

**GREENWICH PUBLIC SCHOOLS
MONITORING REPORT
STUDENT ACHIEVEMENT: WORLD LANGUAGE (E-003)
MARCH 13, 2008**

I hereby present my monitoring report on the District Ends Policy “Student Achievement.” I certify compliance and that the information contained in this report is accurate.

Signed: _____
(Betty J. Sternberg, Superintendent of Schools)

Date: _____

Accepted by Board of Education: April 24, 2008

BROADEST POLICY PROVISION

The District shall establish an assessment system that is aligned with the District’s Mission and Vision and provides a comprehensive, consistent and integrated system of student learner objectives / outcomes, assessment, analysis and reporting.

I. Executive Summary

In order to ensure that all students master the objectives of the Greenwich curriculum and achieve to their highest potential, student achievement in world language is assessed against three indicators: 1) Student Oral Proficiency Assessment (SOPA); 2) middle school midterm proficiency exams; and, 3) AP enrollment and AP test scores.

Accomplishments include the development and refinement of curriculum units and assessments at all grade levels, targeted professional learning for staff, increased enrollments and careful articulation between the levels.

Governance issues focus on the need for everyday world language instruction in 6th grade, graduation requirements at GHS, funding for National Exams, and BOE approval of electives for seniors.

Management issues include further standardization of assessments, variation in scores among the middle schools, class sizes at the middle and high school levels, the need for AP French Literature at GHS and availability to state-of-the-art language laboratory facilities.

II. Background Information

Foreign Language in the Elementary School (FLES) History

The language program in the elementary schools is a Content-Based FLES program. This program combines both language and content teaching in a subject area other than language. The language teacher works in conjunction with the classroom teacher to

deliver the curriculum, especially social studies and science, two areas that lend themselves well to language learning. The language teacher reviews in the target language (either Spanish or French) a lesson already taught or introduces new material.

In the FLES model, all instruction is delivered entirely in the target language. As the program progresses through the grades, students become more proficient in the target language and move through the five skills of language learning: listening, speaking, reading, writing, and cultural understanding. Reading and writing are added even as they work on these same skills in English. In addition, the language teacher teaches more difficult content material as students gain in language proficiency. Content-based instruction gives the students something to talk about or listen to in the target language. The focus is balanced between the forms, structures and vocabulary of the language and the subject matter. The language component complements the regular curriculum; each enhances the other, and the target language becomes an integral part of the school environment.

FLES History

2000-2001 FLES began at ISD, K-5 (Spanish)

2001-2002 FLES began at HA K-5 (Spanish)

2003-2004 FLES began at JC K-5 (Spanish and French)

2004-2005 FLES began at 8 remaining elementary schools 4-5 (Spanish)

2005-2006 FLES moved to 3rd grade, in 8 remaining elementary schools (Spanish)

Secondary

In accordance with both State and National standards of World Language instruction, students at the secondary level are provided with regular opportunities to engage in listening, speaking, reading and writing in the target language so that they may acquire language proficiency in as natural and effective a fashion as is possible in a school setting. Studying languages other than English in the GPS is an immersion-like experience. While the students are in the classroom, instruction is routinely delivered in the target language by instructors who are fluent speakers of the languages they teach. Students acquire accurate grammar through the example and guidance of the teacher in meaningful, real-life situational contexts; grammatical objectives are taught in the target language and appear in the context of a culturally infused, thematic unit of study. As students progress through the curriculum, they learn about the history, geography, customs, art, music, film, literature, politics and government of the target countries, and develop increasing communicative proficiency in reading and writing in addition to speaking, listening, and cultural awareness.

Middle School

Students coming into the middle schools in Greenwich, after having studied a content-based curriculum in grades K-5 or 3-5, are placed into either Strand A or Strand B of Spanish or French classes at CMS; Strand A or B of Spanish classes or beginning French classes at EMS and WMS. Native Spanish speakers and Heritage speakers of Spanish

may also enroll in Native Language Arts classes at CMS and WMS. Strand A provides an accelerated program and allows students to complete a full year of a traditional *accelerated* high school language course by the end of 8th grade. Strand B allows students to complete a full year of a traditional grade-level high school language course by the end of 8th grade. Therefore, at this time, students successfully completing Strand A enter GHS at the 4Honors level. Students successfully completing Strand B enter GHS at level 4. (The 4 Honors level is approximately one-half year ahead in content mastery and skills acquisition. See table in data section regarding current progress of 9th graders who have already accelerated.)

Greenwich High School

At GHS we offer the following wide variety of offerings: Levels 1-6 + AP of Spanish and French; levels 1-4 of Italian and Latin; level 1-4 German plus AP; level 1&2 of Mandarin Chinese (level 3 begins next year). We are presently piloting Level 1 of American Sign Language and hope to expand the pilot to level 2 next year. The Native Language Arts program, levels 1- Advanced Placement Literature, serves those students in our population who are either native or heritage speakers of Spanish. Honors courses are available in Spanish, French and 4th year Latin. AP courses are available in Spanish (Language and Literature), French and German.

Enrollment: World Language classes are electives at GHS since there is no World Language graduation requirement at this time. Nevertheless, over the past six years, enrollments at all grade levels have held steady or shown growth.

Percentage of students in each grade enrolled in a WL course.

Year	Grade 9	Grade 10	Grade 11	Grade 12	Total
2002	86	92	87	58	81
2003	85	92	86	64	82
2004	88	87	88	64	82
2005	88	88	83	71	83
2006	86	93	88	65	83
2007	91	93	94	68	87

Percent of GHS Hispanic students enrolled in Native/Heritage Language Arts classes.

Year	Percent	Year	Percent
2002	18	2005	47
2003	18	2006	50
2004	47	2007	49

Percent of GHS Hispanic students enrolled in AP Language and Literature classes.

Year	Percent	Year	Percent
2002	4	2005	11
2003	7	2006	10
2004	7	2007	11

Percent of Total GHS students enrolled in more than one World Language class.

