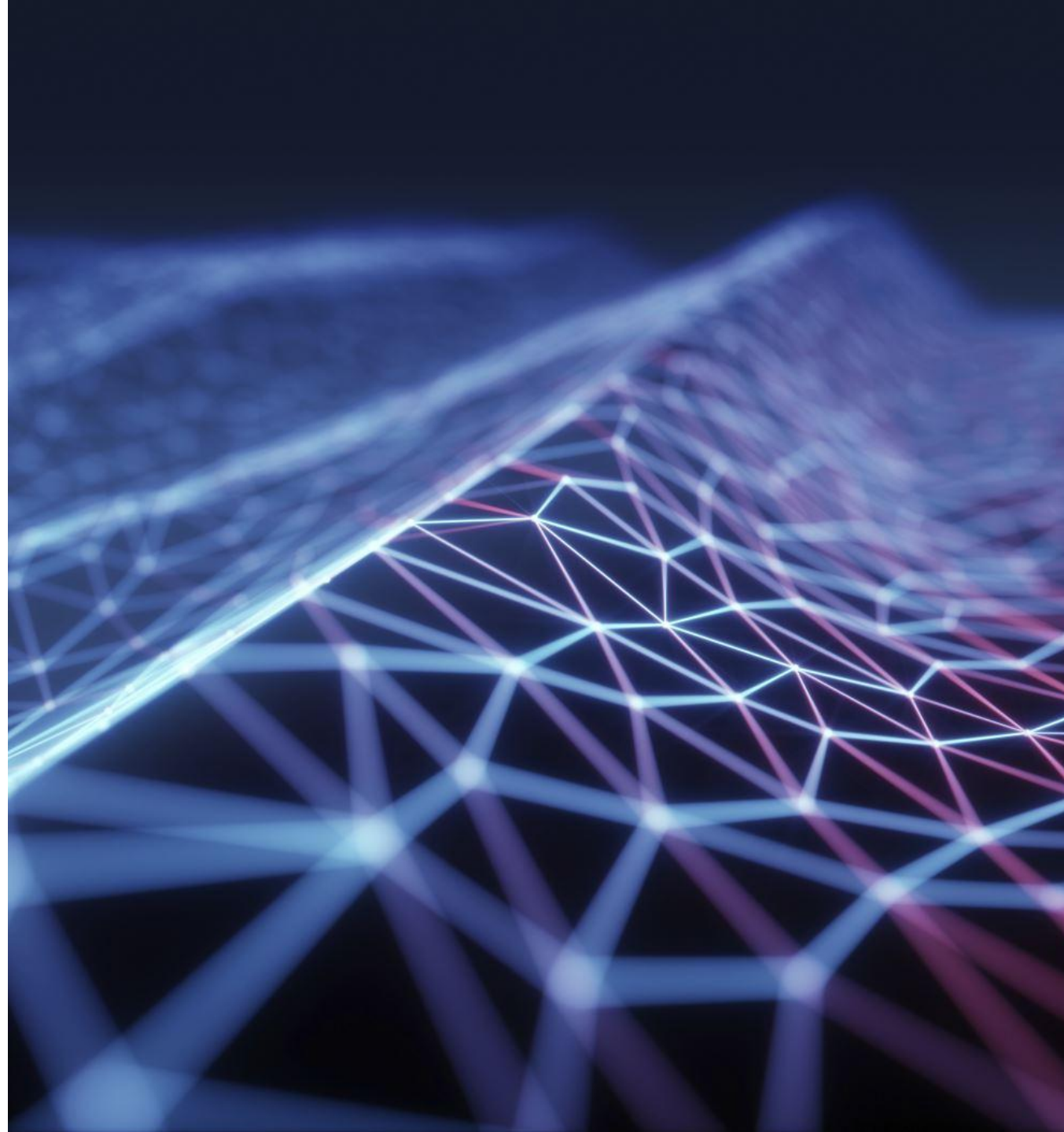


# Additional Benefits of LinguaGrow

Orientation toward proficiency

Unlocking the learning processes

Facilitating growth mindset and learner empowerment



$$F = G \frac{m_1 m_2}{d^2}$$

# Research in Practice

## Lessons from Pilot Studies

$$F - E + V = 2$$

$$E = mc^2$$

$$\frac{(x - \mu)^2}{\sigma^2}$$

$$ds \geq 0$$

$$\frac{\partial^2 u}{\partial t^2} = c^2 \frac{\partial^2 u}{\partial x^2}$$

$$\frac{df}{dt} = \lim_{h \rightarrow 0} \frac{f(t+h) - f(t)}{h}$$

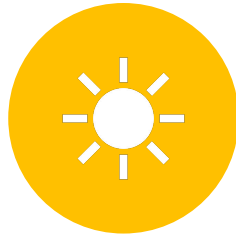
# Contexts of Past Pilots



RURAL AND URBAN  
SECONDARY SCHOOLS IN  
PACIFIC NORTHWEST



ELEMENTARY SCHOOLS IN  
NORTHEAST



INTENSIVE SUMMER  
PROGRAMS



STATE-WIDE  
IMPLEMENTATION  
TARGETED AT GRADES 6-12



SELF-STUDY IN  
