

Reading Proficiency in Latin: How to Teach It and How to Measure It

In this age of accountability, Latin teachers are being expected to show student growth in their proficiency with the language. Many teachers do not have a strong sense of what the different proficiency levels look like, how to teach for proficiency or how to measure it. This workshop will examine all three issues, focusing on proficiency in the Interpretive Reading mode of communication.

To learn about proficiency levels, participants will explore the descriptors that characterize the different proficiency levels. We will look at examples of Latin texts and assign them a proficiency level, applying the characteristics of the proficiency levels. Teachers need to feel comfortable with the proficiency levels in order to select appropriate texts to fit their targets. In instruction, teachers give students texts that are slightly above their current proficiency level in order to help their students' progress. When assessing, however, the text needs to be at the students' current proficiency level.

Participants will examine teaching strategies which help students develop reading proficiency. Participants will differentiate between activities which teach or reinforce vocabulary or grammar, those which reinforce skills such as translation, and those which give students the confidence to interact with text even if there are elements that are challenging. All of these different activities are important and play a part in developing proficiency. Participants will learn how to adapt current activities to make them more conducive to developing reading proficiency.

Finally participants will look at ALIRA, the **ACTFL Latin Interpretive Reading Assessment**, a new tool to measure proficiency which was developed in cooperation between ACTFL and ACL. They will learn about the principles behind ALIRA, what the students' experience in the test environment will be, and what information the teacher will receive.

Participants will look at sample test passages and questions, applying the characteristics of the different proficiency levels from earlier in the workshop. This will give teachers confidence to create proficiency assessments they can use at different points during the school year.