Year	Percent	Year	Percent
2002	6	2005	5
2003	6	2006	6
2004	6	2007	7

III. Highlights/Accomplishments

FLES

1. In 2002 the FLES curriculum was approved by the Board of Education. Following this approval, the FLES program developed interdisciplinary units that supported the social studies and science curricula at each grade level. Each unit has a performance assessment that mirrors the Student Oral Proficiency Assessment (SOPA). (See Assessments for description of the SOPA).
2. In 2004, the FLES program won a three-year competitive federal grant for approximately \$250,000 through the Foreign Language Assistance Program (FLAP) to help with the expansion of our FLES program. Monies were used to fund a part-time coach, teacher training and time for teachers to write curricular units.
3. The FLES staff has presented at local, state, and national conferences. The Greenwich Public School FLES program has been highlighted as being innovative, challenging, as well as successful.
4. All FLES teachers have been trained at least once on the SOPA assessment. To improve inter-rater reliability, we have retrained our FLES teachers on the SOPA assessment in 2006 and 2007, and trained all new staff as they were hired. Furthermore, we utilize SOPA strategies in class to encourage students to use the language in a less restrictive manner. (See Management Issue #2)

5. To facilitate coherence of instruction across schools, in 2007-2008 we began inputting our units into curriculum mapping software, Techpaths. This has helped to create a program that is much more cohesive, although separated by distance.
6. To meet the needs of our native language students at HA and NL, we created a Native Language Arts program for Spanish dominant students 3-5. (See Management Issue #3)
7. We have had limited turnover in the FLES department. Since the program began in the year 2000, only three teachers have left. Two of the teachers moved out of state and one chose to stay home.

Secondary

8. **Professional Learning:** World Language teachers have been involved in a wide variety of professional learning experiences over the past three years. Learning how to write proficiency-based, meaningful and relevant assessments, as well as rubrics which convey strong expectations to students and deliver accurate, helpful feedback, has been a major effort in the program. All assessments, both formative and summative, are continuously up-dated and revised. Teachers have also studied recent brain research as it relates to language acquisition, Understanding by Design, the Communicative Approach, performance assessments, and differentiation in the World Language classroom with an emphasis on multiple intelligences and tiered lessons and assignments. Additionally, we have focused on improving reading strategies in the target languages and the background and needs of heritage language learners. Last year we studied 21st Century Skills and Thomas Freidman's book, The World is Flat, as it relates to the knowledge and skills taught in the second language classroom. Lastly, World Language teachers have done a good deal of professional learning in the area of technology as a tool for improved language learning and assessment.
9. **Assessments:** We have devoted a considerable amount of time and effort to improving assessment in foreign language classes over the past several years. The most important and visible change is the development of oral assessments, both formative and summative in all classes at all levels. We created rubrics for these oral assessments as well as for written work and project work. We revised grading rationales for high school courses and placed greater emphasis on performance. We rewrote all high school mid-term and final exams over the past four years. Finally, we created an 8th grade proficiency/placement exam.
10. **Increased Enrollments (2003-2008):** Over the past five years, enrollment in various programs has increased noticeably. Italian classes have doubled in number, from 4 sections in 2003 to 8 sections in 2008, and an anticipated 10 sections in the 2008-2009 school year. Native Language Arts classes have grown from 1 section in 2003 to 9 sections in 2008. The Mandarin Chinese program, which began with 4 sections in 2006, has 5 sections this year and is anticipated to have 6-7 sections in

the up-coming school year. The number of Hispanic students taking AP courses has increased from 2001, when 14% of Hispanic seniors were enrolled in an AP course to 2006, when 45% of Hispanic seniors enrolled in an AP course. We believe this increase is due partly to the confidence and skills developed in native and heritage speakers through our native language arts program.

11. **Additional Program Highlights:** The World Language program is unique for many reasons: the wide variety of languages taught and levels offered; the accelerated courses at the middle school level; the increased emphasis on target language instruction at all levels; the development of content units for instructional purposes at the middle school; the high percentage of high school students enrolled in language classes at the high school without a graduation requirement; the high level of achievement on national exams and Advanced Placement exams; the large number of students honored at the annual World Language Awards Ceremony; the large number of students who participate in the four different National Language Honor Societies, the travel abroad programs; participation and achievement of WMS students in the Connecticut Council of Language Teachers Poetry Contest; the high level of collaboration and teaming within the schools and the district; the administration of the World Language Survey to a representative group of 6th and 9th graders in 2007 and 2008; the Afters programs at Riverside and Glenville Elementary schools run by high school language students; the active language clubs; the cultural programs, such as Martial Arts, Culinary Arts, Chinese Tea Ceremony; the visit to GHS from administrators and teachers from Hankai High School, in Tianjin City, China in 2007; the pen-pal program with Changsha #1 High School in HuNan province in 2008; the construction of the Bocci court at GHS sponsored by the Italian Club; the visits by language students to the Senior Center, the nursery schools and the elementary schools to read and share original stories; trips to the opera, the Spanish theater and NYC museums; participation in GHS Diversity Week with bi-cultural soccer games, dancing lessons, film festivals, and cooking projects; annual student music and dance performances at award ceremonies; literary magazine created by native speakers of Spanish; participation of GHS native and heritage speakers in the 1st and 2nd International Congress for Immigrant Youth, 2005 & 2008.

12. **Articulation among the three instructional levels:**

- Since the inception of the FLES program, the need for articulation among the three instructional levels in the language program has become a priority. When the first sixth graders entered EMS with some foreign language experience in 2001, teachers adjusted the curricula to meet their needs. Since we phased in the elementary foreign language program over a period of several years from 2001-2007, each class of sixth graders in the Greenwich Public Schools has entered the middle schools with different levels of foreign language experience. We have adjusted the program to meet their needs. Beginning with the 6th grade entering in 2008, students' language experience will be stabilized, and it is the 9th grade class entering the high school which will come in with different levels

of experience until the year 2011. This history has necessitated strong articulation efforts to insure a comprehensive, thoroughly aligned program for our students.

