



American Council on the Teaching of Foreign Languages (ACTFL)
Assessment of Performance Toward Proficiency in Languages
(AAPPL) World Language Assessment Spring 2019 Results

AAPPL World Language Assessment

- ❖ A web-based performance assessment of standards-based language learning as defined by the World-Readiness Standards for Learning Languages and DODEA's adopted World Language standards.
- ❖ Provides evidence of a language learner's proficiency level.
- ❖ Provides actionable information to the learner, the teacher, and other stakeholders regarding language performance.

Acronyms

ACTFL: American Council on the Teaching of Foreign Languages

- ❖ Organization dedicated to the improvement and expansion of the teaching and learning of all languages

AAPPL: ACTFL Assessment of Performance Toward Proficiency in Language

- ❖ Proficiency: the ability to use language in real world situations
- ❖ Performance: the ability to use language that has been learned and practiced in an instructional setting

AAPPL Participants

- ❖ Middle School and High School students enrolled in **Level II and Level IV** world language courses
- ❖ Students enrolled in a **Level II** world language course were assessed using **FORM A**, addressing Novice and Intermediate Proficiency range.
- ❖ Students enrolled in a **Level IV** world language course were assessed using **FORM B**, addressing Intermediate to Advanced Low proficiency range.
- ❖ Available in Arabic, Chinese, French, German, Korean, Spanish, Italian, Japanese, Turkish* languages

AAPPL Modes of Communication

The AAPPL assesses the following modes of communication

- ❖ Interpersonal Listening/Speaking (ILS)
- ❖ Interpretive Listening (IL)
- ❖ Interpretive Reading (IR)
- ❖ Presentational Writing (PW)

**Turkish assessment components will be Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT).*

Reporting – Proficiency Levels

Scores are based on the ACTFL Performance Descriptors for Language Learners.

<https://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners>

AAPPL results are reported in terms of three proficiency levels

❖ ***Novice***

❖ ***Intermediate***

❖ ***Advanced.***

- ❖ Students in Level II world language courses completed the Form A tests where scores may range from N-1 through I-4.
- ❖ Students in Level IV world language courses completed the Form B tests where scores may range from N-4 to A-1.

Reporting – Proficiency Guidelines

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

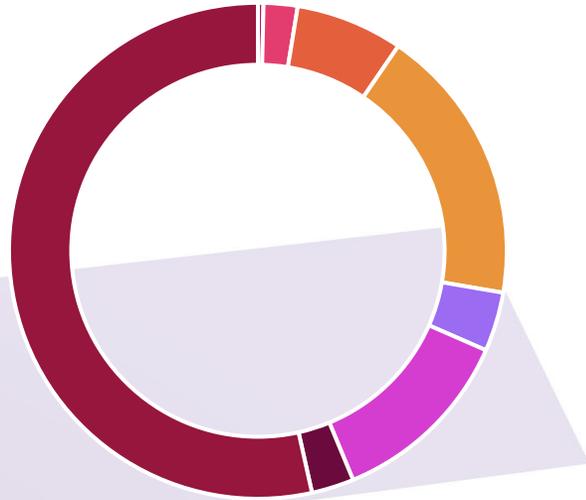
AAPPL Spring 2019 - Participation by Levels

Language	Level II (Form A)	Level IV (Form B)
Arabic	13	3
Chinese	80	6
French	253	35
German	659	61
Italian	140	14
Japanese	442	96
Korean	100	14
Spanish	1940	174

Students who took two Level II tests	6
Students who took two Level IV tests	2
Students who took both Level II and Level IV tests	3

