



Department of World Languages

K-12 Program Review Guide

December, 2018

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Introduction

It is the goal of the Bridgewater-Raritan Regional School District to develop and implement a thorough, data-based process for analyzing curriculum, instruction, assessment, student performance, professional development, and resources in all curricular areas ensuring that professional practice is current, relevant, and aligned to the standards. Each curricular area will be reviewed within a five-year timeline. The results of each process will be presented publicly.

Acknowledgements

The following individuals were directly involved in gathering information/data and contributed to the completion of the World Language Department's program review, which is presented in this document.

The staff members that provided feedback to the guiding questions (in draft format) are listed below:

Jayne Barrett	French Teacher	BRHS	9-12
Patricia Beckford	Spanish Teacher	BRMS	7-8
James Becza	Spanish Teacher	BRHS	9-12
Clare Brogan	Latin Teacher	BRHS	9-12
Linda Cuccaro	Italian Teacher	BRHS	9-12
Amanda Durso	Spanish Teacher	BRMS	7-8
Paola Garcia	Spanish Teacher	BRHS	9-12
Michael Griffin	Spanish Teacher	Eisenhower	5-6
Jennifer Haff	French Teacher	BRHS	9-12
Marybel Joven	Spanish Teacher	Hillside	5-6
Jacqueline Loughridge	Assistant Principal	BRMS	7-8
Lisa Mangino	Spanish Teacher	BRMS	7-8
Nicole Musso	Kindergarten Teacher	Milltown	K
Jodi Siegal	Spanish Teacher	BRHS	9-12
Kristen Taylor	Supervisor for Special Services	BRHS	9-12
Laura Zamrok	Assistant Principal	BRHS	9-12

Goals and Purpose

In this document, it is the goal of the World Language Department to present the following:

- A description of the physical program
- Current course offerings including enrollment data
- A review of the curriculum, instruction, assessment, resources, and professional development
- Student Performance Data
- Recommendations leading into the Curriculum Revision Process

Program Description (Current)

The Bridgewater-Raritan Regional School District world language program currently spans grades 5 through 12 offering 5 modern world languages (Chinese, French, German, Italian, and Spanish) and 1 classical language (Latin). All world language courses are aligned to the New Jersey Student Learning Standards (NJSLS) and Latin courses additionally align to the standards set forth by the American Classical League. The World Language Department believes that second language acquisition is essential in preparing students for the global economy and for becoming contributing members of local, national, and international communities. The goal of the program is to teach students to communicate in another language as well as appreciate other cultures. The study of world languages enables students to interact and communicate with others while gaining a greater understanding and respect for cultural perspectives, practices, and products of different countries.

A K-4 world language program currently does not exist.

In grades 5-6, students receive instruction in Spanish. In grade 5, Spanish is taught one class period a week for 43 minutes. In grade 6, Spanish is taught two class periods a week for 43 minutes each class period. The curriculum for these grade levels addresses the foundational concepts in Spanish as well as introduces students to the culture of the Spanish speaking world. Components of instruction include greetings, numbers, days of the week and the culture of Spanish-speaking people in different regions of the world.

In grades 7-8, students can choose to continue their study of Spanish, or they can choose to study Chinese, French, German, Italian or Latin. Students receive daily instruction in the world language of their choice for 42 minutes each class period. Students study the same world language over two years at the middle school, as the level 1 curriculum is covered over 2 years at this level.

In grades 9-12, students sequentially study Chinese, French, German, Italian, Latin, or Spanish. Students may opt to continue to study the language they chose to study in the middle school, or they may opt to study a different language. In high school, world language courses are a full year with different levels available based on preference and placement. In grades 9-12, students receive daily instruction in the world language of their choice for 40 minutes each day. The high school graduation requirement for world languages is one year of world languages, which upon completion, will satisfy the state requirement of five credits of world languages.

Enrollment data will be continually monitored over the next five-year period to ensure that course offerings reflect student choice. Staffing needs will be adjusted accordingly.

Information regarding course enrollment and the levels of courses can be found in the appendices.

There are currently no electives offered in the World Language Department.

For a complete description of world language high school courses see [Appendix A](#)

Data Collection, Teacher Feedback, and Reviews

The following information was gathered from a detailed review of the current curriculum documents, as well as from discussions at department meetings, individual conversations with staff members and survey results.

Questions for the surveys were developed by a committee of K-12 teachers and administrators. Surveys were developed for three target audiences: parents, students, and staff. The surveys were developed and distributed in the spring of 2018. Responses to surveys included: 27 teacher responses; 3,737 grade 5- 12 student responses; and 188 parent responses.

Each survey audience was asked questions in the following categories: world language beliefs, curriculum, instruction, instructional resources, assessments, and professional development.

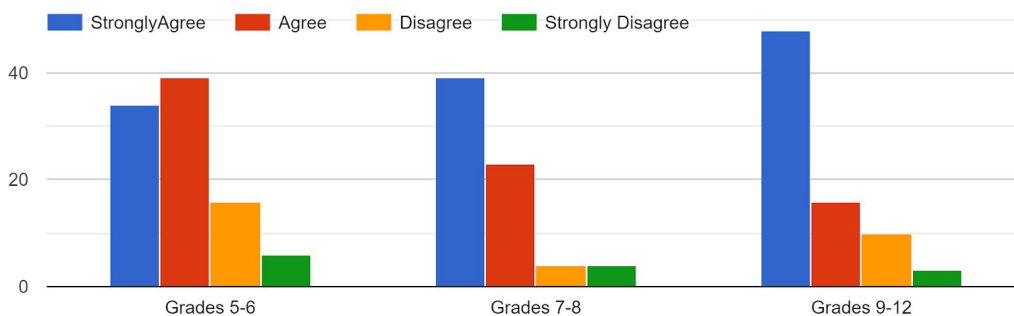
A listing of survey questions and responses for each of these audiences can be found in Appendices B-D.

World Language Beliefs

Parents, teachers, and students were surveyed regarding their world language beliefs. Frequently, parent and teacher beliefs about world language instruction are formed by the experiences they had when they learned world languages by memorizing vocabulary words, conjugating verbs, and completing worksheets and textbook exercises. This perspective perpetuates a traditional lesson structure in which world language instruction consists of drills and demonstration by the teacher, and memorization and repetition by the student.

However, parents expressed that the learning of a world language was an important part of their child's academic and social growth.

3. The skills and knowledge my child/children are acquiring in World Languages are relevant and important. ... Mark only one oval per row.



Review of Curriculum

Curriculum pacing calendars and scope and sequences are accessed by teachers using the district's curriculum management platform. Scope and sequence documents outline curriculum and instructional resources that are used for instruction, remediation, assessment and enrichment. Hyperlinks provide teachers access to additional online recommended resources, such as NJSLS Framework recommended activities, to enhance instruction, provide additional supports for struggling learners and formatively assess student understanding. Through review of lesson plans and both formal and informal classroom observations, teachers are consistently observed using curricular resources as required.

Most teachers have a clear and common understanding of the NJSLS that guides their instruction. NJSLS content and skills are outlined in the curricula. Teachers promote 21st century skills of communication, collaboration, critical thinking and creativity. Many teachers use Google classrooms to communicate with students and parents and assign students work. Classrooms are also used by teachers at the building levels and within the world language department to share resources and collaborate with each other. Teachers maintain websites through district software. Each curricular unit also identifies the relevant 21st skills and technology integration.

Most of the current curricular units in the department align to textbook chapters. As a result of the textbook-driven curriculum, the curriculum in the World Language Department is not clearly articulated between all levels and across all languages. An important component of the world language curriculum document is that instruction should be keyed to three strands of the NJSLS and the three modes of communication: interpretive, interpersonal, and presentational. These strands, or modes, are represented in the following graphic.

Communication Standards: Key Characteristics
<u>Interpersonal Mode</u> <ul style="list-style-type: none">• Two way communication• Spontaneity• Negotiation of meaning• Oral and written communication
<u>Interpretive Mode</u> <ul style="list-style-type: none">• One-way communication• Authentic materials• Reading and listening
<u>Presentation Mode</u> <ul style="list-style-type: none">• One-way communication• Rehearsed performance• Focus on form• Speaking and writing

Review of Instruction

K-4

At the present moment, we do not offer an elementary world language program. Research shows that earlier language learning enhances language acquisition in future grades, improves cognitive functioning, provides greater intercultural appreciation and sensitivity, fosters learning additional languages more easily, and offers children a competitive edge in future markets and the global marketplace. As such, all districts in New Jersey are required to have K-12 programs that ensure students meet the New Jersey Student Learning Standards for world languages (NJDOE, 2014).

The New Jersey Department of Education recommends that elementary world language classes meet at least twice a week and are instructed by a certified world language specialist.

5-6

Students are exposed to a world language for the first time in Grade 5. In the intermediate school buildings, Spanish is taught by the Spanish teacher to his/her heterogeneously grouped class. Spanish is taught one 43 minute period per week in Grade 5. Students are taught greetings, classroom vocabulary, as well as the culture of Spanish speaking countries. Spanish is taught twice a week for 43 minutes each period in Grade 6. Students continue to learn basic vocabulary as well as the culture of the Spanish-speaking world.

A variety of instructional strategies are employed by teachers at the intermediate level. Those most often used are teacher-led question and answer and student-led discussion. Since this is the students' first exposure to the Spanish language, the goal is to help students recognize and present basic information using single words and memorized phrases. By the end of Grade 6, students should be able to communicate on very familiar topics in Spanish using phrases that they have practiced and memorized.

Students are often pulled out of Spanish class for enrichment in other content areas, which makes it challenging to provide consistent instruction in Spanish.

In Grade 6, the Spanish teachers introduce Chinese, French, German, Italian and Latin to their students within a four-week time-frame from January-February. These mini-lessons are done to expose students to the other languages offered at the middle school before they choose the language that they will study at the middle school. Grade six students select the language that they will study at the middle school in early February.

7-8

At the middle school, students can choose to study one of six languages: Chinese, French, German, Italian, Latin, or Spanish. World languages are taught daily at the middle school level to heterogeneously grouped classes. Students study the same language in middle school because Grade 7 and Grade 8 world language are the equivalent of Level 1 at the high school. In Grade 7, students take the first part of level 1 of the language of their choice. In Grade 8, they take part 2 of level 1. Students who have IEP's are currently exempt from world language study at the middle school level in order to receive extra support in other content areas. Also, other students who are identified through the INRS process with a 504 or who are receiving tiered RTI services are pulled out of world language and placed in independent study period (ISP). These students also are not able to take a world language until high school.

9-12

At the high school, students can continue to study the language that they studied at the middle school or choose a different world language. In-class support is currently offered in Spanish 1. This class is co-taught by a certified Spanish teacher and a Special-Ed teacher. A Cultural Awareness course was introduced at the high school for students with significant disabilities, such as cognitive impairment or autism, in order to meet their needs and help them fulfill the five credit world language graduation requirement.

After successful completion of level 1 at the high school or 8th grade middle school world language, students should be placed in either academic or honors level 2 of their world language course. A trend however has been noticed of students repeating level 1 at the high school regardless of their success in level 1 at the middle school. Students can choose to study world language through their senior year where they can take the Advanced Placement Course in their world language or level 5 academic.

A variety of instructional strategies are employed by teachers at the high school. Those used more often are teacher-led question and answer and student-led discussion. Although traditional methods of grammar reinforcement are still being used, teachers are beginning to transition to a more communicative approach in alignment with proficiency levels. Because of the nature of the language, Latin instruction focuses on translation, grammar, and literary analysis rather than communicative competency.

Listening, reading, writing, and speaking are integrated into the current units of study. As students progress in their world language studies, they further develop their ability to understand and communicate in their language.

Throughout the district, the world language curricula is enhanced by cultural learning experiences including assemblies, guest speakers, field trips and study abroad and travel opportunities. Students who study French at the high school can choose to participate in the Bi-annual French Exchange Program to Lyon, France.

Students also have the opportunity to be recognized for their language proficiency including induction to a world language honor society, participation in the Seal of Biliteracy, and achievement on AP exams. Students who study French or Latin can also take the National Exam in their language of study.

At the 9-12 level, teachers feel that heritage Spanish courses would benefit our growing Spanish-speaking population. The staff strongly supports the introduction of heritage/native classes to the world language program. This would give the heritage/native speakers the opportunity to maintain and further develop proficiency in their native language.



Review of Assessment

5-6

In grades 5-6, teachers are beginning to develop common assessments for the Spanish program as assessments have varied from teacher to teacher. Informal assessments vary and include daily classwork, homework, presentations and long term projects. Exit slips may be completed by students at the end of a period's instruction to provide formative assessment data to the teacher. Teachers administer formal speaking and writing assessments and paper and pencil assessments, in addition to informal assessments.

7-12

At the secondary level, teachers are beginning to develop common assessments for their respective language. Middle school teachers are collaborating with the level 1 high school teachers to create common assessments in order to ensure vertical articulation of the program. Informal assessments vary and include daily classwork, homework, presentations and long term projects. Exit slips may be completed by students at the end of a period's instruction to provide formative assessment data to the teacher. Teachers administer varied formal speaking and writing assessments and paper and pencil assessments, in addition to informal assessments.

All of the high school classes have common midterm and final exams. Each exam is unique to the course and/or level of the class. Examples of two assessments are found at the end of the document Appendix E-F.

Grade 12 students are able to participate in the New Jersey Seal of Biliteracy. By achieving the Seal of Biliteracy, students demonstrate that they are able to speak, read, listen and write in two or more languages at a high school level of proficiency.

<http://education.state.nj.us/broadcasts/>

During the 2016-17 school year, there were 84 school districts that participated in the first full year of Seal of Biliteracy implementation in New Jersey, during which 2,015 certificates were awarded to graduating seniors across the state in 21 different languages. During the 2018-19 school year, Bridgewater-Raritan joined those other New Jersey school districts that participate in the program that awards the State Seal of Biliteracy to high school seniors who have attained a level of proficiency in English and in another world language or languages.
(<https://www.nj.gov/education/aps/cccs/wl/biliteracy/brochure.htm>)

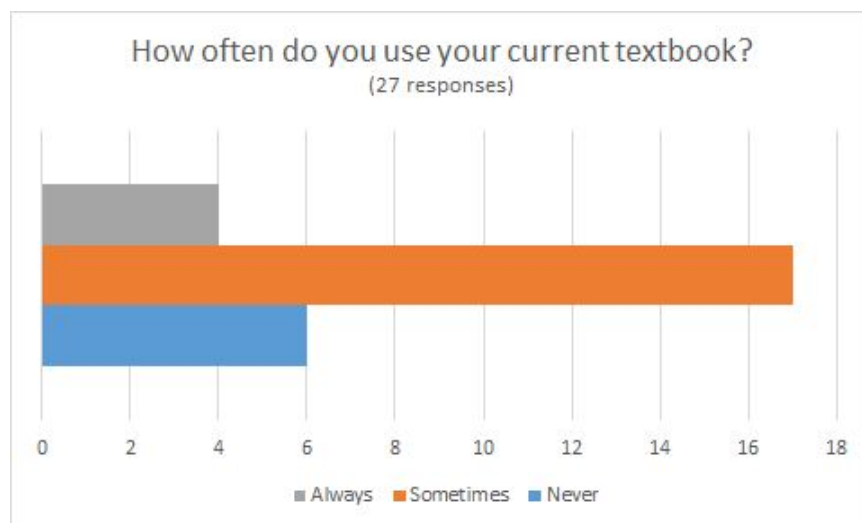
Students who are eligible for a Seal of Biliteracy receive a certificate with the seal insignia noting their name and language(s) of attainment from the New Jersey Department of Education. In addition, the insignia “New Jersey State Seal of Biliteracy” is included on student transcripts.

