

**POLICY, ASSESSMENT, AND
PROFESSIONAL
DEVELOPMENT:
RESULTS FROM A STATEWIDE
STUDY**

Cheri Quinlan

NJ Department of Education

Linda Forrest

Center for Applied Second Language Studies

New Jersey Grade Eight Pilot Assessment

A. Background: **FLAP Grant Project**

- **Mandate:** 1996-Present
- **Challenge:** Lack of a reliable and valid system of accountability that measures student achievement and the development of quality programs
- **Need:** student performance data that shows efficacy of certain program models

B. Goal:

- Universal access to quality world languages programs that lead to higher levels of student proficiency

C. The Approach:

- Integration of three key components
 - Assessment
 - Professional development
 - Policy

Assessment: The STAMP Test

- ✓ Chinese, French, German, Italian, Japanese and Spanish
- ✓ Reading and Speaking
- ✓ Target: 60,000 Grade 8 students

Professional Development

- ✓ Onsite and/or Online
- ✓ Data-driven instruction

Policy

- ✓ Anticipated policy revisions based on efficacy of assessment project
- ✓ Project data will be used as baseline for formal assessment

<u>2006</u>	<u>Test #</u>	<u>2007</u>	<u>Test #</u>	<u>2008</u>	<u>Test #</u>
Chinese	63	Chinese	0	Chinese	105
French	2717	French	3,352	French	3,613
German	496	German	766	German	694
Japanese	16	Japanese	10	Japanese	17
Spanish	12,684	Spanish	16,507	Spanish	15,914
Italian	NA	Italian	842	Italian	1,079
Total	<u>15,976</u>	Total	<u>21,477</u>	Total	<u>21,471</u>

Number of students placing at *Novice-High* or higher for Speaking:

<u>Language</u>	<u>% Y1</u>	<u>%Y2</u>	<u>%Y3</u>
Chinese	60%	NA	44.44%
			57.45%
French	26%	34%	39.79%
German	40.5%	18%	40.12%
Japanese	12.5%	50%	41.18%
Spanish	29%	29.8%	35.88%
Italian	NA	10%	23.8%

D. Summary Data:

- Do not reflect anticipated student proficiency levels as a result of K-8 instruction
- Indicate that students are consistently scoring higher on speaking across all languages
- Is similar to proficiency level distributions for 1st year programs across the country where the majority of students are located in the Novice-Low and Novice-Mid range of proficiency
- CASLS report shows correlation with various program models and student performance

Positive Outcomes:

- 100% of supervisor respondents and over 86% of teacher level respondents rated the overall experience with STAMP and this test cycle as Excellent, Very Good or Good.
- Delivered 21,709 tests to 108 districts in all regions of the state
- Increased exposure to second language testing and direct involvement from district and building administration during the test delivery
- Fewer technology problems reported- most of which were traced to district and building readiness issues

Positive Outcomes Continued:

- Students enjoyed the test and the test environment using technology to showcase their language abilities.
- Many districts and teachers expressed enthusiasm about future STAMP testing.
- User comments from teachers and supervisors for specific application of STAMP and logistical improvements will inform the improvement of the next round of testing.

Additional Information:

- This project is the largest data collection event in second languages at the 8th grade level ever undertaken in the United States.
- It is anticipated that the data will be valuable to language researchers and program directors throughout the country as they endeavor to establish highly effective language programs.
- <http://www.state.nj.us/njded/aps/cccs/wl/g8assess/>

Policy Recommendations

- **Assess all 8th graders annually.**
- **Provide districts with incentives to offer exemplary language programs.**
- **Provide students with incentives to reach higher levels of proficiency.**

2007 High School Random Sample Results

- Level II students - 170 Spanish and 161 French
- Over 60% of students in both languages are scoring at the Novice-High level or higher. This level is higher than national data at the end of 2 years of language study.
- Speaking and writing skills are higher than reading.
- Intermediate range were stronger in writing than in the other skills which seems to indicate that writing is a critical area of focus for these students/courses.

Study details

- Grade Eight Proficiency Assessment in World Languages
- FLAP grant to NJ DOE
- 21,709 Grade 8 students
- 156 schools in 108 districts
- Chinese, Spanish, French, German, Italian, Japanese
- STAMP – delivered by Avant Assessment
- Analysis by CASLS

The STAMP Assessment

STAMP

(**S**tandards-based **M**easurement
of **P**roficiency)

Reading

Writing

Speaking

Listening

Developed by Center for Applied Second Language Studies
Administered by Avant Assessment (formerly Language Learning Solutions)

Your Swiss host brother, Pierre, is shopping online for some new dress clothes. He would like your opinion before he finalizes his purchase:

@ alamode.com

Cliquez sur l'image pour l'agrandir



[Fermez cette fenêtre](#)

LE COSTUME CLASSIC
Veste entièrement doublée. Deux poches passepoilées et une poche paysanne. Poignets quatre boutons. Pantalon monté sur ceinture, fermeture patte bouton et crochet, deux poches italiennes. A l'arrière, deux poches passepoilées à boutons. 100 % laine, doublure : 100 % polyester

prix: **199,95 €**

couleur: gris clair
 bleu marine
 beige

[Ajoutez au panier](#)

The item of clothing advertised on this Web page is:

