

How does the Digital Record of Pupil Progress (DRoPP) work?

DRoPP stands for Digital Record of Pupil Progress. It is a program that allows teachers to record observed language behaviors of their pupils.

DRoPP is loosely based on the Common European Framework of Reference, in that five areas of language development are included. These areas are listening, interactive speaking, presentational speaking, reading, and writing. The indicators listed are wholistic, which means that any vocabulary or grammar that has been taught can be used as a basis for observation.

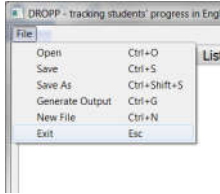
The individual indicators are based on the booklet [“Can-do statements: performance indicators for language learners”](#). Please download this booklet for more detailed information about what each indicator entails and for inspiration for test items that are valid and reliable. Appendix D contains more detailed information about this topic.

Getting started: setting up your folders

First, create a new folder, this folder can have any title and can be placed anywhere you wish. In this folder, create two new folders, one titled “Input” and one titled “Output”. In the “Input” folder you can create folders for each class, if you wish you can have one folder for a certain group, and have sub folders for sub groups (for instance Input/Group8/A). Later when output is generated, this will automatically be stored in the “Output” folder.

Screen layout:

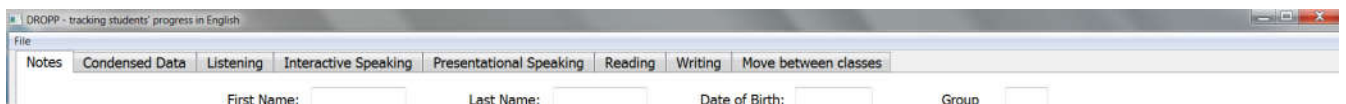
If you click “file”, you can save files and generate output.



The drop-down “view” menu includes:

- Open (choose a student file to open)
- Save (update changes made in the file)
- Save as (when saving for the first time)
- Generate output (for generating output)
- New File (for creating a new file)
- Exit (to close the file)

Tab management:



Select a tab to work on. If you go from one tab to the other, for instance from “Condensed Data” to “Listening”, the information is automatically updated. **Important note:** it is not yet stored until saved (File/Save).

Note: Screenshots of each tab can be found in Appendix A.

Initial Assessment

Use the paper forms (Appendix B) during the assessment.

For the assessment, create language tasks that fit each indicator. These tasks may vary, depending on what was taught, and how it was taught. What is important, is that these tasks do not vary too much over time, to increase the reliability of the test. However, they should match what was taught in the lessons, in order to have a valid test.

This information is later entered into DRoPP.

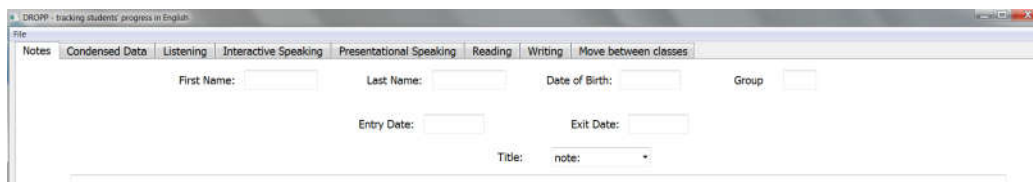
Input:

To input a new pupil:

Step 0: Create a file to save the records in. You might choose to do this per group or not, depending on the number of pupils you are assessing.

Step 1: Open DRoPP. You will automatically get a blank record.

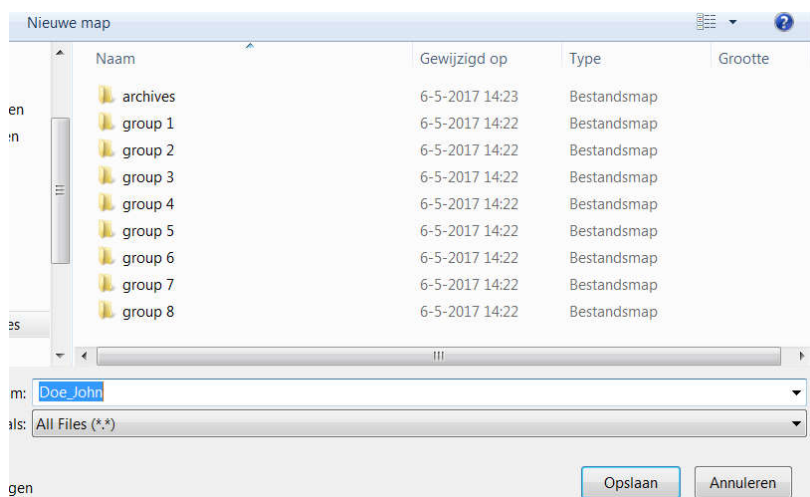
Step 2: Fill in the information at the top of the screen (note: only the name and group are necessary the other information is optional)