In November-December of 2017, 86 seniors participated in a language proficiency test (STAMP 4s for Modern Languages and ALIRA for Latin) to determine their linguistic proficiency. Participation in the Seal of Biliteracy Program was voluntary and students who participated paid the appropriate fee to cover the cost of the test. The World Language Department covered the cost of the test for students who received free or reduced lunch.

There were 58 Bridgewater-Raritan students among the 86 seniors who participated in the tests that satisfied the world language component of the New Jersey State Seal of Biliteracy requirement. After several more years of testing, the results of the exam will be analyzed.

Review of Resources

Textbooks are currently the basis of most of the curricula in the World Language Department. The majority of teachers use textbooks as well as ancillary resources, such as authentic texts, videos, and visual aids to supplement the curriculum. Latin courses require more use of a textbook due to the nature of the language, but additional resources are also employed. When asked to elaborate on their use of the textbook, teachers noted that textbooks were useful as a foundation or reference for their curriculum. However, several teachers indicated outdated textbooks which do not reflect the current world.



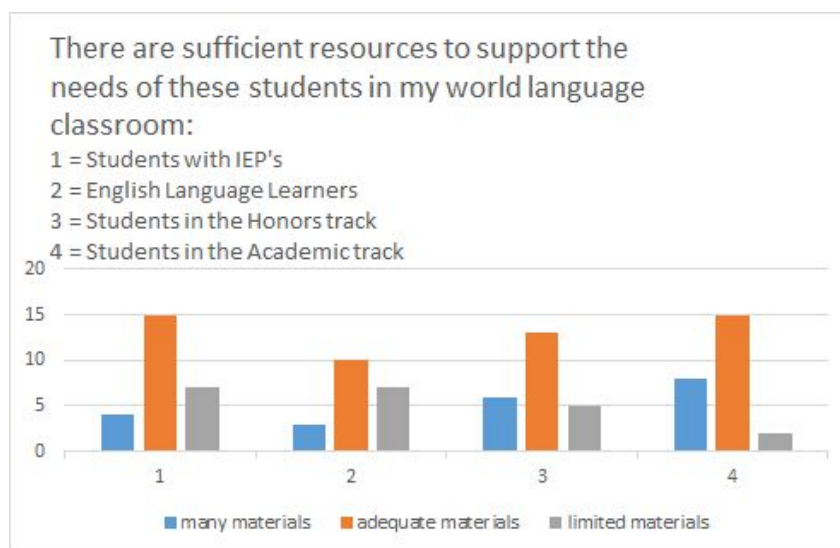
World language textbook copyright dates range from 2000 to 2014. The textbooks include online access or resources, but most of them are obsolete. Most of the current textbooks were written prior to the 2014 New Jersey Student Learning Standards.

The following table shows the current textbooks used in each world language course.

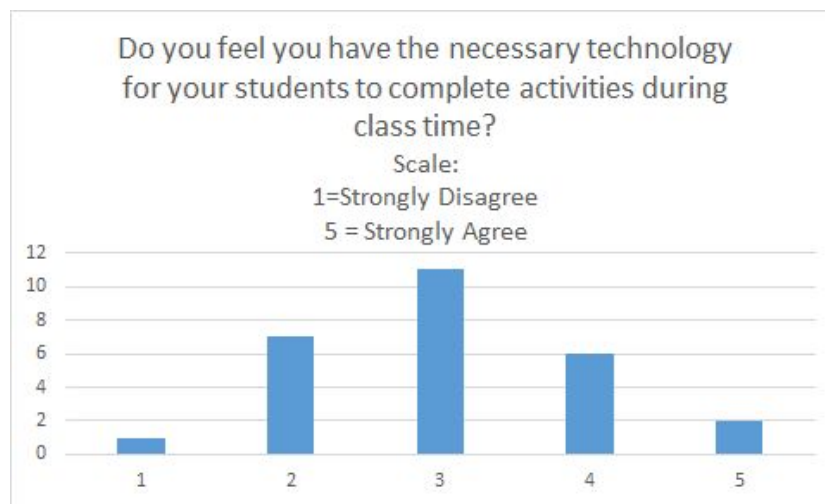
Textbook Title	Author/Publisher	Copyright	Course	Date Approved	To Be Reviewed
Chinese for Youth I	Wu & Tsai (The Far East Book Co, Ltd.)	2006	Grades 7 and 8, Chinese I	2007	2012
Chinese for Youth II	Wu & Tsai (The Far East Book Co, Ltd.)	2007	Chinese II Academic & Honors	2008	2013
Chinese for Youth III	Wu & Tsai (The Far East Book Co, Ltd.)	2008	Chinese III Academic & Honors	2009	2014
Chinese for Youth IV	Wu & Tsai (The Far East Book Co, Ltd.)	2009	Chinese IV Academic & Honors	2010	2015
Integrated Chinese Level II	Wu & Tsai (The Far East Book Co, Ltd.)	2009	AP Chinese	2009	2014
C'est a toi	Fawbush, et al (EMC/Paradigm)	2007	French I	2007	2012
C'est a toi 2, 2nd	Fawbush, et al	2007	French II & III	2008	2013

edition	(EMC/Paradigm)		Academic		
Discovering French Today 1, 2 & 3	Holt McDougal	2013	Grades 7-12	2013	2018
AP French	Richard Ladd (Pearson)	2012	AP French	2011	2016
Allons au-delà	Richard Ladd (Pearson)	2012	AP French	2011	2016
En bonne forme	McDougal-Littel	2007	French V	2007	2012
Deutsch Aktuell, 5th edition	Kraft (EMC Publishing)	2005	Grades 7-8 & German I	2006	2011
Deutsch Aktuell 2, 5th edition	Kraft (EMC Publishing)	2005	German II, III Academic & Honors	2007	2012
Deutsch Aktuell 3	Kraft (EMC Publishing)	2005	German IV	2008	2013
Aspekte, Lehrbuch 3	Lengenscheidt	2010	AP German & German V	2012	2017
German in Review, 3rd edition	Sparks & Vail (Heinle)	2000	AP German & German V	2001	2011
Percorsi 2e Volumes 1, 2 & 3	Italiano & Marchegiani (Prentice Hall Wiley)	2012	Grades 7 & 8, Italian I-Italian IV Academic	2014	2019
Parliamo Italiano!	Wiley	2011	Italian Honors II, III & IV	2012	2017
Con Fantasia	Thomson & Heinle	2004	Italian V	2004	2011
Ponti-Italiano terzo millennio	Heinle Cengage Learning	2013	AP Italian	2012	2017
Cambridge Latin Course-Unit I	Pope, Bell, Farrow, Shaw & Thompson	2001	Grades 7 & 8, Latin I	2002	2008
Cambridge Latin Course-Unit 2	Pope, Bell, Farrow, Shaw & Thompson	2001	Latin I & II Academic & Honors	2002	2008
Cambridge Latin Course-Unit 3	Pope, Bell, Farrow, Shaw & Thompson	2001	Latin II & III Academic & Honors	2003	2008
Cambridge Latin Course-Unit 4	Pope, Bell, Farrow, Shaw & Thompson	2001	Latin IV Academic & Honors	2003	2008
Caesar,	Bolchazy-Carducci	2012	AP Latin	2012	2017

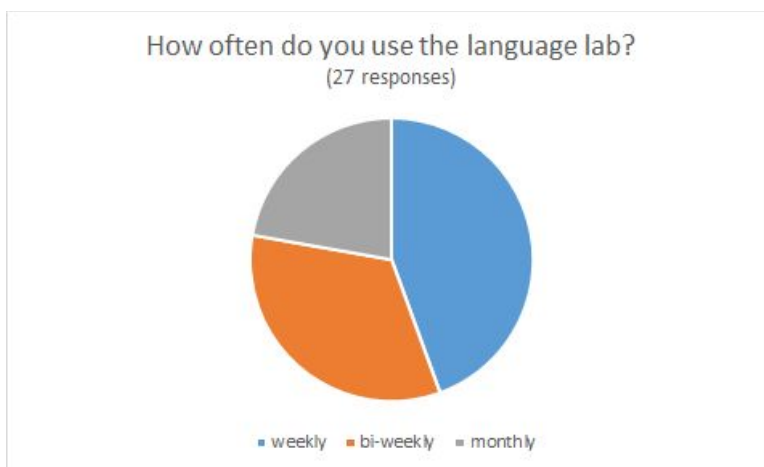
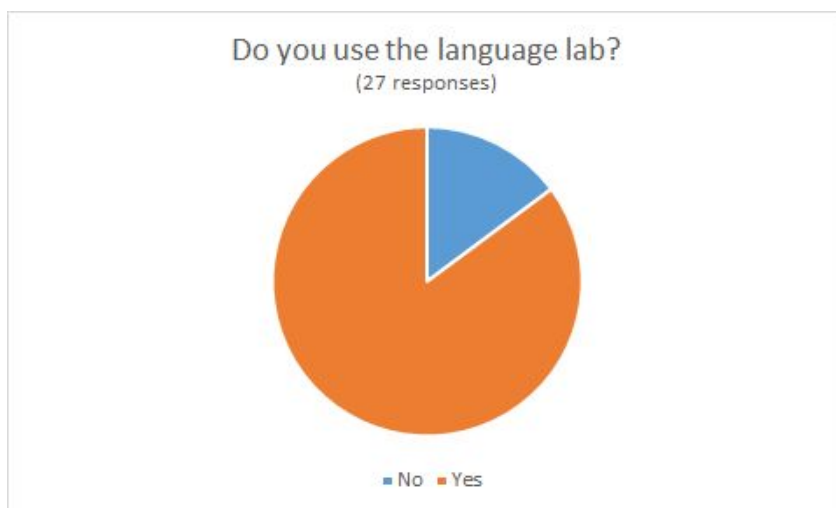
Selections from the Commentarra De Bello Gallico					
Vergil's Aeneid (Latin)	Bolchazy-Carducci	2012	AP Latin	2012	2017
Viva El Espanol	(Wright Group)	2005	Spanish Grade 5	2007	2012
Viva El Espanol	(Wright Group)	2005	Spanish Grade 6	2008	2013
Avancemos 1A	McDougal-Littell	2010	Spanish Grade 7	2009	2014
Avancemos 1B	McDougal-Littell	2010	Spanish Grade 8	2010	2016
Avancemos 2	McDougal-Littell	2010	Spanish II Honors	2009	2014
De paseo, 4th edition	Cengage Learning	2010	Spanish V	2009	2014
Avancemos 2	Holt McDougal	2013	Spanish II Academic	2013	2018
Avancemos 3	Holt McDougal	2010	Spanish III & IV Academic & Honors	2013	2018
AP Spanish	Vista Higher Learning	2014	AP Spanish	2013	2018
Temas	Vista Higher Learning	2014	AP Spanish	2013	2018



Often times, it is through the collaboration of teachers that additional materials are developed and distributed. Several teachers have also won various grants to attain supplemental resources for their classes. Materials purchased by the district across the grade levels would enhance the curriculum. Comments from many teachers reflected a desire for access to more up-to-date and varied resources. Teachers need a variety of print and technology resources to meet the needs of all learners.



The results of the survey show that there is room for improvement in terms of incorporating technology into classroom instruction. The survey also showed that most teachers use technology one to three times a week. This would indicate that technology is an important part of the world language classroom and consideration should be given to improving access to technology for world language teachers. When asked what technology would be useful in their classrooms, teachers noted SmartBoards and individual access to Chromebooks or laptops. All grade levels benefit from the use of technology; however, it is challenging to use at times because teachers struggle to obtain a class set of Chromebooks. The resources available vary according to the building. Teachers have responded that classroom sets of computers would be beneficial because access to carts is often difficult for the classes in which they are needed.



There is a language laboratory at the middle school and two language laboratories at the high school. Most teachers use the language laboratories with their students at least twice a month. Teachers believe that it is an essential tool for the students to practice speaking, listening, and interacting in the target language. The language laboratories provide a state of the art and innovative environment where students can reinforce their language instruction.

Students can actively participate in language learning exercises and get more practice than otherwise possible in the traditional classroom environment. The language laboratories can also be used to connect students to global communities. The language labs at the high school are also utilized to prepare the AP world language students for the AP exams. The AP world language exams are administered in the language labs. The language laboratories currently have outdated software. The current software only runs on Windows 7 and is not compatible with Windows 10. The district has moved to Windows 10 in all technology except for our 3 language laboratories.

By upgrading the software it removes the need for proprietary software which the current software requires.

Review of Professional Development

5-12

At all grade levels, teachers have begun to receive targeted world language professional development at their grade-level department meetings. Time to collaborate with colleagues is inconsistent at the building level. Teachers would benefit from common planning time.

It is a challenge for intermediate school and middle school world language teachers to plan together. Math, English, Social Studies and Science intermediate school and middle school teachers have “team” time weekly with each other. World language teachers are not on a team and, therefore, do not have the opportunity to collaborate with colleagues.

High School world language teachers often informally collaborate with others who share the same prep or lunch period.

World language teachers spend a lot of time learning and preparing for their instruction and often collaborate with each other virtually, as they do not have time to interact face to face due to the constraints of their schedules.

The only structured time available for teachers to collaborate with colleagues is during the Monday supervisor meetings, approximately 8 times during the school year. Opportunities for structured collaboration time exist during the 8 Monday Supervisor meetings as well as during the professional development days at the beginning of the year and in January. The whole district professional development time provides opportunities for vertical articulation between grade level bands of 5-6, 7-8, and 9-12.

Assessment

Currently, assessments are used as a way to measure student progress against the content of our course curricula. In grades 5-12, teachers are currently creating and administering common assessments. Rubrics are common to the school (IS, MS and HS). At the high school, each course has a midterm and final exam that is common. These exams typically consist of a 100 point multiple choice section as well as a speaking and writing component.