- a tie
- a jacket
- a dress shirt
- a suit

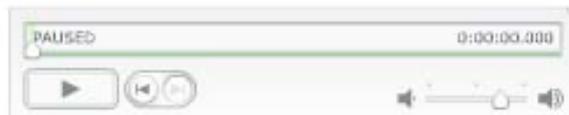
Submit

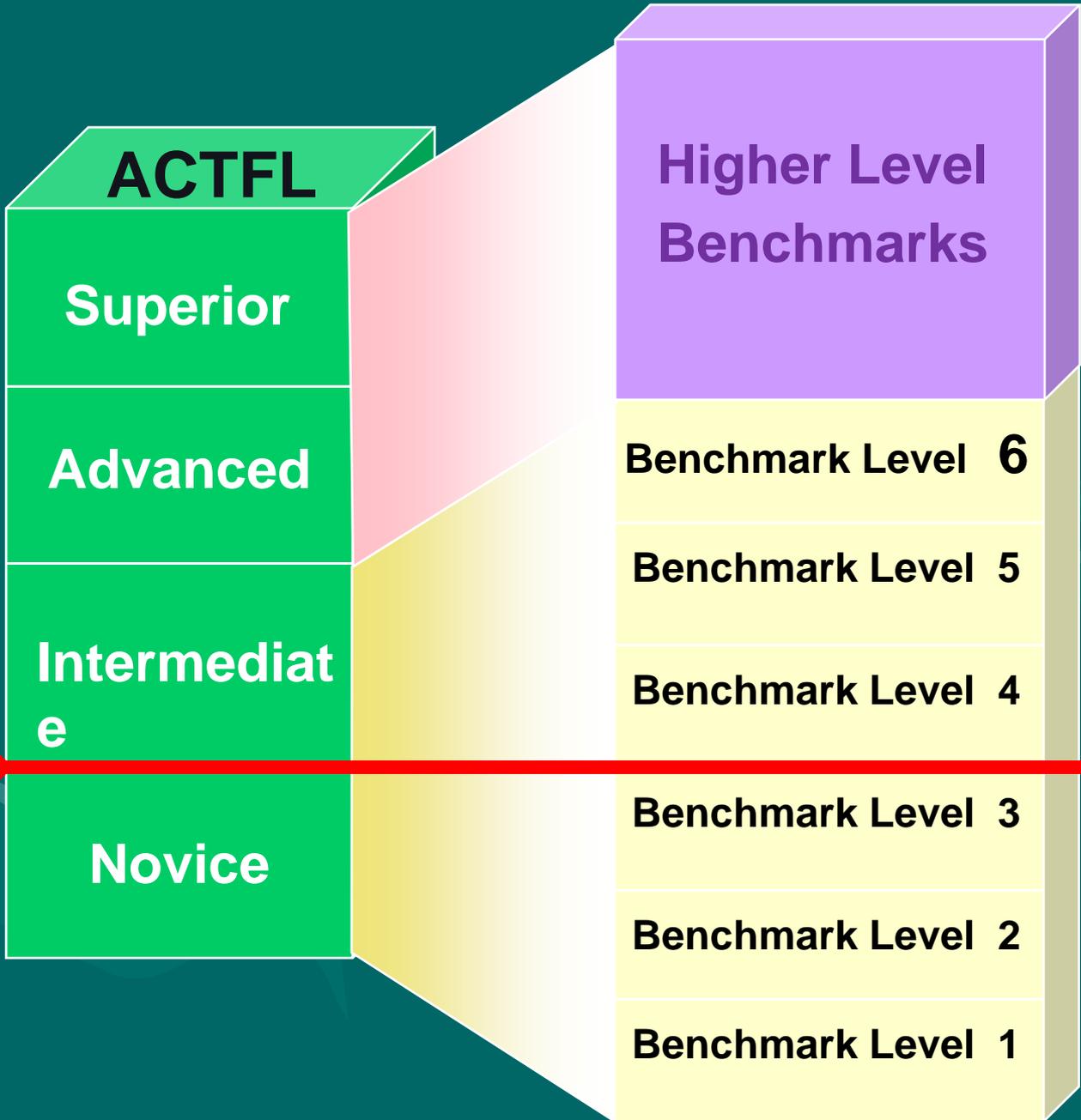
Speaking Response:

SubjectID	ResponseID	Level Q	Native Lang.	Class Year	Years Of Study	Mark
stamp03_18350	stamp03_386751	3	(Unspecified)	3	3	<input type="checkbox"/>

Imagine that you're in a Spanish bakery and you would like make a purchase. In Spanish,

- greet the salesperson appropriately
- order a specific quantity of at least two of the items pictured
- thank the salesperson appropriately





NJ State Standard:
Novice-High

STAMP Scoring

- **Reading**
 - Semi-adaptive presentation
 - Benchmark Level Qualified
- **Speaking**
 - Trained graders
 - Rubric has 3 components
 - Text type
 - Comprehensibility
 - Task completion
 - Final scores converted to Benchmark levels

