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CEFR and ACTFL Scale Comparability through Perceived and Actual Proficiency Assessments

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CEFR and ACTFL Scale Comparability through Perceived and Actual Proficiency Assessments

July 1, 2010

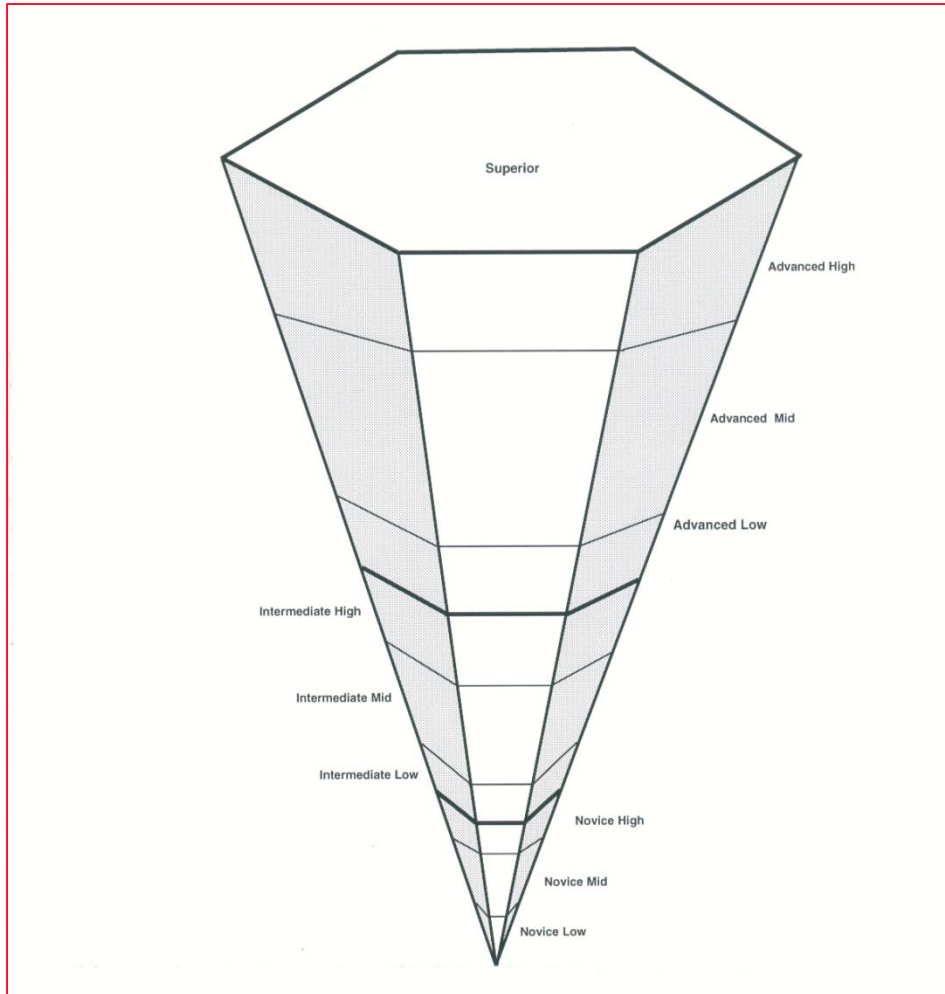
ACTFL CEFR Alignment Conference 2010

Dr. Peter Jan Slagter
Dr. Eric A. Surface
Mr. Aaron Watson



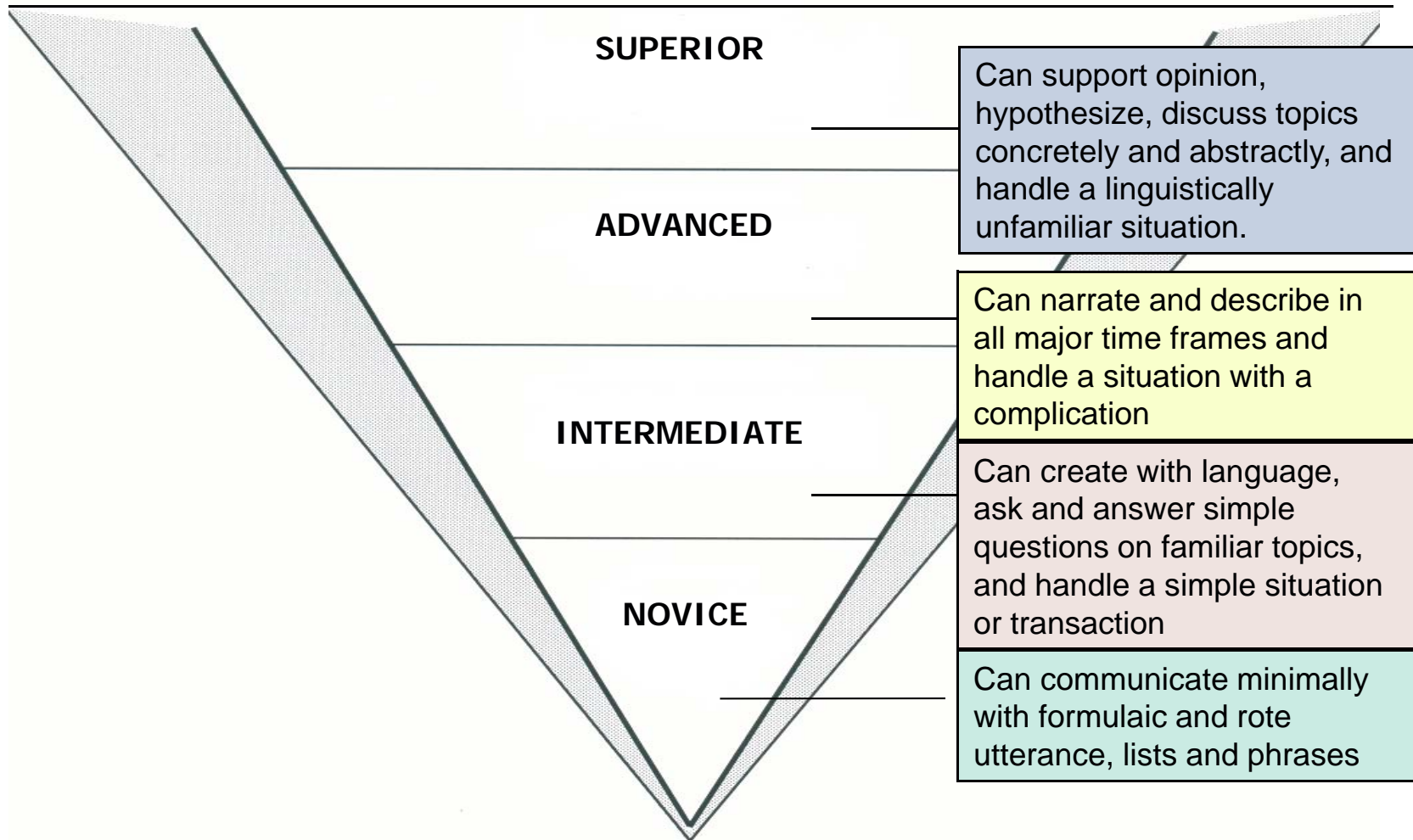
- To compare perceived and actual foreign language writing and speaking proficiency of university students:
 - *Research Question 1*: What is the relationship between *perceived* CEFR writing proficiency (measured by ‘can-do’ statements) and *perceived* ACTFL writing proficiency (measured by ‘can-do’ statements)?
 - *Research Question 2*: What is the relationship between *perceived* CEFR writing proficiency (measured by ‘can-do’ statements) and *actual* ACTFL writing proficiency (measured by WPT)?
- Utility of “can-do” statements as a proxy of actual proficiency

Level	Description
Basic User A1 and A2	
A1 “Breakthrough”	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type...
A2 “Waystage”	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment)...
Independent User B1 and B2	
B1 “Threshold”	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken...
B2 “Vantage”	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization...
Proficient User C1 and C2	
C1 “Effective Operational Proficiency”	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes...
C2 “Mastery”	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation...