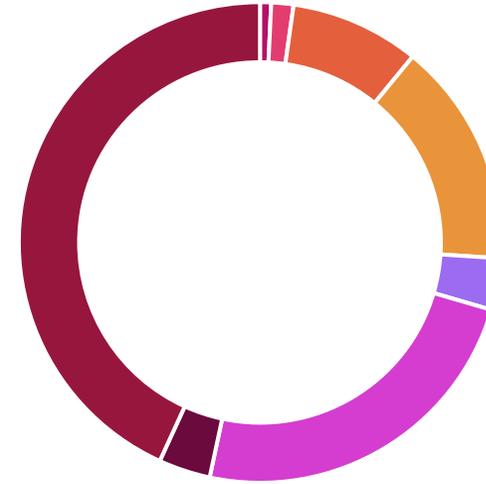
AAPPL Spring 2019 - Participation by Levels

Form A (Level II)



■ Arabic ■ Chinese ■ French ■ German ■ Italian ■ Japanese ■ Korean ■ Spanish

Form B (Level IV)



■ Arabic ■ Chinese ■ French ■ German ■ Italian ■ Japanese ■ Korean ■ Spanish

Students who took two Level II tests	6
Students who took two Level IV tests	2
Students who took both Level II and Level IV tests	3

AAPPL Assessment Performance Levels

The AAPPL assesses the following modes of communication

- ❖ Interpersonal Listening/Speaking (ILS)
- ❖ Presentational Writing (PW)
- ❖ Interpretive Reading (IR)
- ❖ Interpretive Listening (IL)

**Turkish assessment components will be Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT).*

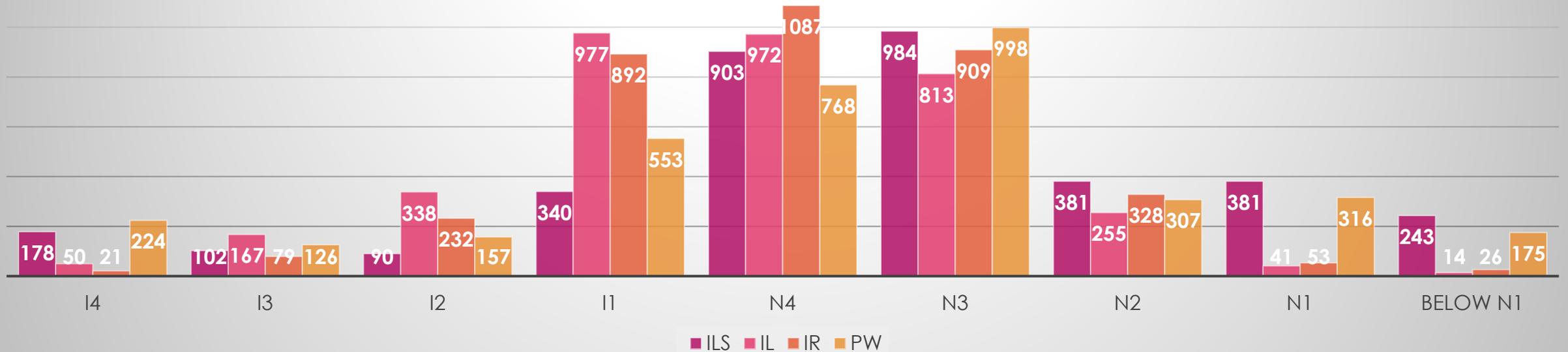
Mode		Your Score	Score Description	Strategy
Interpersonal Listening and Speaking	A-1	◆	Your AAPPL Interpersonal Listening/Speaking score of I-3 means that you maintain conversations about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can connect some sentences together. You ask and answer a variety of questions. You do all of this in a way that your teacher and others who are used to language learners easily understand what you are saying.	Practice adding words to be more specific in describing things (quality, quantity, size) or to accomplish what you need (when or in what order). Think about how events unfold in a story and try to tell it. Use words like "then," "so," "afterwards," and "finally." Ask more specific questions to get more detailed information.
	I-5			
	I-4			
	I-3			
	I-2			
Interpretive Reading	A-1	◆	Your AAPPL Interpretive Reading/Listening score of I-2 means that you understand main ideas and supporting facts in short passages on familiar topics. You may need to read/hear the passage more than once. You may need visual cues, context clues, and prior knowledge to help you understand what you read/hear.	Practice reading/listening to longer passages or simple stories. To deepen your understanding start to look at how the passage is organized. Compare what you read or hear to what you already know.
	I-5			
	I-4			
	I-3			
	I-2			
Interpretive Listening	A-1	◆	Your AAPPL Interpretive Reading/Listening score of I-2 means that you understand main ideas and supporting facts in short passages on familiar topics. You may need to read/hear the passage more than once. You may need visual cues, context clues, and prior knowledge to help you understand what you read/hear.	Practice reading/listening to longer passages or simple stories. To deepen your understanding start to look at how the passage is organized. Compare what you read or hear to what you already know.
	I-5			
	I-4			
	I-3			
	I-2			
Presentational Writing	A-1	◆	Your AAPPL Presentational Writing score of I-1 means that you write about yourself and your life. You write well enough to ask simple questions and accomplish what you need. You write in single sentences. You can do this in a way that your teacher and others who are used to the writing of language learners can understand your writing.	Keep writing more about more topics. Look for more outlets or opportunities to write to different people. As you review your writing, see if there are sentences or details that you can link together. Try to add something more (another fact, thought, or even another question).
	I-5			
	I-4			
	I-3			
	I-2			