Issues

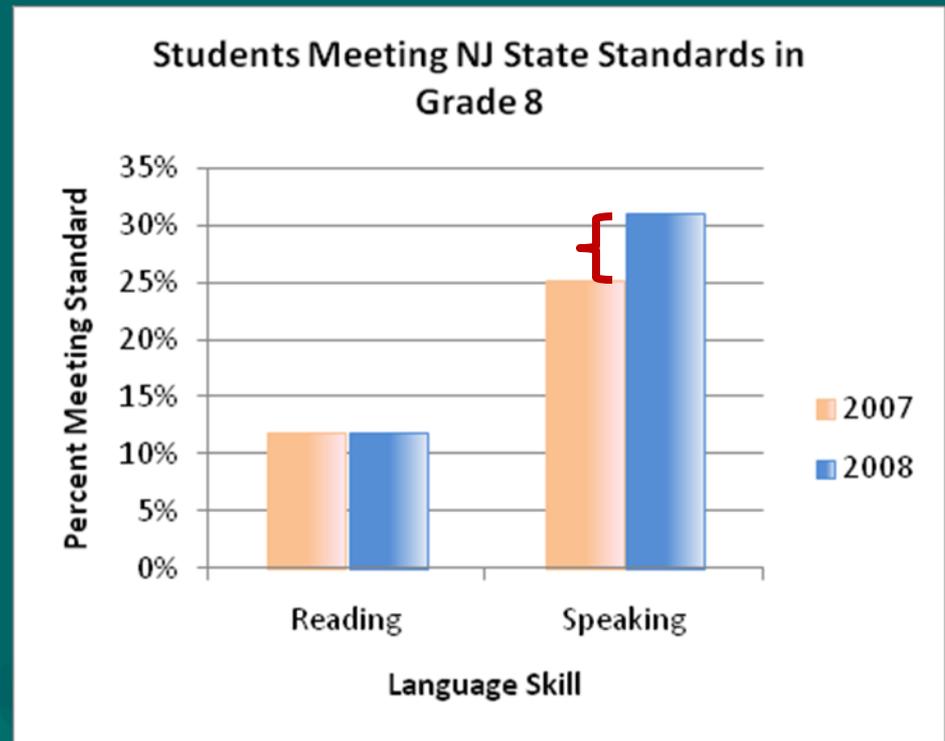
- Speaking vs. Reading proficiency
- Duration of instruction
- Intensity of instruction
- SES factors
- Heritage learners

Speaking vs. Reading

- Speaking much higher than reading in 2007.
 - Met state standard:
 - Reading 12%
 - Speaking 25%

Key Point #1

- Speaking proficiency is much higher than reading proficiency and has improved since 2007.



Speaking scores almost 3 times higher than reading. Increase in speaking is about 6%.

Duration of instruction

- Language programs must provide sufficient hours of instruction in order for students to meet Grade 8 state standards.

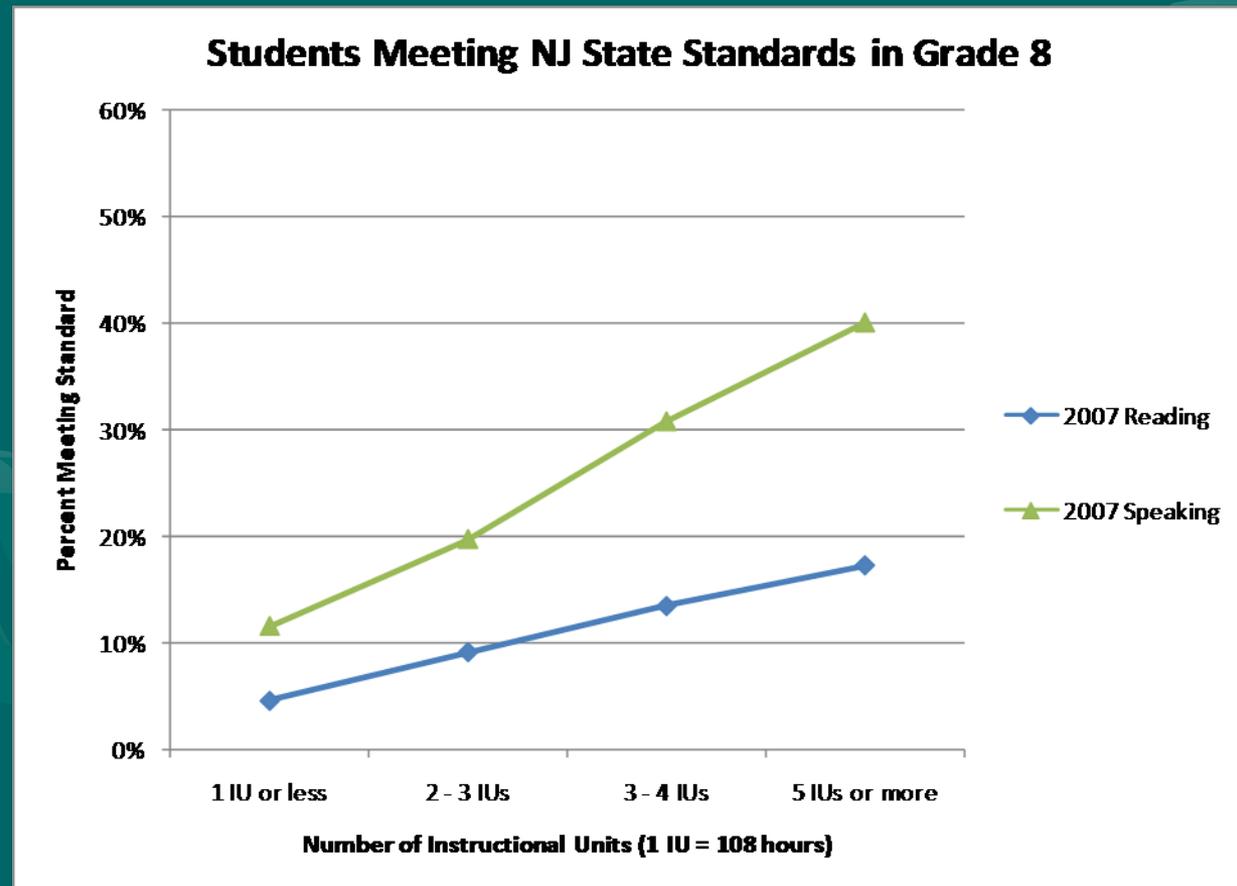
How much time is needed?

