

Improving communication through
better understanding of language and culture

A N N U A L R E P O R T

2007



2007

President's Message

On behalf of the Board of Trustees and staff of the Center for Applied Linguistics, I'm pleased to share our annual report for fiscal year 2007. The high profile of many language and culture issues during the year made it an especially important time for the work of CAL, and we are proud of what we have accomplished.

During 2007, we were active in carrying out our mission—to improve communication through better understanding of language and culture—as will be clear in the information presented on the following pages. For example, we promoted and improved the teaching and learning of languages by helping adults gain high-level proficiency in English for professional purposes through the English for Heritage Language Speakers program. We identified and solved problems related to language and culture by preparing professional development materials for teachers on teaching reading to English language learners. Through ongoing expansion of our Web site, we served as a resource for information about language and culture. We conducted research on issues related to language and culture as a partner in the Center for Research on the Educational Achievement and Teaching of English Language Learners. Overall, it was a full and meaningful year for everyone at CAL.

One of the language-related issues that took center stage in 2007 was assessment, and in this message I would like to highlight our work in that vital area. Assessment is a critical element in language education, helping students and instructors measure progress and informing effective instruction. Well-crafted assessments provide reliable, valid, and relevant information for program evaluation and instructional design to better meet the needs of language learners and the educators who serve them. CAL has a long history of leadership in the development of effective assessments and training materials for raters, from the *Basic English Skills Test (BEST)* for adult language learners in the 1980s to the launch of French and German versions of the *Multimedia Rater Training Program* in 2007. With current education policy focusing more attention on accountability and assessment, and with an expanding need for measures of what learners can really do, our work in the field of assessment continues to thrive.

The assessment of English language learners in elementary and secondary schools in this country remains a critical

Our Mission

Improving communication through better understanding of language and culture

CAL carries out a wide range of activities to accomplish its mission with a focus on the following activities:

- Promoting and improving the teaching and learning of languages
- Identifying and solving problems related to language and culture
- Serving as a resource for information about language and culture
- Conducting research on issues related to language and culture

Message from the President

need, and the multi-state WIDA Consortium has assumed a major role in meeting that need. CAL continues to work with WIDA in several ways to provide standards-based assessments for English language learners (ELLs). We provide ongoing test development and training for the *ACCESS for ELLs* test through innovative computer-based training classes for item writers and test administrators. We prepared and offer a course for educators under the acronym CLIMBS, where participants learn to embed the WIDA English language proficiency standards in their classroom practice using sheltered instruction approaches. In its ONPAR project, CAL is also researching issues involved in computer-based testing of science and math for students with low levels of English proficiency. The research is aimed at the practical goal of creating more equitable and accessible content tests for this population.

Technology has proven to be an effective medium for delivering assessments and providing tools for rating language proficiency. CAL's *Multimedia Rater Training Program (MRTP)* and *Computerized Oral Proficiency Instrument (COPI)* are two examples of assessment tools delivered via CD-ROM. The *MRTP* is a computer-assisted professional development instrument that teaches language professionals to rate oral proficiency by using authentic language samples from the *Simulated Oral Proficiency Interview (SOPI)*. The *MRTP* provides a hands-on introduction to oral proficiency assessment that teaches rating skills conveniently and effectively via CD-ROM. In 2007, French and German versions of the *MRTP* were launched to join the Spanish version. The *COPI*, currently in development, is a computer-based, semi-adaptive assessment of Modern Standard Arabic (MSA) and Spanish oral proficiency designed for language educators looking for a computerized, time-efficient assessment.

Continuing our focus on the use of online learning to make assessment training and professional development more readily accessible to a wider range of users, CAL expanded *SOPA Online Training* courses from one to three in 2007. These online courses help educators learn to administer and rate their students' performance on the *Student Oral Proficiency Assessment (SOPA)*, a language proficiency assessment designed to allow young students to demonstrate their highest level of performance in oral fluency, grammar, vocabulary, and listening comprehension.

In 2007, CAL introduced a toolkit designed to support trainers working with test administrators for *BEST Plus*, our oral proficiency assessment for adults learning English. The *BEST Plus Scoring Refresher Toolkit* provides everything needed to help previously trained *BEST Plus* test administrators improve their rating and scoring, including videos with practice clips and scoring activities and a manual designed to guide programs through the entire scoring refresher process.

CAL also offers online information about tests through the *Foreign Language Assessment Directory (FLAD)*. Designed to serve as a starting point for teachers and educators to search for foreign language assessments, the *FLAD* is a free, searchable directory of information on nearly 200 tests in 90 languages, ranging from elementary school through the postsecondary level. An online tutorial on using the directory is in development.

Two new CAL Digests are available online that highlight issues of importance to the assessment community:

- *Oral Proficiency Assessment: The Use of Technology in Test Development and Rater Training*
- *Effects of Instructional Hours and Intensity of Instruction on NRS Level Gain in Listening and Speaking*

Our assessment resources represent only a portion of CAL's activities over the past year. I invite you to review the information provided in this report for a more comprehensive account of our activities and to visit our Web site for updates on current projects and available resources.

Throughout 2007, we were fortunate to continue our work and collaboration with a broad network of partners, consultants, and clients to address issues related to language and culture. We look forward to our continued collaboration and to building on the success of our work together in the future.

Donna Christian
President

FOREIGN LANGUAGE EDUCATION DIVISION

The work of CAL's Foreign Language Education Division, which includes research, professional development, program evaluation, test design, and materials development, focuses on foreign language teaching and assessment at the elementary and secondary school levels.

ELLOPA and SOPA Trainings

CAL staff conducted trainings on the *Early Language Listening and Oral Proficiency Assessment (ELLOPA)* and *Student Oral Proficiency Assessment (SOPA)* at various locations throughout 2007. See pages 11 and 12 for more information.

National K-12 Foreign Language Resource Center (NFLRC)

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from Iowa State University
August 2002–August 2010

CAL serves as a subcontractor on the NFLRC, conducting various activities related to language assessment, curriculum development, and resource dissemination that are critical to enhancing high-quality, standards-based elementary school foreign language instruction. Projects for 2006-2010 include the development of a Chinese K-5 framework and curriculum and the dissemination of early foreign language resources through a Web site and e-mail discussion group.

For more information, visit www.cal.org/projects/nflrc.html.

National K-12 Foreign Language Survey

Funder: U.S. Department of Education, International Research and Studies Program
September 2006–August 2009

CAL is replicating its 1987 and 1997 surveys of foreign language programs in elementary and secondary schools to show patterns and shifts in enrollment, changes in teaching methodologies, changes in languages and programs offered, and availability of articulated sequences of classes. Preliminary results of the survey will be posted on CAL's Web site in late 2008.

For more information, visit www.cal.org/flsurvey.

Promising Practices Initiative

Funder: RMC Research
October 2006–January 2007

CAL identified major challenges in the fields of foreign language education and English as a second language, documented evidence of the challenges, and described practices that might address them.

South Carolina Student Oral Proficiency Assessment

Funder: South Carolina Department of Education
April 2004–June 2007

CAL is administering the *Student Oral Proficiency Assessment (SOPA)* annually in French and Spanish in Rock Hill School District, South Carolina, to provide longitudinal data on the listening and speaking skills of elementary school children who are part of a new content-enriched FLES (foreign language in the elementary school) program.