AAPPL Score Report

Student Name/ID: Best Student
School Name: Greatest High School
Language: Spanish
Test Date: 03/06/2019

Level II - Performance by Mode

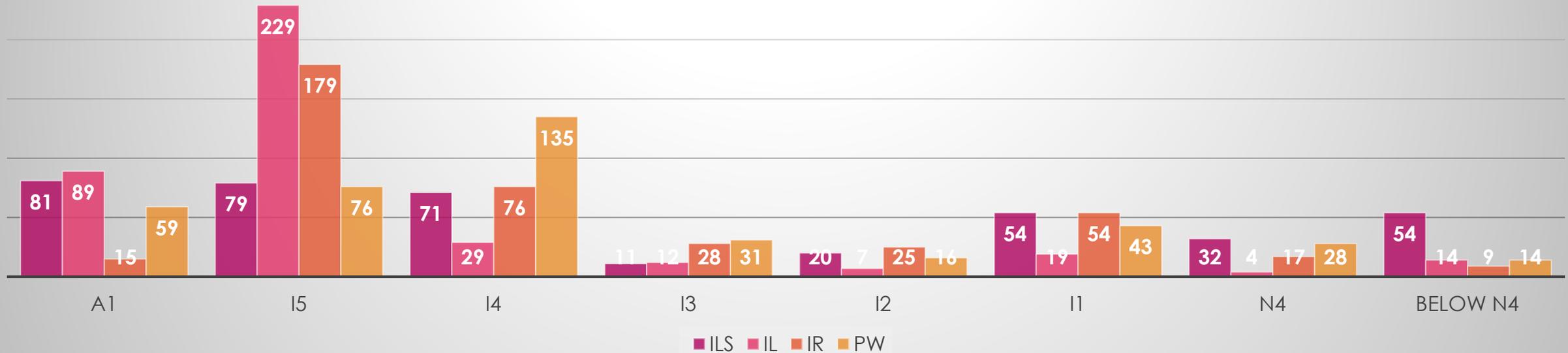
Domain Performance - Form A (Level II)



- ❖ There were 3,627 student performance records for the Level II AAPPLL World Language assessment.
- ❖ Most of the Level II students performed at the Novice Mid/High to Intermediate Low levels.
- ❖ Fewer students performed at the Intermediate level for ILS when compared to performance in other modes.