The screenshot shows the DRoPP software interface with a menu bar (File, Notes, Condensed Data, Listening, Interactive Speaking, Presentational Speaking, Reading, Writing, Move between classes) and a form with the following fields: First Name, Last Name, Date of Birth, Group, Entry Date, Exit Date, and Title (with a dropdown menu set to 'note').

Step 3: Save as <Lastname>_<Firstname>.gad to the file folder you created in step 0. If you wish to order the children by group, make sure to save the file in the corresponding group.

Note: For every new pupil after this, type Ctrl-N or use the drop-down menu under “file” and a new, empty record will appear.



Figuur 1 an example of how to save.

Note: this procedure must be done for *each* new child.

To update information on an existing file:

Step 1: Open DRoPP.exe. You will see a blank record.

Step 2: Click on “file”, then select “open”.

Step 3: Open child folder (this may go slowly, don’t worry)

Step 4: Enter date of assessment for each observed behavior. This must be done in the form of month and year. For instance, January 2017 is inputted as Jan17. December 2017 is inputted as Dec17.

Step 5: Choose which indicators you will fill in for that child and open the appropriate tab

Step 6: fill in the date for the language behaviors you have observed

Put the testing date (i.e. May17, Dec18) into the space(s) of the observed behaviors. It is okay to leave spaces empty in the indicators. It is possible to copy-paste the date into the spaces.

Note: Use the same date notation for all of the tests done at (more or less) the same time. That means, use Dec18 for all tests completed around that time – don’t suddenly skip to Jan19, even if you really completed it then, if you’ve already noted some of the tests as Dec18. Just call them all Dec18.

On the condensed version of the assessment record (screen “condensed data”), you find the child’s name, Group, date of birth, entry and exit dates. The five areas of assessment are given, at four different levels (A0, A1, A2 and B1). Use the scroll bar to see the Presentational Speaking indicators. Each of the five spaces for each level correlates to an indicator on the child record. For instance, the first space after level A0 for listening correlates to the first indicator on the list, level A0, for listening. Any information inputted here is automatically entered into the extensive screens, and vice versa.

Step 7: Save your work!!

Save your work (file / save) each and every time!

Fill in the screens for presentational speaking, interactive speaking, reading, and writing, similarly.

Note: use the “notes” screen to note anything you deem important.

How to use the “notes” screen:

DRAPP - tracking students' progress in English

File Notes Condensed Data Listening Interactive Speaking Presentational Speaking Reading Writing Move between classes

First Name: Last Name: Date of Birth: Group

Entry Date: Exit Date:

Title: note:

Done

Click on the “Notes” tab.

If there are already notes, you will be presented with a list of titles. You may click on the appropriate title to edit the note. If there are no titles yet – or you want to make a new note - type a title in. Click on the box to write your note, and click on “done”.

Note: always save your work via “file”, just to be sure your work isn’t lost!

Moving children between classes:

The screenshot shows a software interface with a menu bar at the top containing 've Speaking', 'Presentational Speaking', 'Reading', 'Writing', and 'Move between classes'. Below the menu bar, there is a 'Move to new Class' button, an 'Old Group' dropdown menu, a 'New Group:' label followed by a text input field containing the number '6', and a 'Letter' label followed by a text input field containing the letter 'b'.

Click on “move between classes”

Enter the new class: first the Group number, then the letter. Note: a letter is only needed when there is more than one of a given class in the school.

(sometimes a school will have more than one group 3, for instance, then use 3a or 3b to keep things sorted)

Check all of the children who will move to that class.

Click on “move to new class”.

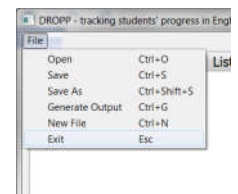
When you are done:

Click on “generate output” (use any random child’s file for this option)

This means that all of the information you put in, will now be processed.