Overall Student Performance Analysis

Measuring student progress in world languages is an area that needs improvement. There are currently no standardized assessments linked to world languages that measure student performance. Communication in the areas of listening, speaking, reading, and writing is used on a regular basis by the teachers to assess student progress. As part of this recommendation, indicators for growth including incorporating proficiency based assessments will be identified to ensure student progress in world languages.

Scores are collected by teachers to use as a measure of students progress for the Student Growth Objective (SGO). As part of the plan moving forward, common rubrics will be created and teachers will receive training on grading with the rubrics in order to ensure consistency.

While the department in the high school has been giving common midterm and final exams to students for several years, the way in which this data has been collected has not lent itself to analysis over time. Moving forward, there will be training on a system to collect data and track student progress more consistently.

A review of our current assessments also shows a large focus on questions requiring memory and recall for students to perform well. Integrated Performance Assessments provide a balance of student content knowledge and proficiency based performance. Scoring will be improved with a plan for improving inter-rater reliability and providing regular anchoring for scorers.

Comparative Data Analysis

In the Advanced Placement courses offered at the high school, Bridgewater-Raritan students consistently outperform the average scores reported for New Jersey and globally. The complete results for the world language courses and the scores can be found in [Appendix G](#).

Comparison Program Descriptions

As part of this program review, research of comparison programs, including school visits to other districts, were conducted. Size of district, as well as district performance, were considered, when selecting districts for comparison. The program review committee reviewed the data from several school districts using websites to examine curriculum, pacing, and performance. Using this information, charts were created to then examine what the world language programs entailed and where further exploration would occur. This process was deemed positive and beneficial by all members of the teams. The opportunity to engage in professional dialogue regarding instructional practices and curricular programming with teachers from other districts was rewarding. The committee members were appreciative of the school districts who allowed team members to visit and observe their practices as a way to examine our own.

In the visit to West Windsor-Plainsboro, teachers and administrators met the World Language Supervisor to get an overview of the K-12 World Language Program. After this overview, groups of teachers and administrators divided up and visited Dutch Neck Elementary School, Community Middle School, High School North, and High School South. Members of the Bridgewater-Raritan team were able to speak with students and teachers throughout the visit and had time to also talk to teachers during lunch. The visit ended with a full-group debrief with the West-Windsor World Language Supervisor where we were able to ask further questions and gather more information about their program. This visit was inspiring and provided the group with many ideas to further explore. Several became part of the recommendations of this review: adding an elementary program, developing thematic units, and further developing our assessment program to incorporate proficiency based assessments.

The visit to Linden School District took place at Linden High School and McManus Middle School. The entire group met with the World Language Supervisor to get an overview of the K-12 World Language Program. After this overview, the group went together to visit several different world language classes at the high school. Members of the group were able to speak with students and teachers throughout the visit. The entire team went to McManus Middle School to visit selected classes where student engagement and participation exclusively in the target language were evident. The visit ended with a full-group debrief with the Linden world language supervisor where we were able to ask questions and gather more information about their program. This visit was also inspiring and provided the group with ideas that are included in recommendations: adding a heritage Spanish class at the high school, and teaching and assessing with proficiency benchmarks as a focus.

Hillsborough School District was visited by the Bridgewater-Raritan World Language Supervisor as well as a High School Assistant Principal. They met with the Hillsborough World Language Supervisor and were able to ask questions in order to gather information regarding the World Language Program. In all elementary schools in the Hillsborough School District, Kindergarten through Grade 4 students receive a half a year instruction in Chinese and a half year instruction in Spanish. Students receive instruction for 40 minutes every 6-day cycle for a up to 160 minutes a month. Their cycles are physical education (twice a week), library, music, world language, and art. There is a world language teacher in each elementary building for a total of 3 Spanish, and 3 Mandarin teachers. Teachers switch schools and move all materials mid-year. Teachers meet twice a month in a contractual afterschool PLC to discuss curriculum. All curriculum is thematically developed and teacher created; there are no textbooks. Students receive grades and have common assessments that serve as Student Growth Objectives (SGOs). In 4th grade, students select a world language to study in Grade 5 at the Intermediate School.

	Bridgewater-Raritan	West Windsor-Plainsboro	Linden	Hillsborough
District enrollment	8,549	9,670	6,020	7,316
K-4 program	No	Yes	Yes	Yes
Language Choices	Chinese, French, Italian, German, Latin, Spanish	Chinese, French, German, Latin, Spanish	Chinese, French, Italian, German, Russian, Spanish	Chinese, French, German, Italian, Spanish
Textbook-based curriculum	Yes	No	No	No
Criteria for Level Placement	Grades	Grades Teacher recommendation Supervisor approval	Grades Teacher recommendation Supervisor approval	Grades Teacher recommendation Supervisor approval
Thematic units standards- based curriculum	No	Yes	Yes	Yes
Common summative assessments and rubrics	No	Yes	Yes	Yes
High school Spanish class for Spanish speakers	No	No	Yes	Yes

Current Research and Best Practices in World Language Education

ACTFL has identified a number of best practices, or as they refer to them, core effective practices, that align and specifically support the standards which teachers are to meet in their world language experiences. Some of the practices are world language content specific, and others are identified as best practice in several areas. The core best practices for world language learning are: 1) use target language for learning: students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions, 2) use authentic cultural resources: present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation, 3) design communicative activities: teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction, 4) plan with backward design model: instructors identify desired results then determine acceptable evidence then plan learning experiences and instruction, 5) teach grammar as concept and use in context: students focus on meaning before form, and 6) provide appropriate feedback: oral corrective feedback in speech or writing elicits output beyond a simple yes or no response.

Unlike other content areas, the NSLS for world languages is benchmarked by proficiency levels. See [Appendix H](#).

The development of these proficiency levels was informed by the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners (ACTFL, 1998), the ACTFL Proficiency Guidelines—Speaking (ACTFL, 1999), and the ACTFL Proficiency Guidelines—Writing (ACTFL, 2001) and is supported by more recently released documents including the ACTFL Performance Descriptors for Language Learners 2012 and ACTFL Proficiency Guidelines 2012. Therefore, our world language program should align with the proficiency levels as well as the ACTFL (American Council on the Teaching of Foreign Languages) Can-Do Descriptors.” See [Appendix I](#).

Certain aspects of the world language proficiency guidelines set forth by ACTFL are supplemented for the Latin courses in accordance with the Standards for Classical Language Learning developed by the American Classical League. These standards categorize skills and abilities unique to Latin learners and describe proficiency levels for students at the middle and high school levels. Similar to those of the modern languages, these standards outline “Can-Do” statements for the interpretive, interpersonal, and presentational modes of communication. However, those who study a classical language try less to communicate orally with each other, and more with the ancient authors and cultures, primarily through reading. Classical world language learners do not reach levels of proficiency but rather are evaluated by more traditional assessments of grammar, translation, sentence formation, and comprehension. See [Appendix J](#).

Recommendations

Staffing

At this point, we are recommending adding three full time Spanish teachers to teach at the primary schools. At the present moment, our world language program does not meet the state requirement for world languages. Research demonstrates that early language learning enhances language acquisition in future grades, improves cognitive functioning, cultivates intercultural appreciation and sensitivity, fosters learning additional languages more easily, and provides children a competitive edge in the global market. As such, all school districts in New Jersey are required to have K-12 programs that ensure students meet the New Jersey Student Learning Standards for world languages (NJDOE, 2014).

Program and Courses

Several recommendations are being made to improve the world language program. We are recommending to bring back world languages to the primary grades.

Course Title	Grades	Credits	Description
Spanish	3-4	N/A	Students will receive Spanish instruction at the primary grades
Cost	3 full-time certified Spanish teachers		

Courses that are recommended to be added to the high school program of studies would provide greater options for students.

Course Title	Grades	Credits	Description
Spanish for Heritage Speakers (Title TBD)	10-12	5	This course is intended for Heritage Speakers of Spanish in order to help build literacy in their native language.
Cost	Curriculum Writing & Materials		

Curriculum

As we have examined our curricula through the program review process, areas of the curriculum have been identified for revision. Based on recommendations from ACTFL, an effective world language program should consist of an articulated scope and sequence that allows learners to advance to the highest possible levels of proficiency. An effective program should include the use of authentic cultural texts. The rich language found in authentic materials provides a source of input that language learners need for acquisition. Curriculum will be revised with the goal of providing a balance of vocabulary and grammar and providing students the skills and opportunity to interpret written and audio sources, present information in written and spoken language and interact with others in the language of study. Grammar and vocabulary will be taught within meaningful contexts. The curriculum will be revised in order to ensure that it is age-appropriate, level-appropriate and meaningful.

Before curriculum is revised, it is recommended that we go through an articulation process where teachers Grades 5-12 identify common topics and themes across languages and develop connections for themes that are not as similar.

Curriculum will be revised to be standards-based. Standards-based thematic units promoting the goal of communicative proficiency in the target language will be created in order to ensure that language learning occurs in meaningful, communicative contexts that carry significance in authentic social and cultural situations. The units will align with the 2017 NCSSFL-ACTFL Can-Do statements that are the result of the collaboration between the National Council of State Supervisors for Languages (NCSSFL) and the American Council on the Teaching of Foreign Languages (ACTFL). Aligned with the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners, the Can-Do statements reflect the progression of communication skills from the Novice to Distinguished levels.

Curriculum will also be revised with the focus on literacy, real world application, 21st Century skills, interdisciplinary connections and global competence. The curricular focus will be on engaging, student-centered learning through authentic, culturally relevant content. The goal of the curriculum will be to foster an appreciation of and an understanding for others, their languages, and their culture. Also, communicative competence will be a more focused goal for our world languages in order to help students progress in developing higher levels of proficiency. Meeting these levels of proficiency requires that students begin early and continue in an extended sequence of language learning that builds sequentially from one level to another. Our curriculum will prepare our students to appreciate the multilingual world in which we live and to be culturally competent, active global citizens. The curriculum will also align with ACTFL World Readiness Standards. See [Appendix K](#).

All curricula should be revised to create thematic units that allow students to learn through the target language and not just learn about the target language. The curriculum will be centered around meaningful themes that are interesting, relevant and current. The incorporation of

authentic activities and integrated performance assessments will align with ACTFL and the NJSLS to provide a real world environment for our students to become proficient.

It is critical for our heritage Spanish-speaking students to be able to continue to develop their heritage linguistic and cultural skills. A specialized curriculum for these students will help meet their individual needs. In addition, research has shown that continuing to learn their native and heritage language benefits these students in their acquisition of English language proficiency.

After careful analysis of the current Latin program and a review of the Standards for Classical Language Learning, there are minimal curriculum revisions being recommended. The recommendations noted above apply to Chinese, French, German, Italian, and Spanish.

The recommendations for Curriculum and Instruction are below:

	K-4	5-6	7-8	9-12
Content	Create new Curriculum for Grades 3-4 Spanish Develop a scope and sequence	Revise Curriculum Develop a scope and sequence	Rename these classes to 1A & 1B Revise Curriculum Develop a scope and sequence	Create new curriculum for Heritage Spanish course Revise Curriculum Develop a scope and sequence
Student Centered Learning	Incorporate goal setting and self-reflection as part of assessment and learning for students. Focus on instructional strategies to meet the needs of all learners.			
21st century Skills, Interdisciplinary Connections	Create a progression for skills to be taught and measured over time.			
Estimated Cost	\$35,100			

Assessment

Performance-based assessments need to be designed to reflect the expectations of the New Jersey Student Learning Standards. These assessments will allow students to demonstrate what they can do with what they know across the three modes of communication based on proficiency level and grade level benchmarks. Integrated Performance Assessments (IPA's) featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational will be designed for each unit. These IPA's will be standards-based, performance-based, developmental in nature and integrative. Rubrics defining clear expectations for student performance based on proficiency levels and grade level benchmarks will be designed. Common end of unit assessments will help ensure similar pacing among teachers of the same course, timely completion of all units of instruction in the curriculum, and most importantly, validity of student performance results as students will take the same assessment.

Data from formative and summative assessments will be used to modify subsequent learning experiences in order to ensure that students reach targeted performance objectives. Students will also be given the opportunity to regularly identify and monitor their own goals for language proficiency and intercultural competence using "Can- Do" statements.

To further emphasize student performance in the three modes, the World Language Department should develop common rubrics and a common grading policy that is consistent with the three strands of the NJSLs for world languages and tied to the three modes of communication.

Because of the nature of the Latin language, assessments should focus on interpretive modes of communication in order to monitor student success in reading, translating, and analyzing Latin literature.

	K-4	5-6	7-8	9-12
Assessment	<p>Common Assessments, Rubrics and Proficiency Benchmarks</p> <p>(interpretive, interpersonal, presentational)</p> <p>Can-Do checklists for student self-assessment</p>	<p>Common Assessments, Rubrics and Proficiency Benchmarks</p> <p>(interpretive, interpersonal, presentational)</p> <p>Can-Do checklists for student self-assessment</p>	<p>Common Assessments, Rubrics and Proficiency Benchmarks</p> <p>(interpretive, interpersonal, presentational)</p> <p>Can-Do checklists for student self-assessment</p>	<p>Common Assessments, Rubrics and Proficiency Benchmarks</p> <p>(interpretive, interpersonal, presentational)</p> <p>Can-Do checklists for student self-assessment</p>
Estimated Cost	\$26,400			

Resources and Technology

Instructional resources is the area most in need of development at all levels. While there are resources such as textbooks and workbooks, many of them are outdated and should not be the focus of instruction. A variety of resources need to be purchased to adequately meet the needs of the students. Resources to support the needs of diverse learners need to be purchased for each classroom. The middle school and high school language labs need to be upgraded and other online language learning tools purchased in order to help teachers to facilitate the exploration of culture and language at every proficiency level.

	K-4	5-6	7-8	9-12
Resources to support all students	Picture books Readers Textbooks Authentic Materials	Textbooks Online subscriptions Authentic Materials	TPRS readers Textbooks Online subscriptions Authentic Materials	TPRS readers Textbooks Online subscriptions Authentic Materials
Technology	N/A	N/A	Upgrade language lab	Upgrade language labs
Estimated Cost	\$15,000	\$15,000	\$100,000	\$200,000

Professional Development

Professional development is a priority for all world language staff, based on teacher feedback and program review. Professional development will also include a variety of experiences based on the input and experiences of staff in combination with the needs of students including learning disabled students. Based on the feedback from surveys of teachers, there have been insufficient professional development opportunities that are specific to world language

instruction. Outside presenters on topics of interest should be considered to provide targeted professional development to world language staff members.

Professional development will also include reviewing proficiency levels, developing IPA's and anchoring for scoring rubrics. Teachers will be provided opportunities to engage in regular collegial discussions and interactions with each other in order to ensure vertical and horizontal articulation of the program.

