

## What is the ACTFL Latin Interpretive Reading Assessment (ALIRA)?

The 2017 American Classical League (ACL) *Standards for Classical Learning* follow the lead of the American Council on the Teaching of Foreign Language (ACTFL) in describing the communicative component of language learning as made up of three modes: Interpretive (reading and listening), Interpersonal (conversation), and Presentational (written or spoken). The ALIRA provides a standardized, objective assessment of one of these: Interpretive Reading.

But what is “Interpretive Reading?” How is it different from “translation?” What is meant by “Proficiency” in a language? How is it measured? How can we measure “understanding” - the term most used in *The Standards for Classical Language Learning*? And, finally, what does the ALIRA exam actually look like?

These and other questions will be addressed in this workshop by a member of the ALIRA development team who has wrestled with ways to identify suitable passages at Novice, Intermediate, and Advanced levels of proficiency and then worked to generate questions that accurately measure a learner’s reading proficiency. Participants will engage in creating content to elicit a learner’s language performance at the intended proficiency level.

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Participants will access a Google Drive of resources that include the Standards, *ACTFL Proficiency Guidelines*, and other documents that describe and support performance and success in Interpretive Reading. Selections of Latin texts will be provided for teachers to examine, discuss, and match to proficiency levels. Participants will also engage in discussions about how to write test questions at the proficiency level of the text and how to write questions that elicit understanding of a text rather than a translation of a text.

The goals of this presentation are to enable participants to:

- identify the proficiency level of a short Latin text and explain why the text is at that level.
- generate questions, at the level of the text, that appropriately assess a reader's understanding of the text.
- guide learners to “get at the meaning” of a Latin text in ways that do not involve translation.