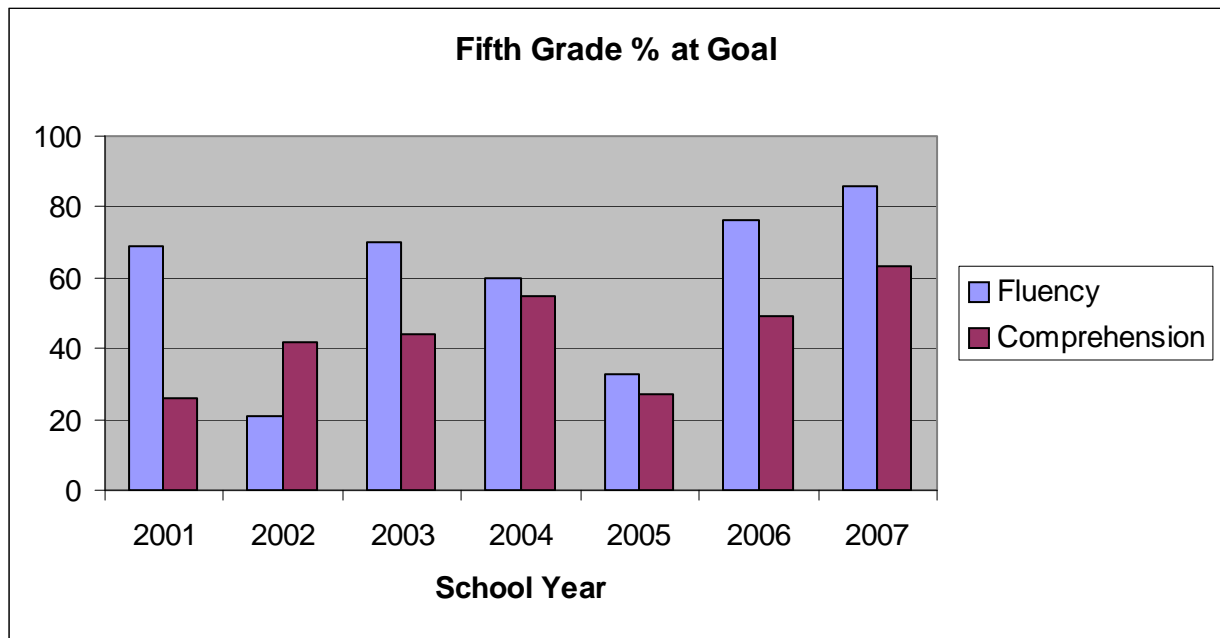
- We have accomplished this articulation through regular meetings between the FLES and 6-12 World Language Coordinators, the establishment of a district-wide World Language Steering Committee which meets bi-monthly and a Middle Schools Learning Facilitators' Council which meets monthly. We created a Middle School-Elementary School World Language 'Buddy' system that pairs all teachers at these levels for articulation purposes. We initiated a series of classroom visitations among teachers at all three instructional levels. As of this writing, close to 50% of the 53 language teachers in the district have participated in these visitations.
- Last year we administered the World Language Transition Survey to 25% of the students in the 6th and 9th grades across the district. We used the information to improve the transition between instructional levels for all students. Based on feedback we received from the survey, we created a Bridge Program which is taught during the spring of 5th grade in all elementary language classes, as well as a listening and writing assessment that we administer to all fifth graders to assess their progress and level of preparation for the sixth grade program. We also created an 8th grade proficiency assessment that is administered in January of the 8th grade year to help us assess progress in our learning objectives and aid us in accurate placement of all ninth grade students.
- During the summers of 2006 and 2007 both middle school and high school staff met as a long-range planning committee to plan the changes that would be necessary as students with higher levels of language experience began to enter the schools. This will continue for the next three summers, as we revise, adjust and create curricula to meet the needs of language learners with different levels of preparation.

IV. Data Review

The following data distinguish between a student’s fluency and comprehension. Fluency refers to the student’s ability to produce the language, in this case his or her spoken communication. Comprehension describes the receptive abilities a student has with the language—how well he or she understands what is spoken or written for them. As with an infant, students’ comprehension of the language exceeds their fluency.

Fifth Grade

Goal: 80% of all fifth grade students will reach a Fluency Score of **Junior Novice High**, or higher, and a Comprehension score of **Junior Intermediate Low** or higher.



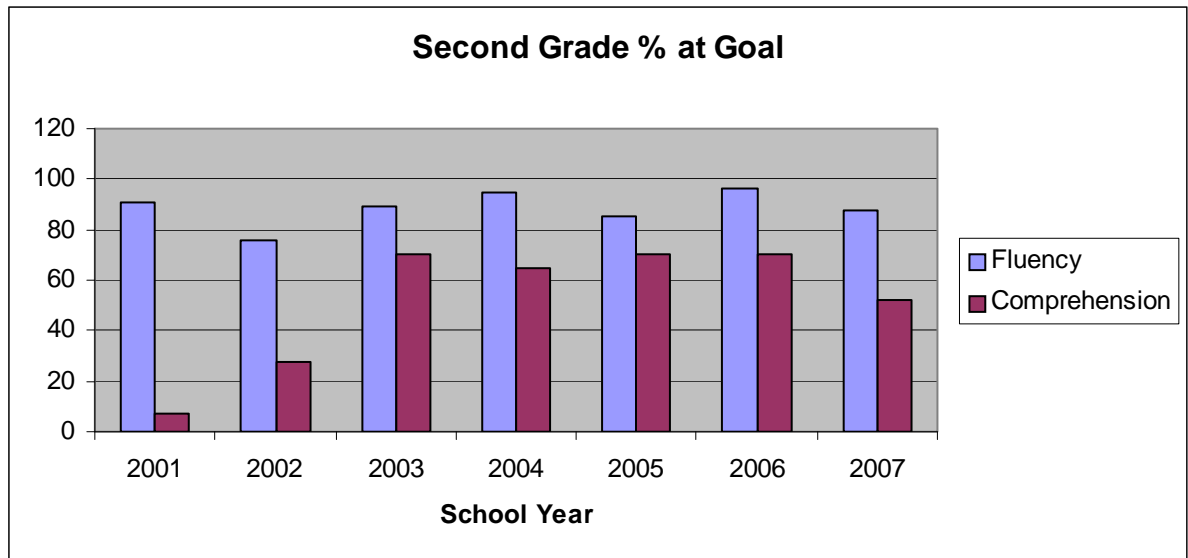
Year	% at Fluency Goal	% at Comprehension Goal
2001 (ISD only)	69	26
2002 (ISD and HA only)	21	42
2003 (ISD and HA only)	70	44
2004 (ISD, HA and JC only)	60	55
2005	33	27
2006	76	49
2007 (no Spanish dominant students assessed)	86	63

Removing the scores for students who speak Spanish at home:

Year	% at Fluency Goal	% at Comprehension Goal
2005 <i>No Spanish Dominant Students</i>	22	16
2006 <i>No Spanish Dominant Students</i>	60	44
2007 <i>No Spanish Dominant Students</i>	86	63

Second Grade

Goal: 80% of all second grade students will reach **JNM Fluency**, or higher, and **JNH Comprehension**, or higher



Year	% at Fluency Goal	% at Comprehension Goal
2001 (ISD only)	91	7
2002 (ISD and HA only)	76	28
2003 (ISD and HA only)	89	70
2004 (ISD, HA and JC)	95	65
2005	85	70
2006	96	70
2007 (no Spanish dominant students assessed)	88	52

Overall, it is difficult to detect a trend in the percentage of students reaching the comprehension or fluency goals. We are encouraged to see that fifth grade students are reaching the goal in fluency and we expect to see continued growth there. On analysis, the percentage of students reaching the GPS goal for comprehension in both second and fifth grade is lagging behind the percentage reaching the GPS goal in fluency (See Management Issue #3).

