



# NEWL

National Examinations in World Languages

**A National Examination for Korean  
in the U.S. K-12 Context**

**December 27, 2018**

# What Is NEWL?

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A **functional language-based** assessment for high school students wishing to demonstrate and gain recognition for their foreign language skills, whether in the form of college credit or placement (university dependent).

## Languages Offered

- Arabic
- Korean
- Korean
- Russian

## Skills Tested

- Reading
- Listening
- Writing
- Speaking

## Proficiency Level Range

- Novice High to Intermediate High (Reading, Listening), Advanced Low (Speaking, Writing)

## Target Student Population

- Heritage and non-heritage learners seeking college credit and/or placement.

# Endorsed By The College Board

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“The College Board recommends to all our member institutions that they accept NEWL exam scores for credit and/or placement in languages for their students, as they would accept a comparable score on an AP exam. We heartily support American Councils as they expand their NEWL offerings and provide more valuable opportunities for heritage speakers and language learners to earn recognition for their language studies.”

Trevor Packer  
Senior Vice President, AP and Instruction  
The College Board

# Institutional Partnerships

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The National Examinations in World Language (NEWL) is a joint project of American Councils for International Education and the College Board, with the support of language-specific institutions and organizations.



# Four Components of NEWL

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**1. Reading** (60min)

(Interpretive and interpersonal modes)

**2. Listening** (45 min)

(Interpretive and interpersonal modes)

**3. Speaking** (45 min)

(Interpersonal mode)

**4. Writing** (45 min)

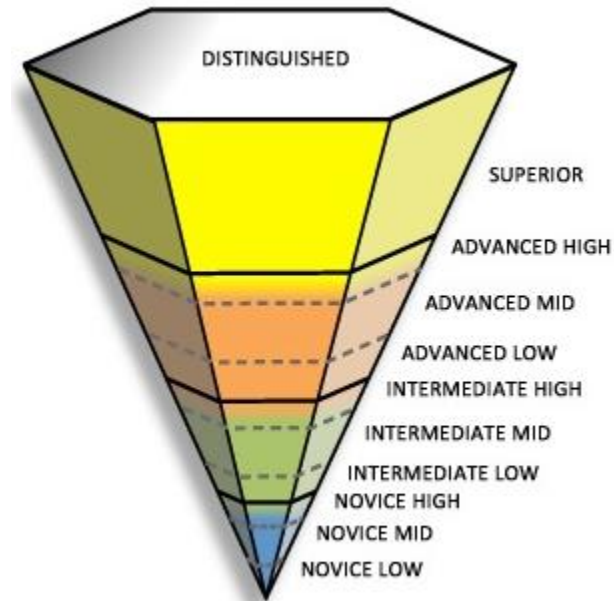
(Presentational mode)

All four components contribute equally to the aggregate score.

# Assessing Language Proficiency

NEWL targets the Intermediate-Advanced Low range of language proficiency. Score reports include numerical grades, analogous to AP<sup>®</sup> grades, and four skill-specific sub-scores based on the ACTFL proficiency scale.

The NEWL assessments are criterion-referenced, rather than norm-referenced. They are based on the tasks, skill domains, and performance indicators published in **World-Readiness Standards for Learning Languages**. Claims, forms of evidence, and sample tasks reflect the College Board **Framework for World Languages** and the **ACTFL Proficiency Guidelines**.

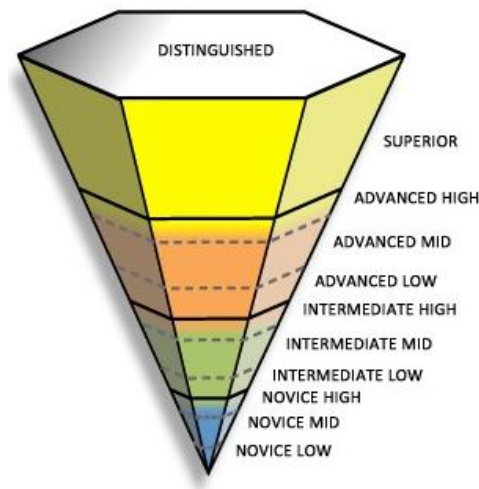


# Scoring Model

NEWL scores are composites of the equally-weighted sub-scores for each skill. The NEWL score reports are analogous to AP<sup>®</sup> scores, and include four skill-specific sub-scores based on the ACTFL proficiency scale.