- Estimated lifetime hours of instruction
- “Instructional Unit”

1 IU = 108 hours

3 hours / week for
36 weeks a year

- ⦿ Non-heritage students

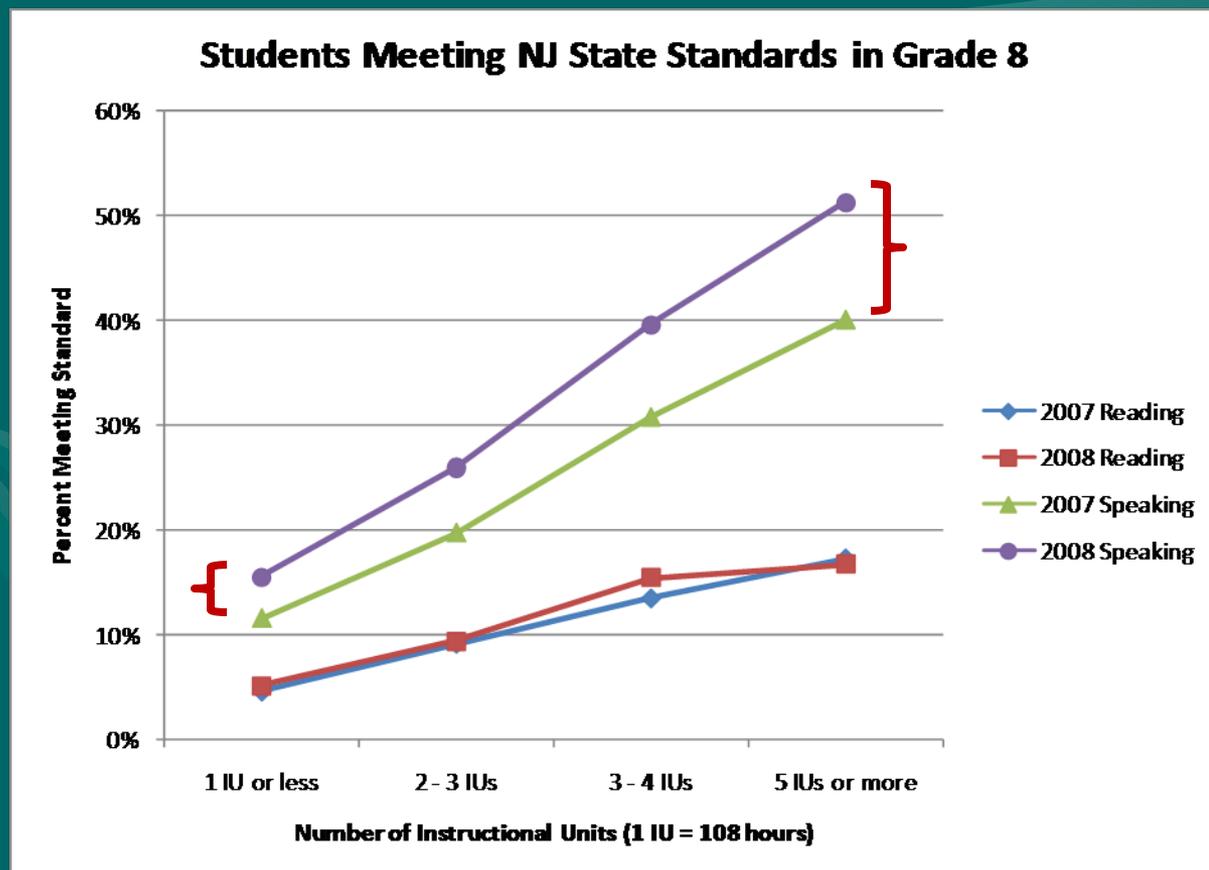


Conclusions

- Students need sufficient instructional time
 - increasing hours = more students meeting state standard
 - students need at least 5 IUs (540 hours) for high rates of success
- Begin instruction as early as possible
 - ideally prior to Grade 6, as with other subjects
 - beginning at Grade 6 or later = need to devote significant hours to language in order to reach NH proficiency

Key Point #2

- Speaking proficiency has improved for all students, irrespective of the number of hours of instruction they have received.