**Student Oral Proficiency Assessment (SOPA):
A Web-Based Course**

Funder: U.S. Department of Education, International Research and Studies Program
October 2004–March 2007

This project entailed the development and delivery of a Web-based *SOPA* familiarization training course for foreign language educators wanting to assess the speaking and listening skills of K-8 students studying a second language. Training included instruction in *SOPA* interviewing techniques and an overview of the language levels on the *SOPA* rating scale. Three *SOPA Online Training* courses are now available: *Introduction to SOPA*, *Moderated Introduction to SOPA*, and *Rating the SOPA*.

For more information on *SOPA Online Training*, see page 17 or visit www.cal.org/sopa.

LANGUAGE AND CULTURE RESOURCES DIVISION

The projects in this division focus on information collection, analysis, synthesis, and dissemination; development of print and online publications and resources; and professional development and technical assistance for teachers and administrators. This division hosts a library for CAL staff and public use.

Alexandria City Public Schools ESL Program Evaluation

Funder: Alexandria City Public Schools (ACPS), VA
September 2007–February 2008

CAL studied the implementation of the English as a second language (ESL) program in ACPS to determine whether the district and individual schools were implementing the program in accordance with scientifically based research. CAL's evaluation included interviews with key district stakeholders. Evaluation results were delivered to the district in a final report.

**Center for Adult English Language Acquisition (CAELA)**

Funder: U.S. Department of Education, Office of Vocational and Adult Education
October 2004–March 2008

CAELA helped states that had recently begun serving adult English language learners to build their capacity to improve the skills of teachers and administrators in adult English as a second language programs. CAELA also made research findings and research-based resources available to practitioners working with adult English language learners across the nation. CAELA developed and disseminated information and resources through its Web site. Online resources include briefs, digests, and toolkits.

For more information, visit www.cal.org/caela.

**Cultural Orientation Resource Center**

Funder: U.S. Department of State; Bureau of Population, Refugees, and Migration
October 2001–September 2007

CAL develops and disseminates materials that help refugee newcomers understand fundamental aspects of life in the United States; develops and distributes materials on housing, community services, transportation, health, employment, and cultural adjustment in several Asian, European, African, and Middle Eastern languages; and produces culture profiles on the background, history, and culture of different refugee groups to help U.S. service providers understand new refugee populations.

For more information, visit www.culturalorientation.net.

EL (English Language)/Civics Online Courses

Funder: U.S. Department of Education, Office of Vocational and Adult Education
September 2006–March 2008

In collaboration with the Adult Learning Resource Center (a project of The Center: Resources for Teaching and Learning in Des Plaines, Illinois), CAL manages this project to develop online courses and tutorials to train EL/civics teachers to deliver effective EL/civics instruction.

For more information, visit www.elciviconline.org.

Elementary ESOL Program Evaluation

Funder: Arlington Public Schools, VA
January 2006–November 2006

CAL investigated instructional delivery for English language learners by using the Sheltered Instruction Observation Protocol (SIOP) to conduct structured classroom observations. The purpose of the evaluation was to investigate which elements of best practice were being used by teachers in the various elementary school programs that serve English language learners. CAL also interviewed all district elementary principals for the evaluation and delivered a final report.

ELL Learning for Toyota Family Literacy Project

Funder: National Center for Family Literacy
June 2007

CAL staff gave a presentation about young students learning English to the Toyota Family Literacy Project team.

National Institute for Literacy Technical Assistance for Program Planning

Funder: U.S. Department of Education, via subcontract from MPR Associates
October 2005–September 2008

CAL and MPR Associates are convening groups of adult ESL experts, conducting an environmental scan, reviewing the literature on topics in adult ESL education, and commissioning background papers on topics related to the education of adults learning English.

Pedestrian and Bicycle Safety Program

Funder: National Highway Transportation Safety Administration, via subcontract from the ASPIRA Association
November 2006–September 2008

In collaboration with ASPIRA, CAL is developing a curriculum and teacher's guide on pedestrian and bicyclist safety for use in education programs with immigrant adults and youth.

Training for Publishers Based on CAL Professional Development Materials

Funder: Words and Numbers, Inc.
June 2007

CAL provided 2 days of professional development for textbook publishers to examine best practices in ESL and how they can be infused into K-12 textbooks. The training was based on two CAL professional development tools: *Enhancing English Language Learning in Elementary Classrooms* and *Enriching Content Classes for Secondary ESOL Students*.

Working With Literacy-Level Learners

Funder: University of Maine
April 2007

CAL conducted workshops for adult educators in Maine on teaching strategies for adult literacy-level English language learners.

LANGUAGE AND LITERACY DIVISION

CAL's Language and Literacy Division specializes in projects that center on literacy acquisition for all ages, particularly among learners for whom English is a second language.

Acquiring Literacy in English

Funders: National Institute of Child Health and Human Development; and U.S. Department of Education, Institute of Education Services
September 2000–June 2007

CAL conducted a research program focused on the acquisition of English literacy by Spanish-speaking children. The program was composed of three research subprojects, an administrative core, and a research core focused on assessment. The research core of this project was managed by CAL's Language Testing Division.

For more information, visit www.cal.org/projects/acquiringliteracy.html.

Comprehensive Technical Assistance Center – Great Lakes East

Funder: U.S. Department of Education, Office of Elementary and Secondary Education, via subcontract from Learning Point Associates
October 2005–June 2010

CAL is collaborating in the operation of this Comprehensive Technical Assistance Center to provide capacity-building assistance to Indiana, Michigan, and Ohio in their efforts to raise student achievement in compliance with the No Child Left Behind Act.

For more information, visit www.cal.org/greatlakes.

Content-Based Vocabulary Instruction: Using Cognates to Promote the Vocabulary Development of Native Spanish Speakers

Funder: U.S. Department of Education, Institute of Education Sciences
June 2007–May 2011

CAL is developing and testing the efficacy of two cognate-based interventions on the vocabulary development, morphological awareness, and reading comprehension of native Spanish speakers in the middle school grades.

Development of Literacy in Spanish-Speaking Children

Funder: National Institute of Child Health and Human Development
July 2007–May 2012

CAL received a second 5-year grant to continue to study the development of literacy in Spanish-speaking English language learners (ELLs). This is a continuation of the Acquiring Literacy in English project. The grant consists of three subprojects. The first studies the literacy development of ELLs through seventh grade; the other two examine the effects of interventions designed to build the language and literacy skills of ELLs in the early grades. The project includes a research and assessment core, managed by the Language Testing Division, and an administrative core.

EHLS

English for Heritage Language Speakers

Funder: U.S. Department of Defense, National Security Education Program
September 2005–August 2010

CAL is administering and overseeing the development and implementation of the English for Heritage Language Speakers pilot program, in which native speakers of critical languages will raise their English proficiency to a professional level that qualifies them for positions in the federal government.

For more information, visit www.cal.org/ehls.

LANGUAGE IN SOCIETY DIVISION

Language in Society staff conduct research on language use and apply the findings of sociolinguistic research to the resolution of social and communication problems.

Improved Quality and Access to Basic Education in Ghana

Funder: U.S. Agency for International Development, via subcontract from the Education Development Center
May 2004–May 2009

CAL is helping schools in Ghana to implement standards and milestones for literacy and is contributing to the development of curricula for English as an official language.