Recommendations are below.

	K-4	5-6	7-8	9-12
Professional Development	Pedagogical practices Collaboration with colleagues Teacher choice for content related PD Anchoring for common assessments	Pedagogical practices Collaboration with colleagues Teacher choice for content related PD Anchoring for common assessments	Pedagogical practices Collaboration with colleagues Teacher choice for content related PD Anchoring for common assessments	Pedagogical practices Collaboration with colleagues Teacher choice for content related PD Anchoring for common assessments
Estimated Cost	\$15,000	\$15,000	\$20,000	\$20,000

Proposed Program Plan Timeline

	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>
	<u>Year 4</u> Program Review	<u>Year 5</u> Draft Year	<u>Year 1</u> Implementation and Mapping	<u>Year 2</u> Implementation	<u>Year 3</u> Implementation
Staffing	Assess current numbers	Assess current numbers to make determination about staffing needs Add 3 full-time Spanish teachers to the Primary Schools	Assess current numbers to make determination about staffing needs	Assess current numbers to make determination about staffing needs	Assess current numbers to make determination about staffing needs
Programs/ Courses	Create and propose new courses to BOE	Grades 3 and 4 Spanish; HS Heritage Spanish Course	Provide Professional Development	Provide Professional Development	Review and assess
Curriculum	Curriculum writing and revision of courses Curriculum work to meet QSAC requirements *Curriculum includes standards that are delineated according to proficiency-level benchmarks * All three modes of communication must be evident within the curriculum	Pilot new courses and curricula, writing and revision of courses	Pilot new courses and curricula Make changes, if necessary	Examine assessments and student learning. Make changes, if necessary	Examine assessments and student learning. Make changes, if necessary
Resources/ Technology	Assess current resources/ technology	Purchase recommended materials for all classes Upgrade BRMS & BRHS Language Labs	Assess current and ongoing use and costs of resources/ technology	Assess current and ongoing use and costs of resources/ technology	Assess current and ongoing use and costs of resources/ technology

APPENDIX A

World Language Department Course Descriptions 2018-2019

Course Title	Grades	Credits	Description
Chinese, French, German, Italian and Spanish I	9-12	5	A primary objective of Level I language courses is to learn that world language is a means of communication. From year one, each lesson is taught almost completely in the target language. Language is introduced by means of realistic dialogues and communicative exercises. During the entire year, students' ability to comprehend and speak the language is strengthened through conversational situations recorded by native speakers. Culture, an important part of language, is included in every lesson. Regular visits to the language laboratory will reinforce communicative skills
Chinese French , German, Italian and Spanish II	9-12	5	Prerequisite - Level I Real-world situations continue to expose students to basic language structures and vocabulary. Students will become more aware of the culture of the country or countries studied. Emphasis continues to be on communicative skills as students learn to understand more language, talk with partners, and present in the target language both orally and in writing. As in Level I, students will continue to visit the language lab regularly and engage in many projects in order to strengthen their listening comprehension as well as speaking ability.
Chinese,French, German, Italian and Spanish II (Honors)	9-12	5	Prerequisite - Level I Real-world situations continue to expose students to basic language structures and vocabulary. Students will become more aware of the culture of the country or countries studied. Emphasis continues to be on communicative skills as students learn to understand more language, talk with partners, and present in the target language both orally and in writing. As in Level I, students will continue to visit the language lab regularly and engage in many projects in order to strengthen their listening comprehension as well as speaking ability. Honors level courses have a summer assignment requirement.
Chinese, French	9-12	5	Prerequisite - Level II

German , Italian, and Spanish III			The acquisition of speaking, listening and cultural skills remain primary goals of every language course. In Level III programs, students will continue to develop their ability to understand the spoken language and to speak it accurately and fluently. Reading selections will help increase students' vocabulary and comprehension. Increased emphasis is placed on writing. Language lab periods afford students the opportunity to sharpen listening and speaking skills and also to use computer technology to reinforce materials presented in class.
Chinese French , German, Italian, and Spanish III (Honors)	9-12	5	Prerequisite - Level II The acquisition of speaking, listening, and cultural skills remain primary goals of every language course. In Level III programs students will continue to develop their ability to understand the spoken language and to speak it accurately and fluently. Reading selections will help increase students' vocabulary and comprehension. Increased emphasis is placed on writing. Language lab periods afford students the opportunity to sharpen listening and speaking skills and also to use computer technology to reinforce materials presented in class. Honors level courses have a summer assignment requirement.
Chinese, French, German, Italian, and Spanish IV	9-12	5	Prerequisite - Level III In year four, expectations are for students to speak the language on a variety of topics to the best of their ability with their teacher, their classmates and in situations outside the classroom. Reading selections are an important component of the program, and they will help increase students' vocabulary and cultural knowledge. The readings will form the basis for discussion and problem solving. In many types of writing, more creativity will be expected. Knowledge of structural principles of the language will be reviewed in depth and expanded upon. Use of language lab technology will be more varied to include extended chats, dialogues, and discussions.
Chinese, French, German, Italian, and Spanish IV (Honors)	9-12	5	Prerequisite - Level III In year four, expectations are for students to speak the language on a variety of topics to the best of their ability with their teacher, their classmates and in situations outside the classroom. Reading selections are an important component of the program, and they will help increase students' vocabulary and cultural knowledge. The readings will form the basis for discussion and problem solving. In many types of writing, more creativity will be expected. Knowledge of structural principles of the language

			will be reviewed in depth and expanded upon. Use of language lab technology will be more varied to include extended chats, dialogues, and discussions. Honors level courses have a summer assignment requirement.
Chinese, French, German, Italian, and Spanish V	9-12	5	Prerequisite - Level IV Level V courses offer students an opportunity to learn to communicate on an advanced level by reading and discussing many different types of texts. Through reading of literature, as well as selected articles from supplementary materials, vocabulary and comprehension are greatly increased. Classroom activities are designed to give students frequent opportunities to improve oral skills through discussions, impromptu conversation, role playing, and oral reports. Students' writing ability is refined by varied written assignments, grammar review exercises, creative writing, Internet, and language lab activities. Further insights into the cultures of the countries as well as social issues are gained through a variety of technology-based projects and activities involving problem-solving.
Advanced Placement Chinese, French, German, Italian, Spanish Language	11-12	5	Prerequisite - Level IV-H The Advanced Placement Chinese, French, German, Italian, or Spanish Language course is intended for those students who wish to take the Advanced Placement Examination in May. The course is designed to develop students' knowledge of Chinese, French, German, Italian, or Spanish equivalent to a third year college course. Great emphasis is placed on the mastery of interpretive (listening and reading), interpersonal (person to person), and presentational (speaking and writing for an audience) skills. A continuing focus will be the development of vocabulary and idiomatic language usage, the advancement of cultural knowledge and skills, and the ability to communicate actively in a variety of oral and written forms. A comprehensive review of grammar/characters (Chinese) is also included. Each curriculum provides a challenging program that may lead to college credit or to a student being accepted into an advanced program as a college freshman. Summer assignment required.
Latin I	9-12	5	Latin I offers students the opportunity to appreciate and better understand their own heritage through a study of the language and culture of the Romans. Students will improve their knowledge of English vocabulary, grammar and structure through the study of Latin. Emphasis will be placed on English derivatives from Latin vocabulary words. Students will read some short stories in Latin.

			Videos will show students and allow them to discuss the world of the Romans whose culture continues to influence us to this day.
Latin II	9-12	5	<p>Prerequisite-Latin I</p> <p>Latin II will add to the basic syntax and grammar of Latin I, enabling students to read more advanced Latin texts. English derivatives from Latin vocabulary will continue to be stressed. Students will learn about the Greek language and sculpture, which greatly influenced the Romans. Students will also study the mythology of the Greeks and Romans and the tremendous influence it has had on our own art and literature. Latin II (Honors) has a summer assignment requirement.</p>
Latin III, IV, V Latin III (Honors), IV (Honors)	10-12	5	<p>Prerequisite - Latin II, III, IV</p> <p>After a brief review of grammar and vocabulary, students will begin reading a variety of Latin works, both prose and poetry covering more than twenty centuries. Readings will include works of such renowned classical authors as Cicero, Caesar, Pliny, Livy, Ovid, Virgil, Martial, Horace and Catullus. Students will also read some Medieval Latin literature including a letter written by Christopher Columbus after his discovery of America. Some 20th century Latin will also be read. Latin III (Honors) and Latin IV (Honors) courses have a summer assignment requirement.</p>
Advanced Placement Latin	11, 12	5	<p>Prerequisite-Latin IV-H</p> <p>The Advanced Placement Latin course is intended for students who wish to take the Advanced Placement – Virgil Examination in May. Students will engage in a close reading of the Aeneid. They will improve their vocabulary and translation skills and learn how to interpret and analyze a masterpiece of literature. They will study the Aeneid against the backdrop of Roman history, mythology, and philosophy. Students will become sensitive to Virgil’s elaborate style; they will improve their analytical and higher-order thinking skills, which will serve them well in college and at their future workplace. The curriculum provides a challenging program that may lead to college credit or to a student being accepted into an advanced program as a college freshman. Summer assignment required.</p>

APPENDIX B

5-12 World Language Program Evaluation Staff Survey

This survey is designed as a vehicle for feedback and input for the world language program evaluation grades 5-12. The information gathered will assist us in making instructional decisions on the best interest of our students. Using the rating scales, check the descriptor you believe best indicates the conditions of the current program and curriculum.

Please select your answers relevant to your students. If you are unsure of an answer, or do not feel it pertain to you, the answer may be left blank. Please base your answers on your experience during the school year. Thank you for taking the time to provide your input and feedback.

1.What language(s) do you teach?

- a. Spanish
- b. French
- c. Italian
- d. German
- e. Chinese
- f. Latin

2. What levels do you teach at which school? Check all that apply.

- Level 1
- Level 2A
- Level 2H
- Level 3A
- Level 3H
- Level 4A
- Level 4H
- AP
- Level 5
- BRHS
- BRMS
- Eisenhower
- Hillside

3. How long have you been teaching in the district?

- 1-5 years
- 6-10 years
- More than 10 years

4. How long have you been teaching these levels? (*Mark only one oval*)

- 1-5 years
- 6-10 years
- More than 10 years
- N/A

5. How would you rate your comfort level teaching your world language curriculum? (*Mark only one oval*)

- 1 (Not comfortable)
- 2
- 3
- 4
- 5 (Very comfortable)

6. How would you rate your students' attitude towards learning a world language? (*Mark only one oval*)

- 1 (They do not enjoy it)
- 2
- 3
- 4
- 5 (They love it)

7. What percentage of class is delivered in the target language? (*Mark only one oval*)

- 90%
- 80%
- 70%
- 60%
- 50% or below

8. What percentage of class time are students expected to use the target language? (*Mark only one oval*)

- 90%
- 80%

- 70%
- 60%
- 50% or below

9. How often do you use your current textbook? (*Mark only one oval*)

- Always
- Sometimes
- Never

10. Are you satisfied with your current textbook? Why? (Add feedback for all levels)

11. What resources do you use with your current textbook?

12. How do you supplement your textbook with external resources? (i.e authentic resources)

13. For each level you teach, answer how is the textbook used? (Check all that apply)

- As a foundation
- As a curriculum
- As reinforcement
- As reference
- As supplement

14. Do you collaborate with teachers of your same level and others? Explain what form of collaboration you participate in.

15. I would be interested in receiving training in:

16. I have recently received training in: (be specific)

17. Based on past professional development that BRRSD has offered, which presentation has impacted your planning, instruction, and student learning the most?

18. Do you feel you have the necessary technology for your students to complete activities during class time? (*Mark only one oval*)

- 1 (strongly disagree)
- 2
- 3
- 4
- 5 (strongly agree)

19. What technology do you use in the classroom on a regular basis? List applications, websites, etc.

20. How often do you use technology in the classroom? (*Mark only one oval*)

- Everyday
- 3 times a week
- Weekly
- Monthly

21. What difficulties have you encountered using technology in the classroom?

22. Do you use the language lab? (*Mark only one level*)

- Yes
- No

23. BRMS & BRHS teachers: How often do you use the language lab? (*Mark only one level*)

- Weekly
- Bi-weekly
- Monthly

24. BRMS & BRHS teachers: What types of activities do you do in the language lab?

25. What technology do you wish you had in your classroom?

26. What kind of formative assessments do you use in the classroom? (Check all that apply)

- Traditional
- IPA (integrated performance assessments)
- Other

27. Do you provide alternative assessments for students? If so what?

28. What forms of summative assessments do you give? (Please provide examples i.e: traditional tests, quizzes, projects)

29. Communicative activities are an essential component of my world language classroom. (*Mark only one level*)

- 1 (strongly disagree)
- 2
- 3
- 4 (strongly agree)

30. Please indicate that frequency with which you use the following techniques in your classroom. (Mark only one level per row)

Never Occasionally Frequently

Small group instruction

Teacher lecture

Student centered instruction

Problem-based learning

31. Rate how often you incorporate the 5 C's in your classroom. (Mark only one oval per row)

Never Occasionally Frequently

Communities

Connections

Comparisons

Culture

Communication

32. I feel my language class offers students the opportunity of becoming a global citizen. (Mark only one oval.)

- 1 (strongly disagree)
- 2
- 3
- 4
- 5 (strongly agree)

33. There are sufficient resources to support the needs of these students in my world language classroom: (Mark only one oval per row)

Many materials adequate materials limited materials

Students with IEP's

English Language Learners

Students above grade level

Students on grade level

34. I feel that the pace of the curriculum for my level is..... (Check all that apply)

- Too slow
- Adequate to allow for mastery
- Too fast to allow for mastery

35. I feel that the proficiency level for my course is appropriate. (*Mark only one oval*)

- 1 (strongly disagree)
- 2
- 3
- 4 (strongly agree)
- 5 strongly agree

36. I link topics in my curriculum to the curriculum of other subject that students study. (*Mark only one oval*)

- 1 strongly disagree
- 2
- 3
- 4 strongly agree

37. What subjects do you connect to? Please explain.

38. Do you feel there is appropriate articulation between intermediate school and middle school? (*Mark only one oval*)

- Yes
- No
- N/A

39. Do you feel there is appropriate articulation between middle school and high school? Please explain.

40. Does the articulation differ between level 1 at the middle school and level 1 at the high school? Please explain.

41. Do you feel the heritage/native classes should be introduced? (*Mark only one level*)

- Yes
- No

42. I believe it is beneficial to include world language instruction beginning in Kindergarten. (*Mark only one oval*)

- 1 (strongly disagree)
- 2
- 3

- 4 (strongly agree)

43. How do you integrate culture into your lessons?

44. Do you believe there should be a cap on class-size? Should class size be no larger than:
(Mark only one oval)

- 20
- 22
- 25
- 30

45. I feel I have enough time to collaborate and plan with other teachers. *(Mark only one oval)*

- 1 (strongly disagree)
- 2
- 3
- 4 (strongly agree)

46. Do you feel that your instruction is aligned with the ACTFL standards? *(Mark only one oval)*

- 1 (strongly disagree)
- 2
- 3
- 4
- 5 (strongly agree)

47. Do you feel that the rigor is consistent between teachers in the same language level?
(Mark only one oval)

- 1 (strongly disagree)
- 2
- 3
- 4 (strongly agree)

48. How often do you give homework per level? *(Mark only one oval)*

- Daily
- 3 times a week
- Weekly

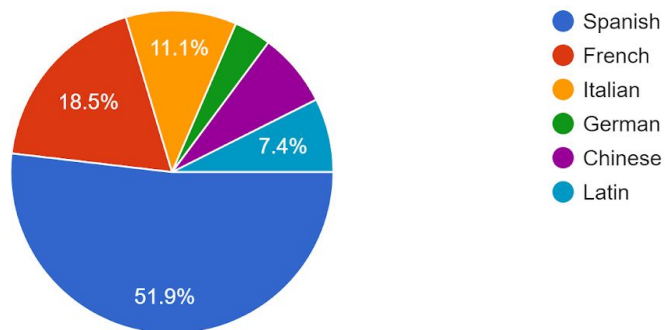
49. What does your participation grade reflect?