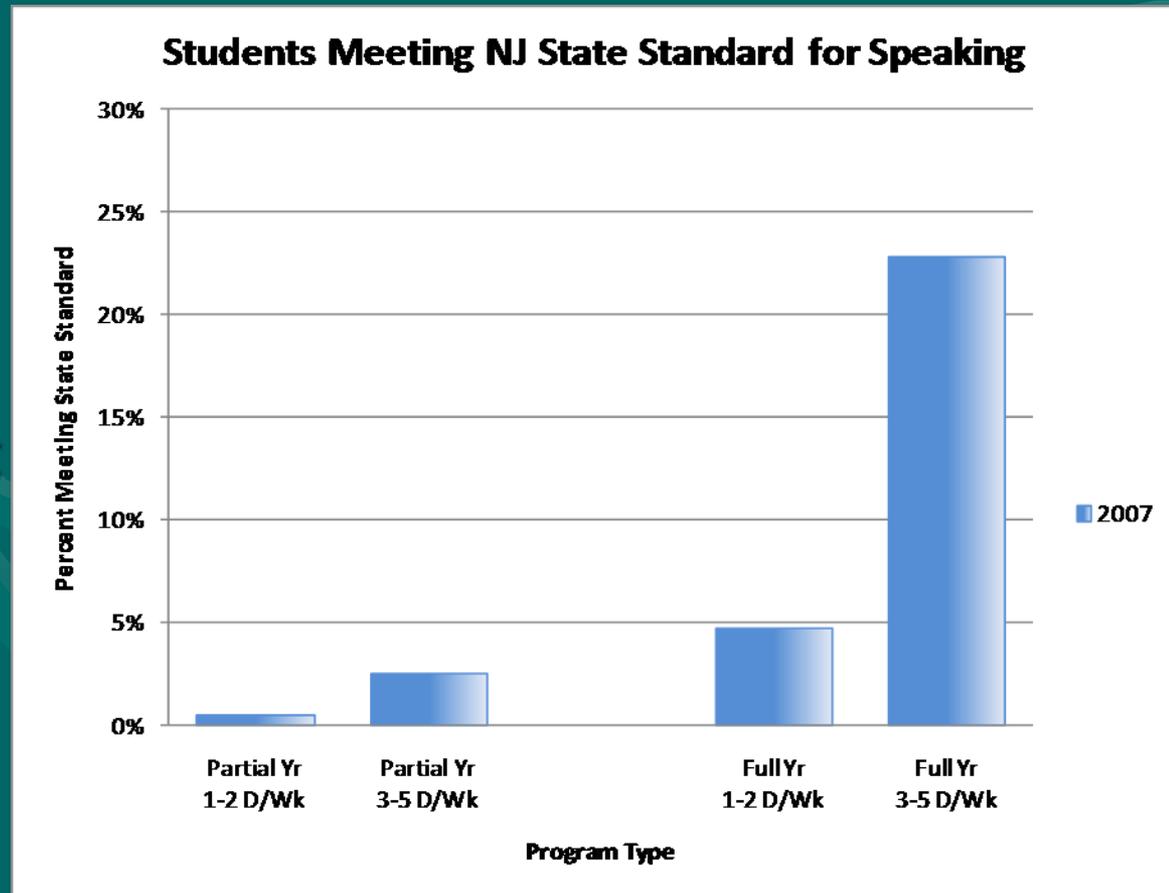


Intensity of instruction

- Language programs which meet several times each week during the whole school year are generally more effective than an equivalent number of hours in a partial year program.

What type of schedule?

- sessions / week
- weeks / year
- Non-heritage learners
- Students with more than 3 IUs excluded
- Reading and speaking show similar patterns

