

# Beecher Road School World Language Program

October 2015



# What are our goals for students at Beecher Road School?

- ◆ To be proficient in at least one language by the end of 12<sup>th</sup> grade.
- ◆ To engage in meaningful activities in the target language through reading, writing, speaking, and listening experiences.



# What's new?

- ◆ Students in Kindergarten are learning Spanish through song and dance in Music Class as well as Spanish class!
- ◆ Students in 2<sup>nd</sup> grade are now receiving Spanish instruction twice a cycle(30 min. per period).





# Spanish Schedule (2015-2016)



Grade	Days per 6 day cycle	Minutes per Cycle
Kindergarten-3rd	2	60 min.
4 <sup>th</sup> Grade	3	90 min.
5 <sup>th</sup> /6 <sup>th</sup> Grade	4	120 min.





# The Amity Connection



- ◆ Students from Woodbridge continue to have good working knowledge of common vocabulary and familiar phrases.
- ◆ Eager to show what they know and are comfortable with speaking tasks.
- ◆ Significantly higher number of Woodbridge students in the Advanced Level.

# Beginning in Kindergarten students experience language through...

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



# 21<sup>st</sup> Century Technology in the World Language Classroom

- ◆ Technology allows students to be actively engaged in their own learning!
- ◆ Students utilize higher level thinking skills and creativity when technology is utilized.
- ◆ Technology is a catalyst for promoting oral language!
- ◆ Technology allows us to bring the outside world into our classroom!



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

◆ SmartBoard

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

◆ iPad



# The 6<sup>th</sup> 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.

No  
#13  
Im

# mprehension Question:



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"><li>Limited comprehension of isolated words, such as cognates, borrowed words, and high frequency social conventions (e.g. greetings, courtesy phrases)</li><li>Limited comprehension of general information and vocabulary when the communication is supported by objects, visuals and or gestures</li><li>Limited comprehension of high frequency questions, statements, and courtesy phrases as well as topics that relate to basic personal information.</li><li>Repetition may be required</li></ul>	<ul style="list-style-type: none"><li>Comprehension of general information and vocabulary when the communication is supported by visuals. Comprehension may be uneven.</li><li>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.</li><li>Comprehension of isolated words, such as cognates, borrowed words, and high frequency social conventions.</li><li>Typically can comprehend a few phrases at a time and repetition may be required</li></ul>	<ul style="list-style-type: none"><li>Comprehension of general information and vocabulary, when the communication is supported by visuals</li><li>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.</li></ul>

# Speaking Component



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

# Speaking Component







# Speaking Component Rubric

## ORAL COMPREHENSION RUBRIC

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



# Reading Component Sample



The screenshot shows the Renfe website interface. At the top, there's a header with the Renfe logo and a background image of people at a train station. Below the header, there's a section with the following information:

- Origen:** BARCELONA (\*)
- Destino:** MADRID (\*)
- Trenes para el día:** Viernes 08 Junio 2012

There are also small circular icons next to the origin and destination fields, and a calendar icon next to the date field.

When are all trains listed scheduled to arrive at their destination?

- a) in the morning
- b) in the afternoon
- c) in the evening

Tren / Recorrido	Salida	Llegada	Duración
▶ 03262 AVE	06.00	08.55	2 h. 55 min.
▶ 03062 AVE	06.05	09.15	3 h. 10 min.
▶ 03260 AVE	06.30	09.00	2 h. 30 min.
▶ 03072 AVE	07.05	09.50	2 h. 45 min.
▶ 03070 AVE	07.25	09.55	2 h. 30 min.
▶ 03082 AVE	08.00	11.10	3 h. 10 min.
▶ 03080 AVE	08.25	10.55	2 h. 30 min.
▶ 03092 AVE	09.00	11.45	2 h. 45 min.

The schedule is for the following day of the week.