POST-SECONDARY  
ENVIRONMENTS

# Outcomes

Do what you can well. Set yourself up with SMART(ER) goals.

Introduce the WHY of LinguaGrow to learners.

Introduce proficiency levels to learners.

Give learners the opportunity to complete practice tasks.

- Race to set up account
- Upload evidence to a Can-Do Cluster
- Upload evidence to an assignment
- Edit profile
- Add languages

Include reflection in the class all the time.

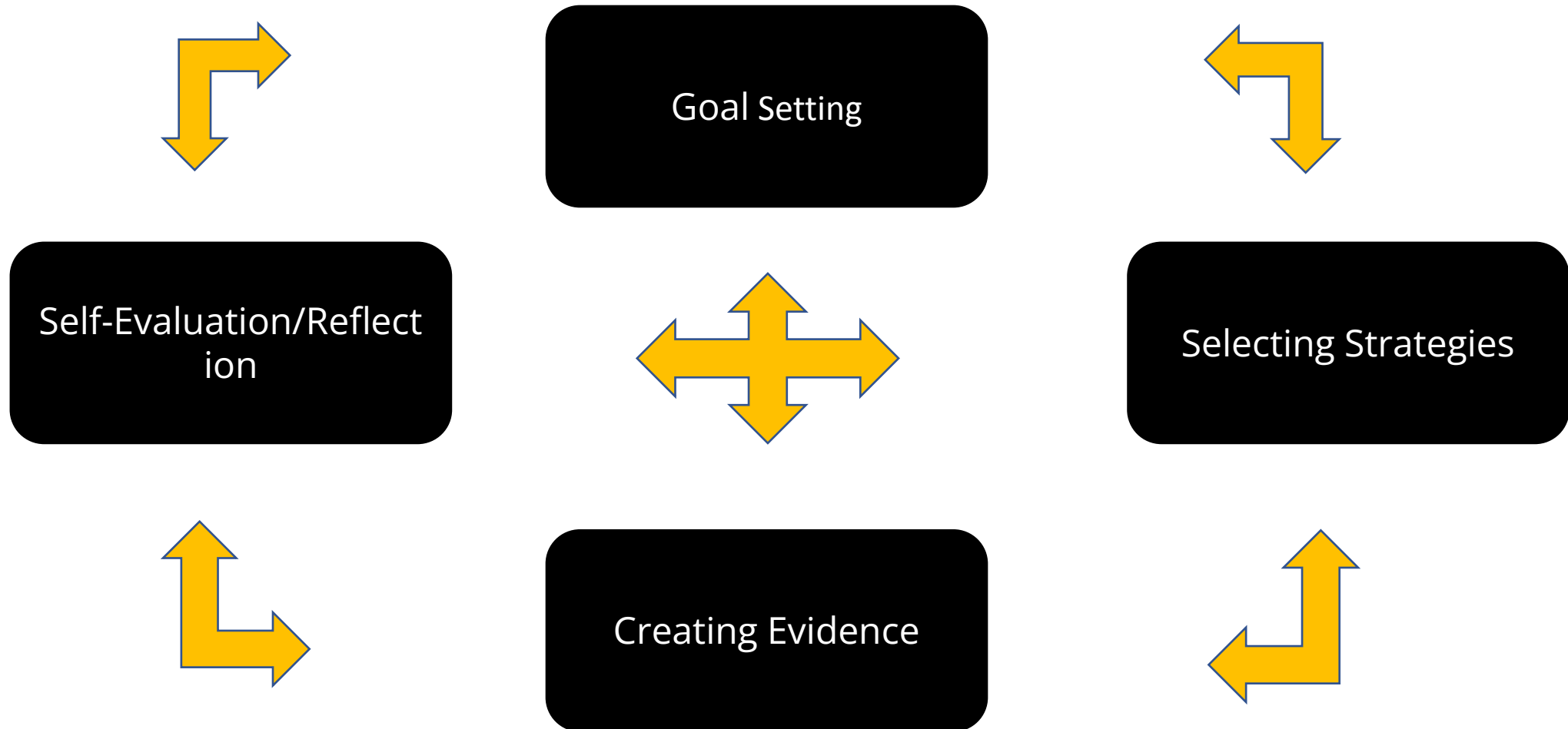
- Upload to a specific Can-Do Statement
- Separate Google Doc with daily/weekly reflections (easier to find and to grade)
- Exit tickets
- Fist to five
- Wong-Baker Pain Rating Scale
- Self-eval on Can-Do Statement before activity and after to measure perceived growth
- Peer review (begin with template and move into freer review)

