

Vyn, R. (2024). Leveraging the AAPPL to promote positive washback in K-12 language teaching. *Foreign Language Annals*, 57(3), 675-697. <https://doi.org/10.1111/flan.12761>

Guiding Questions: Leveraging the AAPPL to promote positive washback in K-12 language teaching

1. Background: Current Context of Language Assessment

Vyn discusses the increasing use of external proficiency-based tests like the AAPPL in K-12 language programs, driven by movements such as the Seal of Biliteracy. **How have standardized assessments influenced your own teaching practices or your experiences as a student? What are some potential benefits and drawbacks of relying on such assessments?**

2. Findings: Influence on teachers' curricular planning and instructional practices

The study found that the implementation of the AAPPL led to “increased use of ACTFL key documents, more balanced instructional time across modalities, and greater emphasis on target language usage” (p.682). **What specific changes in curricular planning and instructional practices might you expect to see in a classroom that has adopted the AAPPL compared to one that has not?**

3. Findings: Trickle-down washback

Vyn reports that “the AAPPL's influence extended beyond the teachers directly implicated in its Administration”, the phenomenon which is referred to as “trickle-down washback”. The author points at “the importance of collaboration in planning and articulation of programs, and the need for administrators to provide teachers the time and resources to effectively design their scope and sequence to better facilitate learners' proficiency development and eventual success on tests such as the AAPPL”. **What supports can programs provide to enable positive washback of assessments like the AAPPL?**

4. Implications: Implementing Proficiency-Oriented Assessments

The article suggests that the AAPPL can serve as a catalyst for aligning curricula with proficiency-oriented practices. **What resources or professional development opportunities would you recommend to teachers who are new to proficiency-based assessments like the AAPPL? How can schools support teachers in this transition?**