- Hierarchy of global tasks
- Four major levels
- Major levels divided into sublevels

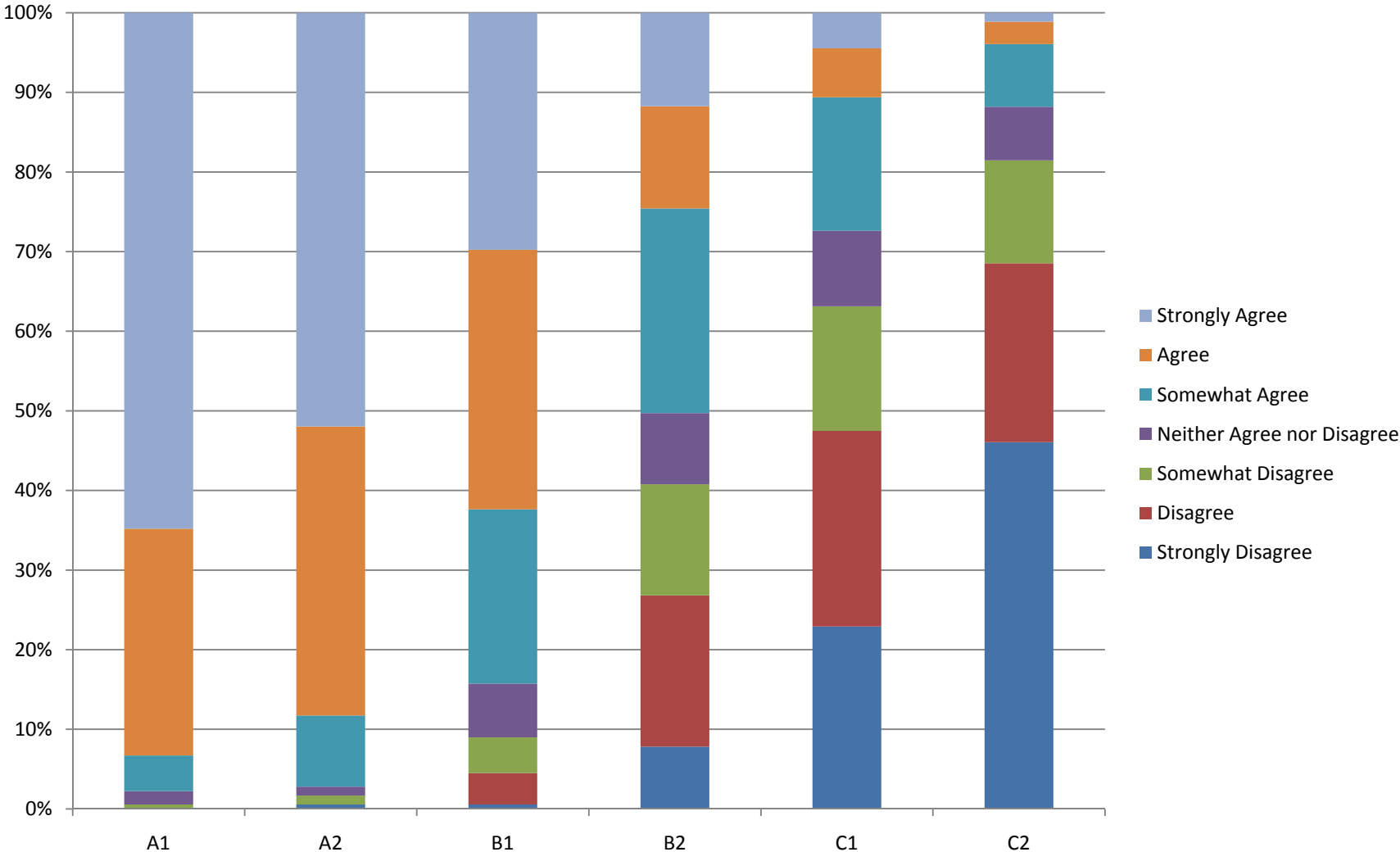
ACTFL Scale





- Follow up on similar studies presented since 2008
- 237 students from a European university enrolled in Spanish as a Foreign Language
 - Data collected in Spring and Fall from 2007-2010
 - 153 respondents with CEFR Writing “can-do” and ACTFL Writing “can-do” ratings
 - 99 respondents with CEFR Writing “can-do” ratings and ACTFL WPT scores