Level IV - Performance by Mode

Domain Performance - Form B (Level IV)



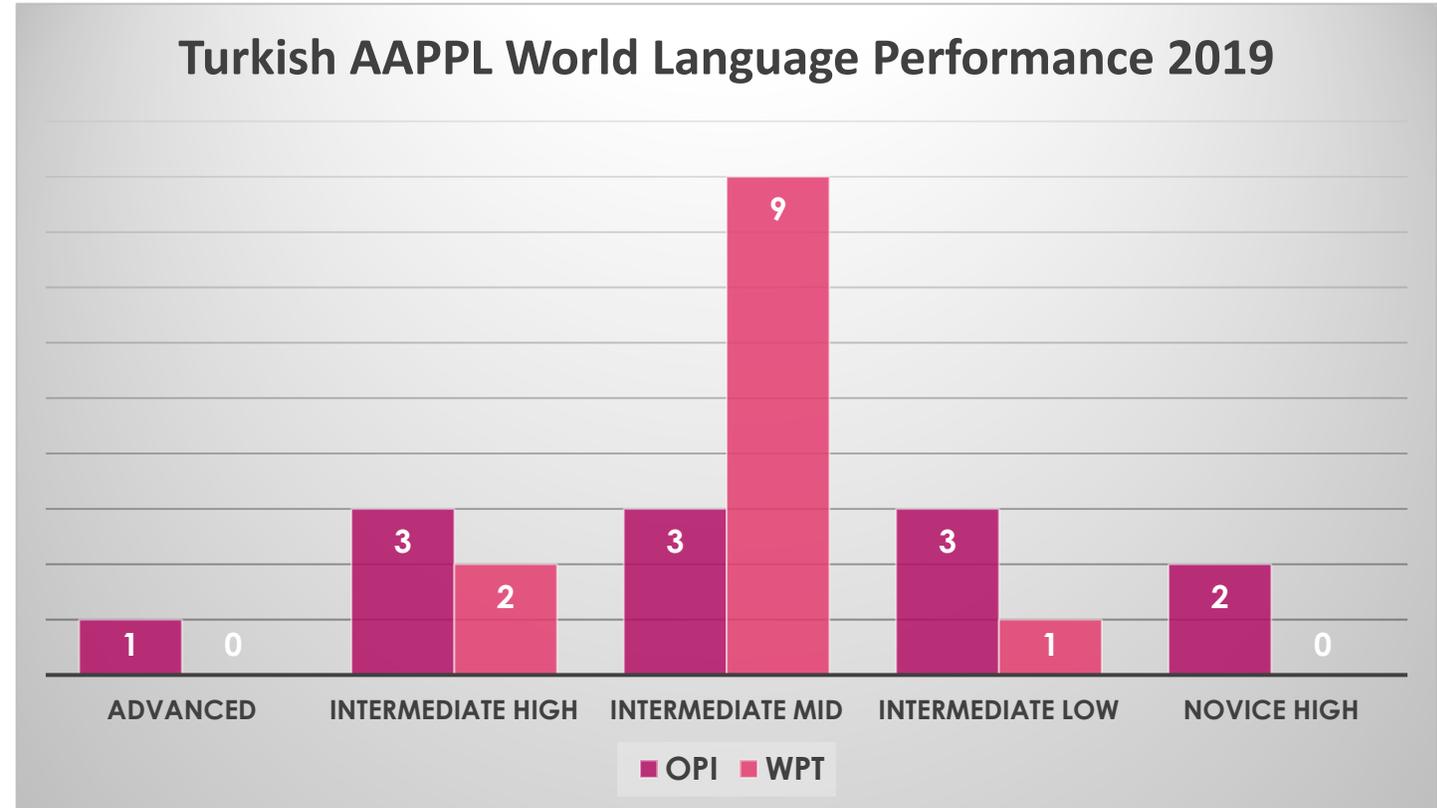
- ❖ There were 403 student performance records for the Level II AAPPLL World Language assessment.
- ❖ Most of the Level IV students performed at the Intermediate High to Advanced Low levels.
- ❖ More Level IV students performed at the Advanced and Intermediate High levels in Interpretive Listening (IL) when compared to performance in other modes. Approximately 78% of the students performed at an Intermediate High and Advanced Low levels.

Turkish - Performance by Mode

Twelve students participated in the Turkish AAPPL World Language assessment.

