Stanislaus COE
Seal of Biliteracy
Live Interview Guidelines

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ALL INTERVIEW PACKETS MUST BE RETURNED AT THE END OF THE EVENT.
Why the Seal of Biliteracy

The Stanislaus County Seal of Biliteracy is an award given by the State of California in partnership with county offices and local school districts. It recognizes and honors student attainment of proficiency in English and at least one other world language by the time they graduate high school.

The Seal was created to recognize students’ contributions to a global society and recognize students’ skills, connections and understanding of communities other than the mainstream culture.

The World Language Standards for the Seal

1. **COMMUNICATION REQUIREMENTS**

   a. **INTERPRETIVE COMMUNICATION:** Students demonstrate understanding, interpret, and analyze what is heard, read, or viewed on a variety of topics, from authentic texts, using technology, when appropriate, to access information.
   
   b. **INTERPERSONAL COMMUNICATION:** Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed (ASL), or written conversations, using technology as appropriate, in order to collaborate, or to share information, reactions, feelings, and opinions.
   
   c. **PRESENTATIONAL COMMUNICATION:** Students present information, concepts, and ideas to inform, narrate, explain, and persuade, on a variety of topics and for multiple purposes, in culturally appropriate ways, adapting to various audiences of listeners, readers, or viewers, using the most suitable media and technologies to present and publish.
   
   d. **SETTINGS FOR COMMUNICATION:** Students use language in informal, formal, and professional settings, and unfamiliar and problem situations, in their communities and in the globalized world. They recognize, participate in, initiate, or sustain language use opportunities outside the classroom and set goals, reflecting on progress, and using language for enjoyment, enrichment, and advancement.
   
   e. **LANGUAGE STRUCTURES:** Students use structures (sounds, writing systems, word, and sentence formation) for major timeframes, and text structures for extended discourse in order to communicate. Students use coherent, cohesive multi-paragraph texts in order to communicate.
   
   f. **LANGUAGE COMPARISONS:** Students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and those they know in order to interact with communicative competence.

2. **CULTURAL REQUIREMENTS**

   a. **CULTURALLY APPROPRIATE BEHAVIOR:** Students interact with cultural competence and understanding.
   
   b. **CULTURAL PRODUCTS, PRACTICES AND PERSPECTIVES:** Students demonstrate understanding and use the target language to investigate, explain and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them in order to interact with cultural competence.
   
   c. **CULTURAL COMPARISONS:** Students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and those they know in order to interact with cultural competence.
   
   d. **INTERCULTURAL INFLUENCES:** Students demonstrate understanding and use the target language to investigate how cultures influence each other over time in order to interact with intercultural competence.

3. **CONNECTIONS REQUIREMENTS**

   a. **CONNECTIONS TO OTHER DISCIPLINES:** Students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems in order to function in real-world, academic, and career-related settings.
   
   b. **DIVERSE PERSPECTIVES AND DISTINCTIVE VIEWPOINTS:** Students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures in order to function in real-world, academic, and career-related settings.

* Each of these three assessment areas requires a different set of interview questions.
Understanding the interview process and the rubric

1. **Determining the Environment:**
The manner, attitude, and tone of voice are important in creating the proper interviewing climate. In the short time available, establish a pleasant, relaxed atmosphere. Encourage the student to talk about himself/herself.
   - Establish rapport and put the candidate at ease.

2. **Managing the Interview:**
The judges oversee the interview process. Control, direct, and guide the interview.
   - Cover each of the three assessment areas and devote enough time to each assessment area.
   - Conduct the interview so the student plays the dominant role, and the interviewers are the stage managers.
   - Refrain from expressing personal opinions or values. Steer the conversation without intruding on it. Be objective.
   - Encourage the student to talk openly, freely and to give proper replies.

3. **Listening Intelligently and Coming to a Conclusion**
   - Listen attentively to what the student is saying.
   - Allow the student to complete remarks without interruption or second-guessing.
   - Give the student the time she/he needs to think of examples and answer the questions.
   - Concentrate on how the rubric applies to the student’s interview.
   - Bring the interview to a graceful and natural end without rushing to a close.