LANGUAGE EDUCATION AND ACADEMIC DEVELOPMENT DIVISION

Staff in the Language Education and Academic Development division conduct research and offer professional development on issues related to English as a second language, bilingual education, sheltered instruction, two-way immersion, and program design for English language learners and their teachers in K-12 settings.

Academic Literacy Through Sheltered Instruction for English Language Learners in Secondary Schools

Funders: Carnegie Corporation of New York and the Rockefeller Foundation
July 2003–June 2007

CAL conducted research on the SIOP Model and provided professional development to secondary teachers in two New Jersey school districts.

Appalachian Regional Education Laboratory

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from CNA Corporation
April 2006–March 2011

CAL is participating in applied research and rapid response to school districts on issues concerning the education of English language learners in the Appalachian states (Kentucky, Tennessee, Virginia, and West Virginia). The research is focused on addressing the needs of districts with emerging ELL communities and the challenges that states, school districts, and schools confront in building capacity to serve this new population. The first report released for dissemination outlines key patterns of naming conventions for eight languages represented among English language learners in the region and discusses database and registration alternatives that can accommodate cultural differences in naming. The goal of the report is to help districts and schools ensure consistency in the use of international student names in district student information systems.

For more information, see page 8 or visit www.cal.org/projects/re_l_appalachia.html.

Assimilating Hispanic Students Into the Mainstream Curriculum

Funder: U.S. Department of Education, via subcontract from The Georgia Project
June 2001–August 2007

CAL worked with The Georgia Project to provide professional development to high school math and science teachers in Whitfield County, Georgia, on improving the academic achievement of English language learners.

Center for Advanced Research on Language Acquisition (CARLA): Dual Language Education Conference

Funder: U.S. Department of Education, via subcontract from the University of Minnesota
September 2007–November 2008

CAL and CARLA will co-sponsor the International Conference on Immersion Education in St. Paul, Minnesota, in October 2008.

For more information, visit www.cal.org/about/conferences.html.



Center for Research on the Educational Achievement and Teaching of English Language Learners

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Houston
August 2005–July 2010

CAL is a partner in the only National Research and Development Center focused on English language learners (ELLs). CREATE's program of research is designed to enhance the empirical research base for Grade 4-8 readers by developing and testing effective interventions that promote content knowledge and language and literacy development; by investigating the features of instruction and types of text modifications that facilitate learning for ELLs; by designing, testing, and delivering professional development that will help teachers implement effective classroom practices; and by disseminating findings and information about effective practices. CAL is conducting two major research studies as part of this effort. In the first, *Project QUEST*, CAL staff are researching the efficacy of an intervention model that aims to develop science content knowledge concurrently with language and literacy skills in middle school second language learners. In the second, CAL staff are investigating the impact of the SIOP Model on student achievement in middle school science classrooms. CAL also leads dissemination activities for CREATE. In the past year, CREATE has taken an active leadership role in the field through the organization of the inaugural CREATE conference, *Academic Language and Content: A Focus on English Language Learners in the Middle School*, in October 2007, and through a series of free webcast seminars by CREATE investigators on topics related to the center's work.

For more information, visit www.cal.org/create.

LANGUAGE EDUCATION AND ACADEMIC DEVELOPMENT DIVISION (CONTINUED)

Developing a Diagnostic Assessment of Reading Comprehension

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Houston
July 2005–June 2009

This project involves the development, validation, and norming of a reading comprehension assessment battery called the *Diagnostic Assessment of Reading Comprehension*.

Enhancing Secondary Education in the Central Valley

Funder: Irvine Foundation
July 2006–June 2008

CAL is conducting a 2-year project aimed at improving instruction and preparation for postsecondary education in high schools with high enrollments of English language learners in California's Central Valley. The project involves a parent empowerment component to encourage postsecondary enrollment.

Promoting the Development of Spanish Literacy Skills Among Bilingual Students by Enhancing Vocabulary

Funder: Arlington Public Schools, VA
November 2006–December 2006; May 2007–June 2007

CAL provided Spanish immersion teachers from Key and Claremont immersion schools training in the use of strategies that enhance vocabulary knowledge of Spanish among immersion students in Grades K-5.

SIOP Model Professional Development Services

See page 15 for information about SIOP Model professional development and other services provided by CAL staff.



Success Through Academic Interventions in Language and Literacy

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Houston
October 2003–September 2008

CAL is conducting research on interventions for two approaches to educating English language learners—structured English immersion and transitional bilingual education—to determine the impact of the models on the performance of Spanish-speaking English language learners in Grades K-3. Researchers are developing enhanced versions of language and literacy curricula and are working with math teachers to help them make math content accessible to English language learners.

For more information, visit www.cal.org/saill.

Two-Way SIOP Services

See page 16 for more information.

Two-Way Immersion Outreach and Information Dissemination

Funder: Illinois Resource Center, Des Plaines
July 2004–June 2009

The Illinois Resource Center provides support for CAL's nationwide two-way immersion (TWI) outreach and information dissemination, which include TWI Web pages and directories, an e-mail bulletin, and question-answering services.

For more information, visit www.cal.org/twi.

LANGUAGE TESTING DIVISION

Staff in CAL's Language Testing Division conduct a broad range of research and development projects related to the assessment of language skills in learners of all ages.

ACTFL Assessment for Performance and Proficiency of Languages (AAPPL)

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from the American Council on the Teaching of Foreign Languages (ACTFL)
January 2006–May 2008

CAL is working with ACTFL to articulate a blueprint to assess performance and proficiency in languages on a national scale from kindergarten through postsecondary education; to create a framework appropriate for a national test; to develop a prototype with language-specific items; and to disseminate information on the project to inform the profession.

CAPA: Georgetown Flagship Testing Project

Funder: Georgetown University
January 2006–July 2007

CAL worked with instructors at Georgetown's Arabic Flagship program to integrate ongoing oral proficiency assessment into instruction to help students attain high levels of proficiency.

Computerized Oral Proficiency Instrument (COPI)

Funder: U.S. Department of Education, International Research and Studies Program
December 2004–December 2007

CAL is putting the *COPI*, a computer-based, semi-adaptive test of Arabic and Spanish, into operation. The tests, the rating system, and a rater training program will be available on CD-ROM.

For more information, see page 17 or visit www.cal.org/copi.

Defense Language Aptitude Battery (DLAB) Test Revisions

Funder: Center for Advanced Study of Language, University of Maryland College Park, via subcontract from Second Language Testing, Inc.
January 2007–December 2007

CAL collaborated in the development of four parallel forms of the DLAB.

Foreign Language Assessment Directory

Funder: U.S. Department of Education, International Research and Studies Program
October 2005–September 2008

CAL is updating its online *Foreign Language Test Database* and the *Foreign Language Assessment Database for Grades K-12* and is consolidating them into a single directory, the *Foreign Language Assessment Directory*, with an added tutorial.

For more information, visit www.cal.org/flad.

National Capital Language Resource Center (NCLRC)

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from Georgetown University
August 2006–August 2010

CAL collaborates with Georgetown University and The George Washington University to operate the NCLRC, one of 15 federally funded language resource centers. CAL develops tests, provides information on materials for teaching less commonly taught languages, and delivers professional development on language assessment for language instructors.

For more information, visit www.cal.org/projects/nclrc.html.

Professional Development Curriculum for Arabic Teachers in Grades K-12

Funder: U.S. Department of Education, via subcontract from The George Washington University
October 2006–September 2009

CAL is adapting and expanding the popular NCLRC Web site, *The Essentials of Language Teaching*, to include materials specifically for K-12 teachers of Arabic.