# In Summary:

- Positive outcomes associated with LinguaGrow:
  - Increased task value
  - Increased motivation
  - Reflective processes as transferable skills
- Structural considerations for achieving success
  - Consistent use of the platform
  - Training learners in SMARTER goals



# \*\*\*Reflective Practice: Transferable Skill\*\*\*



A white computer keyboard is positioned in the upper right corner of the frame. A black stethoscope is draped across the center and right side of the image, with its chest piece resting near the text. The background is a plain, light-colored surface.

# Grading and LinguaGrow Online

Connecting Evidence and Measuring Growth

# Critical Questions to Answer



WHO IS LINGUAGROW FOR?



WHAT COUNTS AS EVIDENCE?

# Learner-Directed Evidence Capture

FEEDBACK IS CRITICAL;  
CONNECT EVIDENCE  
EXPECTATIONS TO HOW  
FEEDBACK WILL BE  
PRESENTED TO LEARNERS

ENCOURAGE LEARNERS TO  
REFLECT ON ARTIFACTS  
THAT ARE SALIENT TO  
THEM AND THAT  
REPRESENT THEIR JOURNEY

# How can I grade?

1

Decide what counts for a grade and what exists purely to provide feedback and guidance

2

Devise a mastery rubric to align with LG's wholistic scale

3

Grade reflective processes over artefacts

4

Document formative submissions, but set to 0% of the grade

# Mastery Rubric and Learner Reflection



## 4-Point Rubric for Presentational and Interpersonal Communication (Spoken/Signed)

1. Clarity of ideas	4	3	2	1
2. Completeness of ideas	4	3	2	1
3. Accuracy	4	3	2	1
4. Function Considerations	4	3	2	1

### Learner Reflection

- Listen to a recording of what you said.
- What do you think your scores should be? Why? Don't forget to mention your strengths when answering!

Category	Score	Explanation
Clarity of Ideas		
Completeness of Ideas		
Accuracy		
Function Considerations		

- How will you improve? Feel free to focus on something you do WELL.

Specific	What exactly will you work on?
Measurable	How will you know you have achieved your goal?
Achievable	How do you know you can do it?
Relevant	How do you think the goal will contribute to your bigger goals as a language learner?
Timely	When do you want to complete your goal?