New graphs and tables can be made.

Note: If you wish to keep earlier made graphs, copy these to a new folder as the new output will replace the old output.



Output

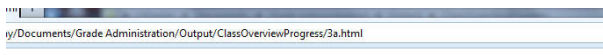
There are different kinds of output:

- Class overview progress
- Class overview indicators
- Class progress.png (graph of class progress over time)
- Class progress2.png (graph of scores per class through school career)

Step 1: open DRoPP

Step 2: open Output

Step 3: click on the output you wish to see. Select “open with” and the browser of your choice, e.g. Google Chrome or Firefox.



Dec12					Jun13				
Listening	Speaking	Reading	Writing	TOTAL	Listening	Speaking	Reading	Writing	TOTAL
19.0	17.0	0.0	0.0	36.0	20.0	18.0	0.0	0.0	38.0
17.0	9.0	0.0	0.0	26.0	18.0	12.0	0.0	0.0	30.0
15.0	8.0	0.0	0.0	23.0	18.0	12.0	0.0	0.0	30.0
14.0	8.0	0.0	0.0	22.0	17.0	11.0	0.0	0.0	28.0
13.0	6.0	0.0	0.0	19.0	18.0	9.0	0.0	0.0	27.0
15.0	8.0	0.0	0.0	23.0	18.0	8.0	0.0	0.0	26.0
14.0	8.0	0.0	0.0	22.0	15.0	11.0	0.0	0.0	26.0
14.0	8.0	0.0	0.0	22.0	16.0	9.0	0.0	0.0	25.0
15.0	7.0	0.0	0.0	22.0	15.0	10.0	0.0	0.0	25.0
12.0	6.0	0.0	0.0	18.0	16.0	9.0	0.0	0.0	25.0

Above figure is an example of Class overview progress, in which the overall scores per indicator are given. This is useful for writing the Group plans, as the top 25% of the children (more or less) will be in the talent Group, the middle 50% in the basis Group, and the lowest 25% (more or less) in the intensive Group. It is also useful in helping spot which children have been developing well, and which ones have been stagnating.

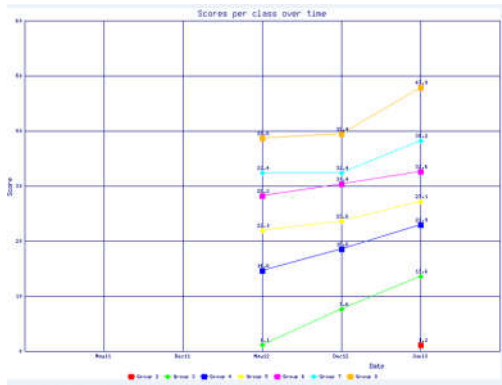


Listening					Speaking					Reading					Writing				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
X	X	X	X	X	X	X	X	X	X										
X	X	X	X	X	X	X	X	X	X										
X	X	X	X	X	X	X	X	X	X										
X	X	X	X	X	X	X	X	X	X										
X	X	X	X	X	X	X	X	X	X										
X	X	X	X	X	X	X	X	X	X										
X	X	X	X	X	X	X	X	X	X										

The Class overview indicators shows the same list of the children, in order from highest to lowest scores. It shows detailed progress per child per language area since the previous test. If an area hasn't yet been tested (such as reading and writing in this example), then 0.0 shows. The newest attained skills are denoted with a “O”, the previous skills with an “X”. This is useful for writing the Group plans, because you can see which language behaviours you can work on with the children next, and where the entire class needs extra help.

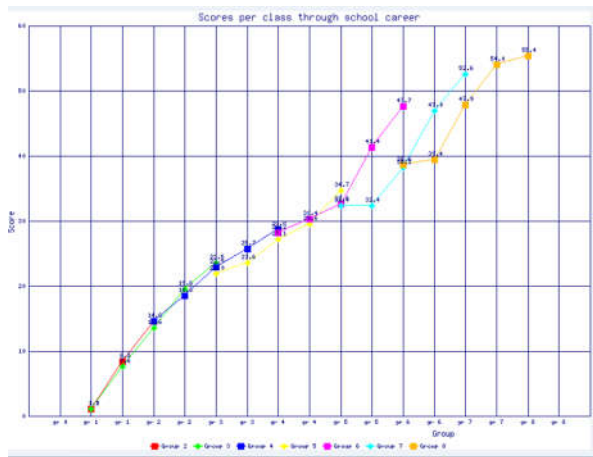
See amyklipp.wordpress.com (ESL and the long-term plan) for more details about writing group plans. A blank group plan is provided in Appendix C.