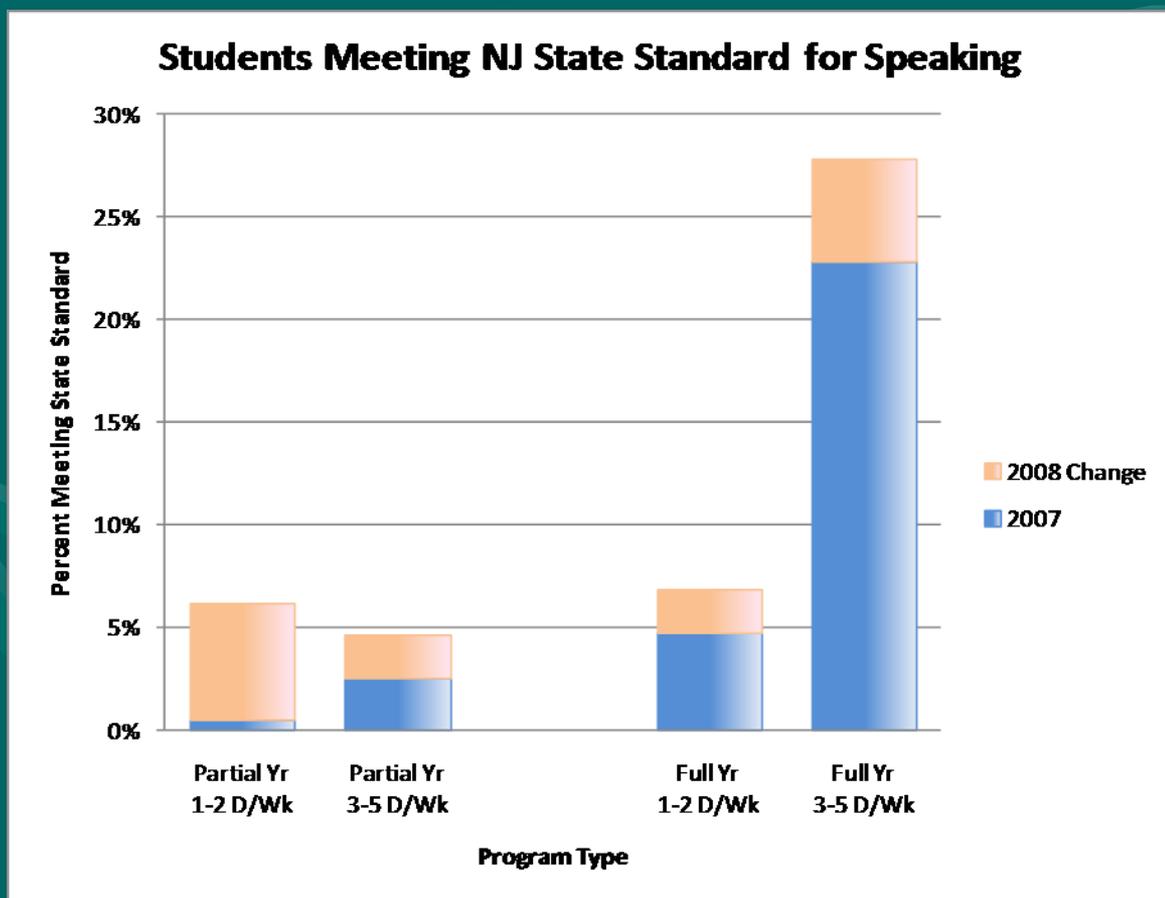


Conclusion

- Need sufficient duration
 - More effective programs > 21 weeks / year
- Need sufficient intensity
 - More effective programs ≥ 3 times / week
- To attain to significant proficiency outcomes, a program needs to have a minimum of 5,000 minutes of instruction time spread across the school year.
- Even when the total number of hours per year is held constant, students perform better when instruction time is evenly distributed across the school year.
- Both the distribution of time and the minimum amount of time are significant factors.

Key Point #3

- Speaking proficiency has improved across all program models. However programs meeting 3-5 times each week during the whole school year are much more effective than other models.



SES Factors

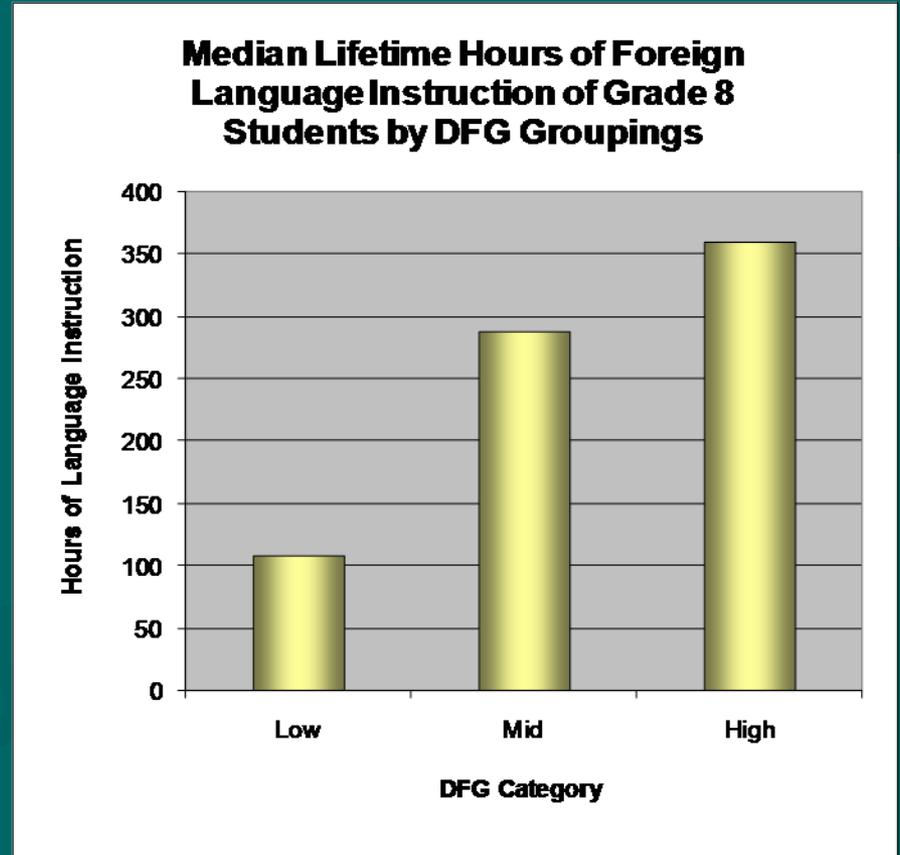
- ① District Factor Groups (DFG)
 - 'Low', 'Mid', 'High'
- ① Total lifetime hours of instruction estimated for each student and lifetime IUs calculated
 - 1 IU = 108 hours
- ① Non-heritage learners

Conclusion - 2007

- Students attending schools in all District Factor Groups have similar speaking proficiency after 5 IUs of instruction.
- Given equal amounts of instruction students in all schools can acquire similar levels of speaking proficiency.
- Reading skills pattern with other academic subjects. Lower SES schools tend to lag higher SES schools.

