

Beecher Road School World Language Program

September 2014



What are our goals for students at Beecher Road School?

- ◆ Authentic experiences in reading, writing, speaking, and listening
- ◆ Meaningful exposure to the language





Spanish Schedule (2014-2015)

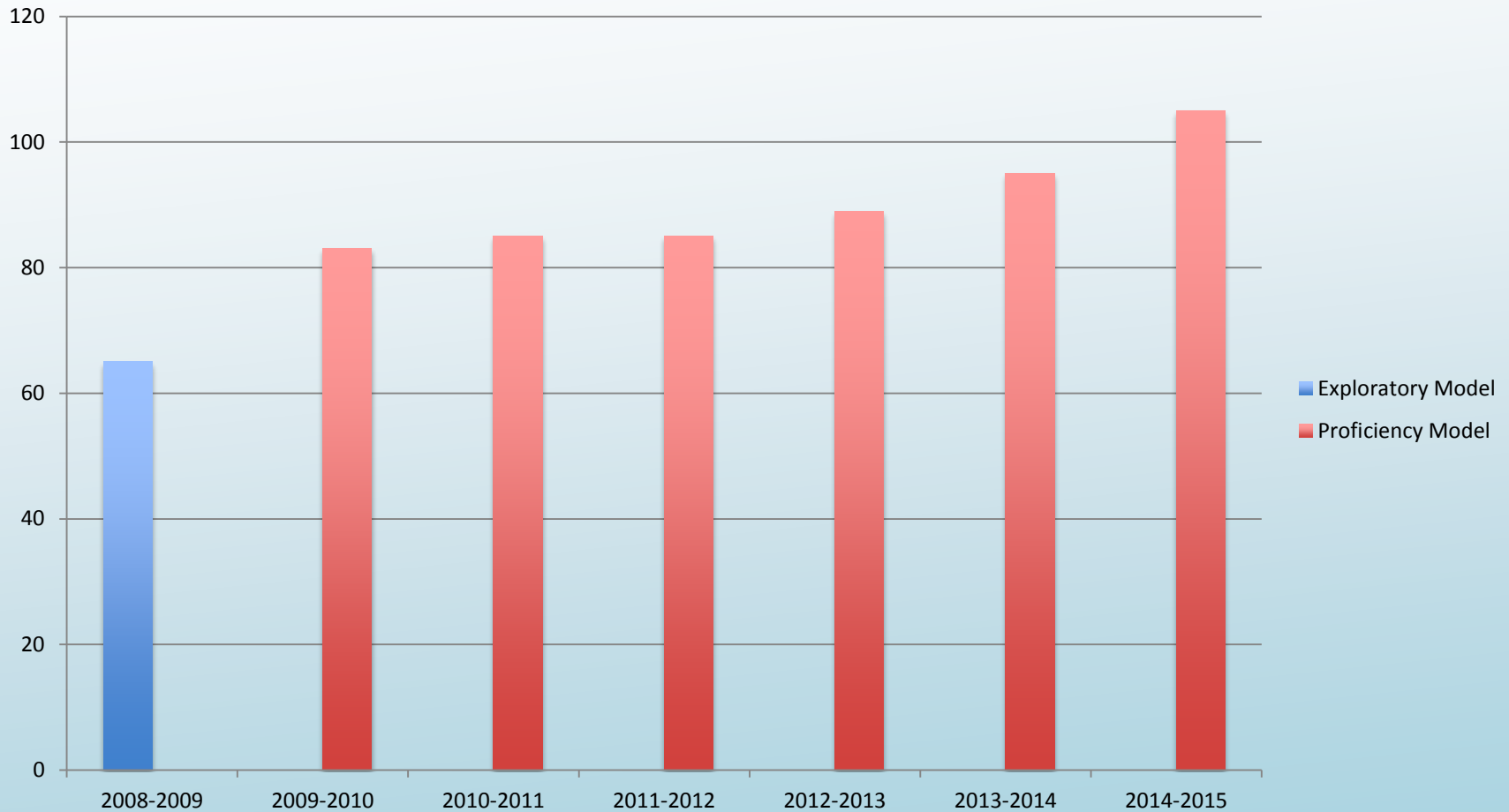


Grade	Days per 6 Day Cycle	Minutes per Cycle
Kindergarten/1 st	2	60 min.
2 nd Grade	1	30 min.
3 rd Grade	2	60 min.
4 th Grade	3	90 min.
5 th /6 th Grade	4	120 min.