The test has two components –

- ❖ Oral Proficiency Interview (OPI)
- ❖ Writing Proficiency Test (WPT)



Level II – Interpersonal Listening/Speaking (ILS) Performance by Language

ILS - Form A	Arabic	Chinese	French	German	Italian	Japanese	Korean	Spanish	Grand Total
I4			3	36	8	15	2	114	178
I3			8	30	3	7		54	102
I2			4	27	2	10	2	45	90
I1		1	29	87	8	29	5	181	340
N4	1	1	60	212	19	57	11	542	903
N3	2	20	59	211	51	85	27	529	984
N2	2	12	39	23	14	81	7	203	381
N1	6	22	27	17	21	112	19	157	381
Below N1	2	24	24	9	11	42	27	104	243
UR				7	3	4		11	25
Grand Total	13	80	253	659	140	442	100	1940	3627

- ❖ Approximately 20% of the students in Level II performed at the Intermediate level.
- ❖ At least twenty percent students performed at the Intermediate level in German (26%) and Spanish (20%).
- ❖ Approximately 7% (243) of the Level II students performed below Novice Low level in ILS.

Level II – Interpretive Listening (IL) Performance by Language

IL - Form A	Arabic	Chinese	French	German	Italian	Japanese	Korean	Spanish	Grand Total
I4			4	12	3	5		26	50
I3		1	15	43	3	17	3	85	167
I2		2	36	88	6	56	10	140	338
I1	1	2	82	226	37	146	14	469	977
N4	4	11	64	185	40	123	16	529	972
N3	5	19	37	87	42	88	38	497	813
N2	3	31	14	18	8	6	14	161	255
N1		9			1	1	3	27	41
Below N1		5	1				2	6	14
Grand Total	13	80	253	659	140	442	100	1940	3627

- ❖ Approximately 42% of the students in Level II performed at the Intermediate level.
- ❖ At least twenty percent students performed at the Intermediate level in French (56%), Japanese (50%), Spanish (36%), Italian (34%), and Korean (27%).
- ❖ Approximately 0.39% (14) of the Level II students performed below Novice Low level in ILS.

Level II – Interpretive Reading (IR) Performance by Language

IR - Form A	Arabic	Chinese	French	German	Italian	Japanese	Korean	Spanish	Grand Total
I4			1	6	4	1	1	8	21
I3			6	15	2	3	3	50	79
I2			16	64	7	12	5	128	232
I1	1	2	80	180	31	42	16	540	892
N4	2	15	76	196	42	95	23	638	1087
N3	6	14	51	162	36	153	27	460	909
N2	4	37	18	34	16	103	19	97	328
N1		7	5	2	2	21	4	12	53
Below N1		5				12	2	7	26
Grand Total	13	80	253	659	140	442	100	1940	3627

- ❖ Approximately 33% of the students in Level II performed at the Intermediate level.
- ❖ At least twenty percent students performed at the Intermediate level in French (40%), German (39%), Spanish (35%), Italian (31%), and Korean (25%).
- ❖ Approximately 0.72% (26) of the Level II students performed below Novice Low level in ILS.

Level II – Presentational Writing (PW) Performance by Language

PW - Form A	Arabic	Chinese	French	German	Italian	Japanese	Korean	Spanish	Grand Total
I4			2	58	6	9	3	146	224
I3			4	54	2	4	2	60	126
I2			8	34		11		104	157
I1	1	6	37	111	14	33	4	347	553
N4	1	10	53	198	24	63	13	406	768
N3	7	26	80	155	49	115	28	538	998
N2	4	14	25	25	13	75	10	141	307
N1		9	30	21	10	100	25	121	316
Below N1		15	14	3	21	31	15	76	175
UR					1	1		1	3
Grand Total	13	80	253	659	140	442	100	1940	3627

- ❖ Approximately 29% of the students in Level II performed at the Intermediate level.
- ❖ At least twenty percent students performed at the Intermediate level in Spanish (34%), German (33%), and French (20%).
- ❖ Approximately 4.82% (174) of the Level II students performed below Novice Low level in ILS.