RIDE ONPAR

Funder: U.S. Department of Education, via subcontract from the Rhode Island Department of Education (RIDE)
April 2007–June 2008

CAL is working with WIDA Consortium states to develop a science test for beginning English language learners that can be used for state accountability purposes to meet the requirements of federal law.

STARTALK

Funder: U.S. Department of Education, via subcontract from the National Foreign Language Center
September 2006–June 2007

CAL staff served as advisors for the implementation of the STARTALK project, which provided students and teachers with summer immersion experiences, academic courses, curricula, and other resources for foreign language education in less commonly taught languages. STARTALK is part of a presidential initiative to enhance the national capacity for critical languages.

STARTALK Summer Language Programs

Funder: U.S. Department of Defense, National Security Language Initiative, via subcontract from The George Washington University
September 2006–August 2007

CAL worked with the National Foreign Language Center to develop evaluation systems and provide advice about assessments for summer language programs in Chinese and Arabic.

WIDA Consortium Partnership

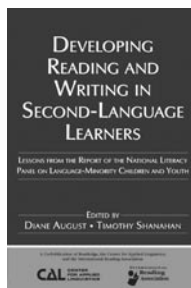
Funders: Wisconsin Department of Public Instruction; and the University of Wisconsin, Wisconsin Center for Educational Research
May 2003–December 2007

CAL collaborates with the WIDA Consortium in its work to provide standards-based assessments for English language learners. CAL supports ongoing development and administration of the *ACCESS for ELLs* test through innovative computer-based training classes for item writers and test administrators. CAL has also developed for the Consortium a blended computer-based and face-to-face professional development course under the acronym CLIMBS. Participants in a CLIMBS course learn to embed the WIDA English language proficiency standards in their classroom practice using sheltered instruction approaches. The goal is to build and maintain a community of educators similarly focused on the needs of English language learners in their schools. CAL is also developing a computer-based test of science and math for students with low levels of English proficiency. This alternative test, *ONPAR*, will allow students to demonstrate their content knowledge with a test instrument that is sensitive to their lower proficiency in English.

For more information, visit www.cal.org/wida.

CAL CONNECTIONS

During 2007, CAL collaborated with other organizations on several projects that produced a variety of useful resources.



Developing Reading and Writing in Second-Language Learners **Lessons From the Report of the National Literacy Panel on Language-Minority Children and Youth**

Edited by Diane August and Timothy Shanahan

This book was created as a summary of *Developing Literacy in Second-Language*

Learners, the complete volume reporting the findings of the National Literacy Panel on Language-Minority Children and Youth. In this more accessible version, chapters adapted from the full report concisely review the state of knowledge on the development of literacy in language minority children and youth in relation to five specific themes: (1) development of literacy in second language learners, (2) cross-linguistic relationships in second language learners, (3) sociocultural contexts and literacy development, (4) instruction and professional development related to educating language minority students, and (5) student assessment. The book is a co-publication of Routledge, the International Reading Association, and the Center for Applied Linguistics.

To learn more, visit www.cal.org/resources/pubs/developreadwrite.html.



Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners

Working on behalf of the Carnegie Corporation of New York, CAL convened a panel of researchers, policymakers, and practitioners to share their expertise on the

issues and challenges confronting adolescent English language learners. In *Double the Work*, published by the Alliance for Excellent Education, the panel outlines six major challenges to improving the literacy of English language learners and recommends an array of strategies for day-to-day teaching practices to surmount these challenges.

To learn more, visit www.cal.org/projects/archive/adolescentell.html.



Heritage Languages in America

Sponsored by CAL, the National Foreign Language Center, and the Asia Society, the Alliance for the Advancement of Heritage Languages consists of individuals and organizations committed to working together to promote the conservation and development of the heritage language resources of this country—that is, the languages spoken by our many immigrant, refugee, and indigenous communities. The work of the Alliance is part of a larger effort to provide education in the United States that will prepare more citizens to function professionally in both English and at least one other language. The Alliance is compiling an online collection of profiles of promising heritage language programs to serve as a resource to policy makers and educators as they plan and implement programs.

To learn more, to view the collection of programs, or to contribute a profile of a program, visit www.cal.org/heritage.



Registering Students From Language Backgrounds Other Than English

Nicole Marcus, Carolyn Temple Adger, and Igone Arteagoitia

This report was prepared for the Institute of Education Sciences under CAL's subcontract from CNA Corporation to collaborate in the

Appalachian Regional Education Laboratory. It addresses an ongoing challenge in tracking student data: recording names of students to accommodate contrasting naming patterns in various cultures. The report seeks to alert administrators, school staff, and database managers to the variations in naming systems to help identify students consistently in school databases, and to address students and their family members appropriately.

To learn more, visit www.cal.org/projects/rel_appalachia.html.

Measures of Change: The Demography and Literacy of Adolescent English Learners

This companion to *Double the Work* provides a demographic profile of students in Grades 6-12 who are English language learners and focuses on how these students are faring on standardized tests at the national level and in four states: California, Colorado, Illinois, and North Carolina.

To learn more, visit www.cal.org/projects/archive/adolescentell.html.

During 2007, CAL published the new resources listed below and on the next page.



What's Different About Teaching Reading to Students Learning English?

Center for Applied Linguistics and Delta Publishing Company
Dorothy Kauffman

What's Different About Teaching Reading to Students Learning English? provides teacher trainers with a curriculum to guide the professional development of classroom and ESL teachers who teach reading in classes where some or all of the students are English language learners. This widely used professional development tool now includes a revised and enhanced trainer's manual, a new study guide for use by individual teachers, and a DVD of the popular video, *Why Reading Is Hard*.

- The 2007 edition of the **Trainer's Manual** contains everything needed to conduct trainings ranging from one or more workshops to a full graduate course. The workshop format is flexible and may follow different schedules depending on school or district needs.
- The new **Study Guide** includes activities, materials, and readings for use by workshop participants and serves as a practical, follow-up resource to help teachers reinforce knowledge and skills acquired during the workshop.
- The video *Why Reading Is Hard* provides information about the factors that make learning to read in English difficult for English language learners and leads viewers to examine the reading skills they know and use automatically. The video presents examples of children reading aloud for viewers to critique and develop plans for instruction.

For more information, visit www.cal.org/services/wd.



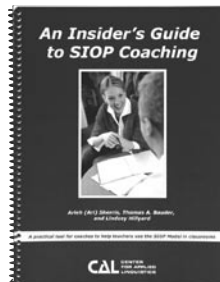
Realizing the Vision of Two-Way Immersion: Fostering Effective Programs and Classrooms

Center for Applied Linguistics and Delta Publishing Company

Elizabeth R. Howard and Julie Sugarman

Drawing on a decade of research, this book explores the question of effectiveness in two-way immersion (TWI) by examining the development of bilingualism and biliteracy in elementary TWI students. Specifically, the authors highlight the importance of fostering cultures of intellectualism, equity, and leadership in order to promote bilingualism and biliteracy among two-way immersion students. These cultures are cultivated by promoting higher order thinking, demonstrating a commitment to ongoing learning, valuing the partner language and cultures, and encouraging initiative and leadership. Through case studies of four exemplary TWI programs, the authors provide evidence of how these three cultures function as organizing principles for program and classroom practices adopted by effective two-way immersion programs.