Progression of Spanish Program and Contact Time

Year	Program Model	Total Number of One-Half Hour Sessions
08-09	3-6 Exploratory Model ½ year of Spanish & French	65
09-10	K-6 Proficiency Model	83
10-11	K-6 Proficiency Model	85
11-12	K-6 Proficiency Model	85
12-13	K-6 Proficiency Model	89
13-14	K-6 Proficiency Model	95
14-15	K-6 Proficiency Model	105

Progression of Spanish Program and Contact Time



2011-2012 Contact Time

Grade	Grade Level Classrooms	Spanish Classes Per Cycle
K	5	5
1 st	5	5
2 nd	6	6
3 rd	6	12
4 th	5	15
5 th	5	20
6 th	6	24
	38 Total	87 Total

2012-2013 Contact Time

Grade	Grade Level Classrooms	Spanish Classes Per Cycle
K	5	5
1 st	5	5
2 nd	5	5
3 rd	6	12
4 th	6	18
5 th	5	20
6 th	6	24
	38 Total	89 Total

2013-2014 Contact Time

Grade	Grade Level Classrooms	Spanish Classes Per Cycle
K	6	12
1 st	6	6
2 nd	5	5
3 rd	5	10
4 th	6	18
5 th	6	24
6 th	5	20
	39 Total	95 Total

2014-2015 Contact Time

Grade	Grade Level Classrooms	Spanish Classes Per Cycle
K	6	12
1 st	6	12
2 nd	6	6
3 rd	6	12
4 th	5	15
5 th	6	24
6 th	6	24
	41 Total	105 Total

Beginning in Kindergarten students experience language through...

- ◆ Technology-based instruction
- ◆ Authentic literature and song
- ◆ Puppet conversations
- ◆ Hands on activities
- ◆ Thematic units to provide a more meaningful language experience for students.



21st Century Technology in the World Language Classroom

Technology allows students to:

- ◆ Actively engage in learning
- ◆ Utilize higher learning skills and creativity
- ◆ Acquire key technology literacy skills



Students at Beecher Road School experience technology on a regular basis!

◆ SmartBoard

◆ Computer Applications
(PowerPoint, Keynote, Pages, and Smart Notebook)

◆ iPad



iPads in Spanish

- ◆ Engage and motivate students.
- ◆ Integrated into the World Language curriculum to support and enhance language learning



iPads in Action

- ◆ Take notes and create vocabulary glossaries in Spanish.
- ◆ Access worksheets, surveys and interviews
- ◆ Create and send emails, books and other projects in Spanish



Mi Casa

GUIA

- A = La Cama
- B = La Mesa de Noche
- C = La Cofrada
- D = El Lavabo
- E = La Ducha
- F = El Bañero
- G = El Espejo
- H = La Silla
- I = La Seta
- J = El Refrigerador
- K = El Fregadero
- L = El Lavaplatos
- M = El Horna
- N = La Tostada
- O = El Microondas
- P = El Sofa
- Q = La Lámpara
- R = La Televisión
- S = El Teléfono
- T = La Llave
- U = La Sacaesque
- V = La Puerta
- W = Mesa de Ping Pong
- X = El Gabinete
- Y = La Tira

Mi Casa
Por: Ana Flannabecker

Yo vivo en la calle [redacted] Woodbridge, CT. Tengo una casa grande. Mi casa está hecha de piedra. Mi casa es gris, negra, blanca, y café. Mi casa tiene dos garajes, tres jardines, un cobertizo, y una casa en el árbol. Tengo tres pisos en mi casa. Hay una cocina, cinco cuartos de baño, cinco dormitorios, un cuarto de familia, una sala, un comedor, y un sótano. Mis cuartos favorito es la cocina y el dormitorio.

Segundo



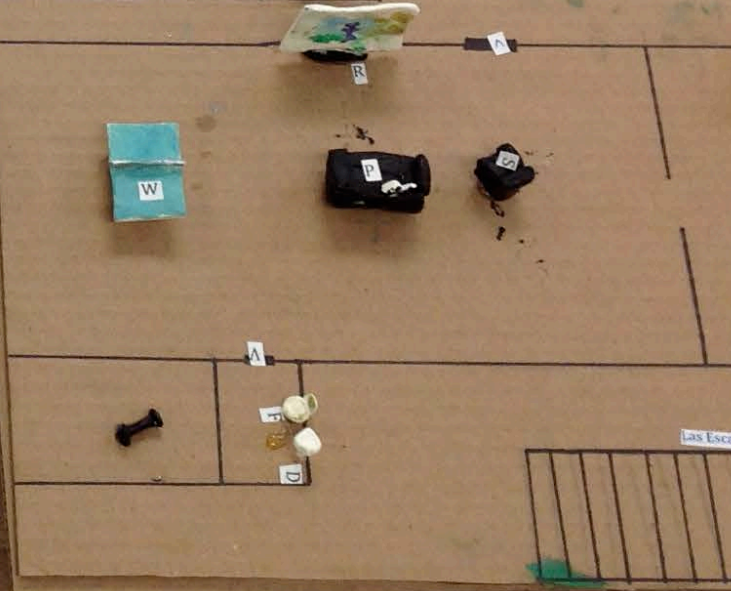
El Primer Piso



El Cuarto de Familia



El Sótano





Yo

Nombre: Me llamo Juan [redacted]

Edad: Tengo 10 años.

Fecha de Nacimiento: [redacted]

Origen: Yo soy de Los Estados Unidos. Vivo en Woodbridge, Connecticut.