4. **The Rubric**
Consider the questions printed on the rubric (page 4) as the student speaks to evaluate each of the five assessment areas listed below.
   - Comprehension
   - Fluency & Coherence
   - Lexical Resource
   - Grammatical Range & Accuracy
   - Pronunciation

The procedure for live interviews

1. **Lead Assessor Invites the Student to the Interview Table**
   Cordially greet the student and introduce yourself to her/him.

2. **Ask the Student to Confirm Their Name, Folio ID, and Language**
   Fill out the top of the rubric with the student’s information, collect the identification card, and place it in the provided Ziploc bag. There will be additional blank rubrics on the tables at the front of the room.

3. **Begin the Interview Process**
   Allow about fifteen minutes per student.

4. **Ask the Student:**
   - at least 2 questions from the “Communications Standards Requirements” section on page 4,
   - at least 2 questions from the “Cultural Standards Requirements” section on page 4, and
   - 1 of the scenario questions from the “Connections Standards Requirements” section on page 4.

5. **Thank the Student for Her/His Time**
   Ask the student to register with the second language host before waiting in the center of the room to be called for the second/third interview. If the student has already completed the second interview, she/he will need to go to the check-out table in the center of the room, fill out the student survey and wait in the room for a ride home.

6. **Each Team Will Complete One Rubric Per Student Interview**
   - Use the questions at the beginning of each assessment row of the rubric to confer as a team and determine what the score for each assessment row will be.
   - Circle the answer to each of the questions within each of the assessment rows to assist in determining a score.

7. **Enter a Score for Each Assessment Area. Do not write in the section labeled for Office Use Only**

8. **Check the Rubric**
   Make sure your names, table number, the student’s name, district, language, and Folio ID number are on the rubric then bring it to the language host at the front of the room and get your next student.
What are we looking for today?

Comparing Performance and Proficiency

In describing language ability, the terms performance and proficiency both refer to one’s ability to use language. Similar strategies can be used when teaching for both performance and proficiency. Likewise, assessments of both performance and proficiency reflect purposeful communication tasks, mirroring real-world uses of language. There are also significant differences between performance and proficiency.

➢ PERFORMANCE: Performance is the ability to use language that has been learned and practiced in an instructional setting. Coached by an instructor, whether in a classroom or online, or guided by instructional materials, performance refers to language ability that has been practiced and is within familiar contexts and content areas.

➢ PROFICIENCY: Proficiency is the ability to use language in real-world situations in a spontaneous interaction and non-rehearsed context in a manner acceptable and appropriate to native speakers of the language. Proficiency demonstrates what a language user is able to do regardless of where, when, or how the language was acquired. The demonstration is independent of how the language was learned; the context may or may not be familiar; the evaluation of proficiency is not limited to the content of a particular curriculum that has been taught and learned.

Proficiency Guidelines: Minimum Score of 22

Proficient speakers engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. Topics are handled by means of narration and description in the major timeframes. These speakers can deal with a social situation with unexpected complications. The language of the proficient speaker is abundant; the oral paragraph being the measure of proficient-level length and discourse. Proficient speakers have the accuracy, fluency, pronunciation, lexical range, and grammatical control to be understood by native speakers, including those unaccustomed to non-native speech.

Biliteracy Expectation: Minimum Score of 22

The proficient speaker is a storyteller. At this level, the language production is paragraph-length. That means a speaker’s responses are organized, with a beginning, middle, and end. It also means that there is a connection, not only among ideas, but also among the sentences of a response. Proficient speakers use paragraphs to tell listeners stories that happened in the past, actions that take place in their daily lives, and events that are going to happen in the future. When someone listens to a proficient speaker, there is no confusion about what happened or when it happened. Proficient speakers can handle social transactions, like renting a car. They can use the language to address complications that might arise during the transaction (e.g., a car not being available, or a reservation being lost). This ability allows them to find solutions to resolve the transaction successfully. In addition, proficient speakers can begin talking about things that they did not personally experience.