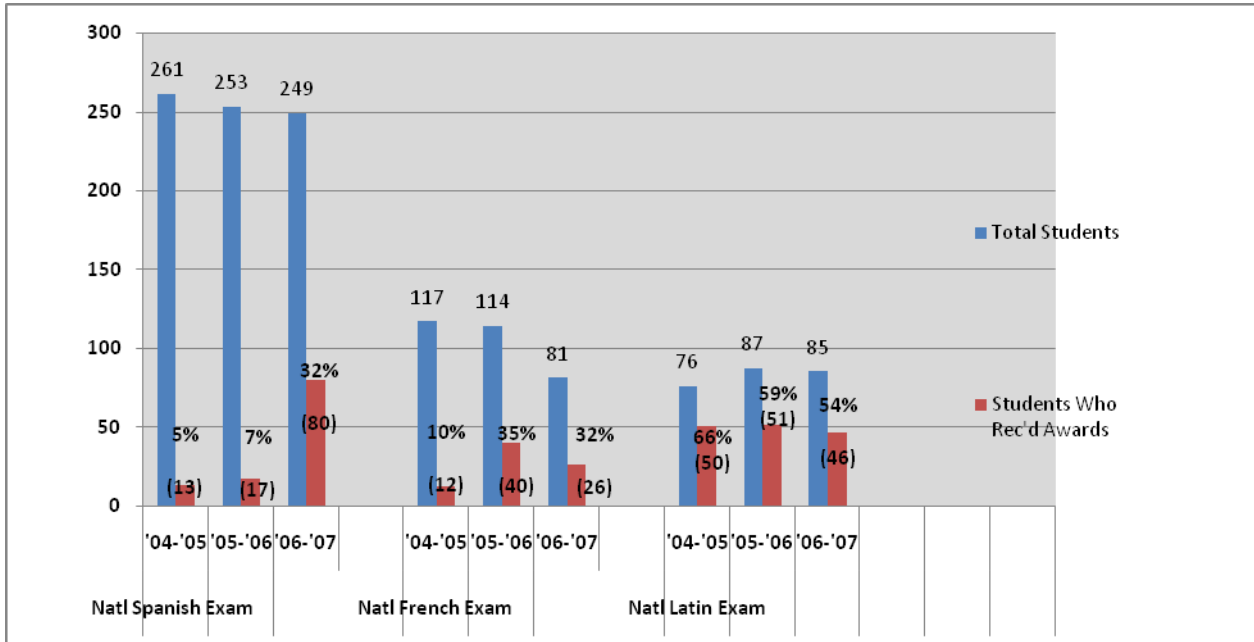
Advanced Placement Exam Results 2002-2007

	# of students and average grade 2002	# of students and average grade 2003	# of students and average grade 2004	# of students and average grade 2005	# of students and average grade 2006	# of students and average grade 2007
French	<i>17, 4.1</i>	<i>15, 4.1</i>	<i>18, 4.3</i>	<i>32, 3.9</i>	<i>30, 3.5</i>	<i>30, 3.8</i>
German						<i>3, 4.0</i>
Latin						<i>4, 3.5</i>
Spanish	<i>11, 4.6</i>	<i>14, 4.7</i>	<i>30, 4.7</i>	<i>55, 4.2</i>	<i>85, 4.1</i>	<i>80, 4.2</i>

- The number of students enrolled in AP French nearly doubled between 2002 and 2007; the average score over the six year period is 4.0. The increased enrollment has had a minimal effect on the average scores. In 2007, 96.7% of the students tested received a score of 3 or better.
- The number of students enrolled in AP Spanish (including both the Language and Literature courses) has increased from 11 to 80 between 2002 and 2007; the average score over the six year period is 4.4. The increased enrollment has had a minimal effect on the average scores. In 2007, 98% of the students tested received a score of 3 or better.
- A small number of students enroll in AP German each year. This class is taught, with differentiated time, materials and activities, along with the German 4 class. Since we began this program, 100% of the students have earned a 3 or better on the exam.
- Four students from the Honors Latin Seminar sat for the AP Latin Exam last year. This course is not part of our present curriculum.

National Exam Results 2005-2007

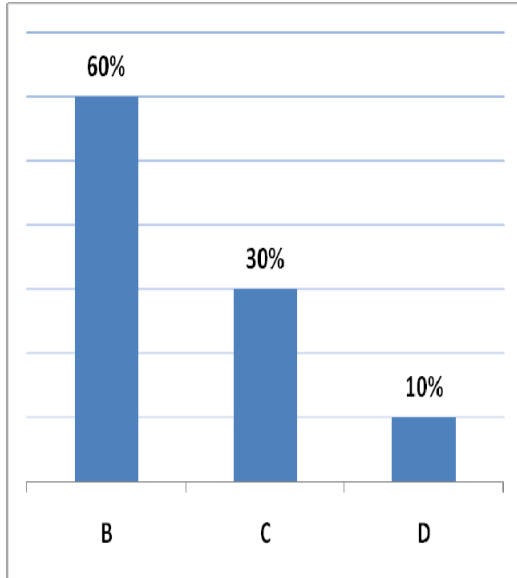
STUDENTS SITTING FOR NATIONAL EXAMS and AWARDS RECEIVED



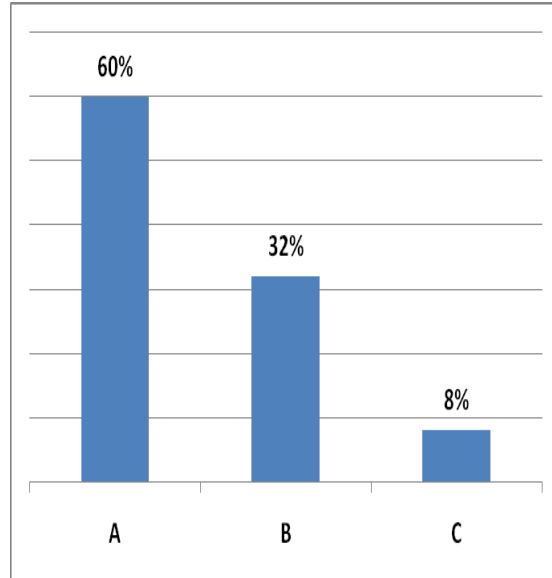
There are four major national language exams administered in the United States and abroad: The National Latin Exam; the National French Contest (Le Grand Concours); the National Spanish Exam; the National Italian Exam Contest. To win a prize for achievement from one of the national exam committees is a prestigious accomplishment for a high school student. All exams are mailed away and graded using a national rubric and competitive grading scale. Juniors and seniors at GHS have taken the exams in French, Spanish and Italian for the past three years. All students enrolled in the Latin program have taken the exam for the past six years. The Italian exam allows each high school to submit only three papers; since we have entered the Italian contest, our students' papers have received awards. The results in Spanish and French are strong and have improved over time; the Latin results are strong, notwithstanding a small dip last year. In 2007 the National French Contest awarded prizes to 10% of its participants; 32% of GHS students received an award. The National Spanish Exam awarded prizes to 28% of its participants; 32% of GHS students received an award. The National Latin Exam awarded prizes to 48% of its students; 54% of GHS students received an award.