- a) Thursday
- b) Friday
- c) Monday



# 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

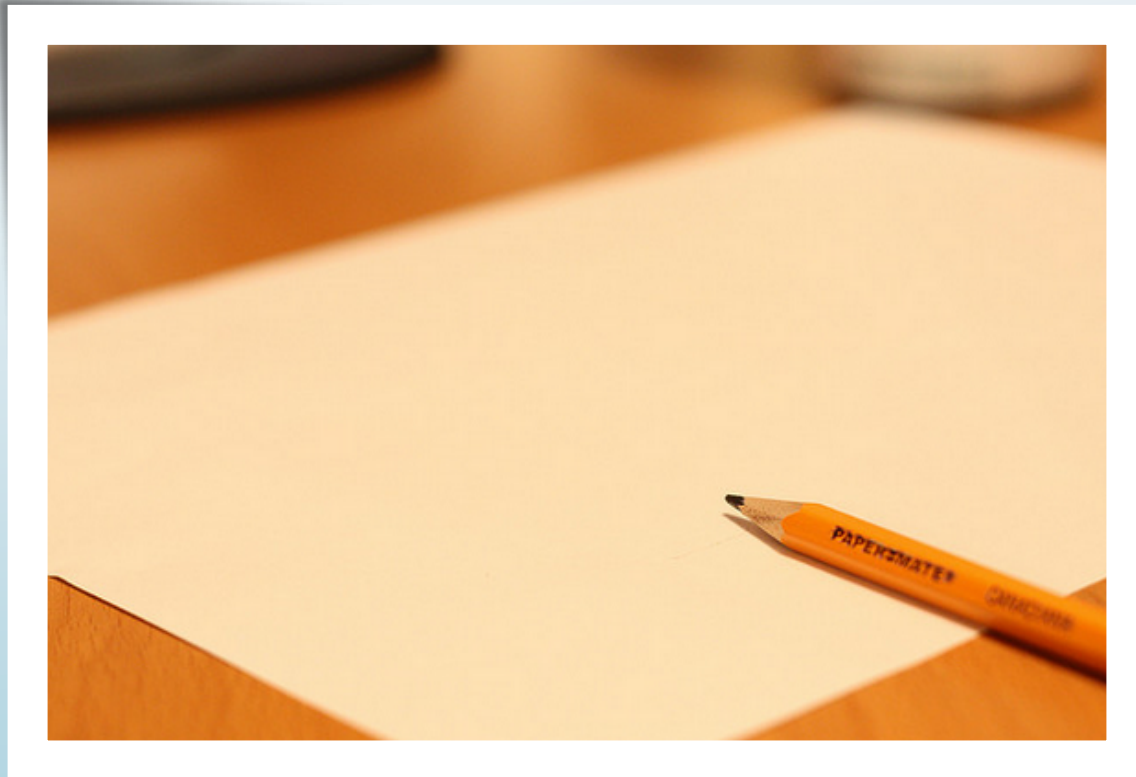
- Recognizes the letters or symbols of an alphabetic or syllabic writing system.
- Identifies a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase.
- Rereading is often required.