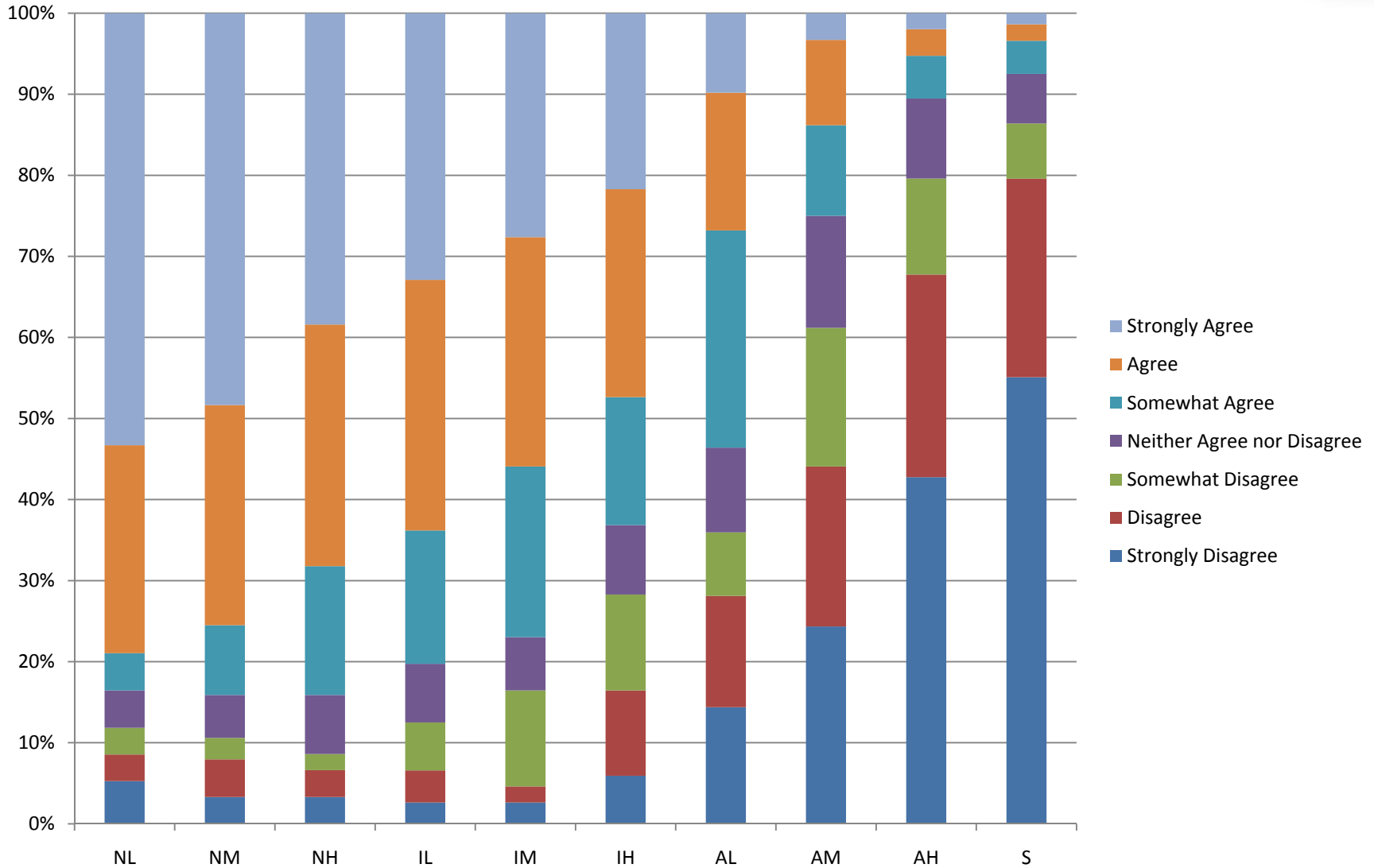
Perceived CEFR Writing Proficiency



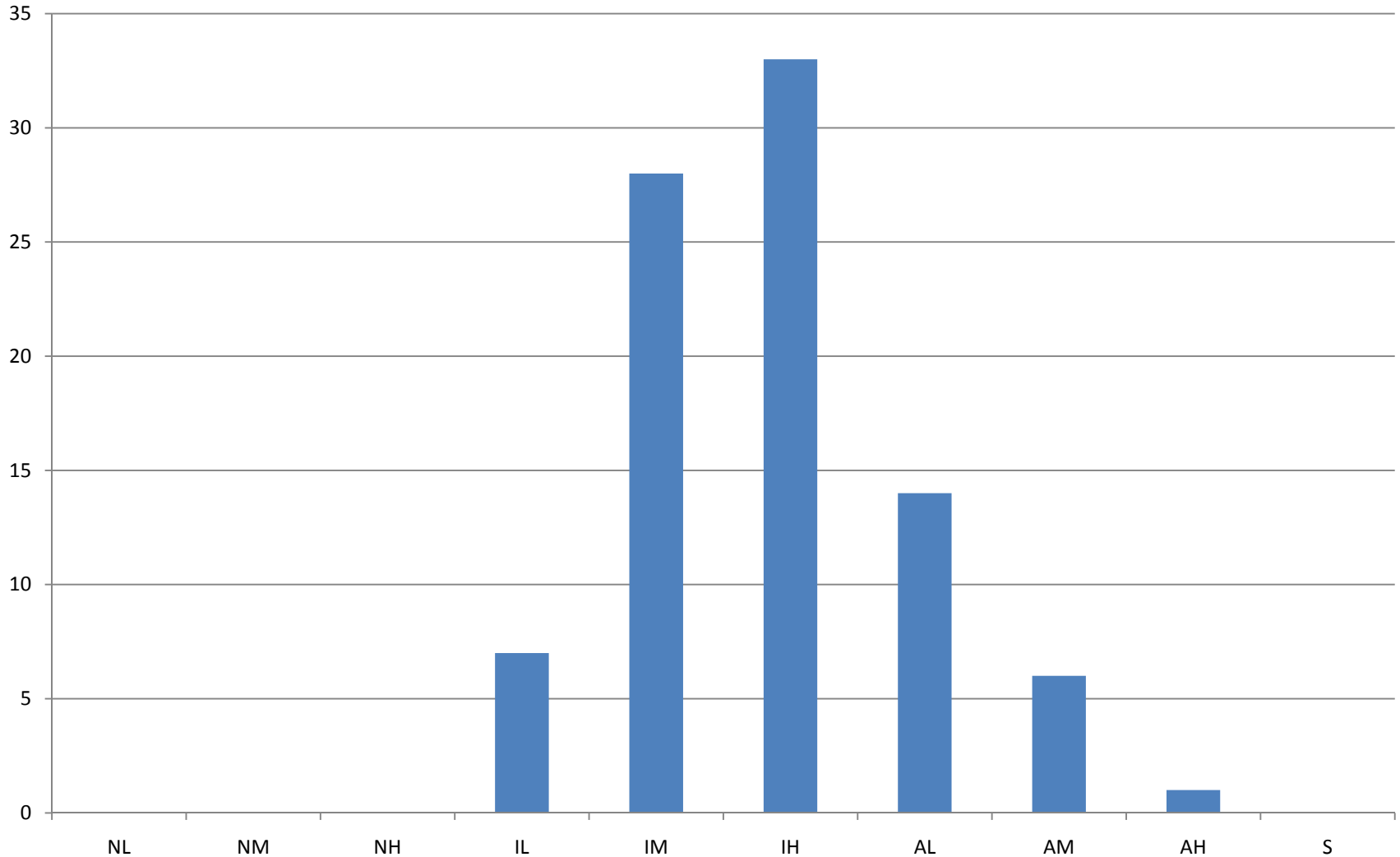
Perceived ACTFL Writing Proficiency



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ACTFL WPT Ratings



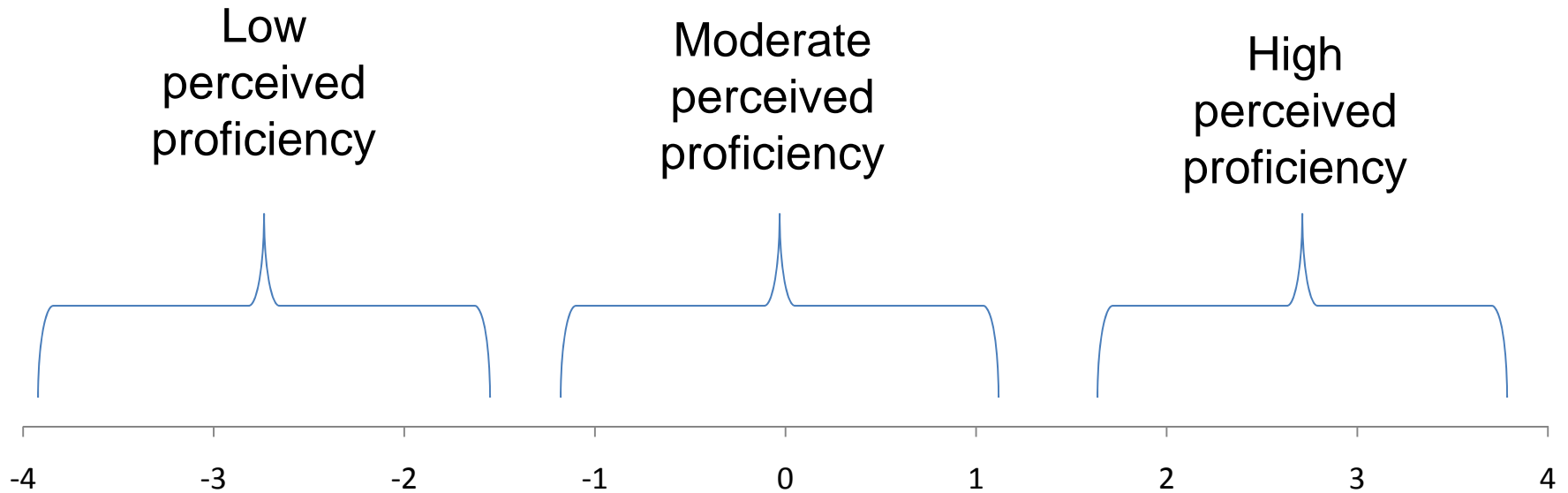


- What is the relationship between *perceived* CEFR writing proficiency (measured by ‘can-do’ statements) and *perceived* ACTFL writing proficiency (measured by ‘can-do’ statements)?



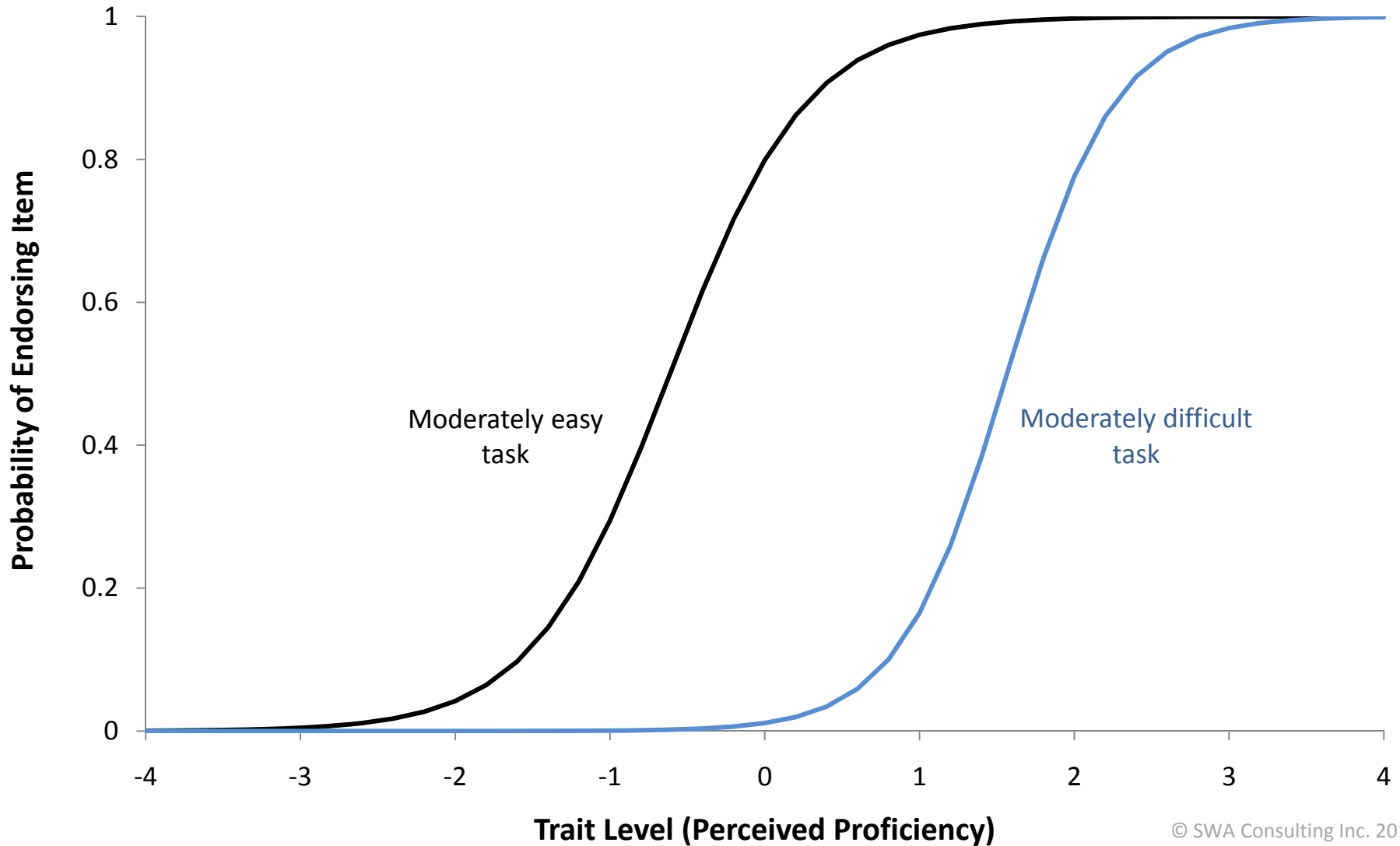
- Placed items and respondents' perceived proficiency on same metric using item response modeling (IRT).
 - Results interpreted with caution given the small sample
- Looked at how items from different frameworks map onto the perceived capability construct.