## Novice Mid

	4	3	2	1
Clarity	Words, utterances on topic but sometimes isolated.	Words, utterances typically related to topic. Some lapses possible.	Words, utterances sometimes on topic.	Words are spoken or signed in the target language.
Completeness	Ideas are complete.	Ideas are sometimes complete.	Ideas are occasionally complete.	Ideas exist.
Accuracy	Target grammar and vocab are generally appropriate to function.  Pronunciation and intonation are comprehensible.	Target grammar and vocabulary are sometimes appropriate to function but may contribute to miscommunication.  Pronunciation and intonation are generally accurate but may contribute to misunderstanding.	Target grammar and vocabulary may sometimes be appropriate to function but oftentimes contribute to miscommunication.  Pronunciation and intonation rarely contribute to understanding and meaning making.	Target grammar and vocabulary present, even if they contribute to miscommunication.
Functional Considerations	Function is supported by structural and rhetorical devices.  Audience needs and expectations are typically met with register, tone, use of idiom, and gesture.	Some structural and rhetorical devices that are appropriate to function are incorporated.  Audience needs and expectations are sometime met with register, tone, use of idiom, and gesture.	There are a few instances in which learner demonstrated some awareness of structural devices and rhetorical devices that are appropriate to function.  Audience needs are rarely met with register, tone, use of idiom, and gesture.	The learner incorporates at least one demonstration of awareness of structural and/or rhetorical device.

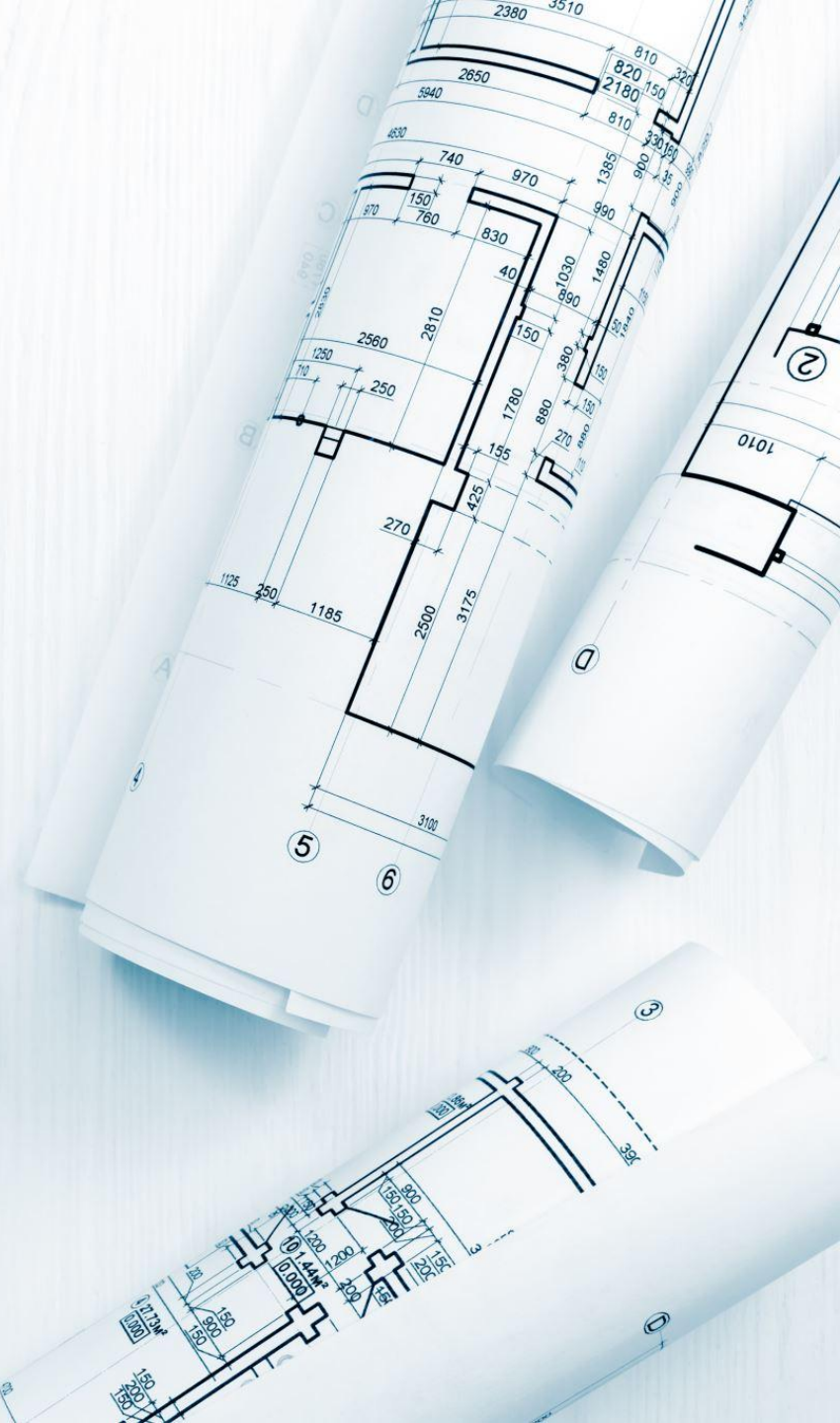
# Reflection Rubric (easily adapted for peer review)