Class progress.png (note: just select “open”, do not use “open with”)



This graph shows how classes compare against each other, relatively speaking. If one counts forward or backward two vertical lines, one sees comparable testing moments and if the classes are on track this year.

Class progress2.png



This graph shows how the classes develop, one above the other. It’s easy to see if a class is developing along “normal” lines, and in this case, when certain improvements were made in teaching, resulting a “jump” in the scores.

Appendix A: Sample screens

DROPP - tracking student's progress in English

File Notes Condensed Data Listening Interactive Speaking Presentational Speaking Reading Writing Move between classes

First Name: Last Name: Date of Birth: Group

Entry Date: Exit Date:

Title: note: ▾

Done

Figure 2 The opening screen is the notes screen. This is always a blank record.

DROPP - tracking student's progress in English

File Notes Condensed Data Listening Interactive Speaking Presentational Speaking Reading Writing Move between classes

First Name: Last Name: Date of Birth: Group

Entry Date: Exit Date:

	Listening					Interactive speaking				
A0	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
B1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

	Reading					Writing				
A0	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
B1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Figure 3 Condensed list of all language indicators. There is a scroll bar on the right, so you can scroll down to the last set of indicators.

File

Notes Condensed Data Listening Interactive Speaking Presentational Speaking Reading Writing Move between classes

First Name: Last Name: Date of Birth: Group

Entry Date: Exit Date:

A0

- Sometimes identify the sound of a character of a word
- Sometimes understand isolated words, supported by gestures or pictures
- Understand a few courtesy phrases
- Recognize basic information in memorized words and phrases
- Recognize words and phrases learned for specific purposes

A1

- Sometimes understand simple questions or statements
- Understand simple information when presented with pictures and graphs
- Sometimes understand the main topic of conversation
- Understand messages related to own basic needs
- Understand the basic purpose of a message

A2

- Understand basic information in ads, announcements
- Understand the main idea of what one listens to for personal enjoyment
- Understand messages related to everyday
- Understand straightforward information or interactions
- Understand a few details in ads, announcements

B1

- Sometimes understand situations with complicating factors
- Understand descriptions and stories of events that have happened
- Understand the main idea of popular genres
- Understand the main idea of descriptions
- Understand directions and instructions on everyday tasks

Figure 4 The extended list of indicators for listening

File

Notes Condensed Data Listening Interactive Speaking Presentational Speaking Reading Writing Move between classes

First Name: Last Name: Date of Birth: Group

Entry Date: Exit Date:

A0

- Greet others
- Ask and respond to simple questions
- Make simple statements in a conversation
- Communicate basic information about self and others
- Communicate basic information about everyday life

A1

- Exchange some personal information
- Ask for and give simple directions
- Exchange information using texts, graphs or pictures
- Make plans with others
- Interact with others in everyday situations

A2

- Have a simple conversation on a number of everyday topics
- Ask and answer questions on familiar, factual information
- Use the language to meet basic needs in familiar situations
- Start, maintain, and end conversation on a variety of familiar topics
- Talk about daily activities and personal preferences

B1

- Use language to handle tasks related to personal needs
- Exchange information about subjects of special interest
- Exchange information related to subjects of mutual interest
- Use language to do a task that requires multiple steps
- Use language to handle a situation that may have a complication

Figure 5 The extended list of indicators for interactive speaking

File

Notes Condensed Data Listening Interactive Speaking Presentational Speaking Reading Writing Move between classes

First Name: Last Name: Date of Birth: Group

Entry Date: Exit Date:

A0

- Recite words and phrases that have been learned
- Introduce self to group
- Present information about self and others using memorized expressions
- Talk about daily activities using words, phrases, and memorized expressions
- Present simple information about something

A1

- Present information about own life using phrases and simple sentences
- Tell about familiar experience using phrases and simple sentences
- Present basic information about a familiar person/place/thing
- Give basic instructions using phrases and simple sentences
- Present learned basic information using phrases and simple sentences