For more information, visit www.cal.org/twi.



An Insider's Guide to SIOP Coaching

Center for Applied Linguistics

Arieh (Ari) Sherris, Thomas A. Bauder, and Lindsey Hillyard

This resource is designed for teacher educators, staff developers, and others who know the SIOP Model and are helping teachers implement it in their lessons. The guide offers practical suggestions for establishing productive coaching relationships, helping teachers with effective SIOP lesson planning, conducting observations and providing feedback, and sustaining SIOP implementation over time.

For more information, visit www.cal.org/siop.

To view our complete collection of publications, visit www.cal.org/publications.

DIGESTS AND BRIEFS

CALdigests

Oral Proficiency Assessment: The Use of Technology in Test Development and Rater Training

Margaret E. Malone
Center for Applied Linguistics

Foreign Language Immersion Programs: Features and Trends Over 35 Years

Ashley Lenker and Nancy Rhodes
Center for Applied Linguistics

Effects of Instructional Hours and Intensity of Instruction on NRS Level Gain in Listening and Speaking

Sarah Young
Center for Applied Linguistics

To read or download, visit www.cal.org/digests.

CAELA Briefs

Problem-Based Learning and Adult English Language Learners

Julie Mathews-Aydinli
Center for Adult English Language Acquisition

Professional Development for Adult ESL Practitioners: Building Capacity

Kirsten Schaetzel, Joy Kreeft Peyton, and Miriam Burt
Center for Adult English Language Acquisition

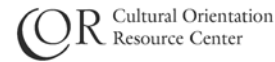
Using Adult ESL Content Standards

Kirsten Schaetzel and Sarah Young
Center for Adult English Language Acquisition

Workplace Instruction and Workforce Preparation for Adult Immigrants

Miriam Burt and Julie Mathews-Aydinli
Center for Adult English Language Acquisition

To read or download, visit www.cal.org/caela.

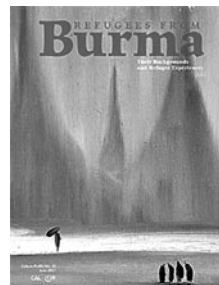


PUBLICATIONS ON REFUGEE POPULATIONS

The COR Center specializes in the development of materials designed to help refugee newcomers understand fundamental aspects of life in the United States and to help service providers understand and address the challenges faced by the refugee populations they serve.

For more information, visit www.culturalorientation.net.

New Culture Profile

**Refugees From Burma: Their Backgrounds and Refugee Experiences**

Center for Applied Linguistics

Sandy Barron, John Okell, Saw Myat Yin, Kenneth VanBik, Arthur Swain, Emma Larkin, Anna J. Allott, and Kirsten Ewers; with editing by Donald A. Ranard and Sandy Barron

This profile provides information about the diverse histories, cultures, and refugee experiences of refugees from Burma, with a focus on the Burmans, the Karen and their various subgroups, and the Chin. Designed as a resource for refugee service providers but likely to be of use to teachers, local government agency staff, and others who interact with the Burmese, the profile also addresses the early experiences of the Burmese already resettled in the United States.

In Development – New Publications on Refugee Populations

**Refugee Backgrounders**

Refugee Backgrounders provide a brief introduction to specific refugee populations. They include sections on the need for resettlement of the group to the United States, cultural attributes of the group, resettlement considerations, and a one-page statistical summary. CAL currently offers Refugee Backgrounders on the following groups:

- Banyamulenge Tutsi
- Kunama
- 1972 Burundians
- Bhutanese Refugees in Nepal

Enhanced Refugee Backgrounders

These publications will provide more in-depth information about refugee groups, including a description of the group's history, culture, language, education, and conditions in their countries of asylum. The following titles are currently in development:

- Refugees From Iraq
- Bhutanese Refugees in Nepal

CAL staff members and consultants provide a wide range of professional development and technical assistance services for schools, school districts, state education departments, refugee service providers, and other clients.

The following list provides a recap of our most commonly used services.

- Professional development and technical assistance for teachers in preK-12 ESL and bilingual education programs, using as a foundation the professional development materials developed by CAL
- Professional development services on the SIOP Model
- Training for *BEST Plus* test administrators and trainers
- Training of trainers for educators working with second language learners, using CAL's professional development materials
- Workshops on administering the *Early Language Learning Oral Proficiency Assessment (ELLOPA)* and the *Student Oral Proficiency Assessment (SOPA)*

We describe below the specific services CAL provided in 2007.



BEST PLUS TRAINING

BEST Plus is an individually administered face-to-face oral interview designed to assess the English language proficiency of adult English language learners. It assesses interpersonal conversational communication using everyday English.

The *BEST Plus* training workshop prepares participants to administer and score the test by providing an overview of its development and purpose, opportunities to practice delivery and scoring, and clarification of administration and scoring issues. Participants learn to recognize the importance of assessing oral language proficiency, to administer and score the test, and to interpret *BEST Plus* scores.

In 2007, *BEST Plus* test administrator training was conducted in 10 states: Arkansas, Florida, Illinois, Kentucky, Maryland, North Carolina, New Mexico, Oklahoma, Rhode Island, and Virginia. Refresher training workshops were also held in New York and Oklahoma. Nationally, over 11,000 people have been trained as *BEST Plus* test administrators.

For more information, visit www.best-plus.net.

ELLOPA AND SOPA WORKSHOPS

SOPA: Student Oral Proficiency Assessment (for Grades 2–8)

ELLOPA: Early Language Listening and Oral Proficiency Assessment (for Grades PreK–2)

The *ELLOPA* and *SOPA* interviews are innovative language proficiency assessments designed to allow young students to demonstrate their highest level of performance in oral fluency, grammar, vocabulary, and listening comprehension. CAL offered a variety of trainings and workshops on the *ELLOPA* and *SOPA* in 2007 (see below) and expanded the *SOPA Online Training* courses now available (see page 17).

■ **Bellvue School District, WA**

August 2007

CAL gave a one-day introduction to *SOPA* and the *SOPA* rating scale for Spanish immersion teachers. The following day, teachers practiced interviewing and scoring students on the *SOPA*.

■ **Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota**

July 11-20, 2007

CAL conducted a 2-day *SOPA* workshop at the CARLA Immersion Challenges Institute.

■ **Dansville Schools, MI**

May 2007

CAL trained Spanish teachers to administer the *SOPA* and provided coaching and rating services on the testing day.

■ **Dearborn Public Schools, MI**

March 2007

CAL provided a 2-day *SOPA* training for teachers of Arabic.

■ **Fairfax County Public Schools, VA**

April–May 2007

CAL provided a rating verification for 20 *ELLOPA* interviews and an *ELLOPA* assessment review for teachers who were previously trained to administer this assessment.

■ **Forest Hills Public Schools, NY**

May 2007

CAL rated eight Spanish *SOPA* interviews for accuracy and provided comments on interview techniques.

ELLOPA AND SOPA WORKSHOPS (CONTINUED)

■ **Frankfurt International School, Germany**

March–December 2007

CAL provided *SOPA* and *ELLOPA* workshops, advanced rater training through an online course, and script adaptation for this immersion school.

■ **Lafayette Parish School System, LA**

May–June 2007

CAL reviewed videotaped *ELLOPA* interviews that had been conducted and rated by Lafayette Parish Spanish teachers. CAL provided a written report with feedback on the teachers' rating accuracy and interview effectiveness.