Criterion	Score (out of 8)			
	1-2	3-4	5-6	7-8
Awareness of strengths	I identify one strength in my work.	I identify two or more strengths in my work. Concrete evidence is included to support the identification of at least one of the strengths.	I identify two or more strengths in my work. Concrete evidence is included to support the identification of all strengths.	I identify two or more strengths in my work and support that identification with concrete evidence. I am able to articulate how my strengths are related to and influence one another.
Awareness of gaps in knowledge/ability	I identify one opportunity for improvement that is evident in my work.	I identify two or more opportunities for improvement that are evident in my work. Concrete evidence is included to support the identification of at least one of these gaps in my knowledge/ability.	I identify two or more opportunities for improvement in my work. Concrete evidence is included to support the identification of all of these gaps in my knowledge/ability.	I identify two or more opportunities for improvement and support that identification with concrete evidence. I am able to articulate how my gaps in knowledge/ability are related to one another.
Plan for improvement	I establish a goal for either one strength or one gap in my knowledge/ <u>ability</u> .	I establish a separate SMART goal for one strength and one gap in my knowledge/ability.	I establish a separate SMART goal for one strength and one gap in my knowledge/ability that is concrete and clear.	I establish a separate SMART goal for one strength and one gap in my knowledge/ability that is concrete and clear. I articulate a system of accountability for achieving the goals as well.

# Suggested Grade Conversions

LFO Rating	4-pt Rubric	8-pt Rubric	Letter Grade
Can do well	4	7-8	A
Can do	3	5-6	B
Can do with help	2	3-4	C
This is a goal	1	1-2	D-F

# Articulating a Plan for Implementation



# Consider the Infrastructure

Tools for evidence upload

Duration of unit of study

Number of times you want learners to upload evidence

Number of times you want learners to reflect

Where/how you want reflections completed

# Evidence Collection Considerations

Connect evidence to learning outcomes



```
graph TD; A[Connect evidence to learning outcomes] --> B[Learners should collect and upload evidence when possible]; B --> C[Utilize group work];
```

Learners should collect and upload evidence when possible

Utilize group work



# Connect Evidence to Learning Outcomes

- Remind learners of Can-Do Statements at the beginning of class, during activities related to the Can-Do Statements, and during upload
- Consider that LinguaGrow is designed to promote self-direction and that growth in goal setting and reflection is correlated with language outcomes when considering grades
- Ask that learners mark their evidence with related Can-Do Statement(s)



# Learner Ownership

- Learners, when possible, should select the evidence that they upload
- Learners should be in charge of collecting their evidence.
  - Technical infrastructure will determine the frequency of upload
  - Physical file folders allow for learners to collect over a week if immediate upload isn't possible
- Learners can reflect in a variety of ways:
  - Explaining why they selected the evidence they selected and how they evaluate it
  - Considering a single mode or Can-Do Statement over a specified period time

# Utilize Group Work



Peer review sessions

Compare/contrast  
self-eval to peer eval

One evidence sample  
created that all can  
upload (but each will  
need to in order to have  
it on their own portfolio)