Familia: Tengo una familia mediana. Tengo cuatro personas y un perro en mi familia. Mi mamá se llama Gila. Gila tiene cuarenta y siete años. Mi papá se llama Barry. Barry tiene cincuenta años. Mi hermana se llama Alli. Alli tiene doce años.



Mi papá, Barry y mamá, Gila

Mascotas: Tengo un perro. Se llama Koda. Koda es un niño, lindo y suave.

Descripción Física: Yo soy mediano. Tengo ojos avellanos. Yo soy moreno.

Características de Personal: Yo soy simpático, cómico, inteligente y amable.

Pasatiempos: Me gusta leer, tocar mi saxófono, esquiar, artes marciales y montar en mi



bicicleta.

Favoritos: Mis colores favoritos son azul y anaranjado. Mis números favoritos son 2,4 y 8. Mis asignaturas favoritos son español,



matemáticas, los estudios sociales, los artes lenguajes, banda y salud. Mi equipo de fútbol Americano favorito es El Patriots. Mi equipo de baloncesto favorito es El Uconn Huskies.



Mi hermana, Alli



Mi perro, Koda



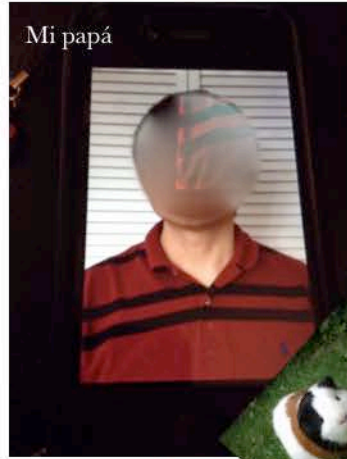
Yo

Yo



Me llamo Alicia [redacted]
Tengo 10 años.
Yo soy mediana y tengo pelo negro. Tengo ojos
castaños.
Yo soy creativa, musical, atlética, inteligente, y amable.
Yo no soy sociable.
Me gusta cocinar, viajar, leer, bailar, y cantar.
Me gusta la clase de estudios sociales, artes lenguajes,
y matemáticas.
No me gusta la clase de ciencias y pintar.

Mi papá



Se llama Xiping [redacted]
Mi papá tiene 49 años.
Él es alto y tiene ojos castaños.
Él es simpático, comido, y inteligente.



Tengo dos cuyos.
Se llaman Daisy y Macy.
Daisy es muy gorda y comida.
Macy es tímida y comida.

The 6th Grade Exit Exam



- ◆ Monitor and evaluate progress of our students.
- ◆ Provide data to inform instruction and improve the overall quality of the world language program.
- ◆ Based upon ACTFL(American Council on the Teaching of Foreign Language) Proficiency Guidelines and the National Standards for Foreign Language Learning

Grade 6 Exit Assessment

1. Listening (2010)
2. Speaking (2011)
3. Reading (2012)
4. Writing (2013)



Listening Comprehension Components



- ◆ Fifteen oral statements with visual cues.
- ◆ Two recorded conversations.

Listening Comprehension Sample Question:

#12



A.



B.



C.





Listening Component Rubric



LISTENING COMPREHENSION RUBRIC

NOVICE LOW (1) 16-20 items answered correctly	NOVICE MID (2) 21-24 items answered correctly	NOVICE HIGH (3) 25-27 items answered correctly
<ul style="list-style-type: none">• Limited comprehension of isolated words, such as cognates, borrowed words, and high frequency social conventions (e.g. greetings, courtesy phrases)• Limited comprehension of general information and vocabulary when the communication is supported by objects, visuals and or gestures• Limited comprehension of high frequency questions, statements, and courtesy phrases as well as topics that relate to basic personal information.• Repetition may be required	<ul style="list-style-type: none">• Comprehension of general information and vocabulary when the communication is supported by visuals. Comprehension may be uneven.• Comprehension of short, simple conversations/ narratives that contain sentence length utterances, words and phrases from simple questions, statements and courtesy phrases, and topics which go beyond basic personal information. Comprehension may be uneven.• Comprehension of isolated words, such as cognates, borrowed words, and high frequency social conventions.• Typically can comprehend a few phrases at a time and repetition may be required	<ul style="list-style-type: none">• Comprehension of general information and vocabulary, when the communication is supported by visuals• Comprehension of short, simple conversations/ narratives that contain sentence length utterances, words and phrases from simple questions, statements and courtesy phrases, and topics which go beyond basic personal information.

Speaking Component



- ◆ This prompt gauges each students' ability to utilize greetings, provide personal information, and respond to predictable topics.
- ◆ Consists of one visual prompt that students must respond to orally utilizing Quicktime Player.