## Recommended Placements

NEWL Score	Suggested Semester Placement
5	5 <sup>th</sup> (first semester of third-year)
4	4 <sup>th</sup> (second semester of second-year)
3	3 <sup>rd</sup> (first semester of second-year)
2	2 <sup>nd</sup> (second semester of first-year)
1	1 <sup>st</sup> (first semester of first-year)



Each college and university determines its own policies for the use of NEWL scores.

# No. NEWL/Russian Prototype AP administered

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Russian (2006-2018): 3,470

Portuguese (2017-2018): 227

Arabic (2015-2018): 178

Korean (2016-2018): 138



# 2016-18 NEWL Korean Scores

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Total number of valid scores: 135

NEWL 5: 94 (69.6%)

NEWL 4: 38 (28.2%)

NEWL 3: 3 (2.2%)

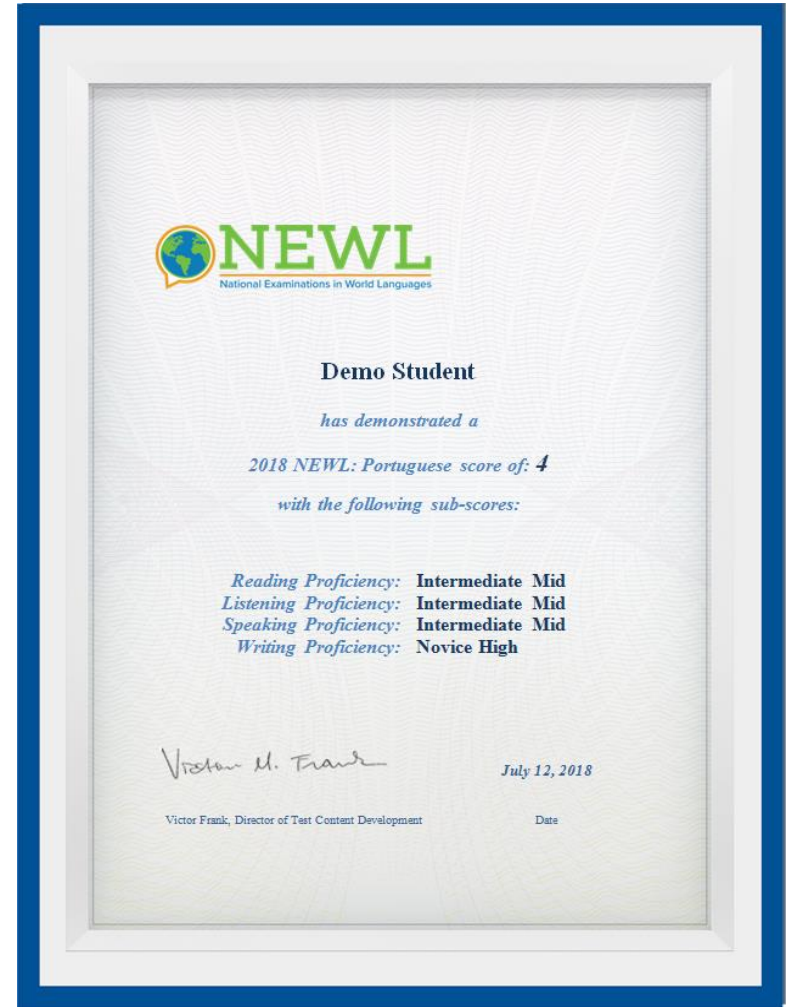
NEWL 2: 0 (0.0%)

NEWL 1: 0 (0.0%)

# Score Report Request

# Student Score Reports

- Score reports are distributed to individual examinees through a secure download link.
- Each score report includes:
  - A composite score
  - Sub-scores of proficiency levels for each skill
  - ACTFL descriptors & guidelines for understanding one's scores
  - Recommendations for placement
  - A certificate
- Scores reported in July following exam.