# Implementation Plan: Teacher-Directed Evidence Capture

CAN-DO STATEMENT	DAY/DATE	REFLECTION/GOAL SETTING ACTIVITY	APPROACH TO UPLOAD
<i>I can have introductory conversations with people I just meet in culturally appropriate ways.</i>	<i>Day 5</i>	<i>Peer evaluation using handout to guide reflection</i>	<i>Audio file captured and uploaded with app. Students will upload individually.</i>
<i>I can present introductory information about my family in culturally appropriate ways.</i>	<i>Day 10</i>	<i>Self-evaluation using handout to guide reflection</i>	<i>Video file captured by teacher and uploaded in computer lab. Students will rotate in and out of the lab in groups of five to minimize bandwidth issues.</i>
<i>I can state which region I want to visit and why.</i>	<i>Day 15</i>	<i>Peer evaluation using handout to guide reflection</i>	<i>Video file captured by the teacher and uploaded in computer lab. Could be same file for each Can-Do Statement for today. Students will rotate in and out of the lab in groups of five to minimize bandwidth issues.</i>

# Plan it Out!

Can-Do Statement(s)	Day/Date	Reflection/Goal Setting Activity	Approach to Upload

# Questions and Break



# Overview: Hour 2

01

Revisiting reflective practice and goals to connect with evidence

02

Identify at least one approach for involving learners in the goal setting process.

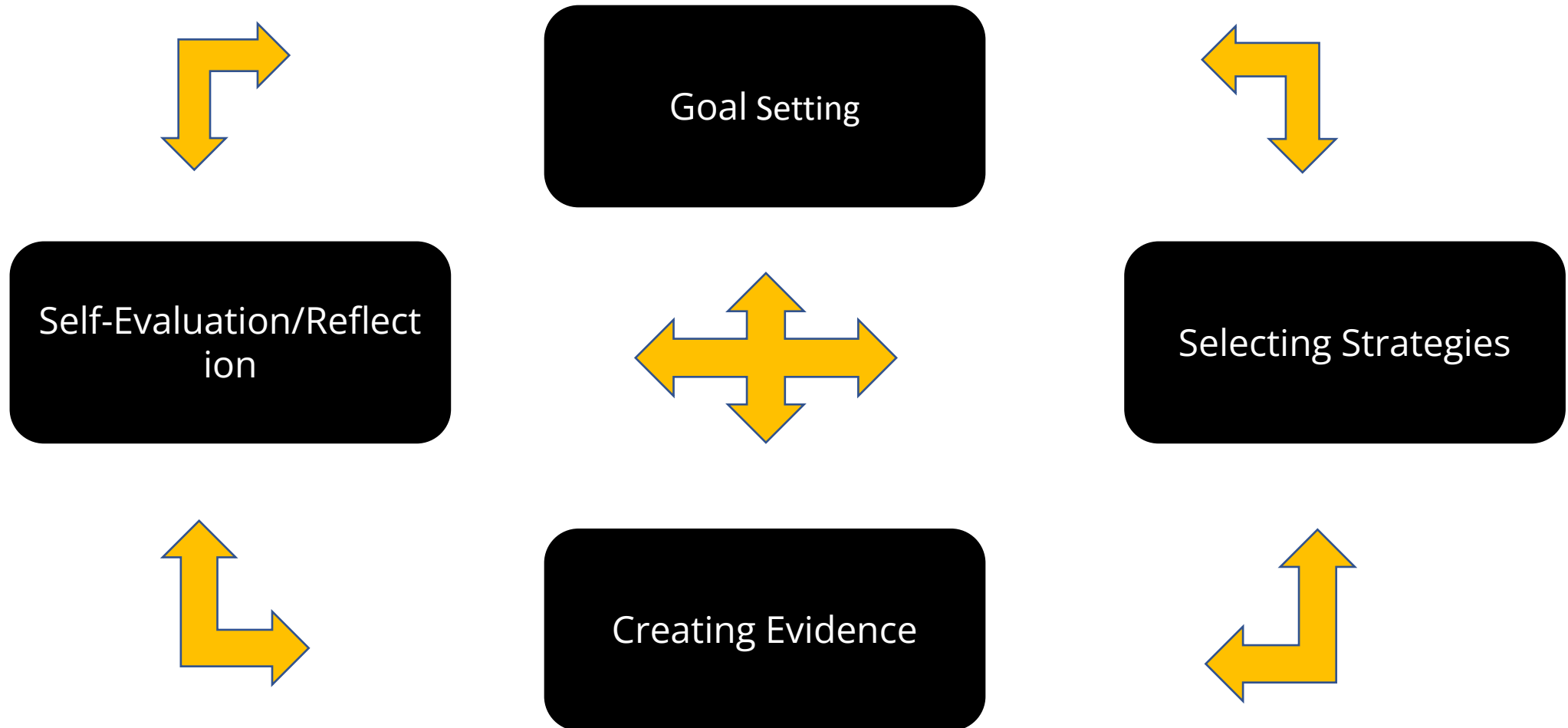
03

Explain best practices associated with providing feedback to learners.