50. If at Eisenhower or Hillside, how does student scheduling and instructional support affect student learning in your classroom?

51. Please include any overall comments and questions here.

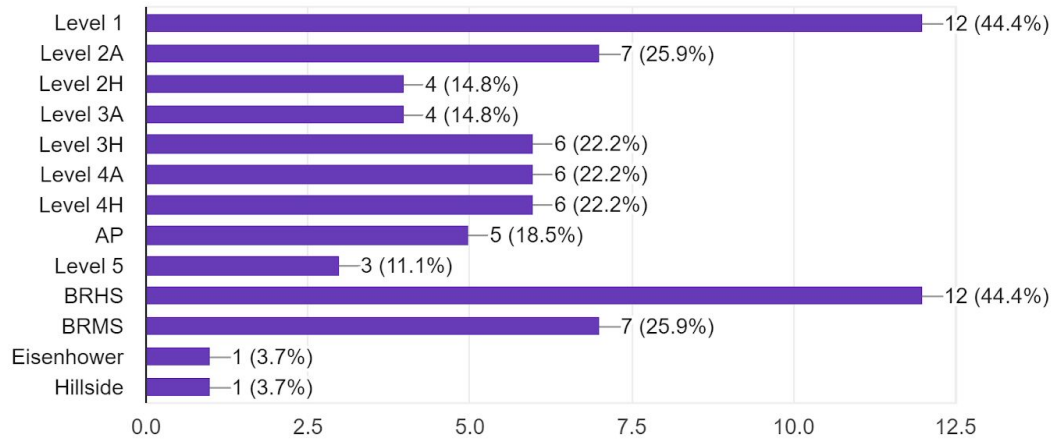
1. What language(s) do you teach?

27 responses



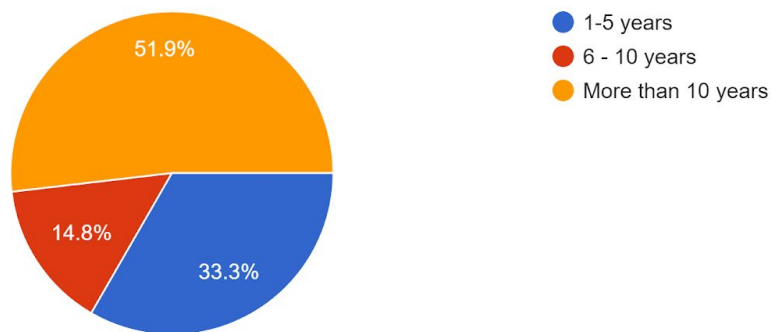
2. What levels do you teach at which school? Check all that apply

27 responses



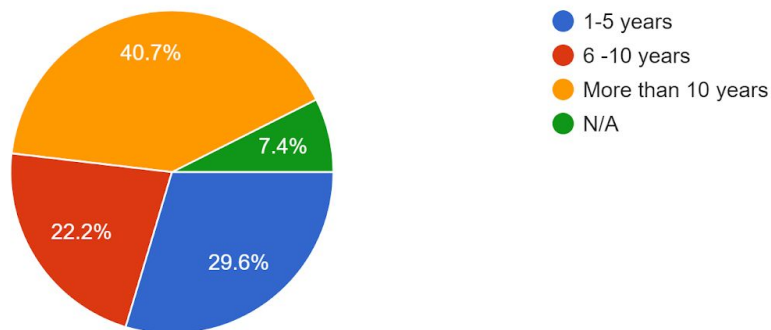
3. How long have you been teaching in this district?

27 responses



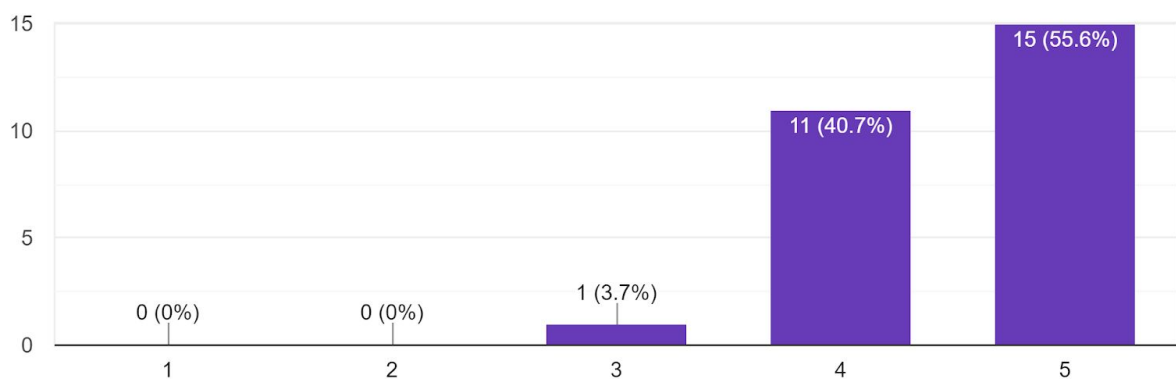
4. How long have you been teaching these levels?

27 responses



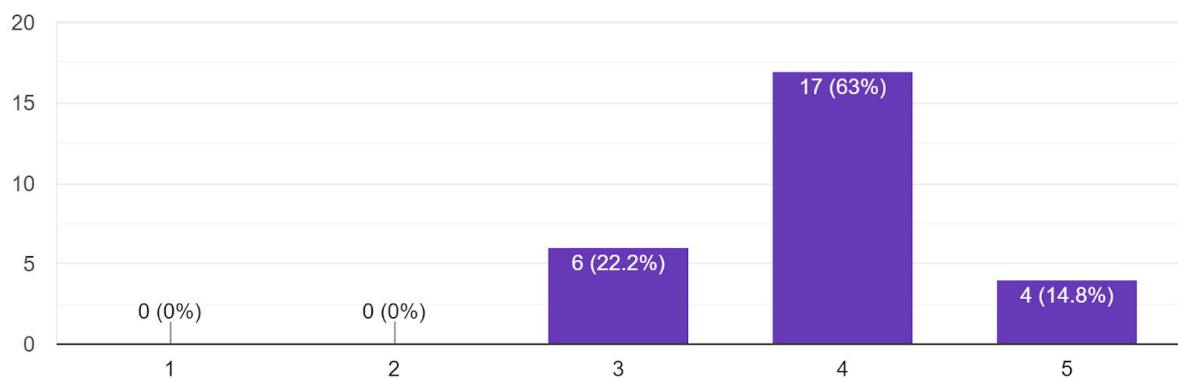
5. How would you rate your comfort level teaching your world language curriculum?

27 responses



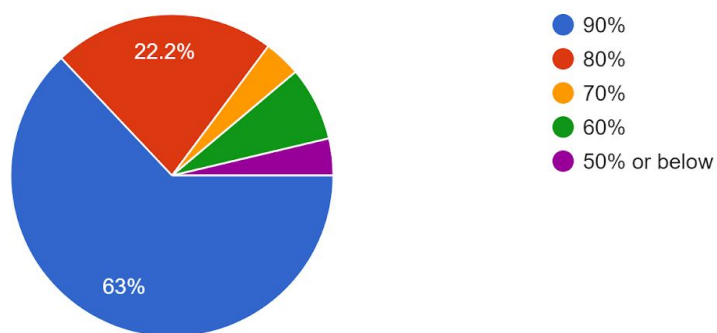
6. How would you rate your students' attitude towards learning a world language?

27 responses



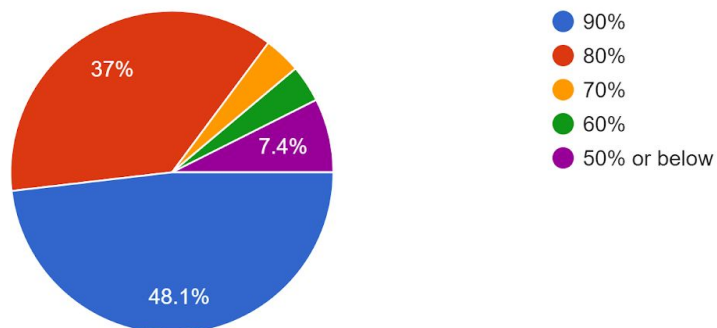
7. What percentage of class is delivered in the target language?

27 responses



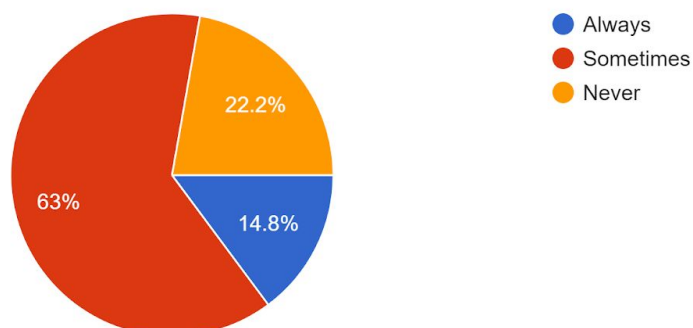
8. What percentage of class time are students expected to use the target language?

27 responses



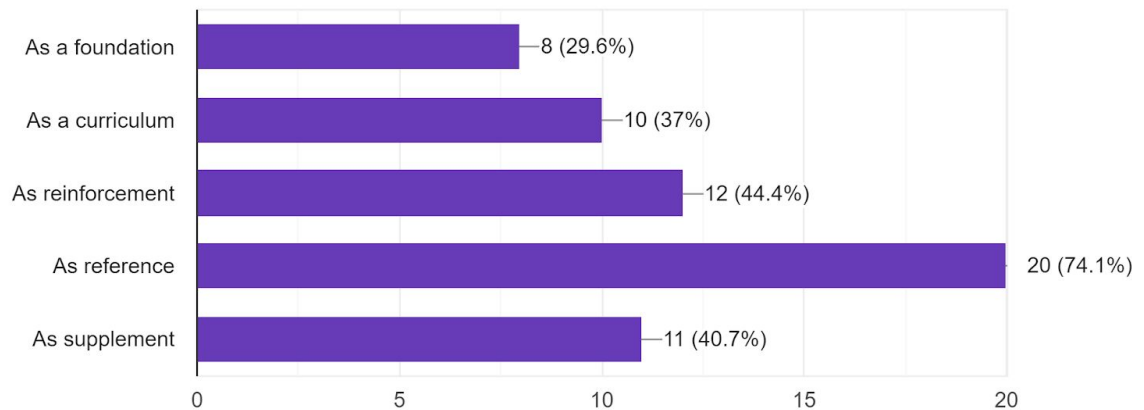
9. How often do you use your current textbook?

27 responses



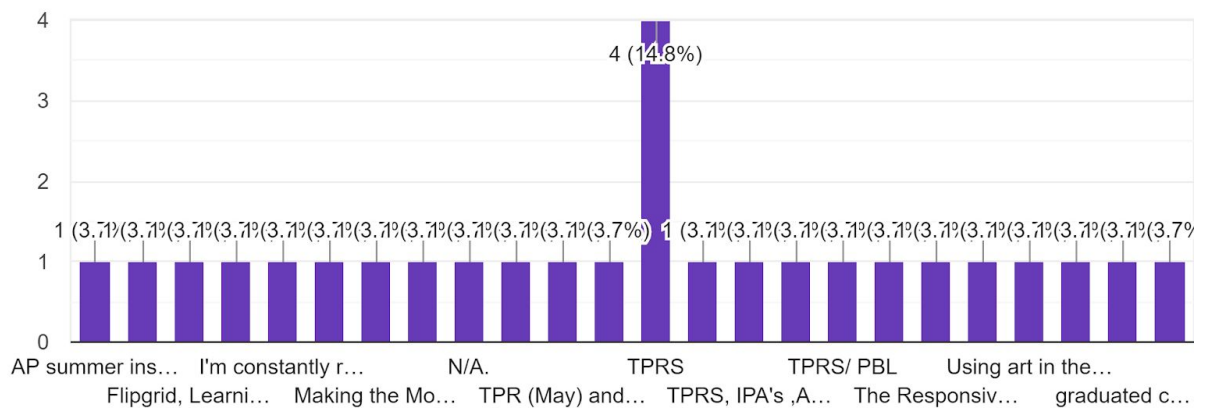
13. For each level you teach, answer how is the textbook used? Check all that apply.