■ **Montana Office of Public Instruction**

October–December 2006

CAL provided *SOPA* training for Montana teachers of Russian, Spanish, and languages indigenous to the state.

■ **National Foreign Language Resource Center (NFLRC), Iowa State University**

July–August 2007

CAL verified Spanish *SOPA* ratings at the Iowa State University NFLRC. CAL specialists verified rating accuracy and interview effectiveness by examining videotapes, audiotapes, and rater notes. Written feedback was given on the quality of the interviews.

■ **Seattle Public Schools, WA**

May 2007

CAL trained teachers to deliver the *ELLOPA* and *SOPA* assessments in Chinese, Japanese, and Spanish.

■ **South Carolina Department of Education**

April–July 2007

CAL assessed the Spanish and French language proficiency of fifth graders, analyzed the assessment results, and submitted a report on the findings.

■ **U.S. Naval Academy**

July–November 2007

CAL delivered two half-day workshops based on a staff needs assessment. The first session focused on curriculum and foreign language standards. The second session focused on assessment and testing.

■ **Virginia Beach Public Schools, VA**

June 2007

CAL provided *ELLOPA* and *SOPA* training for immersion teachers in Virginia Beach.

■ **Washington International School, Washington, DC**

April 2007

CAL worked with teachers at this school to create a *SOPA* and provided guided practice in administering the *SOPA* to fifth graders.

■ **Westport Public Schools, CT**

April–July 2007

CAL assessed fifth grade Spanish learners using the *SOPA*, with results analyzed, interpreted, and summarized in writing.

■ **Winston-Salem Public Schools, NC**

January–February 2007

CAL provided a *SOPA* workshop, an advanced rater training course, adaptations of *ELLOPA* and *SOPA* scripts, and rating verification services.

Visit www.cal.org/sopa for more information.

PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE FOR TEACHERS IN PREK-12 AND BILINGUAL EDUCATION PROGRAMS

Throughout this section on professional development, the terms *Enhancing* and *Enriching* refer to CAL's professional development materials, *Enhancing English Language Learning in Elementary Classrooms* and *Enriching Content Classes for Secondary ESOL Students*. A third set of CAL professional development materials, *What's Different About Teaching Reading to Students Learning English?*, is abbreviated as *What's Different?*

Enhancing English Language Learning in Elementary Classrooms

Funder: Yakima School District, WA, via subcontract from Heritage University, WA
 August–December 2006
 August 2007–January 2008

CAL conducted a three-credit graduate course on *Enhancing English Language Learning in Elementary Classrooms* for mainstream elementary teachers in Yakima, Washington. Credit was granted through Heritage University.

Enriching Content Classes for Secondary ESOL Students

Funder: Yakima School District, WA, via subcontract from Heritage University
 August–December 2006
 August 2007–January 2008

CAL conducted a three-credit graduate course based on *Enriching Content Classes for Secondary ESOL Students* for secondary school content teachers in Yakima, Washington. Credit was granted through Heritage University.

Enriching Training and K-12 Resources for ELLs

Funder: Scottsboro City Schools, AL
 August 2007–May 2008

CAL provided professional development on working with English language learners for all secondary staff in August 2007. In 2008, CAL provided training resources with guided questions about English language learners for staff study groups.

Enriching Training of Trainers

Funder: Massachusetts Department of Education
 June 2007–June 2008

CAL delivered a 2-day *Enriching* training of trainers (TOT) for 15 participants who had previously received training on the *Enhancing* materials. This abbreviated TOT focused on the differences between *Enhancing* and *Enriching*. CAL staff also conducted a 4-day TOT on *Enriching* for 40 participants. The training sessions were tailored to meet the needs of the Massachusetts Department of Education Sheltered English Immersion professional development program.

ESOL Program Evaluation

Funder: St. Louis Public Schools, MO
 April–May 2007

CAL staff and a consultant worked together to complete an ESOL (English for speakers of other languages) program evaluation focusing on program design and alternatives. Summary recommendations were also reported.

K-12 ESOL Program Evaluation

Funder: Fargo Public Schools, ND
 March–October 2006

CAL conducted a K-12 ESOL program evaluation based on a 3-day site visit, which included classroom observations and interviews with key staff. A review of key documents for English language learners was conducted and a final evaluation report was delivered.

Professional Development and Technical Assistance for Magdalena Schools, NM

Funder: U.S. Department of Education, Office of English Language Acquisition, via subcontract from Magdalena Public Schools, NM
 August 2006–December 2007

CAL provided professional development and technical assistance for elementary and secondary school staff focused on English language learners and bilingual education programs. This was the fourth and final year of the federally funded English Language



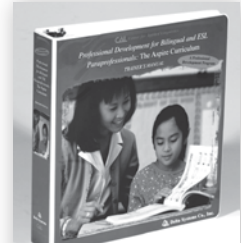
Enhancing English Language Learning in Elementary Classrooms



Enriching Content Classes for Secondary ESOL Students



What's Different About Teaching Reading to Students Learning English?



Professional Development for Bilingual and ESL Paraprofessionals: The Aspire Curriculum

CONTINUED FROM PAGE 13

Acquisition and Native American Achievement Project in Magdalena Public Schools. Four site visits were completed for the school year, with a focus on capacity building and dissemination of project findings.

Professional Development and Technical Assistance for North Kansas City School District, MO, and the University of Missouri-Kansas City

Funder: U.S. Department of Education, via subcontract from the University of Missouri-Kansas City
August 2007–July 2012

CAL is working with the University of Missouri-Kansas City to provide professional training on working with English language learners for university staff in teacher education programs and for mainstream teachers in the school district.

Professional Development for PreK ELLs

Funder: Charlotte-Mecklenburg Schools, NC
July 2007

As part of the Charlotte-Mecklenburg 2007 Pre-K Professional Development Summer Institute, CAL presented the session *Principles and Practices to Facilitate Language and Literacy Development for Young ELLs*.

Professional Development on *Enhancing and Enriching* Materials

Funder: Saint Louis Public Schools, MO
January–June 2007

CAL provided two courses for school teams of content area/mainstream teachers, ESL teachers, and administrators. Each course was offered for either three graduate credits (through the University of Missouri St. Louis) or for professional development units (through the St. Louis Public Schools). Classroom observations and coaching were also conducted by CAL as part of this training.

Summer Institutes on *Enhancing and Enriching*

Funder: Worcester Public Schools, MA
July–December 2006

CAL taught two 4-day summer institutes: one on *Enhancing English Language Learning in Elementary Classrooms* to mainstream elementary school teachers, the other on *Enriching Content Classes for Secondary ESOL Students* to secondary school content teachers. These courses and materials, developed and written by CAL staff, have been tailored to meet the needs of the Massachusetts Department of Education Sheltered English Immersion professional development program.

Technical Assistance for ELL Proposal Development

Funder: North Kansas City School District, MO
February 2007

CAL provided technical assistance to the partnership of North Kansas City Public Schools, Missouri, and the University of Missouri-Kansas City in the design and writing of their proposal to the U.S. Department of Education's Professional Development Program for Limited English Proficient Students.

Technical Assistance on Scientifically Based Reading Research for Schools and School Districts

Funder: U.S. Department of Education, via subcontract from the National Center for Family Literacy
September 2006–June 2007

CAL worked with the National Center for Family Literacy to provide technical assistance focused on reading instruction for English language learners in schools and school districts in states where students have not made adequate yearly progress.