Hours of instruction & SES

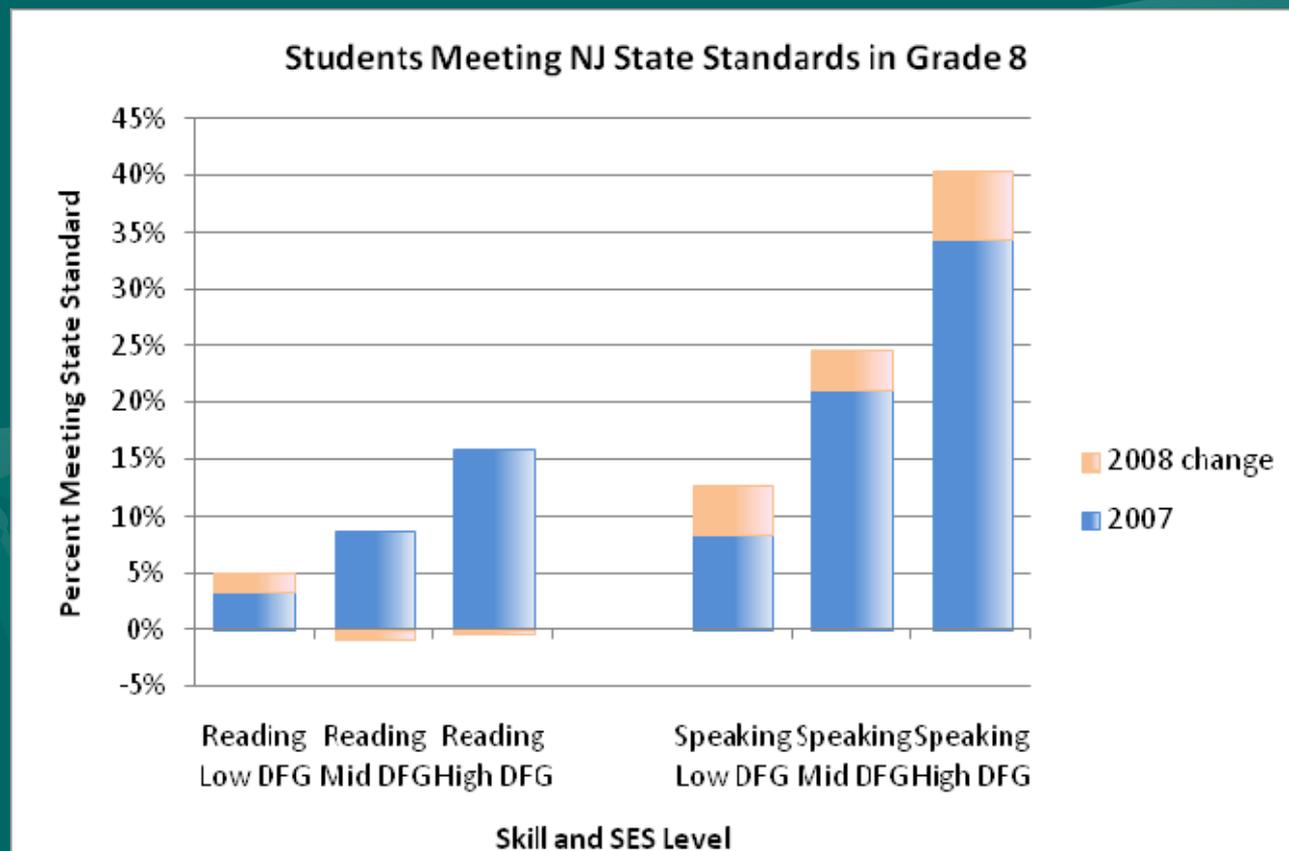
- Grade 8 students in Low DFG schools have received, on average, only 1/3 the hours of instruction as students in High DFG schools.



Key Point #4

- Students in lower DFG schools made gains in both speaking and reading.

Higher DFG schools made gains in speaking only.



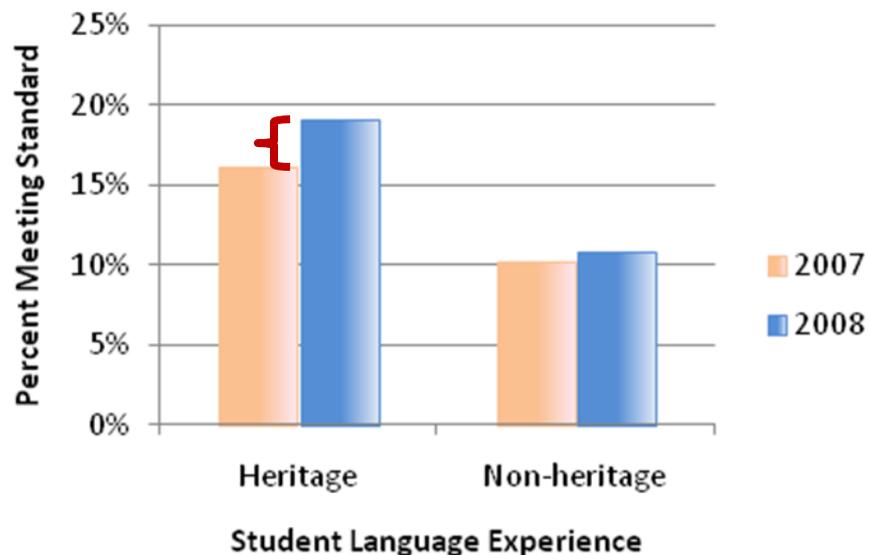
Heritage Students

- 2007
 - Heritage students are more likely to meet state standards.
 - Heritage students are similar across all DFG schools.