A2

- Talk about people, activities, events, and experiences in a series of simple sentences
- Express needs and wants in a series of simple sentences
- Present information on plans, instructions, and directions in a series of simple sentences
- Present songs, short skits, or dramatic readings in a series of simple sentences
- Express preferences on topics of interest in a series of simple sentences

B1

- Make a presentation about personal and social experiences using connected sentences
- Make a presentation about something learned or researched using connected sentences
- Make a presentation about common interests and issues using connected sentences
- Present information on academic and work topics using connected sentences
- Present own point of view and provide reasons to support it using connected sentences

Figure 6 The extended list of indicators for presentational speaking

Notes Condensed Data Listening Interactive Speaking Presentational Speaking Reading Writing Move between classes

First Name: Last Name: Date of Birth: Group

Entry Date: Exit Date:

A0

- Connect some words or phrases to their meanings
- Recognize words and phrases with the help of visuals
- Recognize words and phrases by associating them with known information
- Usually understand short simple messages on familiar topics
- Sometimes understand short, simple directions with help of pictures or graphs

A1

- Sometimes understand main idea of published materials
- Understand simple everyday notices in public places on familiar topics
- Understand messages about topics of personal interest to others
- Identify some simple information needed on forms
- Identify some information from news media

A2

- Understand simple personal questions
- Understand basic information in ads, announcements, and simple text
- Understand the main idea of what is read for personal enjoyment
- Read simple written exchanges between other people
- Understand accounts of personal events or experiences

B1

- Sometimes follow short, written instructions with visual support
- Understand main idea and a few supporting facts about famous people
- Find and use information for practical purpose
- Read texts that compare and contrast information
- Follow simple written instructions

Figure 7 The extended list of indicators for reading

File Notes Condensed Data Listening Interactive Speaking Presentational Speaking Reading Writing Move between classes

First Name: Last Name: Date of Birth: Group

Entry Date: Exit Date:

A0

- Copy words from the board, book, or computer
- Label familiar people/places/things in pictures and posters
- Write words and phrases
- Fill out a simple form with basic personal information
- List daily activities and write lists that help in day-to-day life

A1

- Write information about daily life in letter/blog/e-mail
- Write short notes using phrases and simple sentences
- Write about familiar experience/events using practiced material
- Write basic information about learned things
- Ask for information in writing

A2

- Write about people, activities, events and experiences in series of simple sentences
- Prepare materials for a presentation in series of simple sentences
- Write about topics of interest in series of simple sentences
- Write basic instructions on how to make or do something in series of simple sentences
- Write questions to obtain information in series of simple sentences

B1

- Write messages and announcements using connected sentences
- Write short reports about something learned or researched using connected sentences
- Write about school and academic topics using connected sentences
- Write about community topics and events using connected sentences
- Write about work and career topics using connected sentences

Figure 8 The extended list of indicators for writing

File Notes Condensed Data Listening Interactive Speaking Presentational Speaking Reading Writing Move between classes

Move to new Class Old Group New Group: Letter

Figure 9 The screen for moving children between classes. As the classes are formed, the names will automatically appear on this screen

Appendix B: child's individual list of indicators.

Color-coding of information: when assessing, use one color for the entire assessment period (for instance, red for all assessments done in Winter17, green for all assessments done in Summer 17). Use this color on the child form to check off which language behaviors have been observed. This makes it easy to note which behaviors were developed and when.

If a language task/behavior was successfully attempted, place a dash (--) next to it on the list. If a language task/behavior was attempted but *unsuccessful*, place a dot (.) next to that indicator. That way, you can easily see what was attempted, and work towards a successful attempt the next time.

Child's personal checklist

Child name:.....

Assessmnt	Listening	Presnt Speakng	Interact Speakng	Reading	Writing
(date)	(check which skills were assessed using the color of that period)				

Listening

- A0
 1. sometimes identify the sound of a character or word
 2. sometimes understand isolated words, supported by gestures or pictures
 3. understand a few courtesy phrases
 4. recognize basic information in memorized words and phrases
 5. recognize words and phrases learned for specific purposes
- A1
 6. sometimes understand simple questions or statements
 7. understand simple information when presented with pictures and graphs
 8. sometimes understand the main topic of conversations
 9. understand messages related to own basic needs
 10. understand the basic purpose of a message
- A2
 11. understand basic information in ads, announcements
 12. understand the main idea of what one listens to for personal enjoyment
 13. understand messages related to everyday life
 14. understand straightforward information or interactions
 15. understand a few details in ads, announcements
- B1
 16. sometimes understand situations with complicating factors
 17. understand descriptions and stories of events that have happened
 18. understand the main idea of popular genres
 19. understand the main idea of descriptions
 20. understand directions and instructions on everyday tasks