# Student Score Reports Sent to Colleges/Univ's

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American University  
Appalachian State University  
Bard College  
Bard College Berlin  
Barnard College  
Baruch College (CUNY)  
Bergen Community College  
Berkeley College  
Binghamton University--State University of New York  
Borough of Manhattan Community College (CUNY)  
Boston College  
Boston University  
Brandeis University  
Brooklyn College (CUNY)  
Brown University  
California Polytechnic State University  
California State University - Long Beach  
Carnegie Mellon University  
City College of New York  
College of Staten Island

College of William and Mary  
Columbia University  
Cornell University  
Dartmouth College  
Davidson College  
DePaul University  
Duke University  
East Carolina University  
Emory University  
Fairleigh Dickinson University  
Fordham College - Rose Hill  
Fordham University  
George Mason University  
Georgetown University  
Georgia Institute of Technology  
Harvard University  
Hobart and William Smith Colleges  
Hunter College  
Jacksonville University  
John Jay College of Criminal Justice

# Student Score Reports Sent to Colleges/Univ's

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Johns Hopkins University  
King's College of London  
Macaulay Honors College (CUNY)  
Middlebury College  
Montclair State University  
Montgomery College  
New York City College of Technology  
New York University  
North Carolina State University  
Northeastern University  
Northern Virginia Community College  
Northwestern University  
Nova Southeastern University  
Pennsylvania State University  
Pomona College  
Princeton University  
Purdue University  
Queens College (CUNY)  
Regis College  
Rhode Island College

Rockland Community College  
Sam Houston State University  
San Diego State University  
Siena College  
Southern Methodist University  
Stanford University  
Stetson University  
Stonehill College  
Stony Brook University  
SUNY Maritime  
SUNY Polytechnic Institute  
Syracuse University  
Texas A&M University  
Texas A&M University - Kingsville  
The George Washington University  
Towson University  
Tufts University  
University of Alaska, Fairbanks  
University of California, Berkeley  
University of California, Davis

# Student Score Reports Sent to Colleges/Univ's

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University of California, Irvine  
University of California, Los Angeles  
University of California, Riverside  
University of California, San Diego  
University of California, Santa Barbara  
University of California, Santa Cruz  
University of Chicago  
University of Connecticut  
University of Florida  
University of Georgia  
University of Houston  
University of Illinois at Urbana Champaign  
University of Mary Washington  
University of Maryland  
University of Maryland - Baltimore County  
University of Massachusetts, Amherst  
University of Michigan  
University of New Hampshire  
University of New Mexico  
University of North Carolina at Chapel Hill

University of North Carolina at Charlotte  
University of North Carolina at Greensboro  
University of North Carolina at Wilmington  
University of Notre Dame  
University of Oklahoma  
University of Pennsylvania  
University of Richmond  
University of Southern California  
University of St Andrews  
University of Virginia  
University of Richmond  
Vanderbilt University  
Vassar College  
Villanova University  
Virginia Polytechnic Institute  
Wake Forest University  
Washington University in St. Louis  
Wesleyan University  
Yale University

# NEWL EXAM SECTIONS

# Test Construct Overview

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- Focus on general proficiency: *ACTFL Proficiency Guidelines*
- Items reflect *The College Board World Languages Framework*
- Items are based on the tasks, skill domains and performance indicators of the *World-Readiness Standards for Learning Languages (2015)*
- Items (tasks) are written at the proficiency level of the prompt.
- Prompts are in the target language.
- Instructions and multiple-choice questions are in English.
- Content domains: Culture, Daily Life, Government, Business, Entertainment, Science and Technology
- Variety of topics and genres
- No focus on literature, grammar mastery
- Not dependent on curriculum



# Reading

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- Test takers read short authentic texts (texts presenting a formatted layout such as advertisements, notices, brochures, etc., and paragraph or prose of running text).
- Topics range from personal information, basic needs, social conventions, and routine tasks, to formal announcements, pamphlets, etc., and to more advanced topics with lengthier prose text.
- Items address both the interpersonal and interpretive modes of the language learning standards.
- Test items address the purpose of the text and/or significant ideas in the text.