Questions to Consider When Scoring on the Rubric

Interpretive Proficiency:

Comprehension
1. Do the answers make sense?
2. Did you need to repeat or restate the question?
3. Does the speaker understand complex conversation?

Interpersonal & Presentational Proficiency

Fluency & Coherence
1. Are the answers of an appropriate length?
2. Does the speaker speak too slowly, hesitate, repeat, or make corrections?
3. Does the speaker use a range of cohesive devices and discourse markers?

Lexical Resource
1. Does the speaker use a range of vocabulary (everyday, less common vocabulary and colloquial expressions)?
2. Does the speaker use the vocabulary appropriately (word form/collocation)?

Grammatical Range & Accuracy
1. Does the speaker use simple grammatical forms with control?
2. Does the speaker use complex structures? Are they used accurately?

Pronunciation
1. Can the speaker be understood?
2. Are the individual sounds clear? Are they correctly produced?
3. Does the speaker emphasize words and sentences correctly?
4. Is the speaker’s intonation appropriate?
The Interview

☐ Each student must answer at least two questions from each of the Communications and Cultural sections.
☐ Each student must answer one scenario from the Connections section.

**Communications Standards Requirements: Two-Way Conversation Topics**

**Example:**
1. Tell me something about yourself.

**Cultural Standards Requirements: Two-Way Conversation Topics**

**Example:**
1. Please tell us about an experience you have had in working with individuals from backgrounds and cultures different from yours.

**Connections Standards Requirements: Scenario Questions**

**Example:** renting a car

Preparing for the Oral Proficiency Interview

1. **Review the SEAL Oral Proficiency Rubric**
   a. The rubric can be downloaded from the Seal website ([www.stancoe.org/seal](http://www.stancoe.org/seal)) on the “Resources” tab.

2. **Practice Interviewing [English and the Target Language(s)] with Fellow Applicants, Teachers and/or Site Contacts as Scores Are Final and Cannot Be Re-done**

3. **Students Should Practice [English and the Target Language(s)]:**
   a. using academic and formal language
   b. giving details, anecdotes, descriptions
   c. using active, rich vocabulary with native-like accuracy over a variety of topics
   d. accuracy and mastery of grammar
   e. using connecting words
   f. using complex sentence structures, with subordinate clauses
   g. showing fluency
   h. making a hypothesis, expressing, and supporting an opinion

4. **Students Should Practice Narration/Description in the Past, Present, and Future in English and the Target Language(s)**

5. **Students Should Practice Relating/Discussing Current and Past Events in English and the Target Language(s) with Clear, Ordered, and Paragraph Level Responses**

6. **Students Should Practice Dealing with Real-Life Complications in English and the Target Language(s)**
   a. scenarios might include lost reservations, appointment complications, persuasive arguments

**In Conclusion, the Best Way to Prepare for Your Oral Proficiency Exam Is to:**

- increase your exposure to authentic input (reading, listening, viewing)
- speak as much as you can with classmates, friends, native speakers
- practice having some of those conversations in person
- focus on the functions you are targeting for full control, such as grammar, or supported opinion
- expand the range of topics you can talk about
- force yourself to elaborate
<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Sample Scored Oral Proficiency Interview (OPI) Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1: Listen and Respond</td>
<td>Student is able to actively listen and respond appropriately.</td>
</tr>
<tr>
<td>Task 2: Speak Clearly and Coherently</td>
<td>Student speaks clearly and coherently, with appropriate intonation and pronunciation.</td>
</tr>
<tr>
<td>Task 3: Use Relevant Vocabulary</td>
<td>Student uses relevant vocabulary appropriate to the context.</td>
</tr>
<tr>
<td>Task 4: Handle Conversations</td>
<td>Student handles conversations appropriately, engaging in back-and-forth exchanges.</td>
</tr>
<tr>
<td>Task 5: Understand Complex Instructions</td>
<td>Student understands complex instructions and follows them accurately.</td>
</tr>
</tbody>
</table>

**Score Breakdown:***
- **4** Points: Outstanding performance.
- **3** Points: Good performance.
- **2** Points: Sufficient performance.
- **1** Point: Basic performance.
- **0** Points: Inadequate performance.