MID-TERM RESULTS FOR 9th GRADERS IN SPANISH 4 AND SPANISH 4 HONORS

SPANISH 4 (14 students enrolled)



HONORS SPANISH 4 (37 students enrolled)

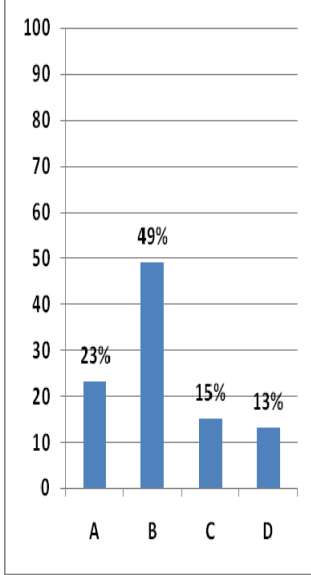


We track the progress of those students who have been in our accelerated program at the middle school. The present ninth grade students in level 4 classes began to study Spanish at ISD, HA or JC, having either 4 years, 3 years, or 1 year of FLES. In the college-prep, Spanish 4 class, 60% of the 9th graders received a “B” on their mid-term exam, with 30% receiving a “C” and 10% a “D.” In the honors level 4 class, the results were 60% with an “A,” 32% with a “B” and 8% with a “C.” These results show that the majority of students were well-placed in these high school courses and that they are doing well with the current level of accelerated challenge. (In the past, all 9th graders have entered GHS in level 3 courses.)

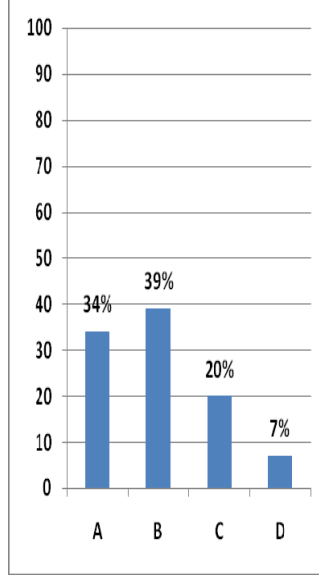
Mid-Term Proficiency Results For Middle School Students In *Strand A* And *Strand B* On District-Wide Assessment.