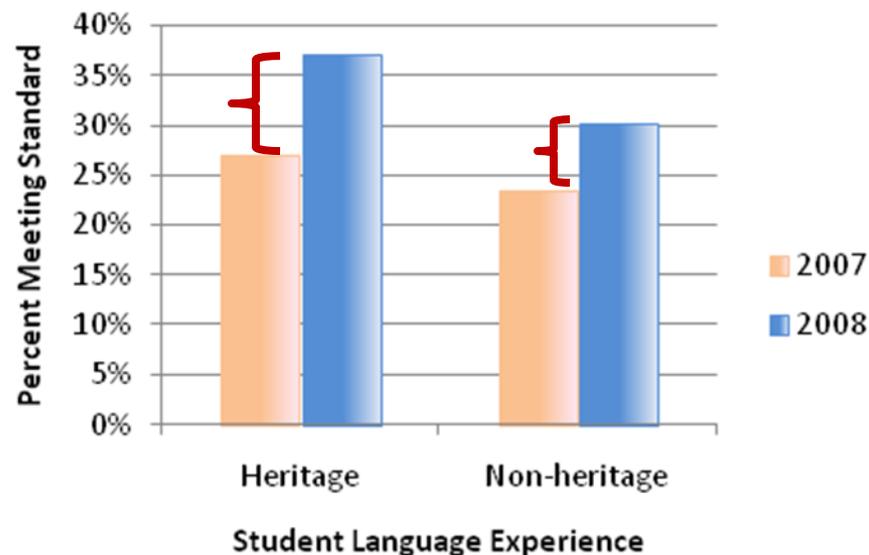
Key Point #5

- Number of heritage students meeting the standard increased for both reading and speaking in 2008.

Students Meeting NJ State Standards for Reading in Grade 8



Students Meeting NJ State Standards for Speaking in Grade 8



Take-home message

- Duration
 - teach language every week all year
- Intensity
 - teach 3 – 5 class sessions per week
- Lifetime hours
 - teach at least 540 hours during Grades 1-8
- Heritage students lead the way to world language success

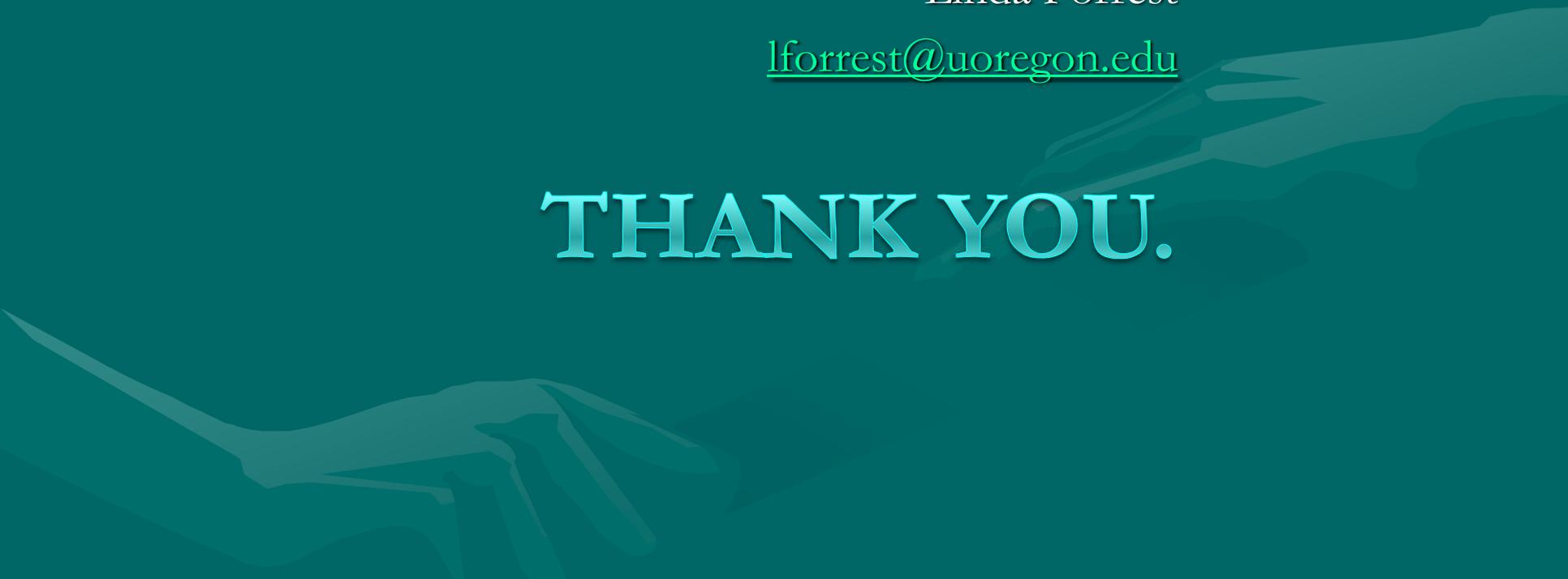
Cheri Quinlan

cheri.quinlan@doe.state.nj.us

Linda Forrest

lforrest@uoregon.edu

THANK YOU.

A faint, stylized illustration of two hands shaking is visible in the background, rendered in a lighter shade of the teal background color. The hands are positioned on the left and right sides of the frame, with fingers slightly curled as if in a firm grip.