

Assessment 6: Content Knowledge: Oral Proficiency Oral Proficiency Interview

1. Description of the Assessment

The following description of the OPI is taken directly from the Language Testing International web site (http://www.languagetesting.com/corp_opi.htm).

The ACTFL OPI takes the form of a carefully structured conversation between a trained and certified interviewer and the person whose speaking proficiency is being assessed. A ratable speech sample is elicited from the interviewee by an individually determined series of questions or comments, which follow the established ACTFL protocol of "probes" and "level-checks."

2. Alignment with ACTFL Standards

The students taking the OPI are expected to score at least Advanced Low (ACTFL Standard 1a) prior to the commencement of the student teaching experience. This minimum requirement is above our state standard of Intermediate High. The students achieving Advanced Low will in turn fulfill the minimum state requirements for New Hampshire.

3. Analysis of Data Findings

In the fall of 2006, teacher certification in modern languages was overseen by a part-time adjunct professor who also teaches at a local high school. The OPIs for the fall of 2006 were not completed by the three teacher candidates who completed their methods course followed by their student teaching experience in the spring of 2007. This was an unfortunate oversight that probably resulted from a number of factors. The adjunct professor was teaching the methods course here at Keene State College while still performing her duties at her full-time high school position. Meanwhile, the department of modern languages was busy preparing for a national search for a tenure track professor to assume the responsibilities for teacher certification in modern languages.

During the spring of 2007, the institution hired a full-time tenure track professor (Dr. Stephen Hawes) to oversee the modern language teacher certification program. Hence, Professor Hawes made it his priority to familiarize himself with all that NCATE requested from the institution. Unfortunately, since his hire commenced in the fall of 2007, the OPI data from the 2006/2007 academic year wasn't collected.

In order to prepare the incoming seniors for the OPI, Professor Hawes contacted the three students during the summer prior to the start of the fall 2007 semester, providing them with all of the registration information for ACTFL / OPI and highly recommended that they complete the OPI prior to the start of the fall semester. The three students were clearly reluctant to complete the OPI since it wasn't part of the requirements when they

entered their freshman year. After a number of conversations as well as emails, the school of education and department of modern languages finally obligated them to complete the OPI. The three students completed interviews late in the spring of 2008 just prior to their graduation (one year after returning from their study abroad experience).

This is an issue that Professor Hawes is quickly addressing. He approached the chair of modern languages and suggested that the department require that teacher education students returning from their study-abroad experience complete the OPI no later than 30 days after their return from study abroad. This would give them approximately six weeks to complete the interview. The department followed through on this, realizing that taking the OPI right after the student's return will accomplish two goals; to have the results in hand prior to the start of the methods course in the fall, and to generate higher scores. As of 8-26-08 the suggested change was made public in our catalog. See the link below for our major requirements and take special note of the bold print under "Language Requirement".

<http://www.keene.edu/programs/sp/>

Professor Hawes advocates that if the student returns from his/her study abroad experience at Advanced Low proficiency, it's best to test immediately upon return. Students who procrastinate and take the OPI six months to a year after returning from study-abroad will score lower in comparison to those completing them right after their return.

4. Evidence of Meeting ACTFL Standards

Student teacher candidates are expected to score at advanced low level. However, the data does not reflect the results that we expect of our students. The implementation of the above mentioned change of the scheduling of the OPI should result in an improved candidate performance.

5. Assessment Documentation

The college requires that a certified copy of the results of the OPI be sent to the Teacher Education and Graduate School (TEGS) to be added to the student's folder.

5b. Scoring Guide

Scoring is done by LTI (Language Testing International) and utilizes the criteria for each of the ten proficiency levels described in the ACTFL revised proficiency guidelines for speaking. Therefore we have not furnished a scoring guide here.

5c. Data

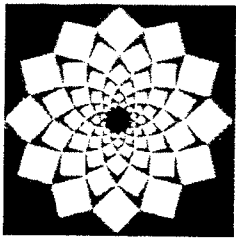
Oral Proficiency Interview (French)

Academic Year	Number of candidates	Approaches Standard (1)	Meets Standards (2)	Exceeds Standards (3)
2006/2007	0			
2007/2008	0			

Oral Proficiency Interview (Spanish)

Academic Year	Number of candidates	Approaches Standard (1)	Meets Standards (2)	Exceeds Standards (3)
2006/2007	3*			
2007/2008	3	2	1	

*As explained above, the OPI was not administered in AY 06/07.



American Council on the Teaching of Foreign Languages

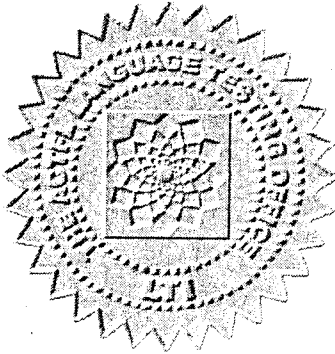
Certifies that

LESLIE A GELSOMINI

*has successfully completed an ACTFL Oral Proficiency Interview (OPI) and
has been rated, using ACTFL Proficiency Guidelines, as*

Advanced Low - SPANISH

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Elvira Svender

ACTFL Director

04/25/2008

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