Speaking Component

Sample





Speaking Component Rubric

ORAL COMPREHENSION RUBRIC

Performance Criteria	NOVICE LOW (1)	NOVICE MID (2)	NOVICE HIGH (3)
Oral Communication Skills	<p>Uses a limited number of isolated words, two to three word phrases,</p> <p>No signs of originality</p> <p>May attempt to create sentences but is unsuccessful</p>	<p>Uses high frequency expressions with reasonable ease</p> <p>Signs of originality are beginning to emerge</p> <p>Uses short complete sentences</p>	<p>Goes beyond memorized expressions and has the ability to create simple sentences</p> <p>Uses original sentences frequently</p> <p>Uses multiple full sentences</p>
Task completion	Student completed less than half of the task.	Student completed most of the task.	Student completed the task.
Grammar	Grammatical errors are significant and cannot be interpreted	Grammatical errors lead to misunderstanding but can be interpreted	Minimal errors do not effect understanding
Vocabulary	<p>Uses isolated words to talk about the prompt</p> <p>Frequently searches for words</p> <p>Uses English often</p>	<p>Uses vocabulary related to the prompt</p> <p>Does not elaborate on thoughts</p>	<p>Uses a variety of vocabulary related to the prompt</p> <p>Elaborates on thoughts</p>
Comprehensibility	Significant errors in basic structure make interpretation of meaning difficult	Errors do not impede understanding	Easily understood

Reading Component

- ◆ 15 multiple choice questions related to various authentic visuals in Spanish
- ◆ Spanish reading passage where students need to provide a written response.



Reading Component Sample

Los Mariachis



La música de los mariachis es muy popular en Mexico. Los mariachis son grupos pequeños o grandes que tocan instrumentos musicales y cantan canciones tradicionales.

Los mariachis tocan guitarras y trompetas. Tocaban música en los restaurantes y en las casas para celebrar ocasiones especiales. Llevan ropa tradicional: los trajes son negros, las camisas son blancas y muy elegantes.



Reading Component Rubric



READING COMPREHENSION RUBRIC

NOVICE LOW (1)
15-18 items answered correct

- Recognizes a limited number of letters, symbols or characters.
- Occasionally identifies high-frequency words and/or phrases when strongly supported by context.

NOVICE MID (2)
19-21 items answered correct

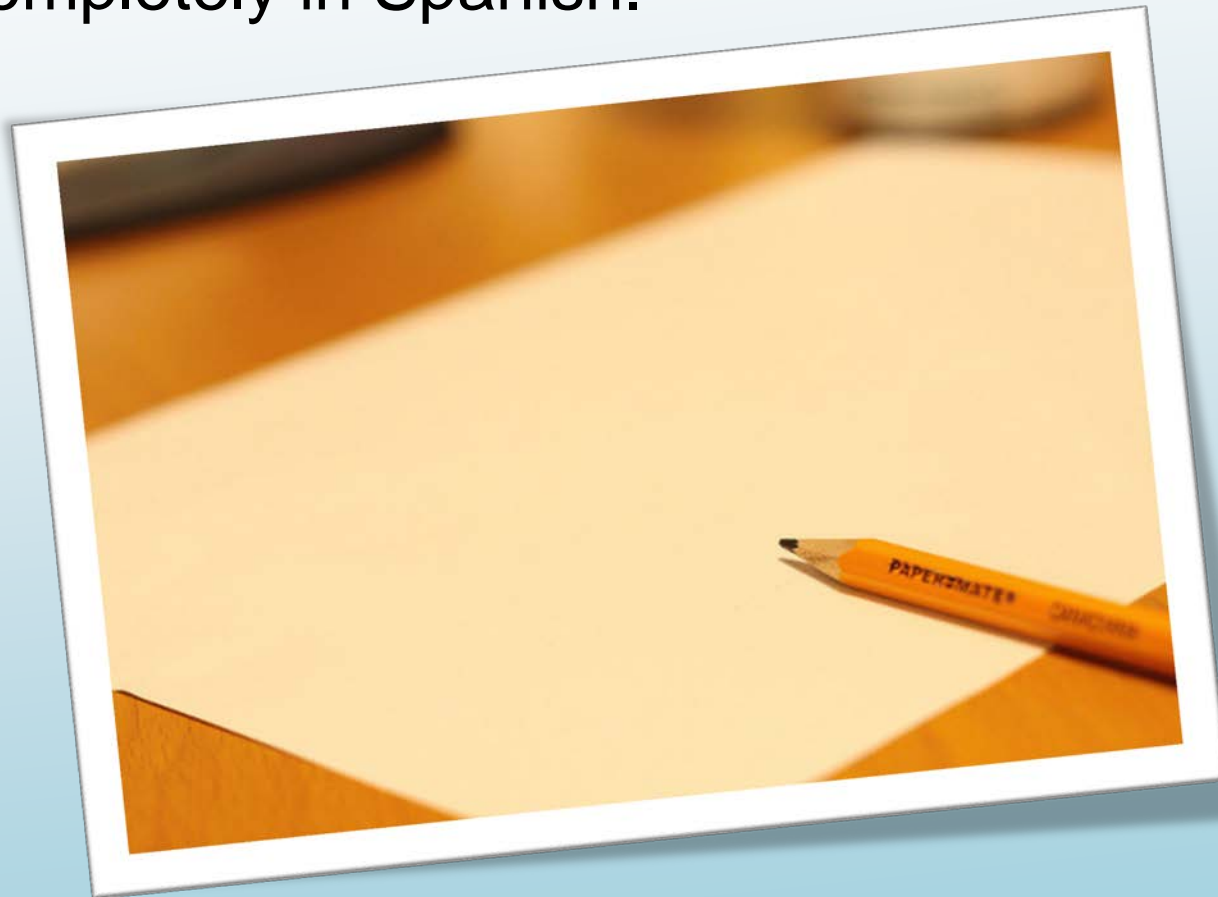
- Recognizes the letters or symbols of an alphabetic or syllabic writing system.
- Identifies a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase.
- Rereading is often required.