Level IV – Interpersonal Listening/Speaking (ILS) Performance by Language

ILS - Form B	Arabic	Chinese	French	German	Italian	Japanese	Korean	Spanish	Grand Total
A1	2		8	6	5	27	3	30	81
I5	1		7	4	4	23	6	34	79
I4			3	18	2	15		33	71
I3				5		1		5	11
I2		1		4		3	1	11	20
I1			7	9	2	9	2	25	54
N4			4	5	1	6	1	15	32
Below N4		5	6	10		12	1	20	54
UR								1	1
Grand Total	3	6	35	61	14	96	14	174	403

- ❖ Of the 403 students who took the Level IV AAPLL World Language assessment, 39% performed at the Intermediate High and Advanced Low levels.
- ❖ At least 30% of the students performed at the Intermediate High and Advanced Low levels for Arabic (100%), Korean and Italian (64%), French (42%), and Spanish (37%).
- ❖ At least 13% of the students performed below N4 (54).

Level IV – Interpretive Listening (IL) Performance by Language

IL - Form B	Arabic	Chinese	French	German	Italian	Japanese	Korean	Spanish	Grand Total
A1			8	15	6	12	5	43	89
I5	3	3	19	32	7	56	7	102	229
I4			3	2	1	9	1	13	29
I3			1	2		5		4	12
I2				4		2		1	7
I1		1	3	4		5	1	5	19
N4						3		1	4
Below N4		2	1	2		4		5	14
Grand Total	3	6	35	61	14	96	14	174	403

- ❖ Of the 403 students who took the Level IV AAPPLL World Language assessment, 78% performed at the Intermediate High and Advanced Low levels.
- ❖ At least 30% of the students performed at the Intermediate High and Advanced Low levels for Arabic (100%), Italian (92%), Spanish (83%), French (77%), German (76%), Japanese (71%), and Chinese (50%).

Level IV – Interpretive Reading (IR) Performance by Language

IR - Form B	Arabic	Chinese	French	German	Italian	Japanese	Korean	Spanish	Grand Total
A1			2	2	1	1		9	15
I5	1	2	18	32	7	33	9	77	179
I4		3	8	4	4	19	4	34	76
I3			2	5	1	6	1	13	28
I2			1	4		10		10	25
I1	1		1	11	1	21		19	54
N4			3	1		4		9	17
Below N4	1	1		2		2		3	9
Grand Total	3	6	35	61	14	96	14	174	403

- ❖ Of the 403 students who took the Level IV AAPPLL World Language assessment, 48% performed at the Intermediate High and Advanced Low levels.
- ❖ At least 30% of the students performed at the Intermediate High and Advanced Low levels for Korean (64%), Italian and French (57%), German (55%), Spanish (49%), Japanese (35%), and Chinese and Arabic (33%).

Level IV – Presentational Writing (PW) Performance by Language

PW - Form B	Arabic	Chinese	French	German	Italian	Japanese	Korean	Spanish	Grand Total
A1			1	9	5	16	5	23	59
I5	1		8	7	3	19	4	34	76
I4	1	1	9	23	2	34	2	63	135
I3			3	6	2	7	1	12	31
I2			1	2		6		7	16
I1		1	6	2	2	8		24	43
N4	1	3	5	8		2	2	7	28
Below N4		1	2	4		4		3	14
UR								1	1
Grand Total	3	6	35	61	14	96	14	174	403

- ❖ Of the 403 students who took the Level IV AAPPLL World Language assessment, 33% performed at the Intermediate High and Advanced Low levels.
- ❖ At least 30% of the students performed at the Intermediate High and Advanced Low levels for Korean (63%), French (57%), Japanese (36%), Arabic (33%), and Spanish (32%).

For more information about the AAPPL Assessment, please visit the DoDEA
Comprehensive Assessment system website

<https://www.dodea.edu/assessments/resources/AAPPL-Assessments.cfm>