27 responses



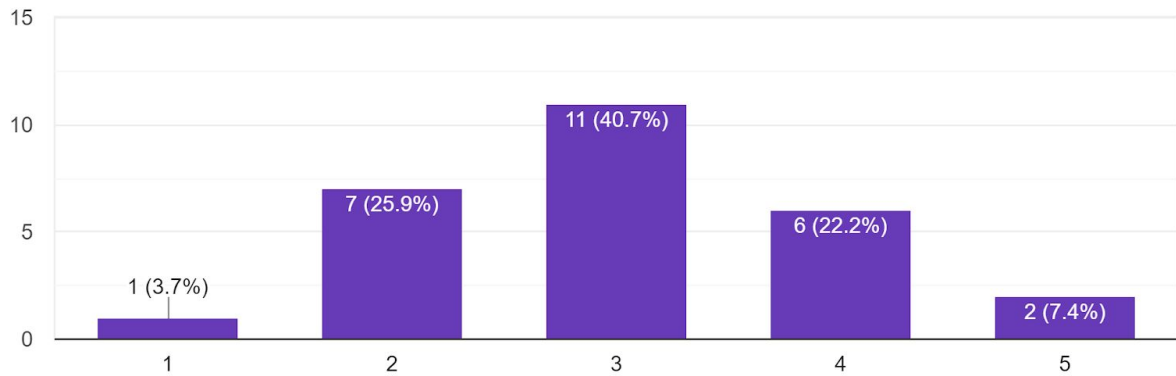
16. I have recently received training in : (be specific)

27 responses



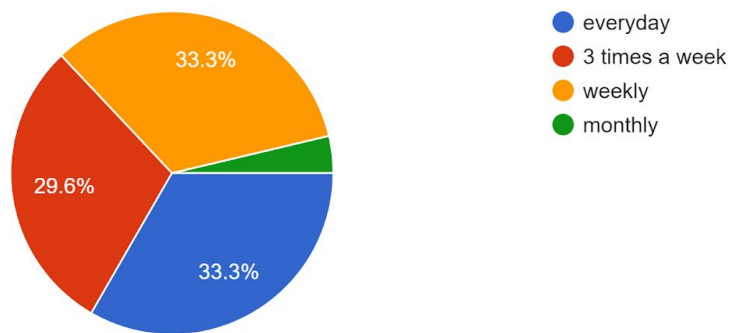
18. Do you feel you have the necessary technology for your students to complete activities during class time?

27 responses



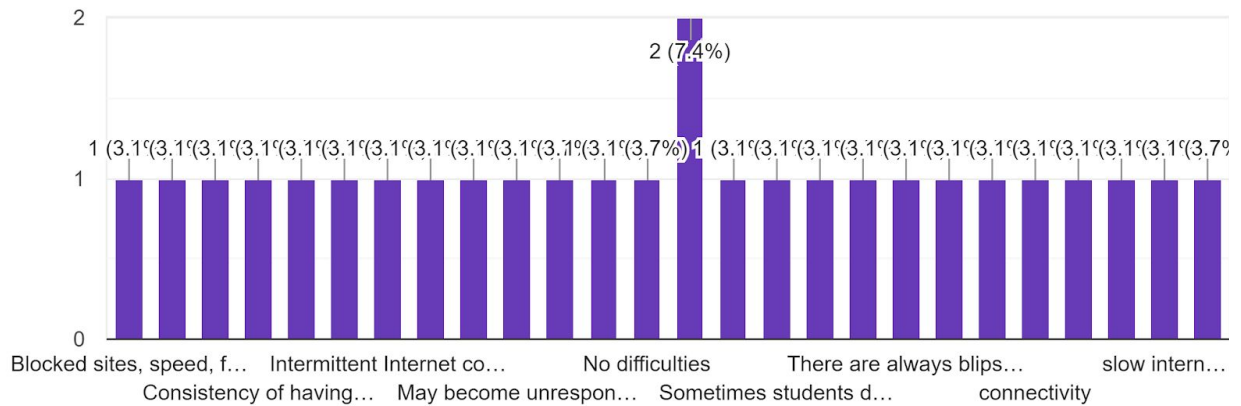
20. How often do you use technology in the classroom?

27 responses



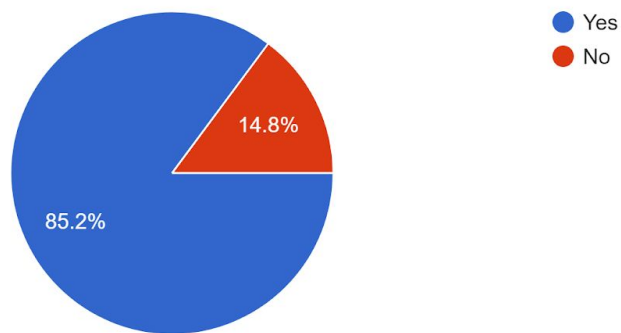
21. What difficulties have you encountered using technology in the classroom?

27 responses



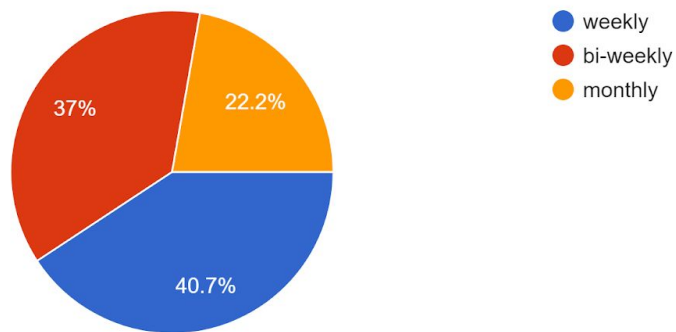
22. Do you use the language lab?

27 responses



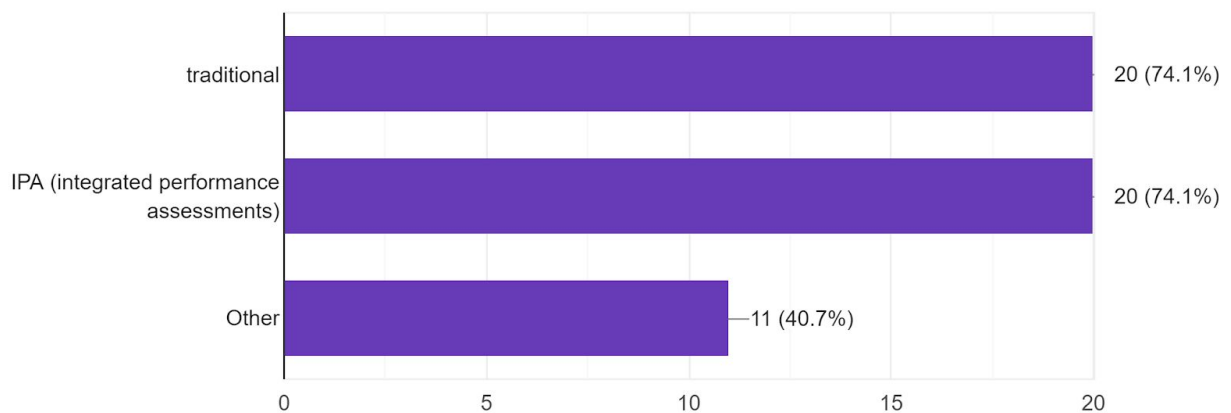
23. BRMS & BRHS teachers: How often do you use the language lab?

27 responses



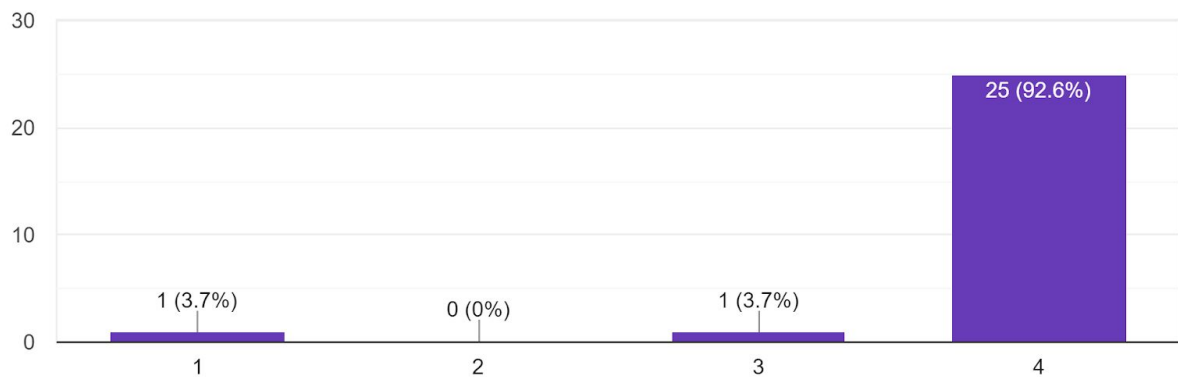
26. What kind of formative assessments do you use in the classroom?
Check all that apply.