NOVICE HIGH (3)
22-24 items answered correct

- Understands fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts.
- Understands predictable/ previously learned language and messages such as those found on train schedules, maps, and advertisements.
- Is able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extra linguistic support.

Writing Component

- ◆ Students are given a scenario in English and they must respond in writing completely in Spanish.



Writing Component Scenario

“You are a student studying in Mexico as part of an exchange program. It is your first day of class and your teacher has asked to you to introduce yourself to your new classmates. Create a written script in preparation for your speech.”

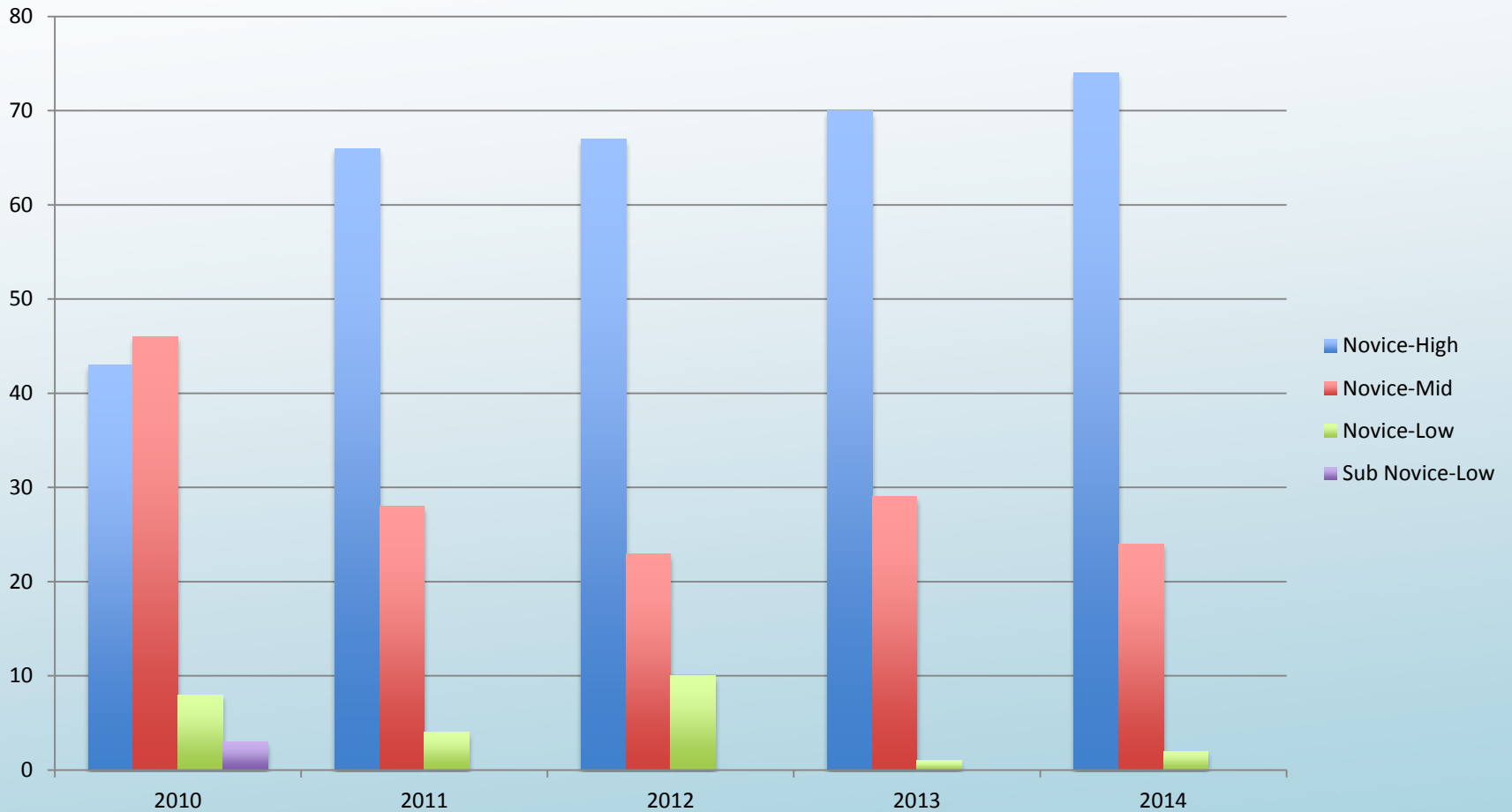
¡Buenos días! Me llamo [REDACTED]. Tengo once años. Soy de Woodbridge, Connecticut, Estados Unidos. Yo soy simpática y cómica. También, yo soy atlética, baja, joven, y flaca. No soy antipática. Me gusta jugar el fútbol y practicar el baloncesto. También, me gusta nadar, montar en bicicleta, y correr. También, me gusta ^{comer} manzanas y aguacates. No me gusta animar. Me gusta matemáticas porque es divertida y difícil. También, me gusta ciencias porque es interesante. No me gusta ciencias sociales ^(por) inglés porque es fácil. Mi familia es mediana. Hay cuatro personas en mi familia. Hay mi madre, mi padre, mi hermana, y yo. Mi padre se llama Jeff. Lleva lentes y él es muy bajo, flaco, inteligente, y atlético. Mi casa es mediana y roja y negro. Hay tres salas, la cocina, el patio, tres cuartos de baños, y cuatro dormitorios. Mi cuarto favorito es mi dormitorio porque me gusta leer. Es morado, mediana, y divertida. ¡Gracias!