Presentational speaking

A0

1. recite words and phrases that have been learned
2. introduce self to group
3. present information about self and others using memorized expressions
4. talk about daily activities using words, phrases, and memorized expressions
5. present simple information about something

A1

6. present information about own life using phrases and simple sentences
7. tell about familiar experience using phrases and simple sentences
8. present basic information about a familiar person/place/thing
9. give basic instructions using phrases and simple sentences
10. present learned basic information using phrases and simple sentences

A2

11. talk about people, activities, events, and experiences in a series of simple sentences
12. express needs and wants in a series of simple sentences
13. present information on plans, instructions, and directions in a series of simple sentences
14. present songs, short skits, or dramatic readings in a series of simple sentences
15. express preferences on topics of interest in a series of simple sentences

B1

16. make a presentation about personal and social experiences using connected sentences
17. make a presentation about something learned or researched using connected sentences
18. make a presentation about common interests and issues using connected sentences
19. present information on academic and work topics using connected sentences
20. present own point of view and provide reasons to support it using connected sentences

Interactive speaking

A0

1. greet others
2. ask and respond to simple questions
3. make simple statements in a conversation
4. communicate basic information about self and others
5. communicate basic information about everyday life

A1

6. exchange some personal information
7. ask for and give simple directions
8. exchange information using texts, graphs, or pictures
9. make plans with others
10. interact with others in everyday situations

A2

11. have a simple conversation on a number of everyday topics
12. ask and answer questions on familiar, factual information
13. use the language to meet basic needs in familiar situations
14. start, maintain, and end conversation on a variety of familiar topics
15. talk about daily activities and personal preferences

B1

16. use language to handle tasks related to personal needs
17. exchange information about subjects of special interest
18. exchange information related to subjects of mutual interest
19. use language to do a task that requires multiple steps
20. use language to handle a situation that may have a complication

Reading

A0

1. connect some words or phrases to their meanings
2. recognize words and phrases with the help of visuals
3. recognize words and phrases by associating them with known information
4. usually understand short simple messages on familiar topics
5. sometimes understand short, simple directions with help of pictures or graphs

A1

6. sometimes understand main idea of published materials
7. understand simple everyday notices in public places on familiar topics
8. understand messages about topics of personal interest to others
9. identify some simple information needed on forms
10. identify some information from news media

A2

11. understand simple personal questions
12. understand basic information in ads, announcements, and simple text
13. understand the main idea of what is read for personal enjoyment
14. read simple written exchanges between other people
15. understand accounts of personal events or experiences

B1

16. sometimes follow short, written instructions with visual support
17. understand main idea and a few supporting facts about famous people
18. find and use information for practical purposes
19. read texts that compare and contrast information
20. follow simple written instructions

Writing

A0

1. copy words from the board, book, or computer
2. label familiar people/places/things in pictures and posters
3. write words and phrases
4. fill out a simple form with basic personal information
5. list daily activities and write lists that help in day-to-day life

A1

6. write information about daily life in letter/blog/e-mail
7. write short notes using phrases and simple sentences
8. write about familiar experiences/events using practiced material
9. write basic information about learned things
10. ask for information in writing

A2

11. write about people, activities, events, and experiences in series of simple sentences
12. prepare materials for a presentation in series of simple sentences
13. write about topics of interest in series of simple sentences
14. write basic instructions on how to make or do something in series of simple sentences
15. write questions to obtain information in series of simple sentences

B1

16. write messages and announcements using connected sentences
17. write short reports about something learned or researched using connected sentences
18. write about school and academic topics using connected sentences
19. write about community topics and events using connected sentences
20. write about work and career topics using connected sentences

Appendix C: Blank form for group plans

How to use:

1. generate “output” from DRoPP.
2. Sort the children into three **groups**:
 1. the *talent* group (roughly the top 25% of the class),
 2. the *basis* group (roughly the middle 50%)
 3. and the *intensive* group (roughly the lowest 25% of the group)
3. Enter their **names** into column one of the table
4. Decide which **language goals** they should work on. Choose wisely: what will you focus on? Start with the basis group, and tack on a few extra goals for the talent and intensive group. Enter this information into column two of the table.
5. Decide **how the children will work**. Think about role plays, cooperative learning, independent learning, classical instruction, etc. What works well for you, what do the children need? Enter this information into column three of the table.
6. Decide how much **time** you will spend on your lessons each week. Will you need time for pre-teaching the intensive group, or giving the talent group special guidance? Include that here. Enter this information into column four of the table.
7. Decide what extra **support** the children will need. Who will need extra scaffolding (handouts, extra examples, modelling)? Who will need extra feedback or feed-forward? Include that here. Enter this information into column five of the table.
8. Plan a moment to evaluate the plan. Did you meet the goals you’d written? Look at the questions included and think about how to improve the plan for next time.

For more information about group plans, please visit <https://amyklipp.wordpress.com/2014/05/21/esl-and-the-long-term-plan/>.

For some basic information about scaffolding, please visit <https://amyklipp.wordpress.com/2016/11/16/differentiation-why-bother/> or <https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber>

Group plan for English

Class	Teacher	Semester
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Group (names of children in each group)	Language goals (listening, presentational speaking, interactive speaking, reading, writing)	Didactic activities (games, textbook, books, etc)	Time (minutes/ week)	Pedagogical measures (feed-forward, feedback, support, scaffolding)
Talent	<ul style="list-style-type: none"> • • • • 			
Basis	<ul style="list-style-type: none"> • • • • 			
Intensive	<ul style="list-style-type: none"> • • • • 			

Evaluation:

Date of evaluation: (usually as the plan comes to a close)

Notes:

Points of evaluation:

- How well did the plan work?
- Were all goals reached? Why (not)?
- Which didactic activities worked well? Why (not)?
- Was there enough time for everything? Why (not)?
- Were the pedagogical measures effective? Why (not)?

How to improve the plan next time:

Appendix D:

How DRoPP uses the [“Can-do statements: performance indicators for language learners”](#) as a basis

The levels in the booklet “Can-do statements” have been correlated to the CEFR in the document [“Assigning CEFR Ratings to ACTFL Statements”](#).

The indicators listed on DRoPP correlate (loosely) to the *headings* given in the booklet “Can-do statements”. This means that the content covered by each *indicator* in DRoPP is related to the content covered by each *heading* in the “Can-do statements”. It is up to the assessor / teacher to choose

The screenshot shows the DRoPP software interface. At the top, there is a header for "28 NCSSFL-ACTFL Can-Do Statements" and a section titled "Interpretive Listening". The interface includes a menu bar with "Notes", "Condensed Data", "Listening", "Interactive Speaking", and "Presentational Speaking". Below the menu, there are input fields for "First Name:", "Last Name:", and "Entry Date:". A list of indicators is shown on the left, with the first one, "Sometimes identify the sound of a character of a word", highlighted. A yellow double-headed arrow points from this indicator to a blue box on the right. The blue box is titled "NOVICE LOW" and contains the statement "I can recognize a few memorized words and phrases when I hear them spoken." Below this, there are two columns of checkboxes. The first column contains "I can occasionally identify the sound of a character or a word." with two sub-items: "I can recognize the sound of a few letters when they are spoken or spelled out." and "I can [redacted]". The second column contains "I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures." with five sub-items: "I can understand greetings.", "I can recognize some color words.", "I can understand some numbers.", "I can understand some food items.", and "I can [redacted]".

which aspects of each “can-do statement” is used to assess whether or not a certain indicator has been achieved. This allows professionals a certain amount of lateral freedom in making measurements.

Sometimes, more than one possible behavior is listed for a certain indicator, as seen in the example above. “I can understand greetings,” “I can recognize some color words” and “I can understand some numbers” all fall under the indicator “I can occasionally understand isolated words....” In the interests of a valid assessment, it is therefore important for assessors / teachers to determine ahead of time which specific behaviors will be used in the assessment. Will *all* of the behaviors be assessed, or only one or two? Which behaviors will be assessed? These are questions that users must determine for themselves. Obviously, when DRoPP is used by a larger group of users who wish to have comparable data, the consensus about this issue must be reached at a higher level. When DRoPP is used by a limited number of users or only internally, this consensus may be reached at a lower level.