### **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.”*



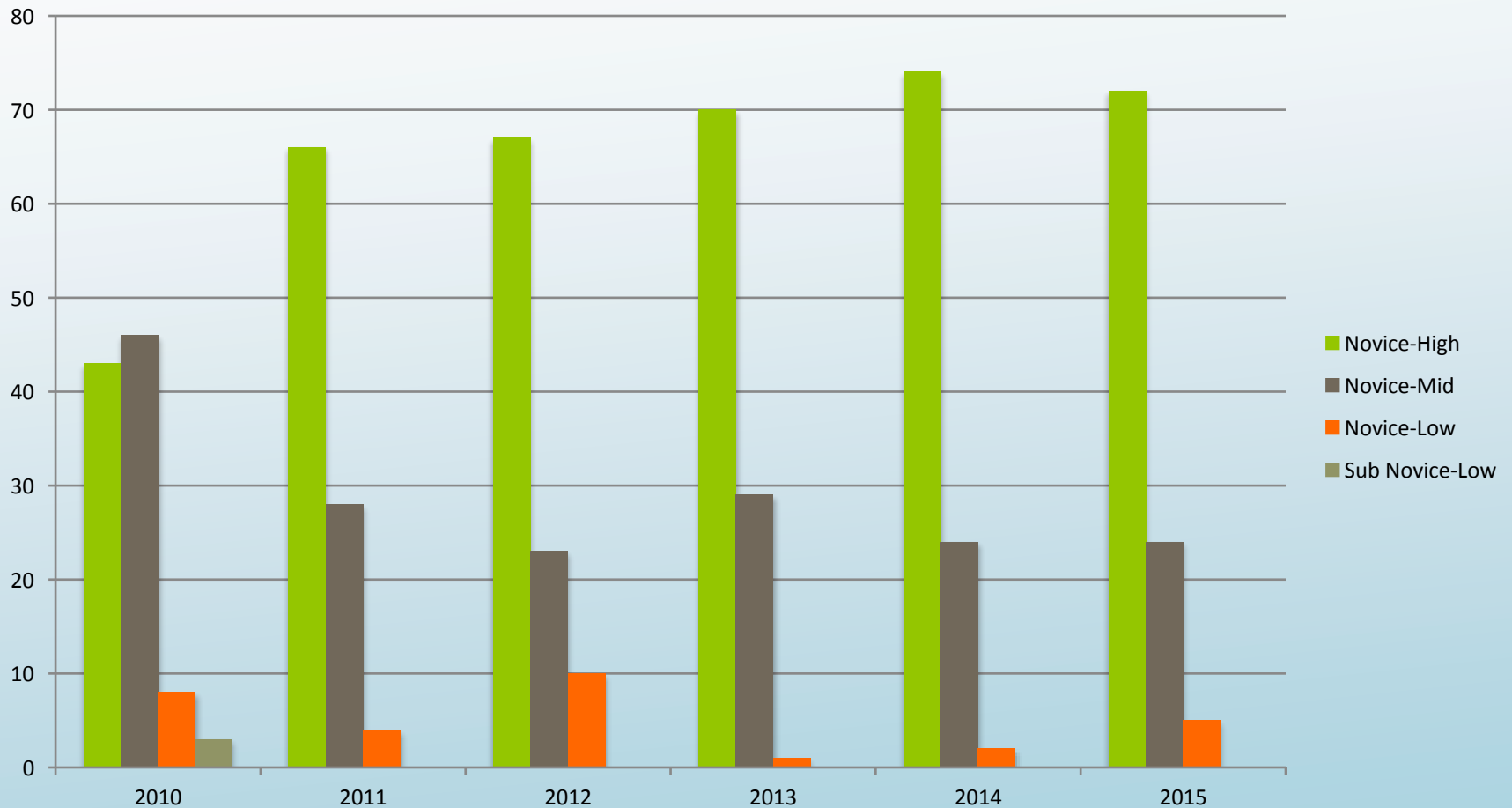
# Writing Component Rubric



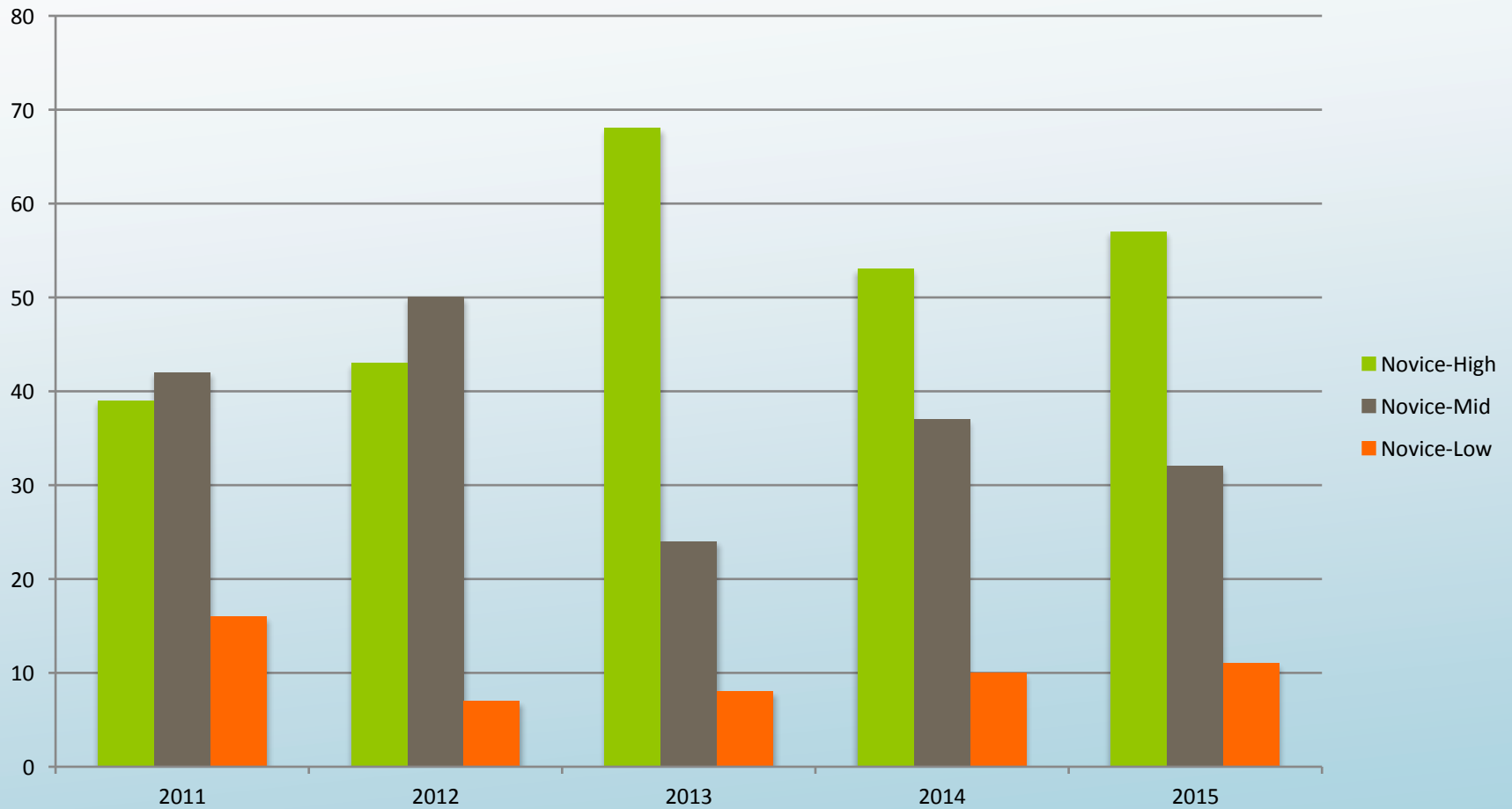
Performance Criteria	Novice-High	Novice-Mid	Novice-Low
<b>Written communication skills</b>	Goes beyond memorized expressions and has the ability to create simple sentences. Uses multiple full sentences	Uses high frequency expressions with reasonable ease . Uses short complete sentences	Uses a limited number of isolated words, two to three word phrases,  May attempt to create sentences but is unsuccessful
<b>Grammar/Spelling</b>	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.
<b>Vocabulary</b>	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
<b>Comprehensibility</b>	Easily understood	Errors do not impede understanding	Significant errors in basic structure make interpretation of meaning difficult



