

## **Module 6: Putting It All Together**

### **What are the goals of this module?**

In this module, we will summarize what you have learned; review what you need to do before, during, and after using the SOPA in your program; and go over next steps for preparing to use the SOPA.

The information presented here follows the standardized procedures for the assessment (in person administration in pairs of students by a trained administrator and a trained rater). For a review of modifications that can be made to these procedures, see Modules 4 and 5 of this training program.

### **What did we learn about in this training program?**

Click on each module title to review what was covered in that module.

In Module 1, Introduction, we introduced the SOPA, reviewed components of the SOPA Training Program, and explained how to use the training program.

In Module 2, Understanding and Using the SOPA, we shared background information about the SOPA and oral proficiency assessment, explained the structure of the SOPA, and described how you can use the SOPA in your program.

In Module 3, SOPA Tasks and Tracks, we explained how to select the appropriate SOPA track for your students, introduced the SOPA tasks, and showed you how to develop scripts using the SOPA task templates.

In Module 4, Administering the SOPA, we described the process of preparing to be a SOPA administrator, explained how to administer the SOPA, and shared sample SOPA administrations.

In Module 5, Rating the SOPA, we described the process of preparing to be a SOPA rater, explained how to rate the SOPA, and shared sample SOPA ratings.

In Module 6, Putting It All Together, we are summarizing and reviewing what you have learned and explaining what to do next after completing the training program.

In Module 7, SOPA Rating Practice, we will provide video examples of each task and track, as well as full SOPA administrations, to offer you an opportunity to practice rating; each video will include our ratings and justifications that you can compare to your own.

### **What do language programs need to do when using the SOPA?**

Language programs must determine when the SOPA will be administered, which grade levels will be assessed using the SOPA, and how SOPA results will be used and shared.

### **What do SOPA administrators need to do when using the SOPA?**

Click on each bar to learn more.

SOPA administrators must complete the SOPA Training Program in its entirety, including reading through the SOPA Manual, which can be found in the Resource Library.

SOPA administrators must prepare for SOPA administration by determining which SOPA track to use, preparing scripts for each SOPA task, matching pairs of students, creating a schedule, gathering materials and consent (as needed), and determining if any modifications are needed to the SOPA administration procedures.

SOPA administrators must follow the SOPA administration procedures (with modifications as needed) when administering the assessment. General responsibilities include making introductions at the beginning of the assessment, setting up microphones (as needed), creating a positive atmosphere throughout the assessment, giving students equal opportunities to participate, managing the pacing, transitioning from one task to the next, offering students a reward for their participation, and reviewing and discussing notes and ratings with raters at the end of the assessment.

### **What do SOPA raters need to do when using the SOPA?**

Click on each bar to learn more.

SOPA raters must complete the SOPA Training Program in its entirety, including reading through the SOPA Manual, which can be found in the Resource Library.

SOPA raters must prepare for SOPA rating by reviewing the schedule and the scripts for each SOPA task, practicing using recording equipment (as needed), reviewing the SOPA Rating Scale and SOPA Rating Sheets, and determining if any modifications are needed to the SOPA rating procedures.

SOPA raters must follow the SOPA rating procedures (with modifications as needed) when rating the assessment. General responsibilities include setting up recording equipment (as needed) at the beginning of the assessment, making thorough notes throughout the assessment, evaluating the highest levels of proficiency demonstrated for each task, assigning global ratings, writing justifications for ratings, reviewing and discussing notes and ratings with administrators at the end of the assessment, and completing reporting forms (as needed).

### **What did we cover in this module?**

As a reminder, in this module you reviewed what you have learned in the training program and what language programs, SOPA administrators, and SOPA raters need to do when using the SOPA.

### **What should I do now?**

Now that you have completed Module 6, you should:

- Complete the training program by completing Module 7: SOPA Rating Practice. This module, found on the SOPA Training Program website provides additional practice in rating the SOPA with sample videos in English, Spanish, and Mandarin Chinese. Follow the instructions to view and rate student performances in each sample video for the language you work and compare your ratings to the ones provided. If you work with a language other than Spanish or Mandarin Chinese, you should use the English videos.
- Review the materials provided in the Resource Library, including the SOPA Manual. The Resource Library, also found on the SOPA Training Program website, provides additional resources for using the SOPA, including resources for planning SOPA training, sharing information about the SOPA, understanding and developing scripts for SOPA tasks,

administering the SOPA, and rating the SOPA. We recommend that you browse these resources and download and use the ones that will be most helpful to you and your program.

- Review the additional sample SOPA videos provided in the Video Library. The Video Library, also found on the SOPA Training Program website, includes videos of SOPA administrations in English, Spanish, and Mandarin Chinese. We recommend that you view each sample video for the language you work with for additional support. If you work with a language other than Spanish or Mandarin Chinese, you should use the English videos.
- Coordinate with other educators in your program about next steps and how to use the SOPA in your context. As decisions about SOPA use (when to use the SOPA, which grade levels to assess, etc.) will likely be made at the program level, it is important to work together to determine how the SOPA will be used after you and your colleagues have completed the training program.
- Practice administering/rating the SOPA or shadow trained SOPA administrators/raters during assessment sessions to help you prepare for your own SOPA administration and rating.

When you are ready, move onto the final module, Module 7: SOPA Rating Practice.