Introduction

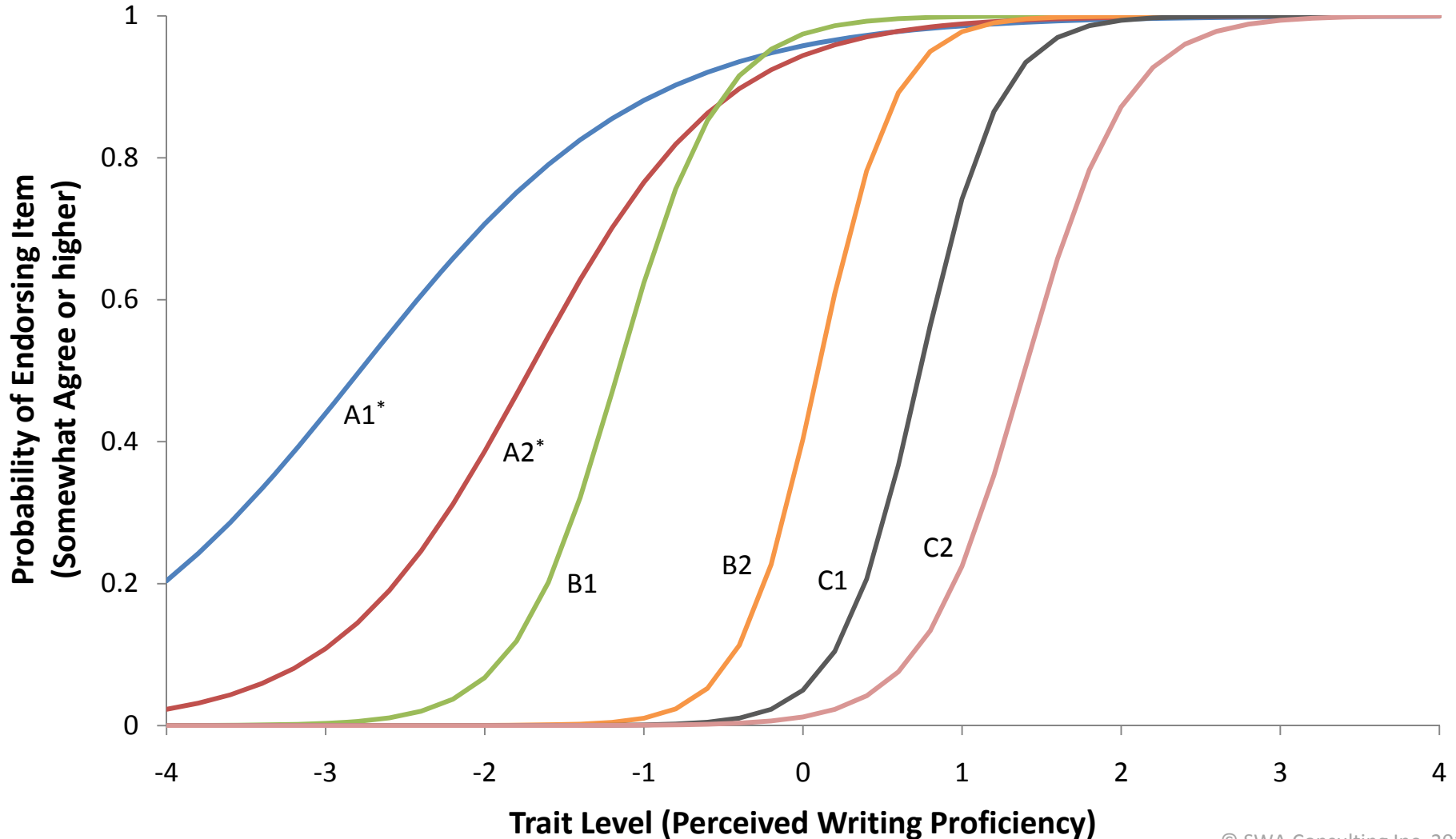


“Trait Level” (Perceived Proficiency)

Introduction (cont.)