Training of Trainers Workshops for *Enhancing and Enriching* and One-Day *Enhancing* Training of Trainers Update

Funder: Massachusetts Department of Education
May 2006–May 2007

CAL delivered 4-day training of trainers sessions on *Enhancing English Language Learning in Elementary Classrooms* and *Enriching Content Classes for Secondary ESOL Students* to prepare ELL specialists to deliver the *Enhancing* and *Enriching* teacher training curricula. These sessions were tailored to meet the needs of the Massachusetts Department of Education Sheltered English Immersion professional development program.

***What's Different?* for Elementary and Secondary Students in Lincoln Intermediate**

Funder: Lincoln Intermediate Unit 12, PA
August–October 2007

CAL provided 2 days of professional development based on *What's Different About Teaching Reading to Students Learning English?* for teachers in Grades K-8. The first day had an elementary focus and the second day had a secondary focus.

***What's Different?* Professional Development for Lee County Schools**

Funder: Lee County Public Schools, NC
August–November 2007

CAL provided 4½ days of professional development for ESL and mainstream teachers based on *What's Different About Teaching Reading to Students Learning English?*

Visit www.cal.org/services for more information.

PROFESSIONAL DEVELOPMENT SERVICES ON THE SIOP MODEL



The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic and linguistic needs of English learners throughout the United States. Using the SIOP Model, teachers design and

implement lessons that attend to the needs of their students. CAL collaborates with schools, states, and districts to design and conduct SIOP professional development programs to meet their particular needs. The following provides an overview of SIOP workshops and professional development services delivered by CAL in 2007.

SIOP Model Overview

CAL provided SIOP Model overview sessions to teachers and administrators in the following school systems:

- Virginia Beach Department of Education, VA
- Chesterfield County Public Schools, VA

SIOP Model Teacher Workshops

CAL provided 3 to 8 days of SIOP Model professional development workshops for teachers in the following school systems:

- Bridgeton Public Schools, NJ
- Chesterfield County Public Schools, VA
- Frederick and Winchester County Schools, VA
- Hunterdon County Office of Education, NJ
- Loudoun County Public Schools, VA
- Manassas Park and Manassas County School Districts, VA
- New Brunswick School System, NJ
- Osseo Area Schools, MN
- Roanoke County School District, VA
- Warrenton Public Schools, VA
- Wheeling Community Consolidated School District, IL

SIOP Model Professional Development Projects

These projects included teacher workshops, coaching workshops, training of trainers, administrators' overviews, site visits, review workshops, and consultations.

■ **Alexandria City Public Schools, VA**

August 2007–August 2008

CAL provided eight SIOP Model workshops for teachers and a half-day SIOP overview for school and district administrators. CAL will provide a 2-day SIOP coaching workshop in August 2008.

■ **Atlantic City School District, NJ**

December 2006–August 2007

CAL provided a variety of professional development services related to the SIOP Model, including two workshops and 4 days of class visits and conferences with teachers and coaches.

■ **Austin Public Schools, MN**

May 2007–February 2008

CAL provided five SIOP Model workshops for teachers, a SIOP overview session for administrators, and a SIOP training of trainers workshop. In addition, CAL conducted classroom observation and coaching sessions.

■ **Chesterfield County Schools, VA**

August–October 2007

CAL provided five SIOP Model workshops for teachers, a half-day SIOP overview for administrators, and a 2-day SIOP review-and-expand workshop for teachers who had participated in SIOP workshops in 2006.

■ **Clark County School District, NV**

January–February 2007

CAL provided 2½ days of SIOP professional development for administrators and two SIOP review sessions for teachers: one for elementary teachers and one for secondary teachers.

■ **Delaware Union ESC, OH**

September–December 2006

CAL provided four 2-day workshops on the SIOP Model, including a training of trainers.

■ **New York City Board of Education–Public School 153**

August–June 2007

CAL offered four SIOP Model workshops for teachers and conducted six site visits.

■ **Prince George's County Public Schools, MD**

September–December 2006

CAL provided three half-day consulting sessions on planning, implementing, and supporting SIOP coaching in the district.

■ **Superintendent Schools, Clark County School District, NV**

March 2007

CAL provided SIOP professional development for 140 teachers, as well as 2 days of professional development for 12 SIOP coaches.

Visit www.cal.org/siop for more information.

TWO-WAY SIOP PROFESSIONAL DEVELOPMENT WORKSHOPS

CAL offers two-way SIOP professional development, which combines elements from the SIOP Model of sheltered instruction with learning and best practices from our years of experience with two-way immersion programs.

■ **District of Columbia Public Schools, DC**

May–November 2007

CAL provided 4 days of two-way SIOP training for District of Columbia dual language teachers and conducted a half-day follow-up session in the fall of 2007.

■ **North Carolina Department of Education, NC**

August–September 2007

CAL provided 4 days of two-way SIOP professional development workshops to two-way immersion teachers in North Carolina.

TWO-WAY IMMERSION WEB SITE

Visit the redesigned Two-Way Immersion Web site for more information.



Two-Way Immersion

■ www.cal.org/twi

CAL continues to expand its range of resources available online, from redesigned Web sites to online services to new databases and directories.

WEB SITE ENHANCEMENTS

In addition to ongoing updates to the CAL Web site, several new or redesigned Web sites were launched in 2007. We invite you to bookmark our Web site at www.cal.org and visit often for the latest updates and information.



CREATE

■ www.cal.org/create

DATABASES AND DIRECTORIES

CAL continues to focus on the development of online databases and directories. For a complete list, visit www.cal.org/resources/databases.html.

Foreign Language Assessment Directory (FLAD)

The FLAD is a free, searchable directory of information on nearly 200 tests in over 90 languages.

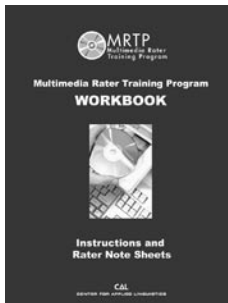
Visit www.cal.org/flad for more information.



Discover Languages

Discover Languages is a national campaign sponsored by the American Council on the Teaching of Foreign Languages (ACTFL) to raise public awareness about the importance of learning languages and understanding cultures. To support this initiative, CAL has created a regular Web series with information about specific languages. These language spotlights are introductory in nature and are intended to encourage readers to explore these languages and CAL's work with them more deeply. New language spotlights are added periodically. The choice of spotlight languages is based on the linguistic expertise and project work of CAL staff.

Visit www.cal.org/resources and click on Discover Languages.



Now available in French, German, and Spanish

Multimedia Rater Training Program

The *Multimedia Rater Training Program (MRTP)* is a computer-assisted professional development tool that teaches language professionals to rate oral proficiency through authentic language samples from the *Simulated Oral Proficiency Interview (SOPI)*.

The *MRTP* provides a hands-on introduction to oral proficiency assessment that teaches rating skills conveniently and effectively via CD-ROM. The program is modeled after live rater training workshops and CAL's self-instructional *Rater Training Kits*. French and German versions of the *MRTP* were launched in 2007 to join the Spanish version already available.

For more information, visit www.cal.org/mrtp.

Spanish-Language Assessments for Dual Language Programs

This online guide describes assessments that may be appropriate for use in dual language programs. It includes an overview of available assessments, a list of related assessments, detailed information about available assessments, and a glossary of terms.