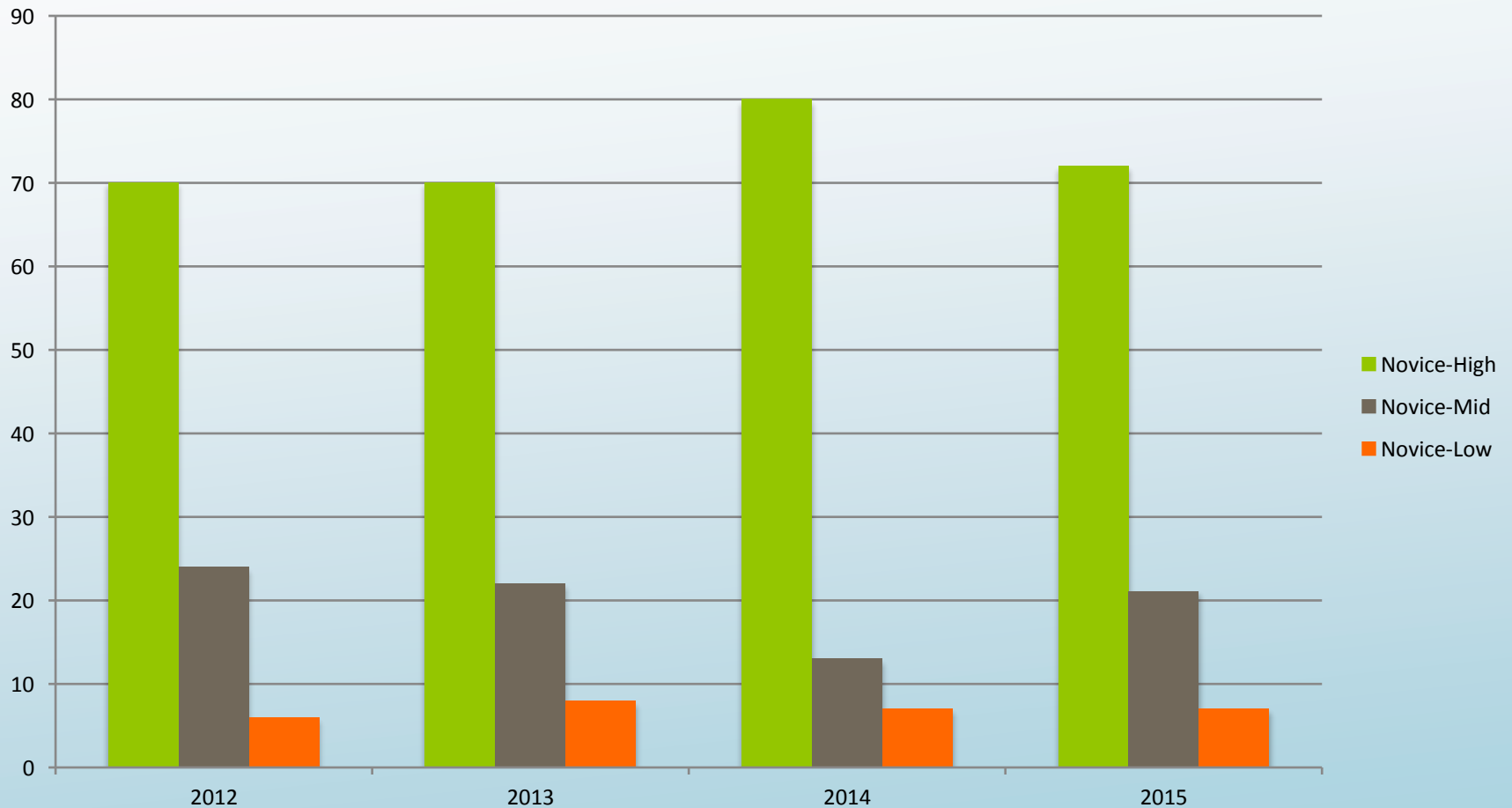
# Listening Comprehension Data



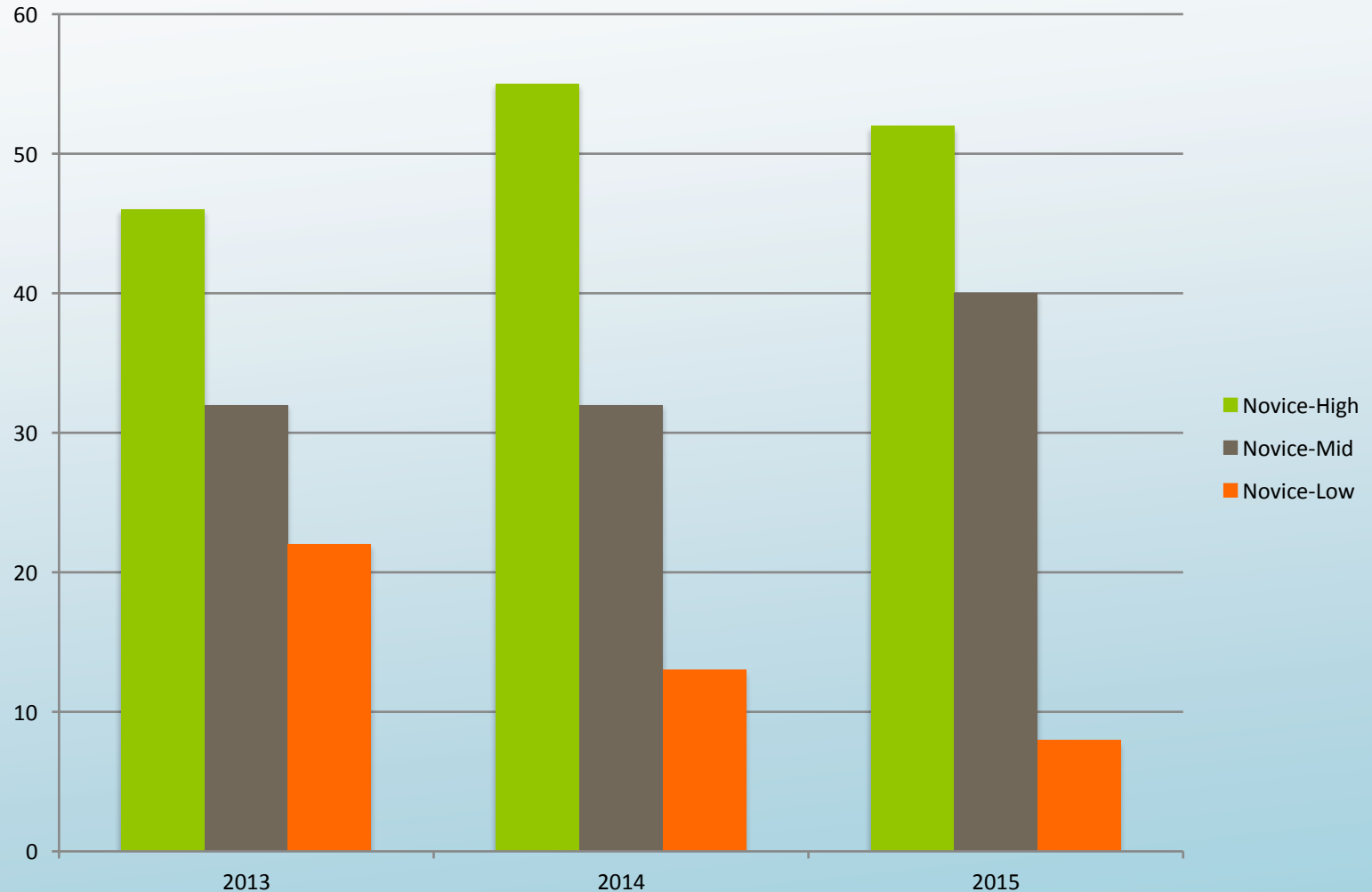
# Speaking Component Data



# Reading Comprehension Data



# Writing Component Data



# Conclusions

- ◆ Students are making consistent steady progress in the areas of listening, speaking, reading, and writing.
- ◆ The Exit Exam results show that students' scores have improved after experiencing 7 years of Spanish (K-6).
- ◆ Data results may fluctuate due to other factors (new to Beecher, former ELL students, etc.)
- ◆ Writing needs to be an area of focus.
- ◆ The Spanish Exit Exam is a valuable tool in helping to inform our instruction and to assist in the placement process at 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 7<sup>th</sup> grade
- ◆ Make additional test modifications to accommodate Special Education Students/504/new students
- ◆ Challenge advanced students!
- ◆ Maintain our close connections with Amity Junior High School
- ◆ Continue to look for ways to enhance our students' world language experiences outside the world language classroom