CEFR Writing “Can-Do” Statements

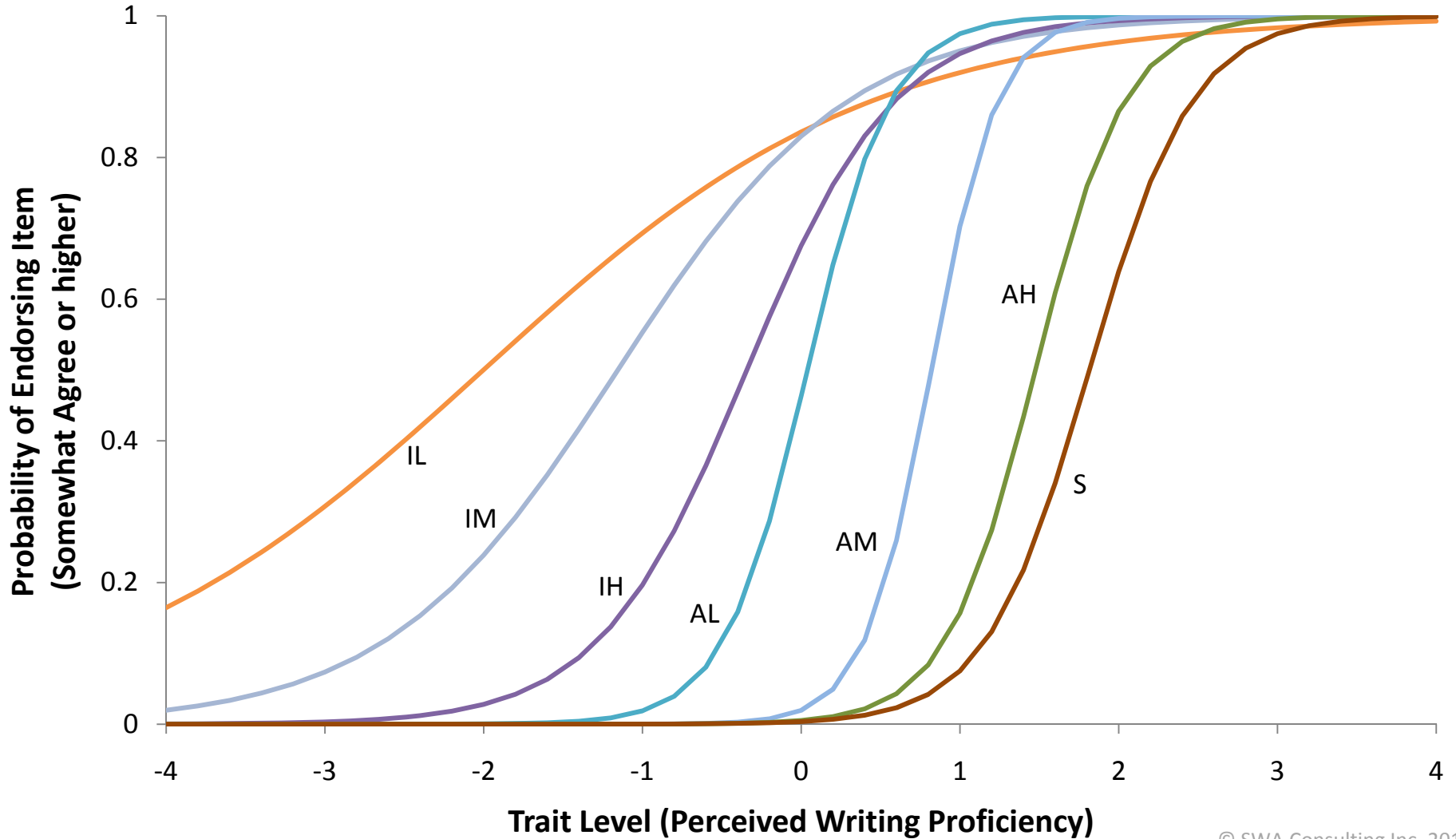


* Endorse = “Agree” or higher

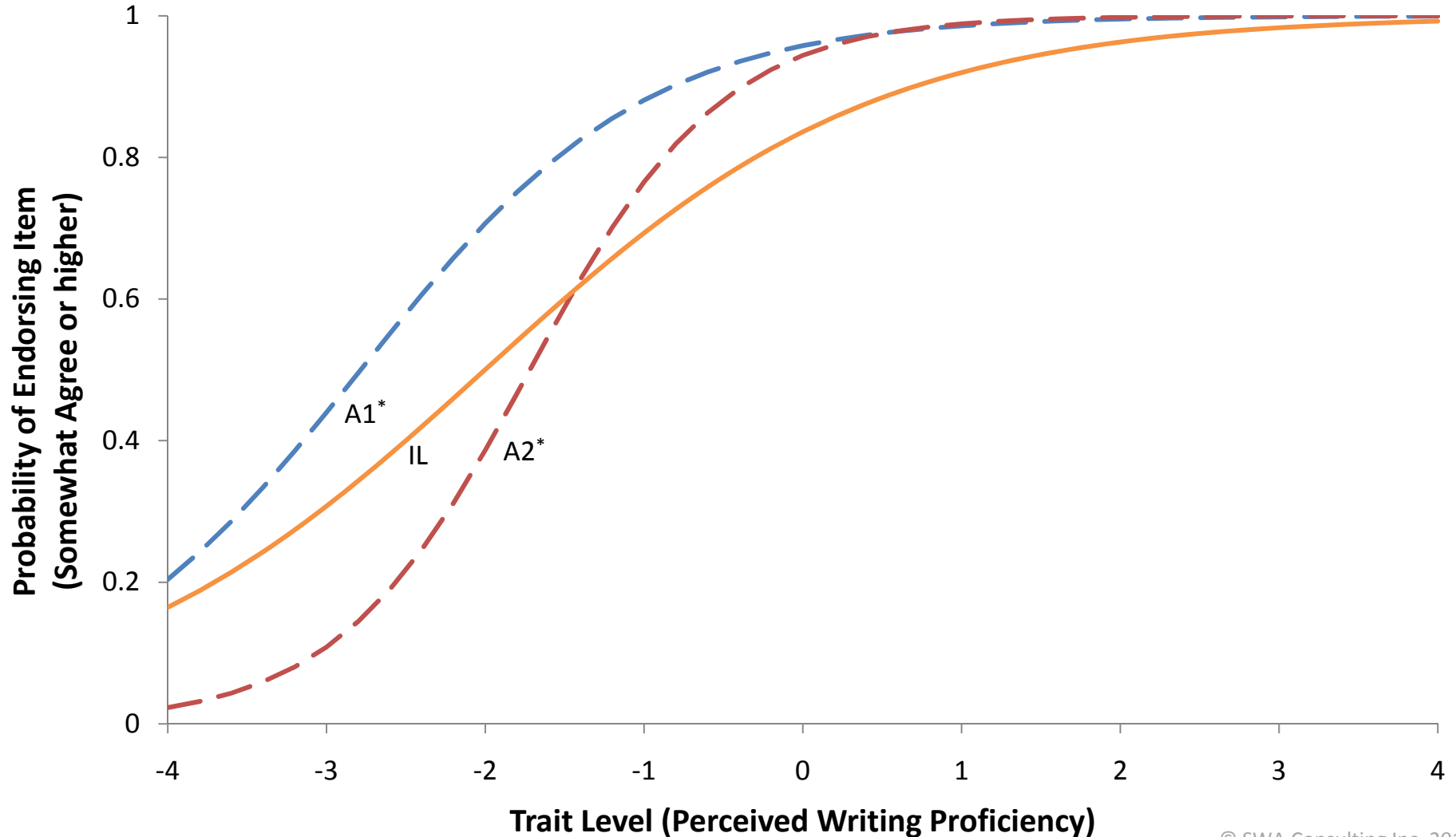
ACTFL Writing “Can-Do” Statements



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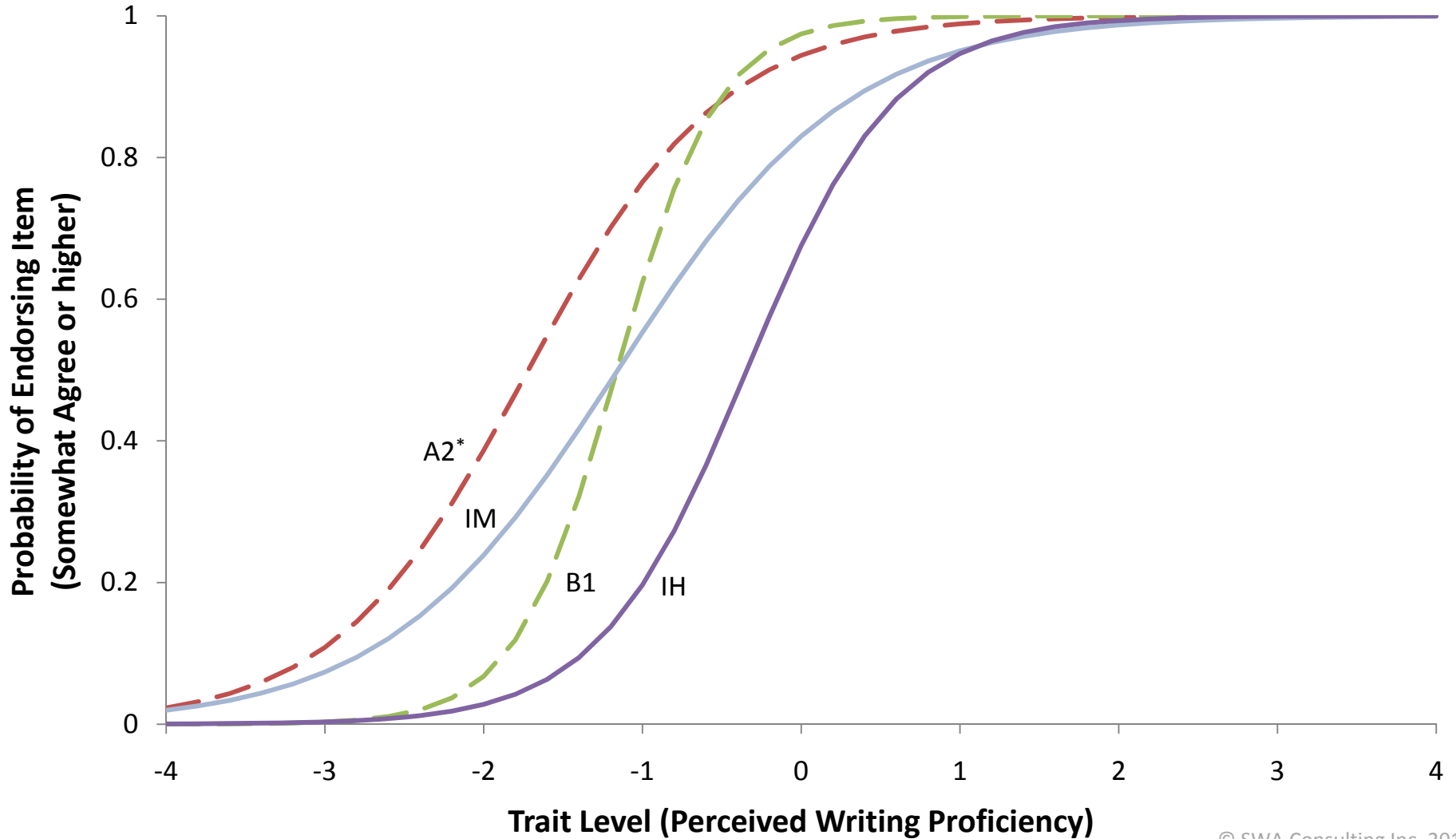