Writing Component Rubric

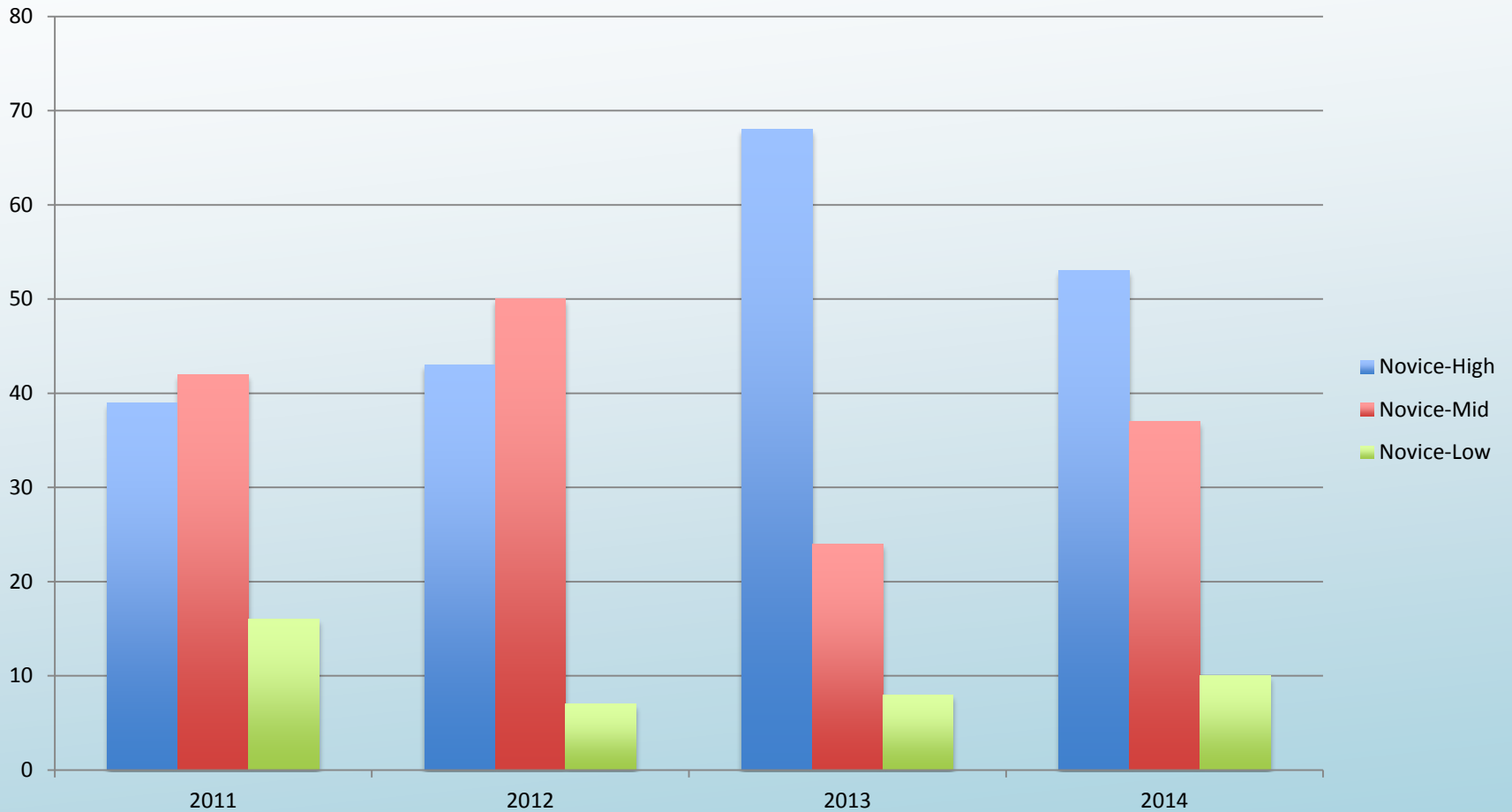


Performance Criteria	Novice-High	Novice-Mid	Novice-Low
Written communication skills	Goes beyond memorized expressions and has the ability to create simple sentences. Uses multiple full sentences	Uses high frequency expressions with reasonable ease . Uses short complete sentences	Uses a limited number of isolated words, two to three word phrases, May attempt to create sentences but is unsuccessful
Grammar/Spelling	Minimal errors do not affect understanding. Mostly accurate spelling.	Grammatical errors lead to misunderstanding but can be interpreted. A few spelling errors.	Grammatical errors are significant and can not be interpreted. Frequent spelling errors.
Vocabulary	Uses a variety of vocabulary related to the prompt Elaborates on thoughts	Uses vocabulary related to the prompt Does not elaborate on thoughts	Uses isolated words to talk about the prompt Frequently searches for words Uses English often
Comprehensibility	Easily understood	Errors do not impede understanding	Significant errors in basic structure make interpretation of meaning difficult