27 responses

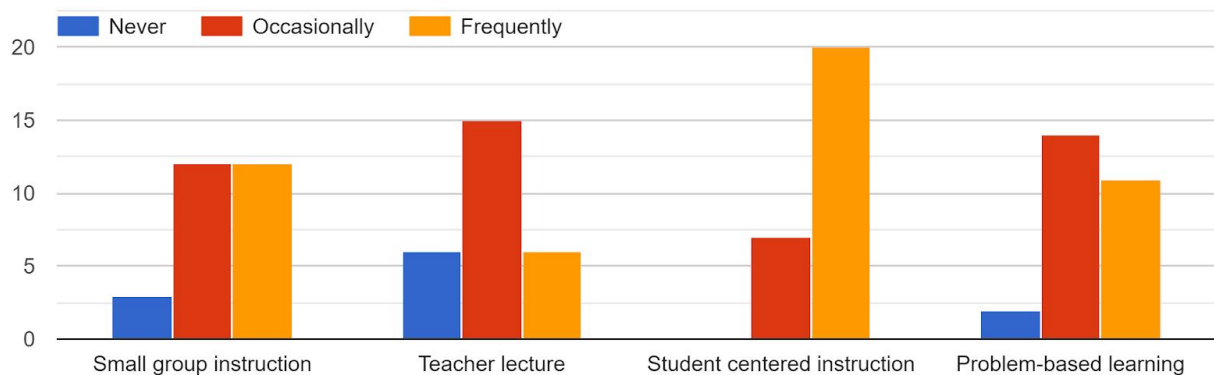


29. Communicative activities are an essential component of my world language classroom.

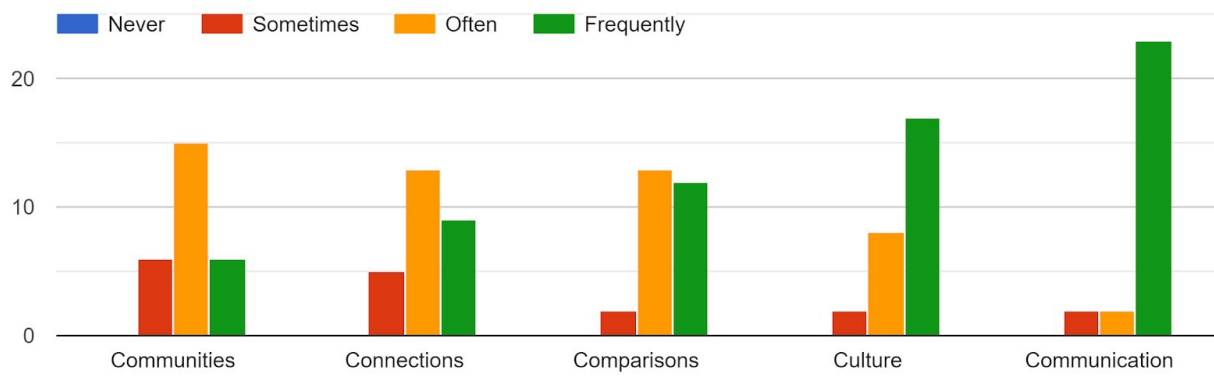
27 responses



30. Please indicate the frequency with which you use the following techniques in your classroom.

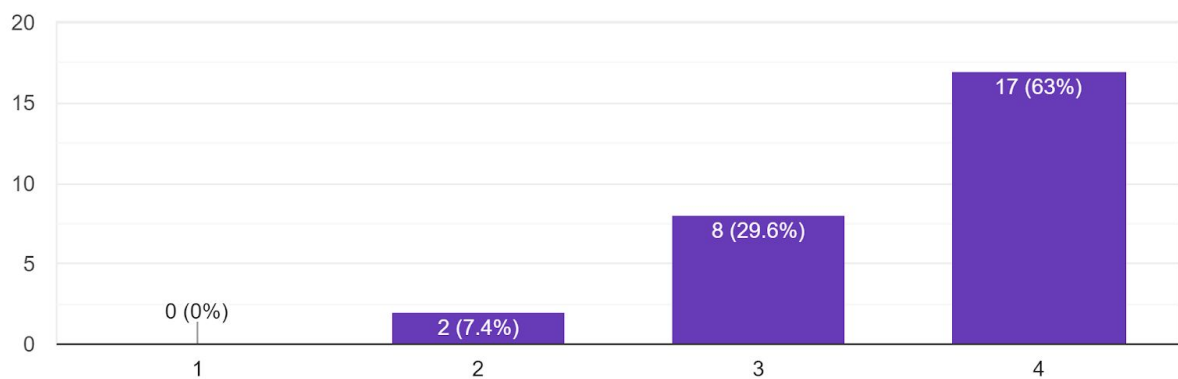


31. Rate how often you incorporate the 5 C's in your classroom.

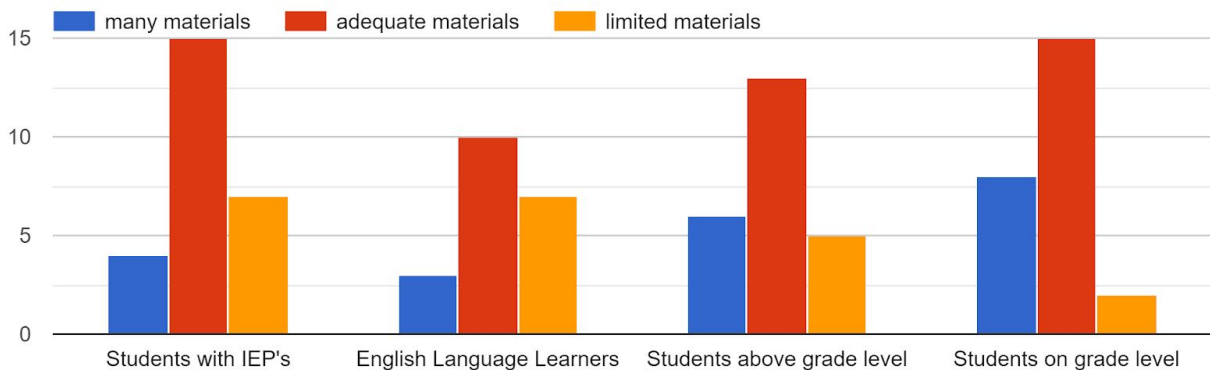


32. I feel my language class offers students the opportunity of becoming a global citizen.

27 responses

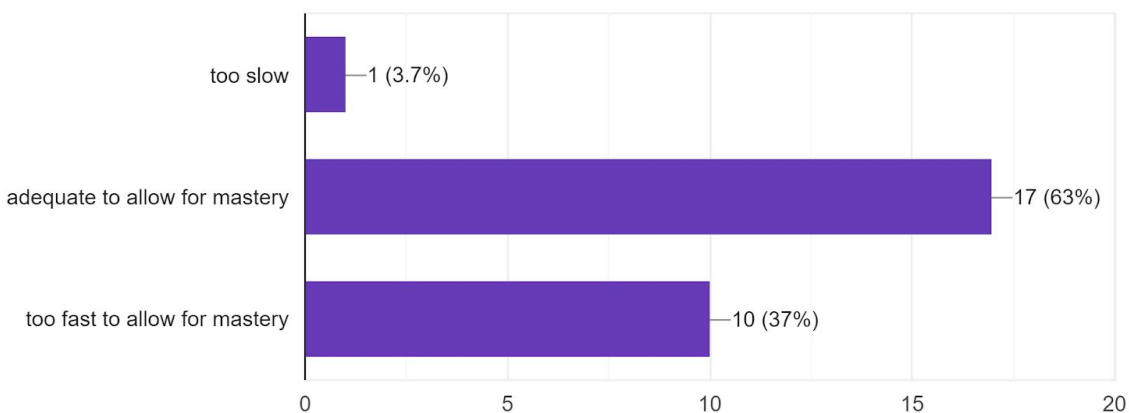


33. There are sufficient resources to support the needs of these students in my world language classroom:



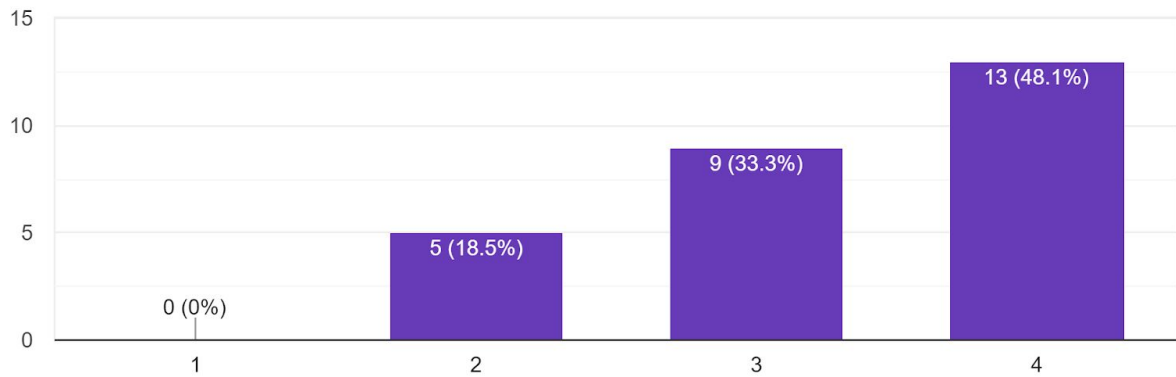
34. I feel that the pace of the curriculum for my level is....

27 responses



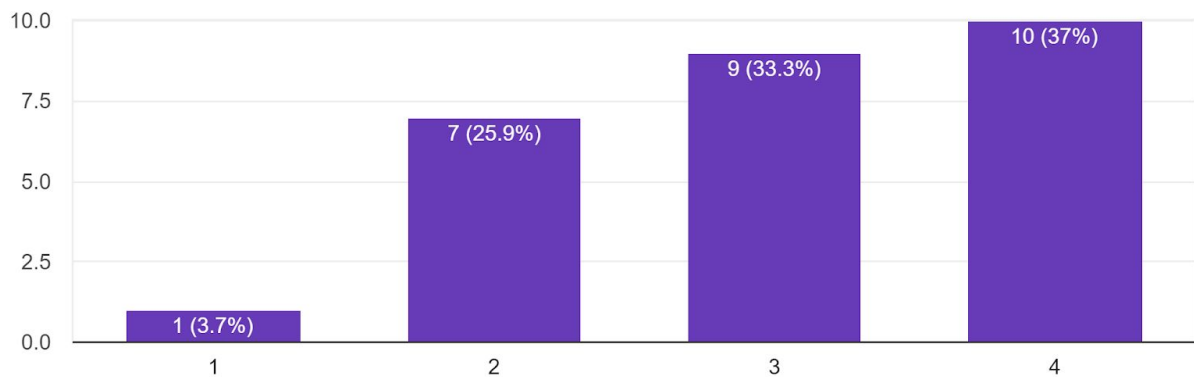
35. I feel that the proficiency level for my course is appropriate

27 responses



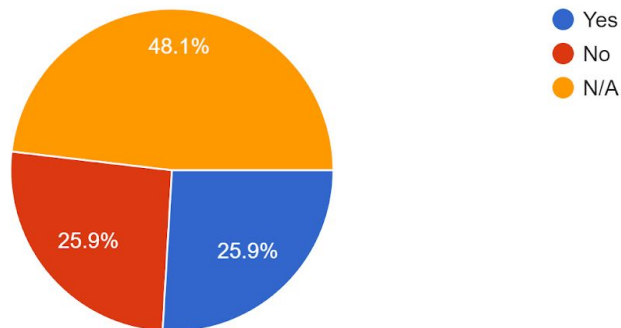
36. I link topics in my curriculum to the curriculum of other subjects that students study

27 responses



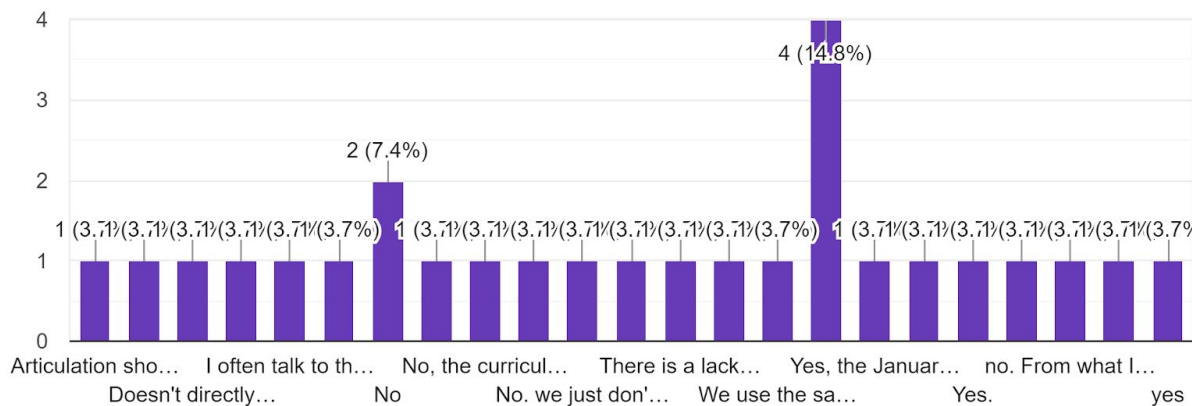
38. Do you feel there is appropriate articulation between intermediate school and middle school?

27 responses



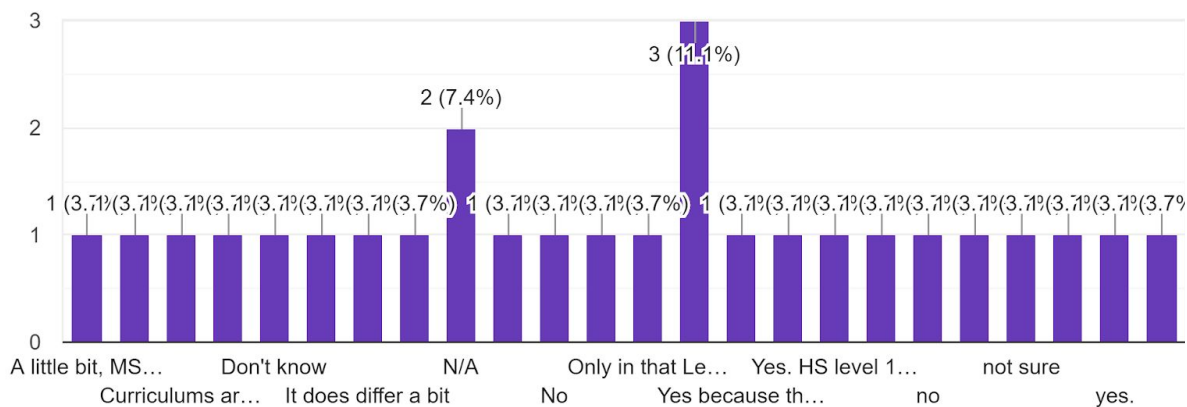
39. Do you feel there is appropriate articulation between middle school and high school? Please explain.

27 responses



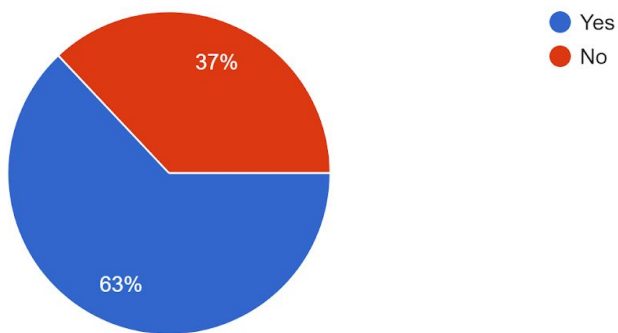
40. Does the articulation differ between level 1 at the middle school and level 1 at the high school?

27 responses



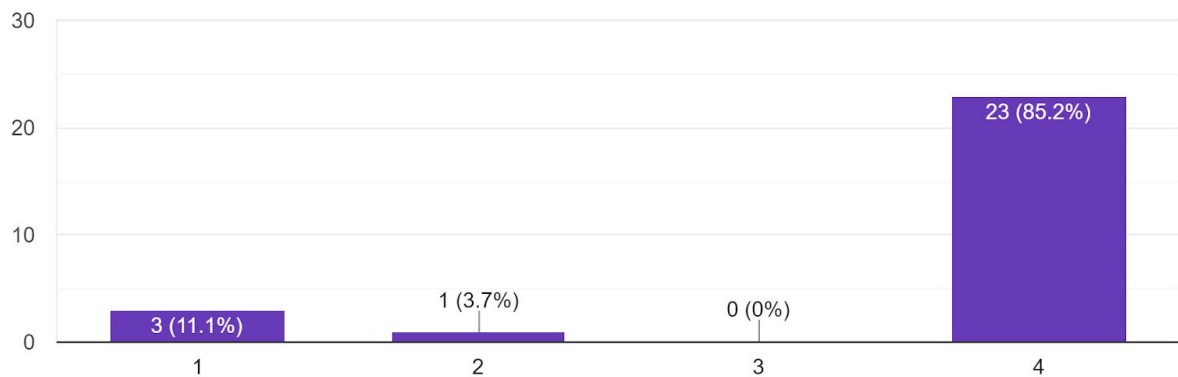
41. Do you feel that heritage/ native classes should be introduced?

27 responses



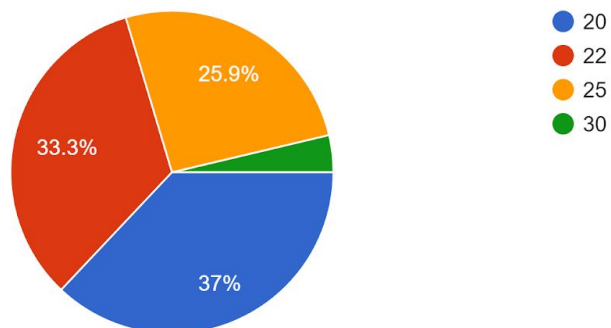
42. I believe it is beneficial to include World Language instruction beginning in Kindergarten.

27 responses



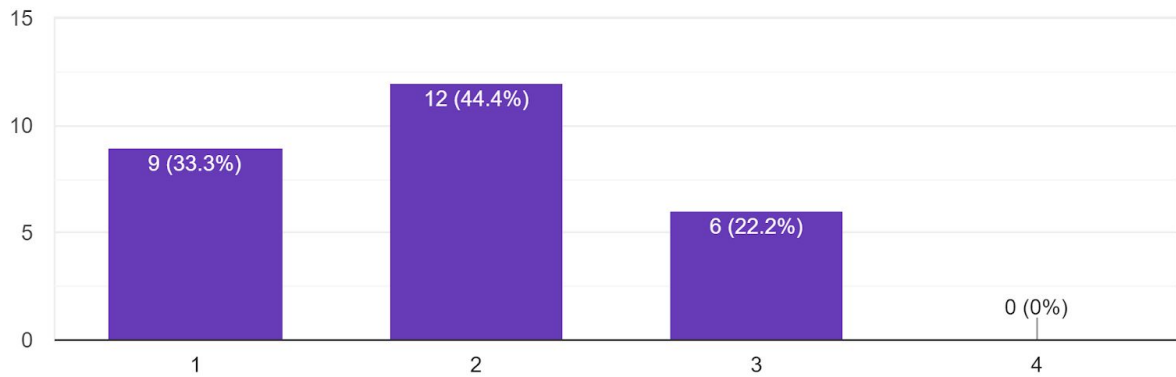
44. Do you believe there should be a cap on class-size? Should class size be no larger than:

27 responses



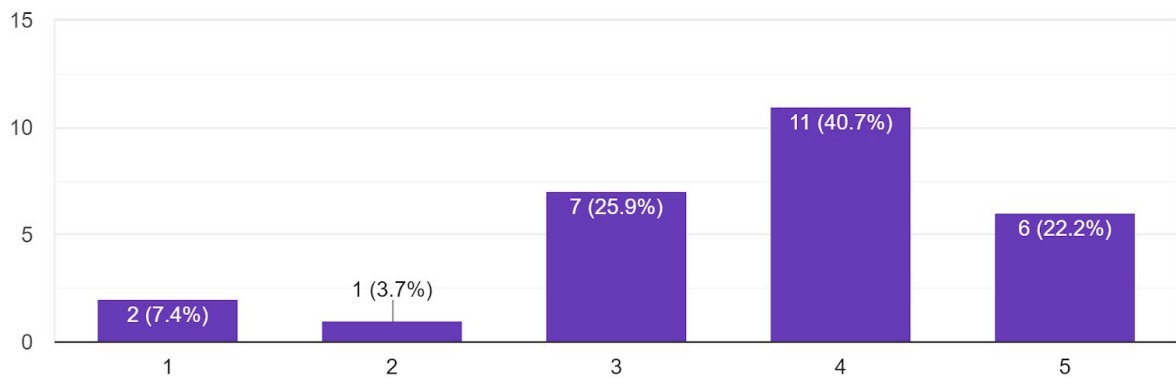
45. I feel I have enough time to collaborate and plan with other teachers

27 responses



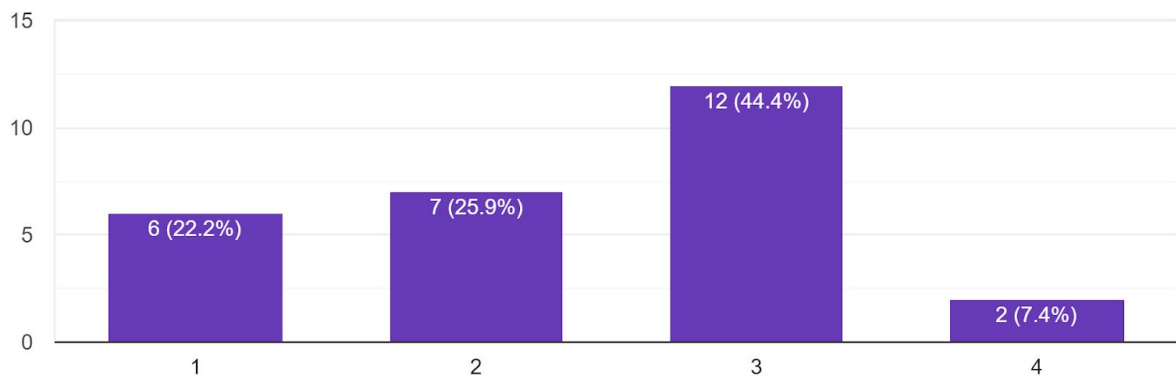
46. Do you feel that your instruction is aligned with the ACTFL standards?