Framework Comparisons



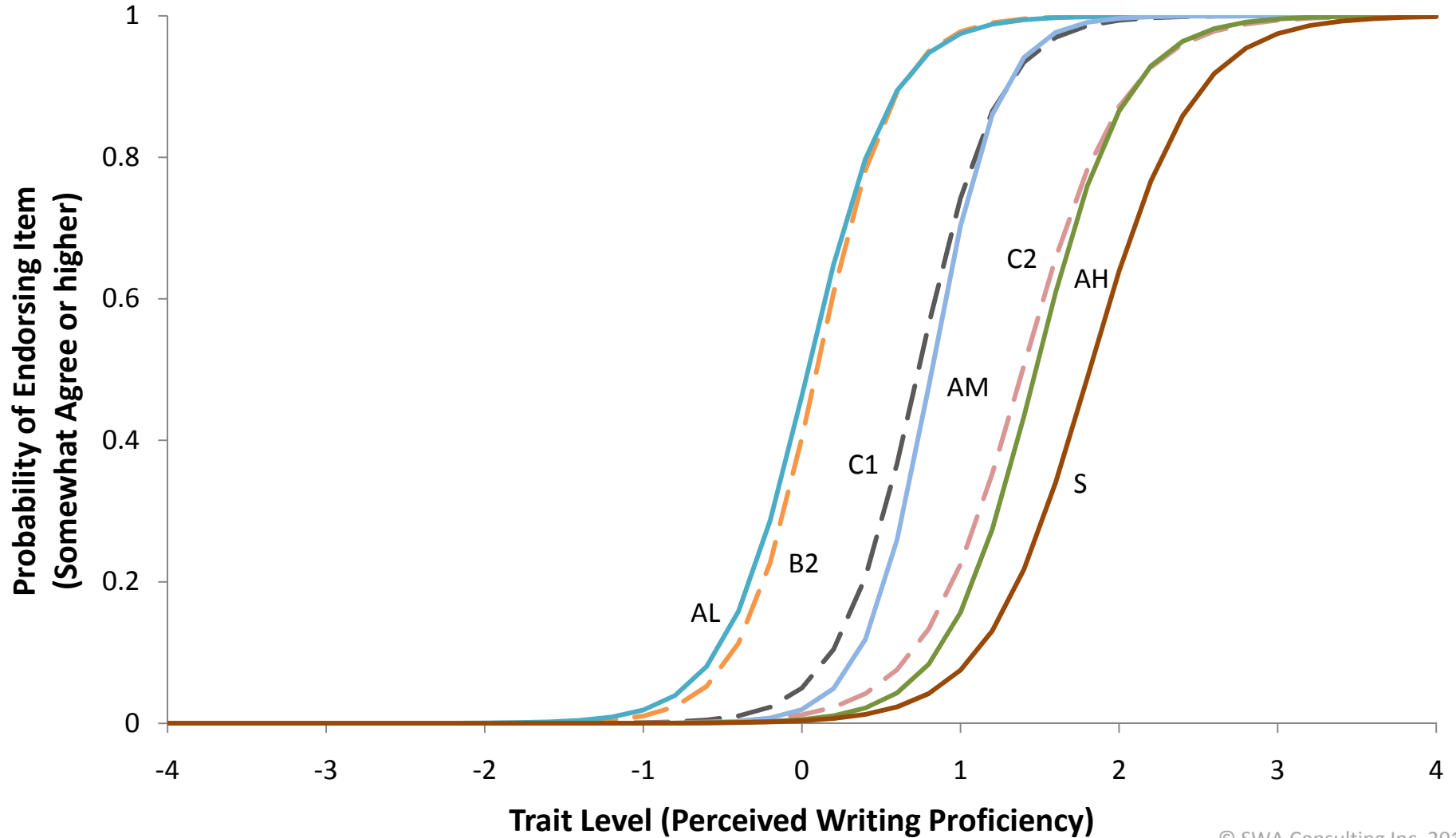
* Endorse = "Agree" or higher

Framework Comparisons



* Endorse = "Agree" or higher

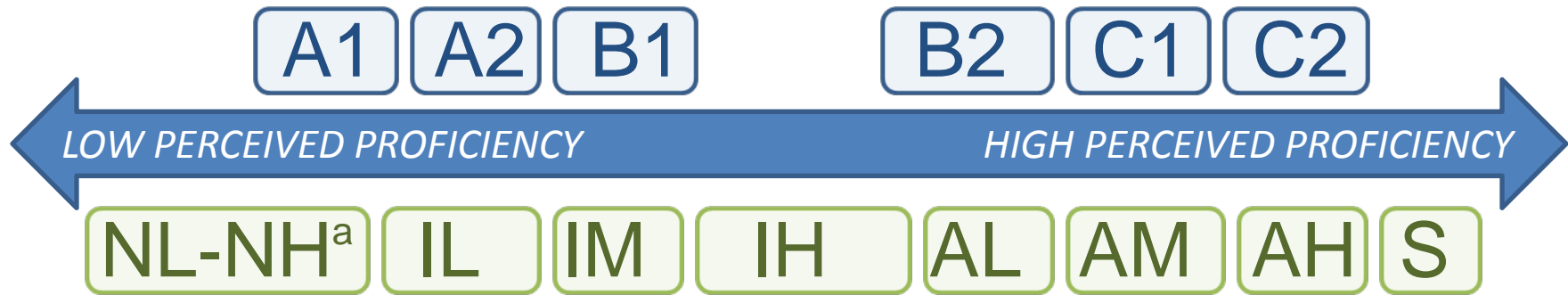
Framework Comparisons



Perceived Writing Proficiency Across Frameworks



CEFR Writing



ACTFL Writing

Note. Spacing is intentional.

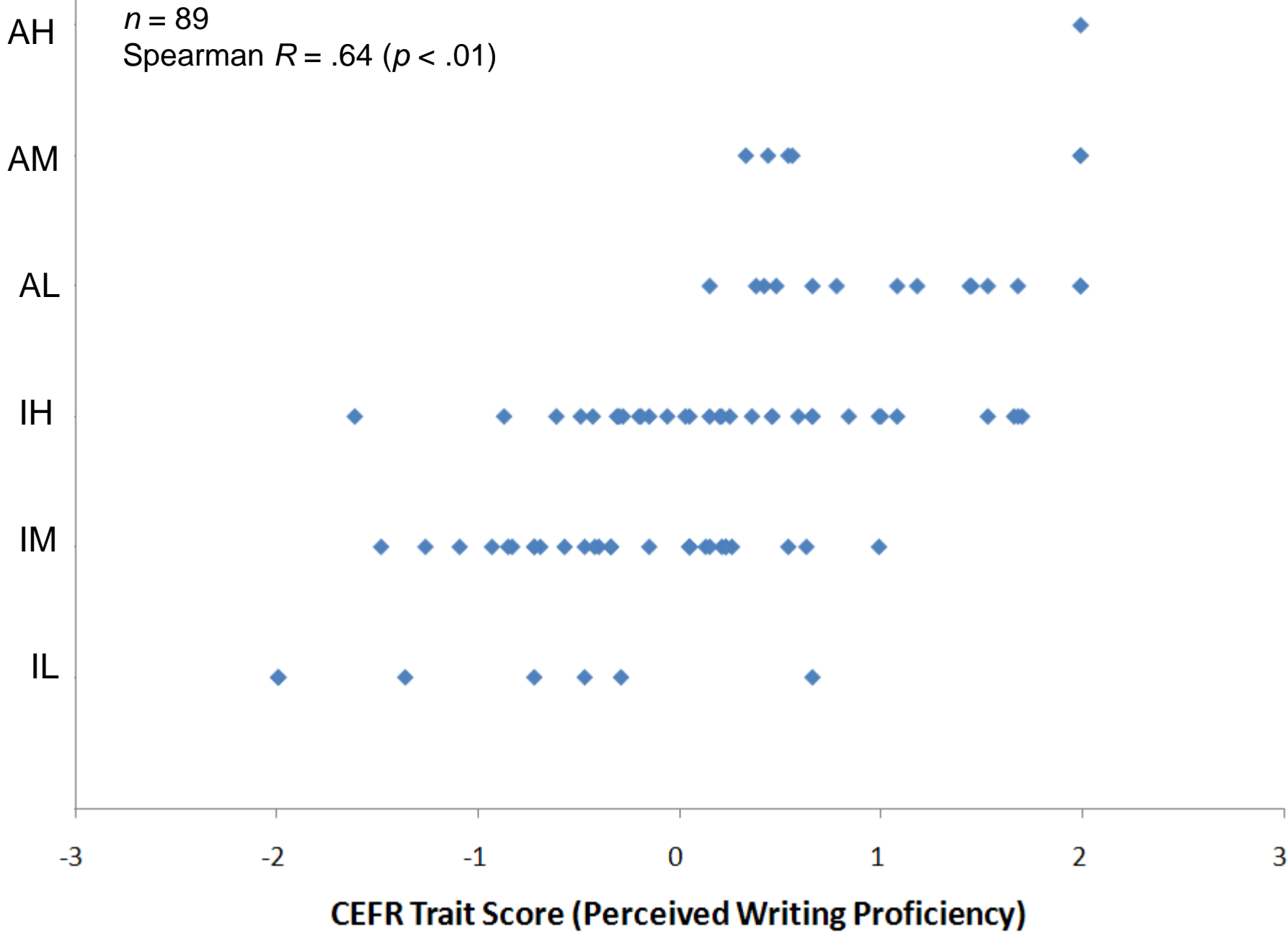
^a Novice items could not be modeled because all respondents endorsed them.