# Revisiting Connecting Evidence to Learning Outcomes

# Review: Reflective Practices



## Exit Ticket


- What strategies did you use?
- What do you think you did well?
- What was confusing? What do you still need to know or practice?
- How do you feel about issuing invitations? Accepting them? Rejecting them?

Relevant for reflection; could be uploaded as evidence for learning targets as well





Goal Setting



# Visible Thinking: Project 0 (Harvard)

- I see
- I think
- I wonder

Image source: We are teachers

# Types of Goals

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## Mastery (What did I master?)

- *I want to learn enough Spanish to study abroad in two years and live with a host family.*
- Foster achievement
- Establishes and maintains patterns of behavior, skill development
- Growth mindset (effort improves outcomes)

## Performance (How did I perform?)

- *I want to get an A in Spanish.*
- Foster motivation based on failure and avoidance; relevant to self-worth
- Perpetuates achievement as improvement over others
- Perpetuates attributions of lacking ability



What are SMART goals?

# Setting Goals (Doran, 1981)



Specific



Measurable



Achievable




Relevant



Time-bound

What are  
SMARTER goals?

A pair of black-rimmed glasses with round lenses is resting on an open notebook. The notebook has a red ribbon bookmark. The background is blurred, showing a wooden surface and some papers.

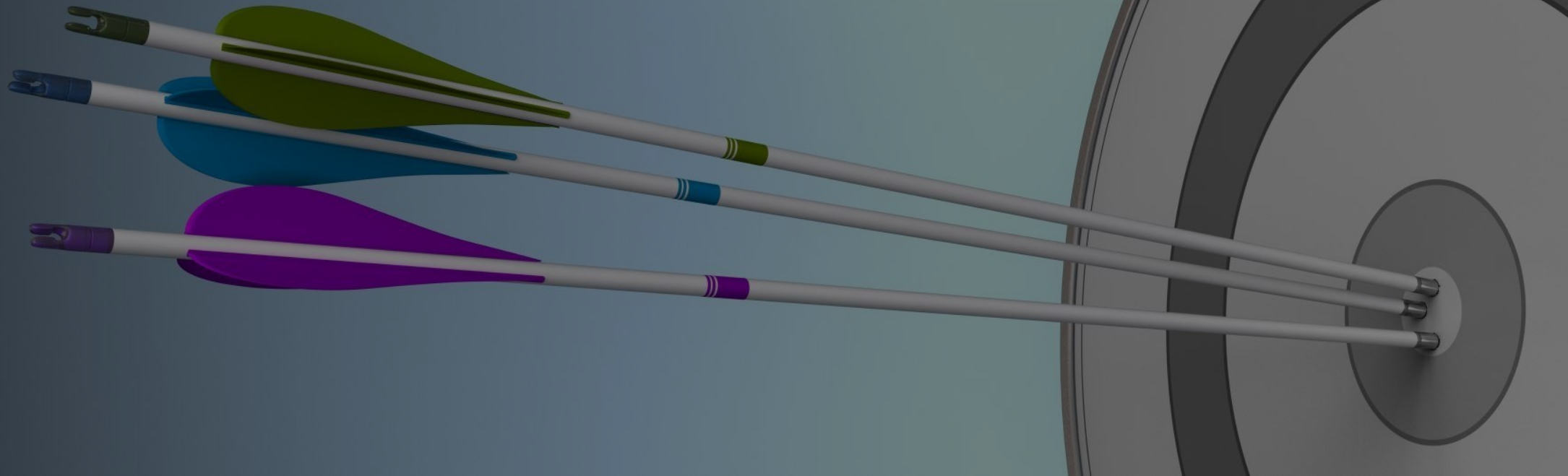
# Moeller, Theiler, & Wu (2012)

- Longitudinal study
- Evaluation
- Reflection
- Correlational positive relationship between each component of goal-setting process (write goals, action plans, reflections) and STAMP scores.