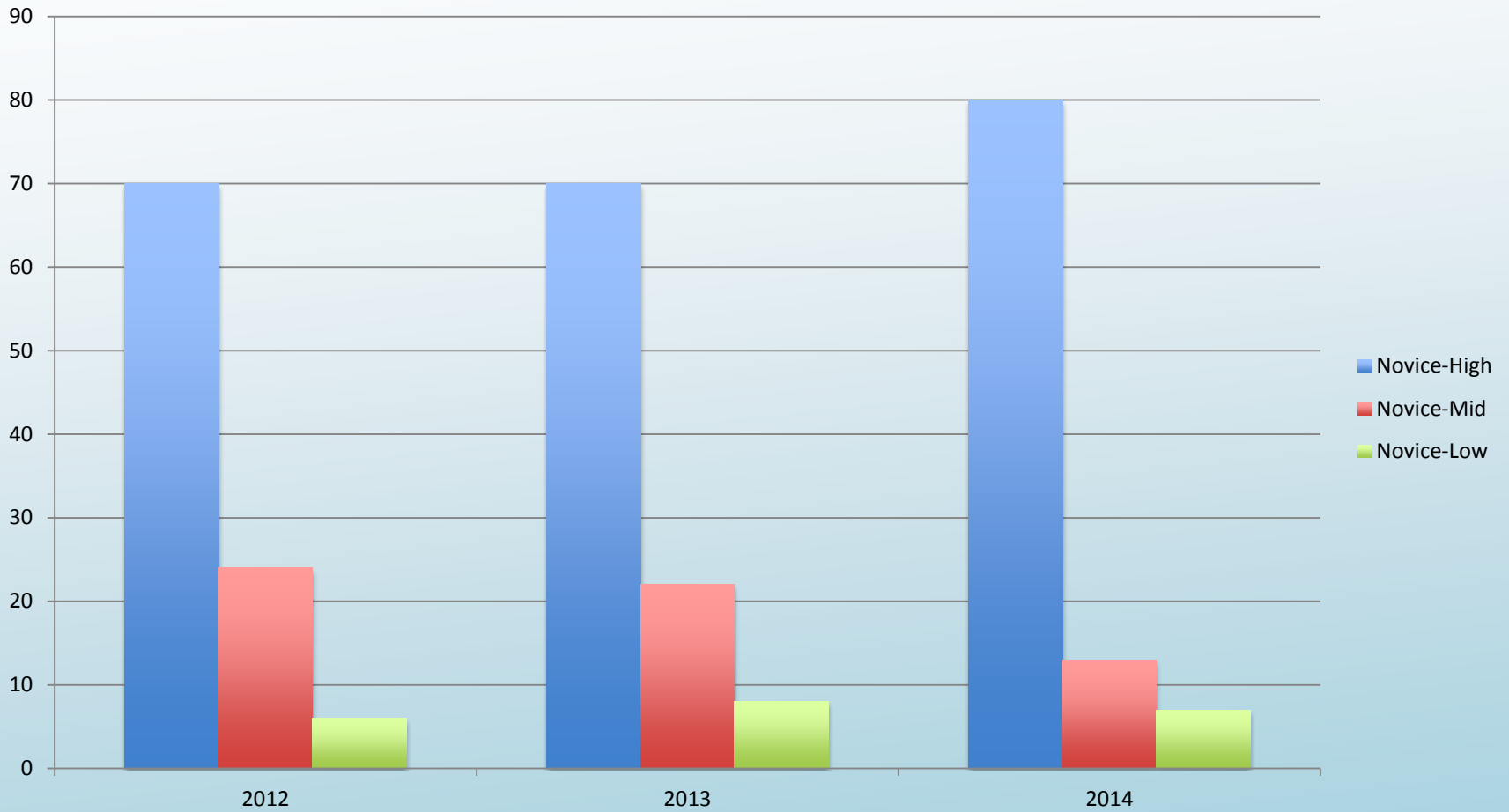
Listening Comprehension Data



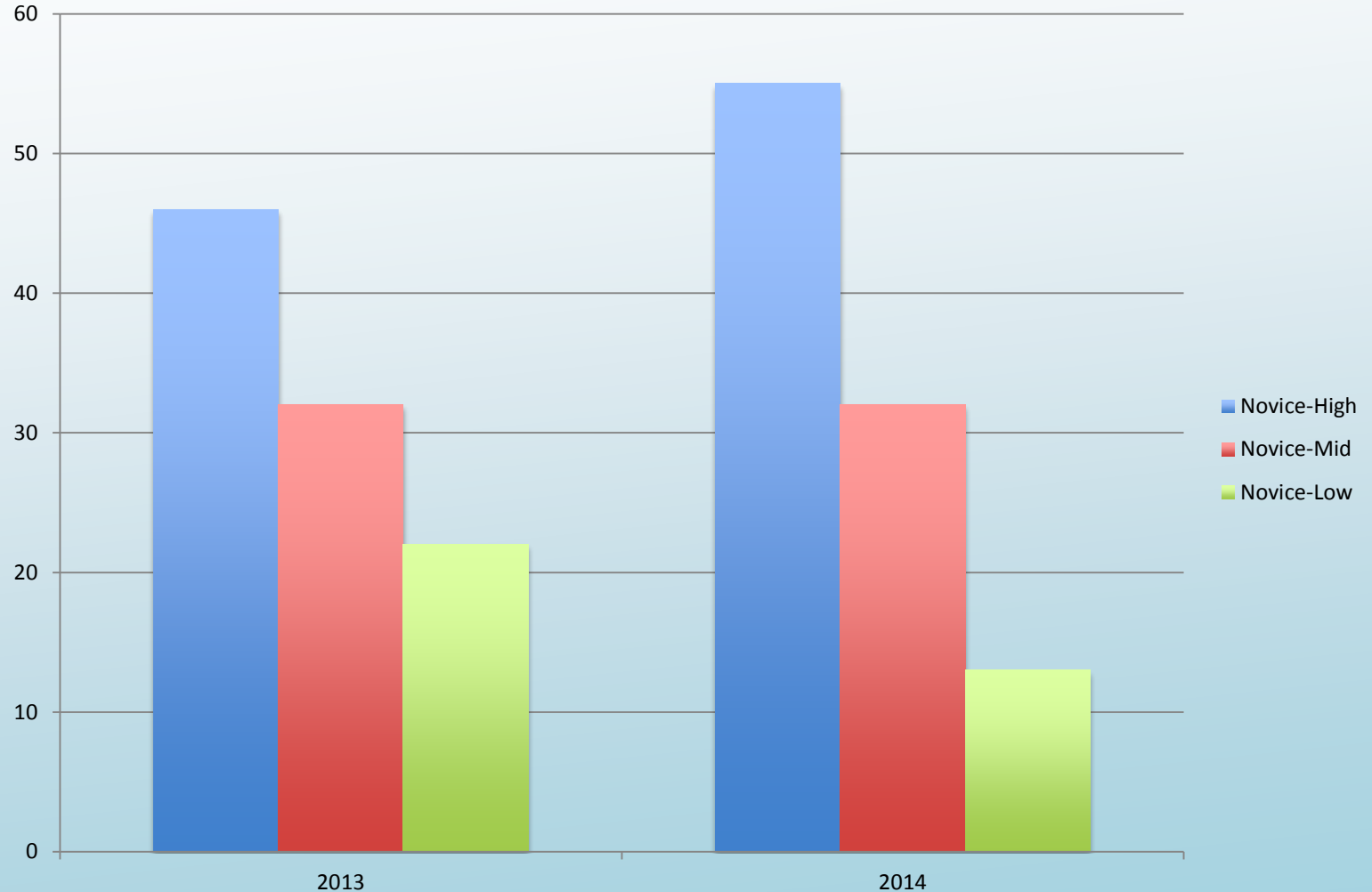
Speaking Component Data



Reading Comprehension Data



Writing Component Data



Conclusions

- ◆ Students are making consistent steady progress in the areas of listening, reading, and writing.
- ◆ Speaking needs to be an area of focus.
- ◆ The Spanish Exit Exam is a valuable tool in helping to inform our instruction and provide articulation data to Amity Middle School.

Future Plans

- ◆ Review all four sections of the test on an annual basis.
- ◆ Share test results with Amity Middle School on an annual basis in order to assist in placement process for 7th grade.
- ◆ Make additional test modifications to accommodate SPED/504/new students
- ◆ Challenge advanced students!