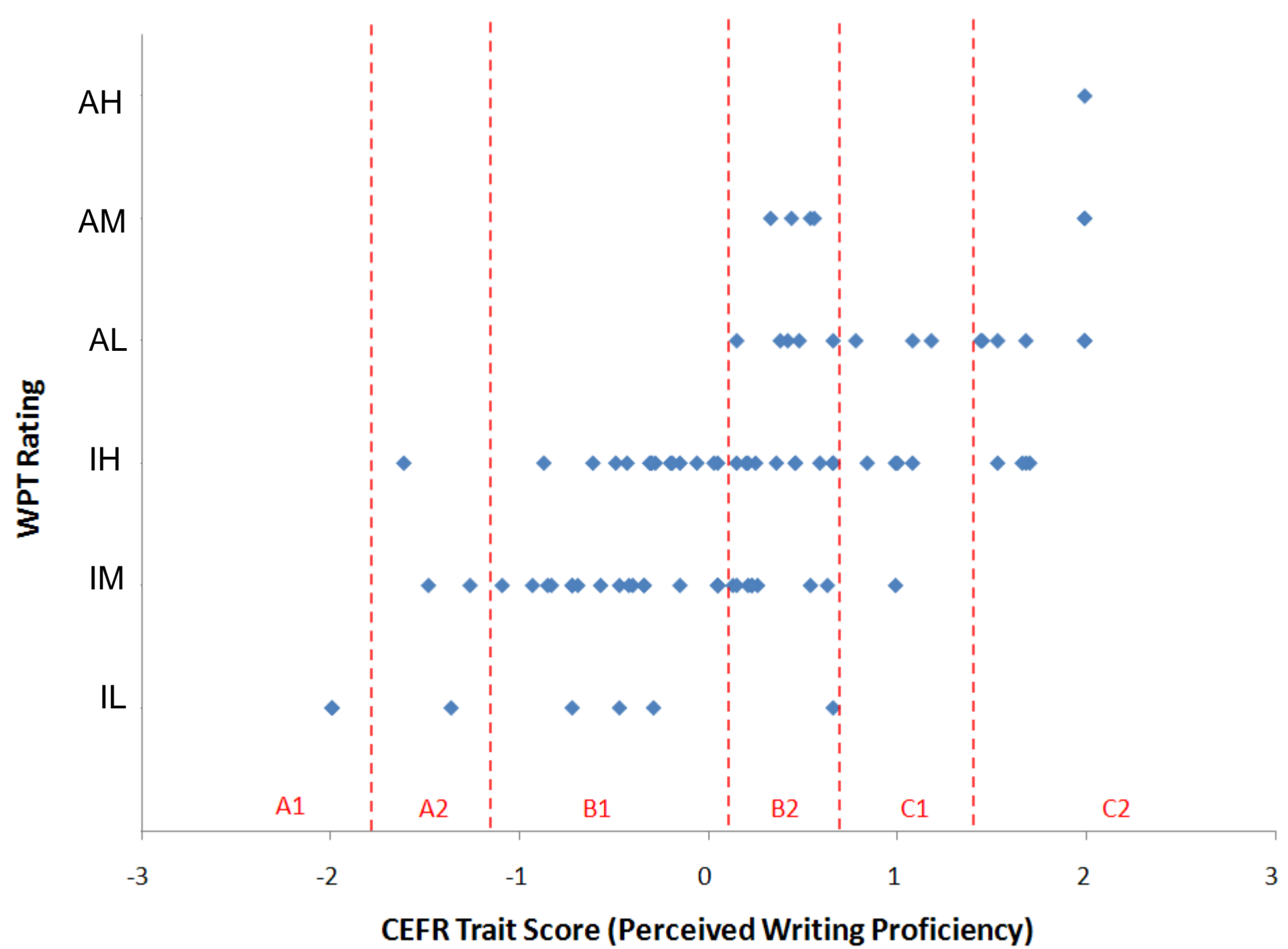


- What is the relationship between *perceived* CEFR writing proficiency (measured by ‘can-do’ statements) and *actual* ACTFL writing proficiency (measured by WPT)?



- Placed CEFR items and respondents' perceived proficiency on same metric using item response modeling (IRT).
 - Results interpreted with caution given the small sample
- Looked at how actual writing proficiency on the WPT mapped onto the perceived capability construct.