Visit www.cal.org/assessment.htm.



Oral English Proficiency Test

Enhancement to BEST Plus Score Management Software

CAL made improvements to the *BEST Plus Score Management Software* to make data management easier and more efficient. *BEST Plus* users who want to take advantage of these improvements can download the free enhanced software from our *BEST Plus* Web site, along with an addendum to the *BEST Plus Score Management Software User Guide*, which describes the software enhancements and installation in detail.

For more information, visit www.best-plus.net.

IN DEVELOPMENT



Computerized Oral Proficiency Instrument (COPI)

The *Computerized Oral Proficiency Instrument (COPI)* is a computer-based, semi-adaptive test of oral proficiency intended for late high school and college students and professionals. It is available for Modern Standard Arabic and Spanish. The *COPI* is designed for language educators looking for a computerized, time-efficient assessment to use with their students. As an alternative to the tape-based *SOPI Rater Training Kits* offered by CAL, the new *COPI's* computerized delivery uses up-to-date technology, and the semi-adaptive design allows for more effective testing.

Visit www.cal.org/copi for updates.



ONLINE TRAINING COURSES

SOPA Online Training has expanded to include two new courses launched in 2007. All three currently available online courses are outlined here. A *SOPA* rater certification course is in development.

Introduction to SOPA

This is a basic, self-paced introduction to the *SOPA*.

Moderated Introduction to SOPA

Interactive lessons are led by an experienced *SOPA* trainer.

Rating the SOPA

SOPA raters can improve their rating skills using language-specific *SOPA* interviews at different proficiency levels.

Visit www.cal.org/sopa to learn more.

Center for Applied Linguistics
**Statements of
 Financial Position** (UNAUDITED)

AS OF SEPTEMBER 30, 2007 AND 2006

	2007	2006
Assets		
Current Assets		
Cash	\$ 58,815	\$ 173,852
Accounts Receivable		
Billed Receivables	3,215,524	1,945,641
Unbilled Receivables	142,097	1,256,596
Other Receivables	320,830	117,519
Allowance for Doubtful Accounts	(145,158)	(61,159)
Accounts Receivable	3,533,293	3,258,597
Prepaid Expenses	150,450	42,789
Total Current Assets	3,742,558	3,475,238
Investments	2,380,757	2,173,434
Property and Equipment		
Software and Hardware	186,992	—
Furniture and Equipment	573,004	570,604
Leasehold Improvements	80,521	79,021
	840,517	649,625
Less Accumulated Depreciation	(555,972)	(396,834)
Net Property and Equipment	284,545	252,791
Other Assets		
Deposits	37,279	28,244
Inventory	66,408	68,326
Video Production Cost		
(Net of Amortization of \$63,500 and \$58,208, Respectively)	—	5,292
Total Other Assets	103,687	101,862
Total Assets	\$ 6,511,547	\$ 6,003,325
Liabilities and Net Assets		
Current Liabilities		
Note Payable	\$ 121,896	\$ —
Accounts Payable	810,000	580,293
Accrued Compensation	406,013	442,054
Deferred Revenue	651,288	771,879
Deferred Rent	52,867	42,364
Total Current Liabilities	2,042,064	1,836,590
Deferred Rent	—	55,738
Total Liabilities	2,042,064	1,892,328
Net Assets		
Unrestricted	4,369,483	4,010,997
Permanently Restricted	100,000	100,000
Total Net Assets	4,469,483	4,110,997
Total Liabilities and Net Assets	\$ 6,511,547	\$ 6,003,325

CAL's financial statements are audited annually. Notes to the Financial Statements are not included.

Center for Applied Linguistics
**Statements of Activities
and Changes in Net Assets** (UNAUDITED)

FOR THE YEARS ENDED SEPTEMBER 30, 2007 AND 2006

	2007	2006
Unrestricted Net Assets		
Support and Revenues		
Contract and Grant Revenue	\$ 10,822,936	\$ 8,666,576
Products Revenue	1,827,765	1,217,083
Services Revenue	57,575	710,306
Other Revenue	<u>174,620</u>	<u>297,202</u>
Total Support and Revenues	<u>12,882,896</u>	<u>10,891,167</u>
Expenses		
Program Services		
Contracts and Grants Activities	5,779,014	5,536,447
Testing Activities	681,694	811,009
Consulting Fees and Workshops	554,596	376,660
Publications Costs	329,840	436,002
Pass-Through and Project Participant Costs	<u>2,258,498</u>	<u>1,285,406</u>
Total Program Services	9,603,642	8,445,524
Supporting Services		
General and Administrative	<u>3,140,335</u>	<u>2,493,342</u>
Total Expenses	<u>12,743,977</u>	<u>10,938,866</u>
Increase (Decrease) in Unrestricted Net Assets		
Before Investment Activity	138,919	(47,699)
Net Investment Gain	<u>219,567</u>	<u>104,451</u>
Increase in Unrestricted Net Assets	358,486	56,752
Net Assets at Beginning of Year	<u>4,110,997</u>	<u>4,054,245</u>
Net Assets at End of Year	<u>\$ 4,469,483</u>	<u>\$ 4,110,997</u>

CAL's financial statements are audited annually. Notes to the Financial Statements are not included.

President's Office

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President
Susan Zapata

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Sabrina Parker
Manager
Huy Nguyen

Consultants

Christopher Montone
Sean Murdock
Hong-Quang Pho
Nam Pho

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Director of Finance

Vernon Davis
Lolita Hewett-King
Ellen Klene
Curtis Lynch
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Manager

Sophia Birdas

Consultants

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Kirsten Schaezel
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Laurel Winston
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Andy Woo
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Cheryl Serrano
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Rebecca Oxford
Dennis Terdy
Yesim Yilmazel-Sahin

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Jennifer Himmel
Natalia Jacobsen
Valerie Malabonga
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Sarah Moore
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Julie Sugarman
Leonida Vizcarra
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Margarita Calderón
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The G. Richard Tucker Fellowship program for master's and doctoral students in language-related fields is entering its 17th year. During a 4-week residency at CAL in Washington, DC, the Tucker Fellow interacts with senior staff members on one of CAL's existing research projects or on a suitable project suggested by the Fellow. The Tucker fellowship was established in 1992 in honor of Dr. G. Richard Tucker, CAL's president from 1979 to 1991 and currently Paul Mellon Professor of Applied Linguistics in the Department of Modern Languages at Carnegie Mellon University in Pittsburgh. One of the most positive effects of this fellowship is the opportunity for a graduate student to work in an apprentice-like fashion with scholars who are experts in their field.

Erin McCloskey was the 2007 Tucker Fellow. Erin taught Spanish and English as a second or foreign language in a variety of contexts—adult and K-12 students, private and public settings, in the United States and abroad—for 9 years before becoming an Ed.D. candidate at the Harvard Graduate School of Education. She is currently writing the qualifying paper for her dissertation, focusing on the research and evaluation of technological professional development opportunities for foreign language educators. During her time at CAL, Erin assisted in the design of new modules for CAL's online professional development course, *SOPA Online Training*, attending specifically to the match between teachers' contexts, the online environment, and the goals of the SOPA (*Student Oral Proficiency Assessment*).

For more information, see www.cal.org/about/tuckerfellow.html.



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CAL's Mission

Improving communication through better understanding of language and culture

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