Spanish Mid-Term Results (8A) 2007-2008

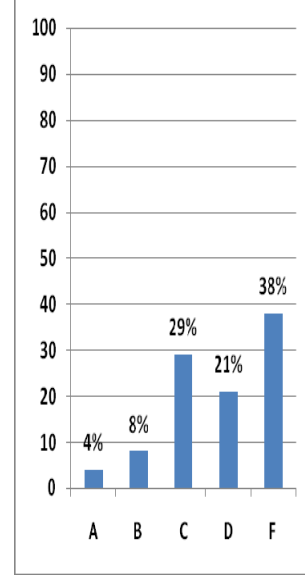
Central Middle School



Eastern Middle School

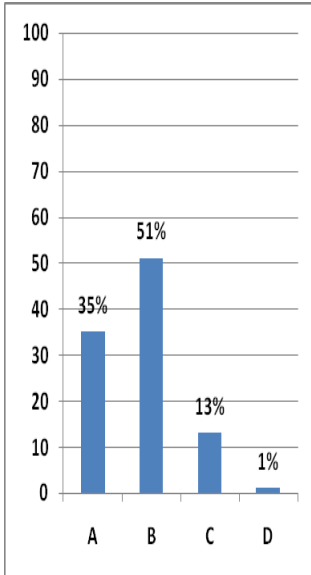


Western Middle School

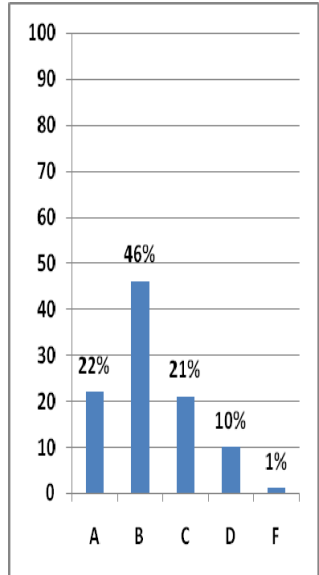


Spanish Proficiency Results (8B) 2007-2008

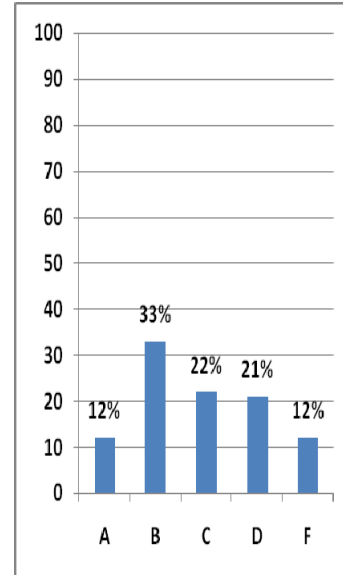
Central Middle School



Eastern Middle School

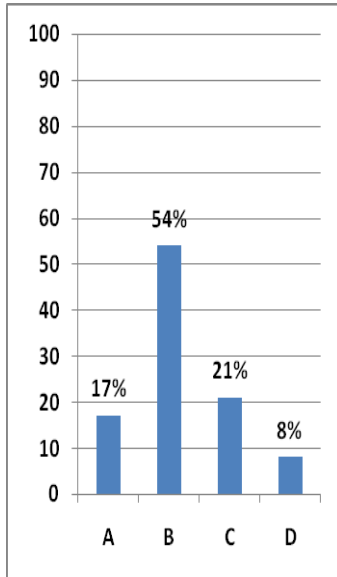


Western Middle School

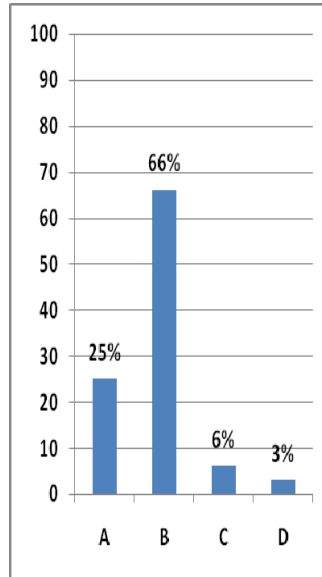


French Proficiency Results (8B) 2007-2008

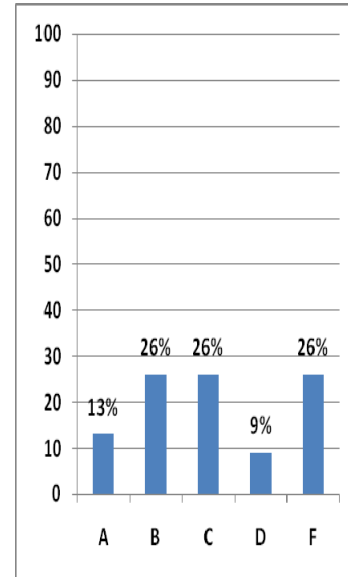
Central Middle School



Eastern Middle School



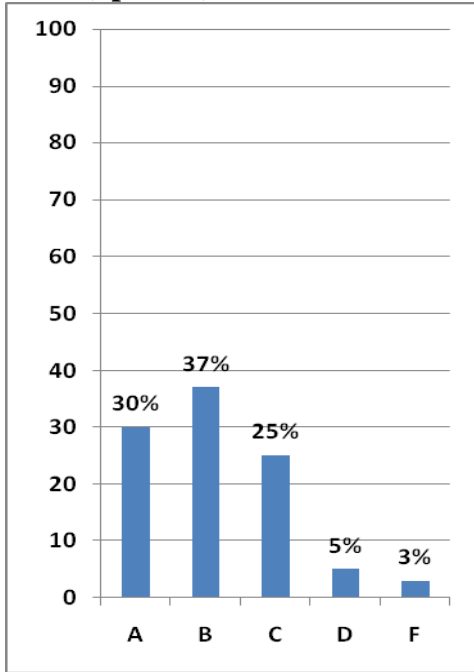
Western Middle School



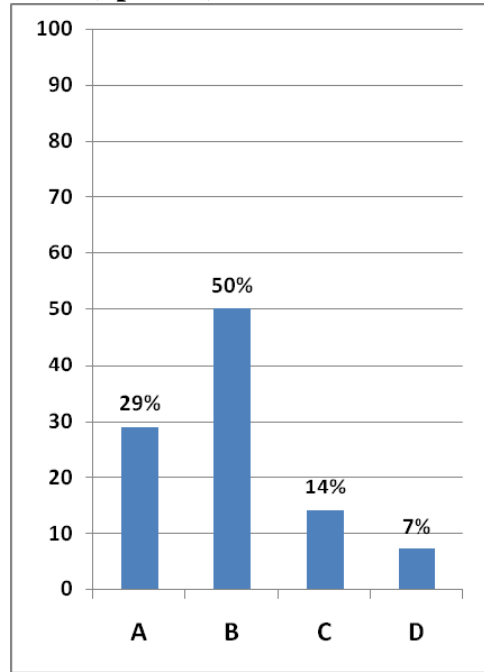
The mid-year proficiency results on the district-wide assessments show that most students are achieving the learning objectives in speaking, listening, reading and writing with high levels of mastery. At CMS, 72% of the students in ***Strand A*** earned an A or a B on the Spanish exam; at EMS 73% of the students in Strand A earned an A or a B on the Spanish exam; at WMS, 12% of the students earned an A or a B on this exam. (See explanation in Management Issue #5.) The students in ***Strand B*** achieved equally well. At CMS, 86% of the students earned an A or a B on the Spanish exam; at EMS 68% of the students earned an A or a B on this exam; at WMS, 45% of the students earned an A or a B. In French, the results were similar. Seventy-one per cent of Strand B students of French at CMS earned an A or a B; 91% at EMS earned an A or a B; 39% at WMS earned an A or B on the French exam.