# Reading Example

**Instructions: Read the following note to a newspaper.**

저는 얼마 전까지 소년조선일보를 구독하던 한 소녀입니다. 근데 정말 월 구독료 낸 게 후회스럽습니다. 주말에는 원래 안오는 것인지도 궁금하네요. 제가 학원숙제 때문에 소년조선일보를 구독한지 1년 5~6개월이 되었습니다. 그런데 1년 5~6개월 동안 주말에 온 적은 한번도 없었고요. 월요일에서 금요일 사이에도 신문이 2~3번만 오더라고요. 적어도 평일에는 신문을 매일 보내줘야 하는 것 아닌가요? 그런데 저는 일주일에 2~3번만 신문을 받다보니 한달에 오는 신문이 평균적으로 10개 안팎이더라고요.

What is the purpose of the subscriber in writing this message?

- To inquire about a monthly newspaper discount
- To cancel a subscription to a student newspaper
- To clarify delivery times for weekend newspapers
- To complain about missed newspaper deliveries



# Listening

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- Test takers listen to brief authentic audio passages.
- Examples: a short conversation, an announcement in school, a radio segment, or a voicemail.
- Audio content ranges from personal information, basic needs, social conventions, and routine tasks, to formal announcements and reports over the media, to more advanced topics such as interviews, short lectures, news items, and reports dealing with factual information.
- Items address interpersonal and interpretive modes of the language learning standards.



# Listening Example

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**Instructions: Listen to an advertisement.**



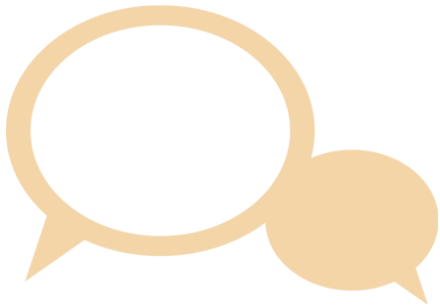
What is promoted in the ad?

- An online language program
- An American game show
- A bilingual cartoon series
- An afterschool movie club

# Speaking

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- Conducted online, addressing interpersonal communication.
- Examinee responds to 4 Korean-language spoken and written prompts and records 4 responses to be uploaded and rated.
- Tasks broadly address Intermediate and Advanced Low levels
- Examples: “What kind of music do you listen to?”  
“What is your school day like?”



# Writing

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- Conducted online, addressing presentational communication.
- Examinee responds to 4 Korean-language spoken and written prompts and writes (keyboards) 4 responses that are saved and rated.
- Example tasks: “Write to a foreign exchange student and describe your interests;” “Describe a service project you have been involved in.”



# Item Quality Assurance

Item Data Review

Statistics Dashboard

- Item difficulty
- Item discrimination
- Statistical key check
- DIF

ACTesting Korean 2013 Fall Field Test Korean 2013 Reading Field Test Stats IDR

0/49 Items Done

2+ N/A N/A Yes

Content KO\_R\_27578\_2 KO\_R\_27581\_2 Timeline 1

Item #40: KO\_R\_27578\_2 (1 of 2 in AO)

Performance: Scoring:

What is one contributing factor to the issue mentioned in this editorial?

Option	Prop.	P-S Corr.
K Problems faced by couples from different backgrounds	38%	0.85
D1 Lack of interest by the families in their children's education	18%	-0.26
D2 Limited number of educational institutions in rural areas	9%	-0.37
D3 Financial difficulties faced by families with multiple children	24%	-0.49

Sample Response Infit Outfit B

98 90% 0.71 0.64 1.08

Gender DIF Value: A

Female (Focal): 58 Male (Ref): 39

Heritage DIF Value: A

Heritage (Focal): 55 Non-heritage (Ref): 43

# 2018-2019 Schedule



# Seminar, Registration, Testing

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- Professional Development Seminar, Oct. 13-14, Washington DC or via videoconference
- Practice tests: Feb. 5, 2019 (late test Feb 12)
- Main tests: April 30, 2019 (late test May 21)
- Test center application  
<https://www.actesting.org/#/newl-app>
- <https://www.americancouncils.org/newl-dates-deadlines-fees>

# The Future Perspectives of NEWL Korean

## The Big Question:

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Does the Korean-American  
community want NEWL?  
If yes, it must grow—a lot!



# THANK YOU!

QUESTIONS?

<http://americancouncils.org/NEWL>

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