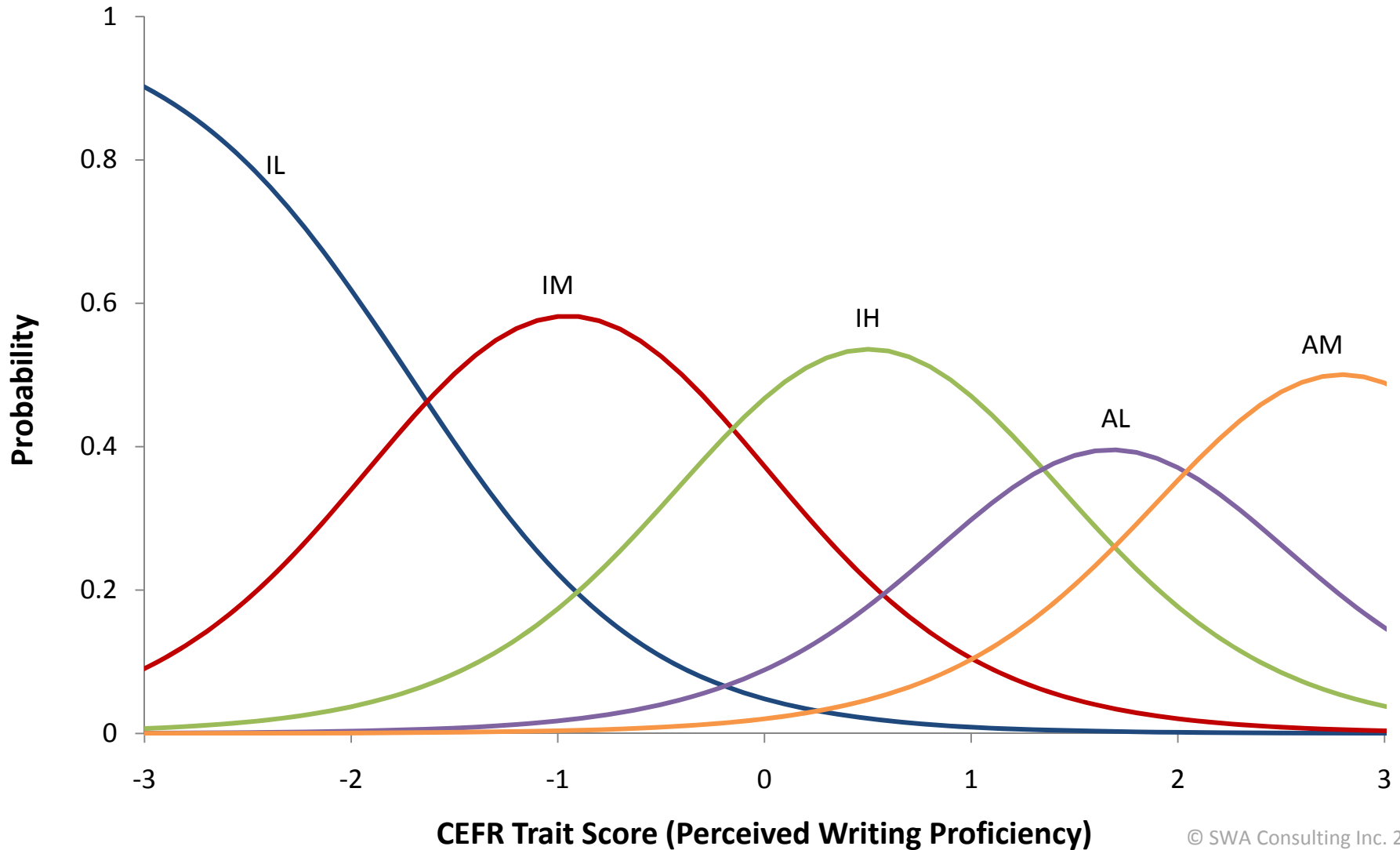


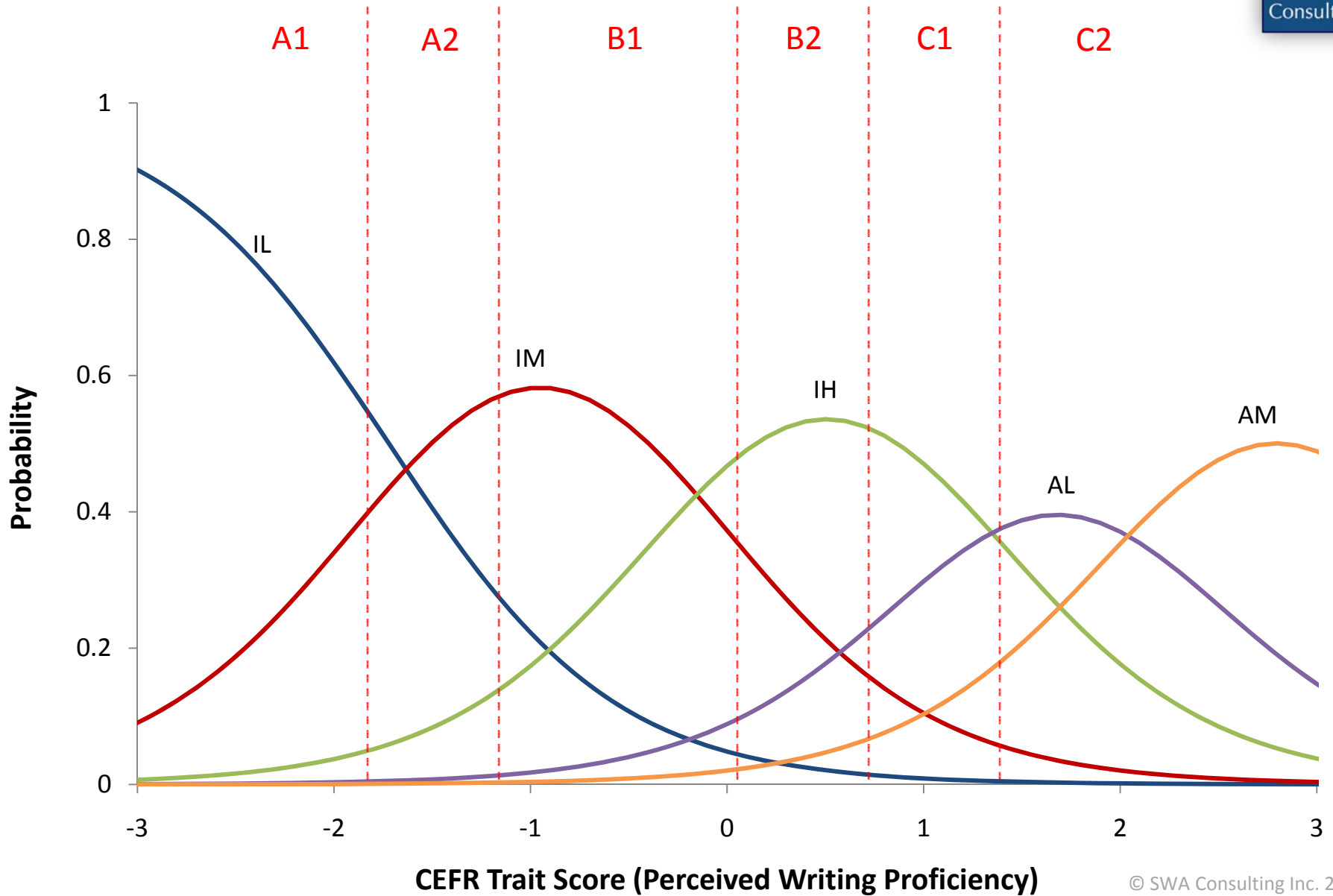
Predicting of WPT from CEFR

Perceived Writing Proficiency



Universiteit Utrecht





Predicting Actual Proficiency from Perceived Proficiency



Estimated Probability of WPT Rating Based on Perceived CEFR Proficiency

		<u>Actual WPT Rating</u>				
		IL	IM	IH	AL	AM
Perceived Writing Proficiency (CEFR)	A1	.73	.24	.02	.00	.00
	A2	.36	.53	.10	.01	.00
	B1	.11	.53	.32	.04	.01
	B2	.02	.24	.53	.16	.04
	C1	.01	.09	.44	.32	.12
	C2	.00	.02	.15	.35	.38

Shaded values are highest probability on the row.

Predicting Actual Proficiency from Perceived Proficiency



Estimated Probability of WPT Rating Based on Perceived CEFR Proficiency

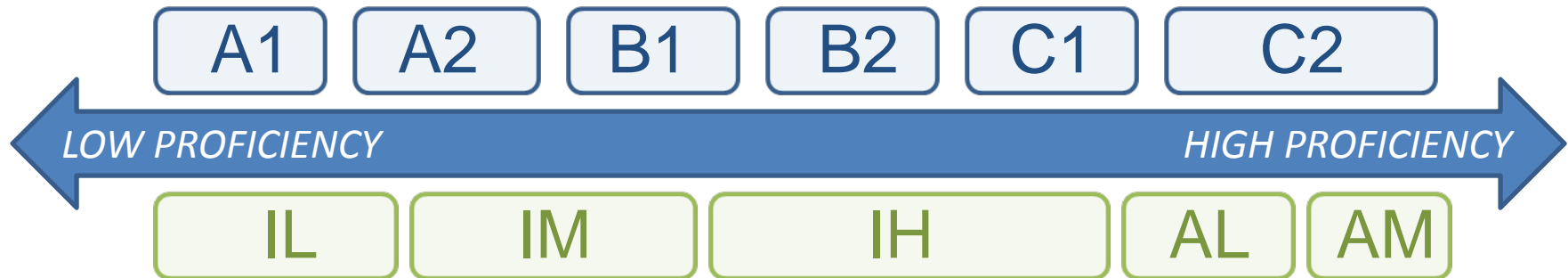
Actual WPT Rating

		IL	IM	IH	AL	AM
Perceived Writing Proficiency (CEFR)	A1	0.73	0.24	0.02	0	0
	A2	0.36	0.53	0.1	0.01	0
	B1	0.11	0.53	0.32	0.04	0.01
	B2	0.02	0.24	0.53	0.16	0.04
	C1	0.01	0.09	0.44	0.32	0.12
	C2	0	0.02	0.15	0.35	0.38

Perceived CEFR vs. Actual ACTFL Writing Proficiency



Perceived CEFR Writing



Actual WPT Rating



- Collect more data
 - Larger sample size
 - More proficiency data
 - CEFR Proficiency test
- Additions to data collection procedure
 - Add demographics
- We are looking for additional sites that wish to provide participants.

ABOUT SWA CONSULTING INC.

SWA Consulting Inc. (formerly Surface, Ward, and Associates) provides analytics and evidence-based solutions for clients using the principles and methods of industrial/organizational (I/O) psychology. Since 1997, SWA has advised and assisted corporate, non-profit and governmental clients on:

- Training and development
- Performance measurement and management
- Organizational effectiveness
- Test development and validation
- Program/training evaluation
- Work/job analysis
- Needs assessment
- Selection system design
- Study and analysis related to human capital issues
- Metric development and data collection
- Advanced data analysis

One specific practice area is analytics, research, and consulting on foreign language and culture in work contexts. In this area, SWA has conducted numerous projects, including language assessment validation and psychometric research; evaluations of language training, training tools, and job aids; language and culture focused needs assessments and job analysis; and advanced analysis of language research data.

Based in Raleigh, NC, and led by Drs. Eric A. Surface and Stephen J. Ward, SWA now employs close to twenty I/O professionals at the masters and PhD levels. SWA professionals are committed to providing clients the best data and analysis with which to make solid data-driven decisions. Taking a scientist-practitioner perspective, SWA professionals conduct model-based, evidence-driven research and consulting to provide the best answers and solutions to enhance our clients' mission and business objectives. SWA has competencies in measurement, data collection, analytics, data modeling, systematic reviews, validation, and evaluation.

For more information about SWA, our projects, and our capabilities, please visit our website (www.swa-consulting.com) or contact Dr. Eric A. Surface (esurface@swa-consulting.com) or Dr. Stephen J. Ward (sward@swa-consulting.com).