**Comparative School
Results on Proficiency/Mid-Term Exams 2007-2008**

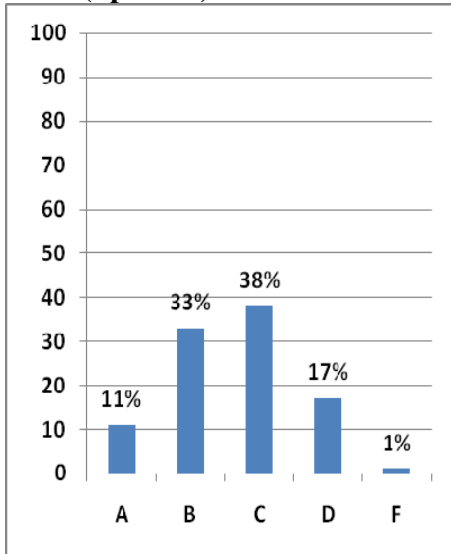
CMS (Spanish) 2007



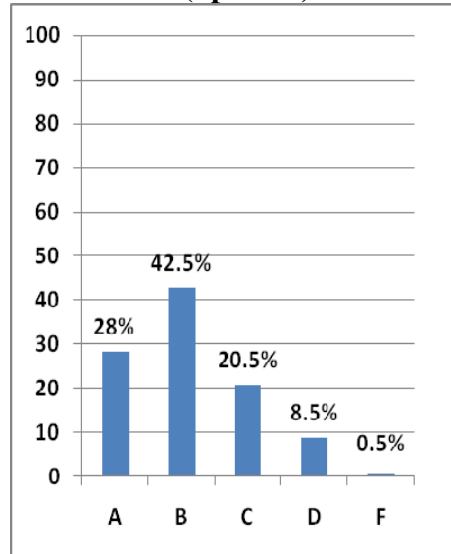
CMS (Spanish) 2008



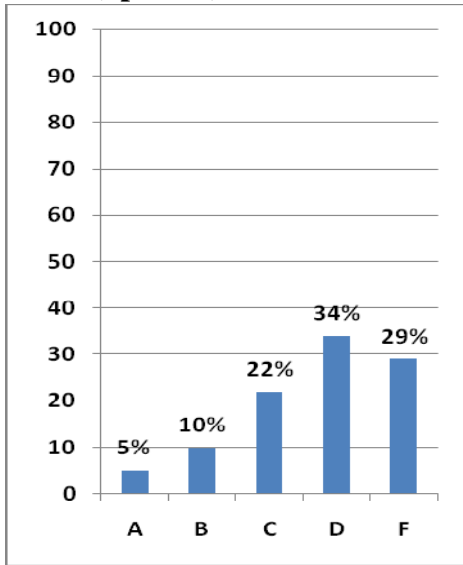
EMS (Spanish) 2007



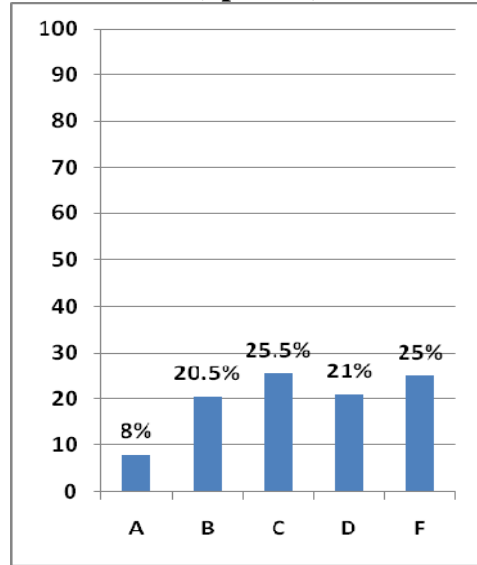
EMS (Spanish) 2008



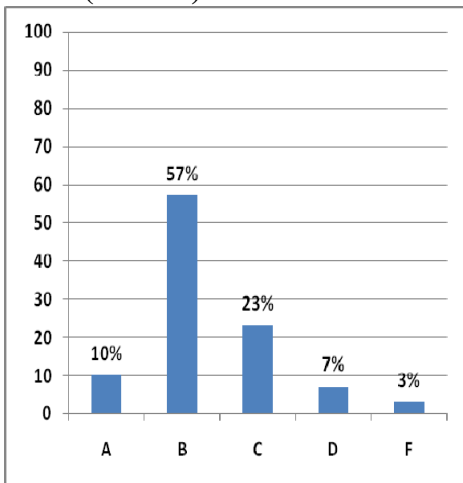
WMS (Spanish) 2007



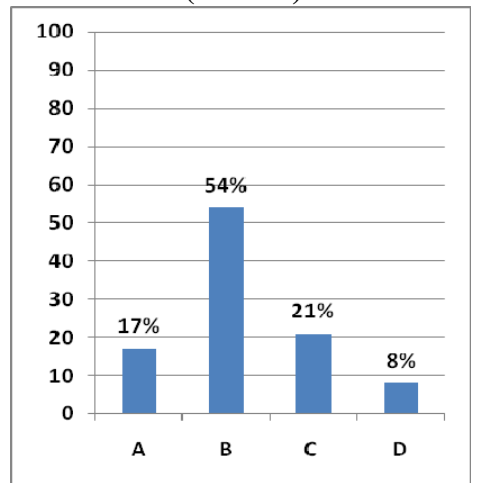
WMS (Spanish) 2008



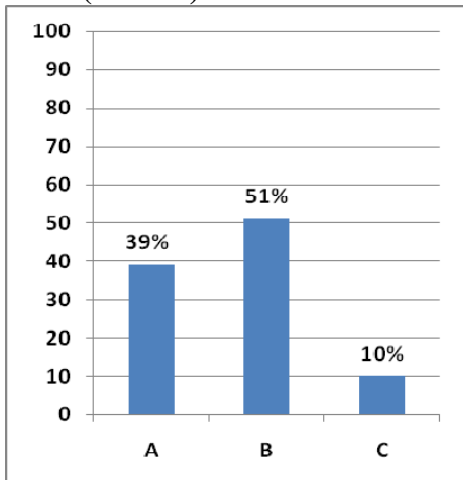
CMS (French) 2007



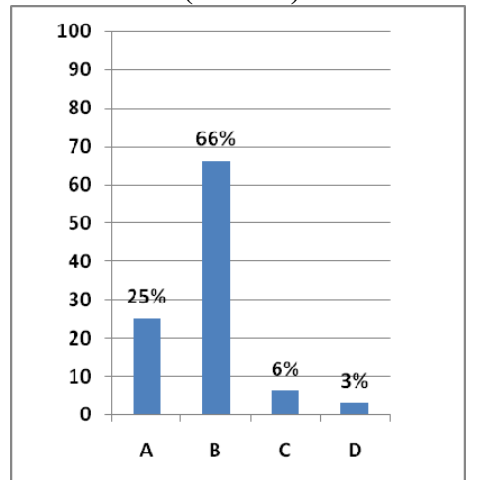
CMS (French) 2008

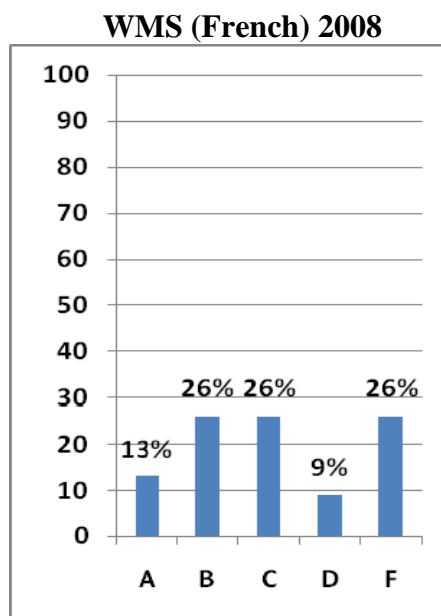
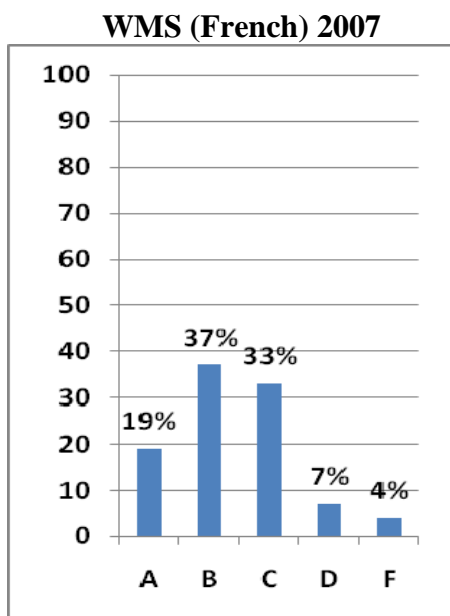


EMS (French) 2007



EMS (French) 2008





A comparison of this year's and last year's results in Spanish at all three middle schools show that the percentage of higher scores increased in 2008 while the percentage of lower scores decreased significantly. In French, the higher scores showed a decrease at all three schools. This is most likely due to the restructuring of the speaking and writing rubric this year to better align it with the district's learning objectives.

