Interweaving Assessment and Advanced Language Proficiency: Lessons Learned and Views to the Future

**Cohort 1 Summer 2016**
- **Listening**
  - Spanish
  - French
  - Korean
  - Arabic
- Authentic texts; extended practice; listening as a process; follow multiliteracies framework

**Cohort 2 Summer 2017**
- **Listening**
- German 4-semester series
- Multiliteracies framework
- Metacognitive strategies
- Extended practice
- Listening as a process

**Cohort 3 AY 2017-2018**
- **Achieving advanced proficiency**
  - Identify opportunities for curricular interventions
  - Propose approach for promoting advanced-level discourse
  - Develop activities, strategies
  - Assess effectiveness of implementation and approach
  - Provide suggestions for implementation

**Research project**
- Synergy, communication, and agencies in curriculum development
- **RQs**
  - What roles do TAs take on their interactions in dyads (i.e., faculty-GTAs)?
  - What are TA’s decision-making patterns for developing activities?
  - Are there any differences across TAs in the # of decisions, roles, and # of activities produced? How can these differences be explained?

**Design**
- Mixed-methods, QUAL - QUAN

**Instruments**
- Reflective journals
- Semi-structured interviews
- Inventories of decisions and activities

**Inter-institutional project**
- Common readings
- External consultant
- Peer-review
- Foster collaborations
- Symposium

**Upper level content courses**
- Arabic
- French
- German
- Spanish

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