SMART(ER) Goal	Examples
Specific	NCSSFL-ACTFL Can-Do Statements
Measurable	This is a goal/Can do with help/Can do/Can do well
Achievable	Sub proficiency levels
Relevant	Customized Can-Do Statements
Time-bound	Can-Do Clusters and Assignments
Evaluation	Learners evaluate how they performed when selecting achievement level
Reflection	External and/or uploaded as evidence

LinguaGrow

How do I involve students in  
the goal setting process?



# Practice, play, and introduce

Activity Example: I Can Do It!



Learners create examples of a task they do in their normal lives and explain how each level of achievement might be evidenced.

This is a goal.

Can do with help.

Can do.

Can do well.

# Practice, play, and introduce

## **Activity Example: How will I prove it?**

When engaging in the reflective process, ask them to consider what evidence could be.

- Now that you have selected your goal, what do you expect to produce as evidence of your progress?
- Will these strategies help you create your evidence? How so?
- Why did you select this artefact as your evidence? Does it adequately capture your abilities? Does it adequately document your journey?
- What does your evidence tell you about your strengths? How do those strengths serve to catapult growth?

# Brainstorming Guide

Goal Activity	Why I chose it	How will I know how well I performed?
Instructional Video on YouTube	I like to watch YouTube, and I like DIY crafts. I want to see how well I can follow instructions in the language that I am learning.	<ul style="list-style-type: none"><li>• I follow the tutorial and complete the DIY</li><li>• When I don't understand the words, I can use images from the video to follow along.</li><li>• I learn a new word based on context clues.</li></ul>
Xbox Live for Fortnite with friends	I always play video games, and I want to keep playing them while I practice my language. I think I will be able to learn how to use commands during gameplay...and I might even pick up on how to congratulate others for a good game in the language that I am studying!	<ul style="list-style-type: none"><li>• I understand people's directions on where to drop</li><li>• Other players move in the way I direct them to move. They understand me!</li></ul>

Let's brainstorm some ways to learn a new language. Below are several categories. Fill in several ideas of how to practice your new language in each!

## Listening (Interpretive)

- News radio or a podcast
- Instructional videos on YouTube
- Sitcoms on TV, Netflix, or Hulu
- Music on Spotify and Pandora ☆

## Reading (Interpretive)

- Change phone display settings
- BBC News articles ☆
- Follow favorite actors and singers on Instagram
- Virtual tours of museums

## Speaking or Signing (Presentational)

- Video messages on MarcoPolo
- Instagram Live
- PuppetPals or SockPuppet App recording ☆
- Movie creator software (iMovie, <https://www.oberlo.com/blog/best-free-video-editing-software>)

# Strategies Guide

## **Listening Strategies**

### **Strategies to Increase My Exposure to the Target Language**

- Attend a speaking event in a new language.
- Listen to a podcast, watch a TV show/YouTube video, or see a movie in the target language.
- Listen to workers in a restaurant or store where the target language is spoken.
- Listen in on people having conversations to get the main idea of what they are saying.

### **Strategies for Learning New Sounds in the Target Language**

- Practice sounds in the mirror from the target language that are different from my own language.
- Look for similarities between sounds or words or phrases in the target language and your own language.
- Imitate the way that native speakers talk.
- Ask native speakers questions about unfamiliar sounds.

### **Strategies to Prepare for Listening to Conversations in the Target Language**

- Try to guess what the other person is saying based on what has already been said.
- Prepare for talks or performances by reading background information before attending.
- Pay attention to specific aspects of the language such as the way the speaker says certain sounds.

# Goal Personalization

- A brief perspective: <https://caslsintercom.uoregon.edu/content/26192>
  - 1. Ask learners to take inventory of what is important to them
  - 2. Provide a Can-Do Statement related to curricular needs and help them elaborate how they might apply to the inventories
    - I can ask a neighbor to borrow supplies.
      - How might a student interested in war history care?
      - How might a video gamer care?
      - How might a student interested in cooking care?
      - How might a student interested in sports care?

## Special Thanks

- DC Arabic Teachers' Council
- YOU!



**CASLS**