V. Governance Issues

- 1. Change 6th grade language program from an every other day pattern schedule to an every day core academic class.** The present placement of second language classes in the “specials” or “exploratory” block at all three middle schools is a holdover from the days when language was introduced in sixth grade in the GPS as an exploratory course. Its purpose was to familiarize students with the language learning experience through music, games and the introduction of a small amount of very basic vocabulary and a few general concepts. This pattern schedule is now grossly outdated, since our students are receiving daily language instruction in the elementary schools. The middle school program builds directly upon the FLES program, offering a rich curriculum with serious, academic learning objectives. At this time, sixth grade students are regressing rather than advancing at a pace commensurate with their FLES experience, for oftentimes four or five days go by in-between classes. Since we have set the goal of accelerating the curriculum, we have found the situation in sixth grade to be stressful for both the teachers and the students, and oftentimes we find ourselves unable to meet the goals we have set.

2. **Change graduation requirements at GHS to include at least 2 credits of World Language (allow waivers for special needs students if appropriate) .** In recognition of the importance of second language proficiency in the 21st Century, it would be a statement of strong philosophical belief to change the GHS graduation requirements to include a language component. As the numbers on the previous pages attest, our students presently earn substantially more than two credits before graduation at the present time.
3. **Money to allow greater numbers of students to sit for the National Exams:** At the present time, only a small percentage of our students sit for the national exams or contests because of budgetary constraints. Absent other state standardized exams, it would be a worthwhile experience for a greater number of our students to sit for these exams.
4. **Spanish Electives for seniors need to be developed and BOE approved for the 2009-2010 school year:** In order to meet the needs of students who have begun their language study in the elementary school and choose *not* to pursue an Advanced Placement course in their senior year, we will need to develop a limited series of senior electives, similar to those offered by the English and Social Studies departments. This will not call for increased staffing, since we envision more students enrolled at the more advanced end of the language spectrum and fewer enrolled at the novice end.

VI. Management Issues

1. The Bridge Unit and Transition Tests are relatively new. We continue to change them. Therefore, we have been unable to use the data to compare student achievement.
2. After analysis, our lag behind in comprehension is due, in part, to our assessment. Teachers are inadvertently negatively affecting students' scores by scaffolding (or prompting) the questions. Additionally, we continue to struggle with the implementation of comprehension strategies in the classroom. With a 20-25 minute time frame, teachers are challenged to incorporate as many activities as possible, while still sticking to the content material.
Progress on this issue: Program meetings focus on discussions surrounding teaching strategies that will allow students to develop their comprehension skills. Informal and formal observations of staff have focused on comprehension strategies. Professional Learning time will be spent on discussing best practice on administering the SOPA.
3. As a response to the needs of our native language students, teachers felt strongly that when there were more than 5 native language students in a class, those students

need to be grouped for literacy skills instruction. The research demonstrates that students that are literate in their own language first, make a transition to their second language a lot quicker. However, to divide the native speakers and the English dominant students into two groups requires that these schools be staffed with two FLES teachers simultaneously. This does not affect the overall billeting as the buildings receive fractional teaching billets, but does affect the scheduling of staff.

Progress on this issue: The Program Coordinator has worked with the building principals to effectively maximize the instructional time of the teachers in order to meet this dual need. The program has accomplished a separate class for native speakers without any additional staffing being allocated to the schools involved.

MS/GHS

4. **The recommended class size for productive World Language instruction is 20:** With the modern-day emphasis on the development of communicative proficiency, it is imperative to provide language classes in which students have ample opportunity to practice oral language. As a performance based discipline, we also need time for student-teacher interaction and assessment. With so many middle school and high school language classes over 20, this time is limited, and the ability to acquire oral proficiency is compromised.
5. **Achievement at WMS falls below that of CMS and EMS; WMS students have struggled in entry level courses at the high school:** Over the past four years, we have experienced a great deal of instability in the World Language staff at WMS. In the absence of veteran, experienced teachers, the GPS instructional strategies and curriculum have not been implemented as planned.

Progress on this issue: We have been working this year to provide a stronger instructional staff and to provide extensive professional learning to the newly hired teachers.
6. **Advanced Placement French Literature needs to be offered in the 2011-2012 school year:** In order to meet the needs of those students who have begun their French studies at Julian Curtis, we will need to provide this advanced senior offering so that these accelerated students have a full, four-year high school program of language study.

Progress on this issue: We have begun to identify and prepare a teacher to teach at this very high level. We are also preparing students to be successful at this level.

- 7. Language Lab needs to be renovated in the high school and language lab capability needs to be created in the Middle Schools.** The language laboratory is in need of renovation at the high school for the technology is old and it is difficult to obtain replacement parts. This job is presently part of the capital plan. At the middle schools, there are no language laboratories available. We need to explore ways to provide students with improved, modern, listening and speaking practice.

VII. Assessments

SOPA

The Student Oral Proficiency Assessment (SOPA) is used to assess student progress at the end of second and fifth grade. The test is produced by the Centers for Applied Linguistics (CAL) and is aligned with the American Council of Teachers of Foreign Languages (ACTFL) Standards. The test, as its name implies, is an oral interview. Pairs of students meet with their teacher and ask and answer questions about topics they have studied in their language classes. A trained rater evaluates the students for fluency (how well they produce the language) and comprehension (how well they demonstrate understanding). We videotape all interviews and a second rater validates the initial scores. A third rater will mediate any discrepancies in the first two raters' scores.

Transition Test

In 2007 we created and administered a transition test for fifth grade. This test allows students who may not have developed oral abilities in FLES, an opportunity to demonstrate their world language abilities in a reading, writing and listening test. We revised the test this school year in order to adapt it to fit our time frame (25 minute classes) as well as use a different grading system to better inform the middle school.

Bridge Test

At the end of the school year, fifth grade FLES teachers created a unit that mirrors the type of lessons students will see in Middle School. This unit was designed to help students transition into their middle school classes. Furthermore, we created an assessment that corresponds with this unit. Middle School teachers will use the results of this assessment to create their lessons for the beginning of the school year.

Unit Assessments

Each FLES unit has an oral assessment, which mimics the SOPA, and a reading, writing and listening assessment that mimics the transition test. These new assessments allow teachers to collect data to inform their instruction as they prepare students for the next unit, and or, the next level.

Formative Assessments

Each teacher creates formative assessments on a daily basis to monitor student progress and to inform their practice.