27 responses



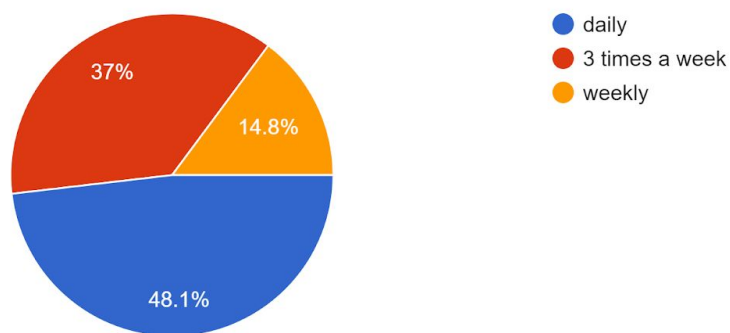
47. Do you feel that the rigor is consistent between teachers in the same language level?

27 responses



48. How often do you give homework per level?

27 responses



APPENDIX C

K-12 World Language Program Evaluation Parent Survey

This survey is designed as a vehicle for feedback and input from the parent community for our world language Program evaluation. The information gathered will assist us in making instructional decisions in the best interest of our students. Using the ratings scales, check the descriptor that you believe best indicates the conditions of the current program and curriculum.

When multiple grade levels available, please select your answers just in the groupings that are relevant to the age of your children. If you are unsure of an answer, or do not feel it pertains to you, the answer may be left blank.

Please base your answers on your experiences during this school year. Thank you for taking the time to provide your input and feedback.

1. Mark only one oval per row.

	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						

Grade 12						
----------	--	--	--	--	--	--

2. My children attend the following schools: Check all that reply.

Check all that apply.

- Adamsville
- Bradley Gardens
- Crim
- Eisenhower
- Hamilton
- High School
- JFK
- Hillside
- Middle School
- Milltown
- Van Holten

3. The skills and knowledge my child/children are acquiring in world languages are relevant and important. Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Grades 5-6				
Grades 7-8				
Grades 9-12				

4. world language classes should include teaching students about their role and responsibilities as a global citizen. Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Grades 5-6				
Grades 7-8				
Grades 9-12				

5. world language classes help my child/children in their other subjects. Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Grades 5-6				
Grades 7-8				
Grades 9-12				

6. My child has too much homework in world language class this year. Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Grades 5-6				
Grades 7-8				
Grades 9-12				

7. My child has too little homework in world language class this year. Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Grades 5-6				
Grades 7-8				
Grades 9-12				

8. The textbook and resources used this year are appropriate for the grade and level of this course. Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Grades 5-6				
Grades 7-8				
Grades 9-12				

9. The assessments and study guides my child received this year were helpful and aided my child in learning content. Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Grades 5-6				
Grades 7-8				
Grades 9-12				

10. My child received an appropriate level of challenge based on his/her academic in world language class. Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Grades 5-6				
Grades 7-8				
Grades 9-12				

11. The projects and/or long term assignments my child completed in world languages were appropriate in content and rigor. Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Grades 5-6				
Grades 7-8				
Grades 9-12				

12. The report card/PowerSchool Gradebook helps me understand what my child is learning in their world language class. Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Grades 5-6				
Grades 7-8				
Grades 9-12				

13. I know what the learning outcomes are for my child in world languages. Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Grades 5-6				
Grades 7-8				
Grades 9-12				

14. I feel that my child needs more time spent in class on (check all that apply)

- Reading
- Writing
- Listening
- Speaking
- Grammar
- Vocabulary
- Other

15. Please briefly explain your choices from Question 14.

16. I believe that adequate time is spent on the cultural component of the language study.

Mark only one oval per room.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Grades 5-6				
Grades 7-8				
Grades 9-12				

17. Do you speak another language at home?

Mark only one oval.

- Yes
- No

18. If you answered yes to number 17, please list the language/languages that you speak.

19. Do you communicate with your child in the language/languages that you listed above?

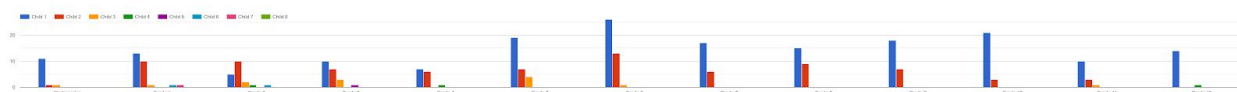
Mark only one oval.

- Yes
- No
- N/A
- Other _____

20. How important do you think world languages are in your child's overall academic success? Please explain.

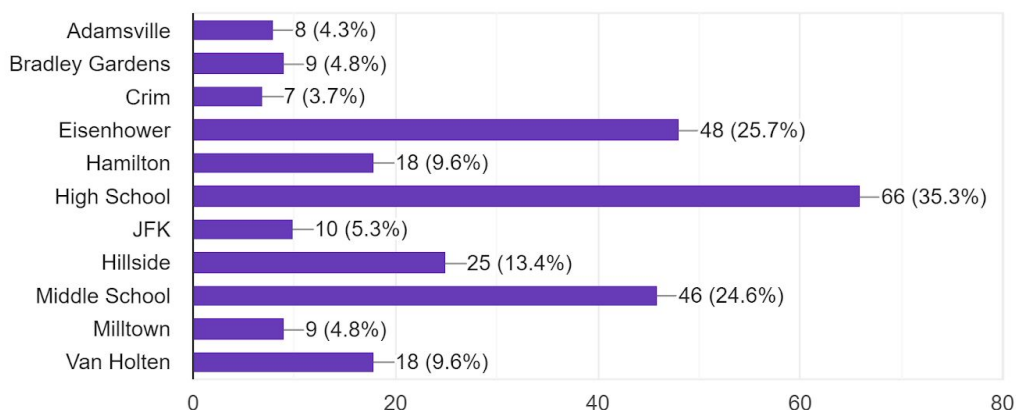
21. Please take a moment to comment about our world language Program. Thank You!

1. Mark only one oval per row:

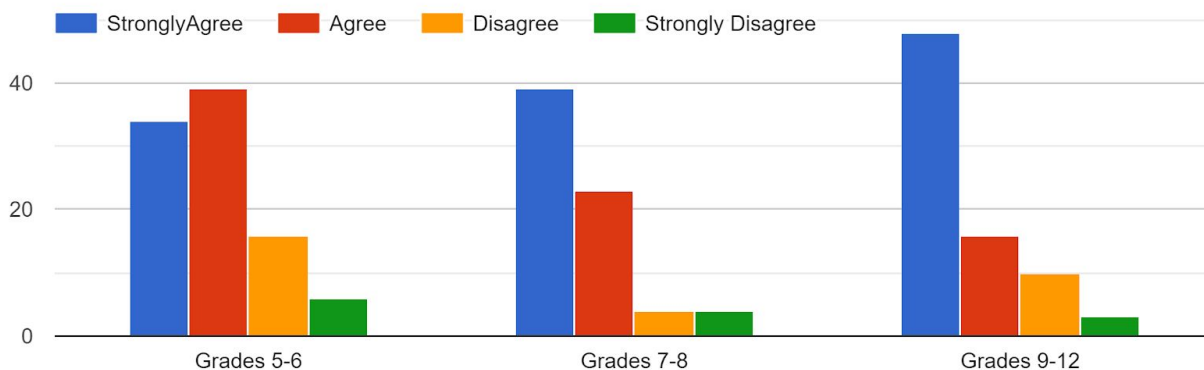


2. My children attend the following schools: Check all that apply.

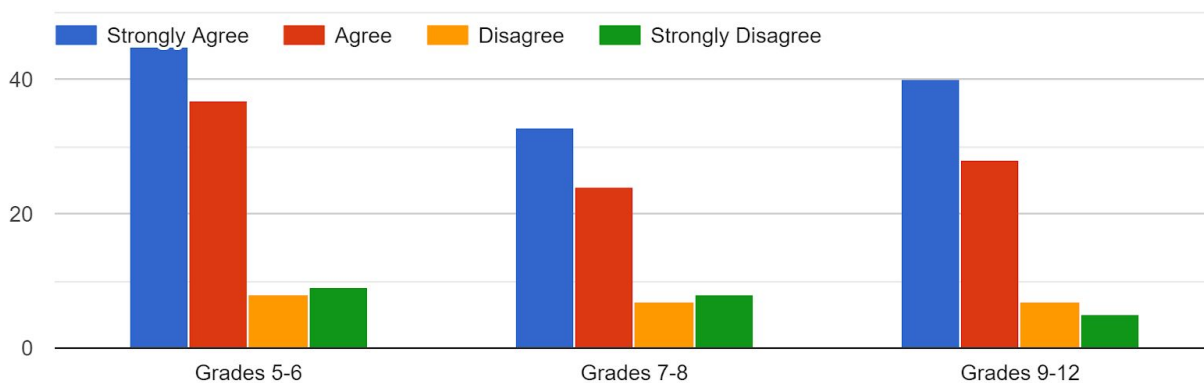
187 responses



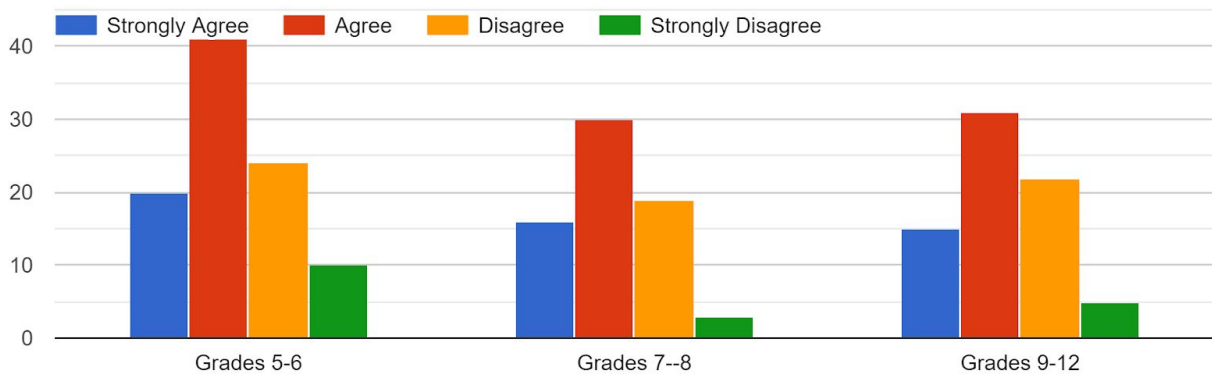
3. The skills and knowledge my child/children are acquiring in World Languages are relevant and important. ... Mark only one oval per row.



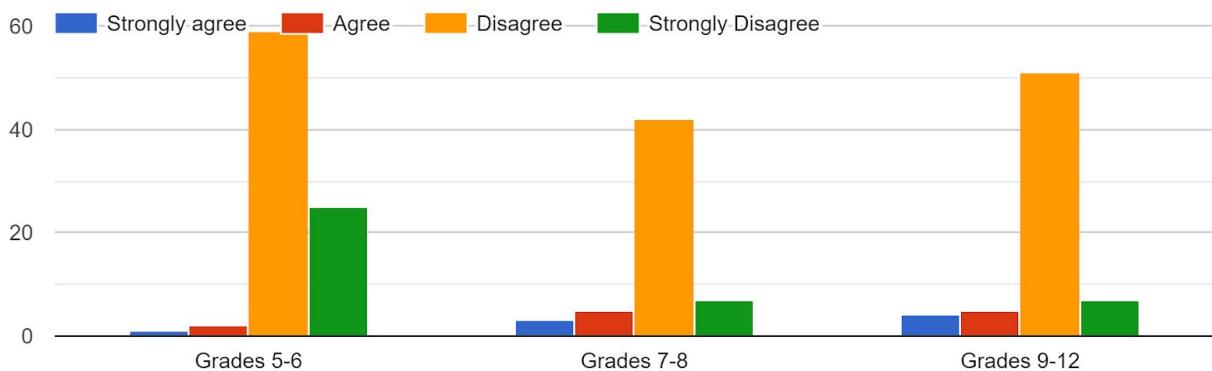
4. World Language classes should include teaching students about their role and responsibilities as a global citizen... Mark only one oval per row



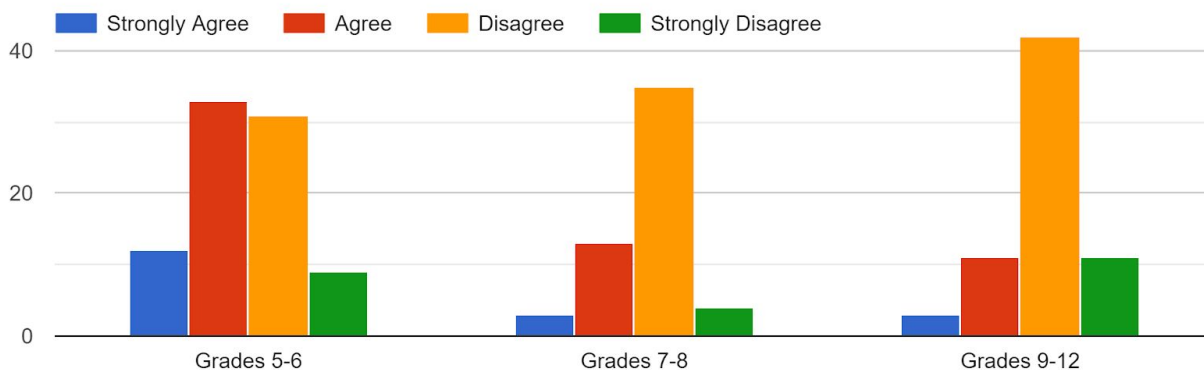
5. World Language classes help my child/children in their other subjects.
Mark only one oval per row.



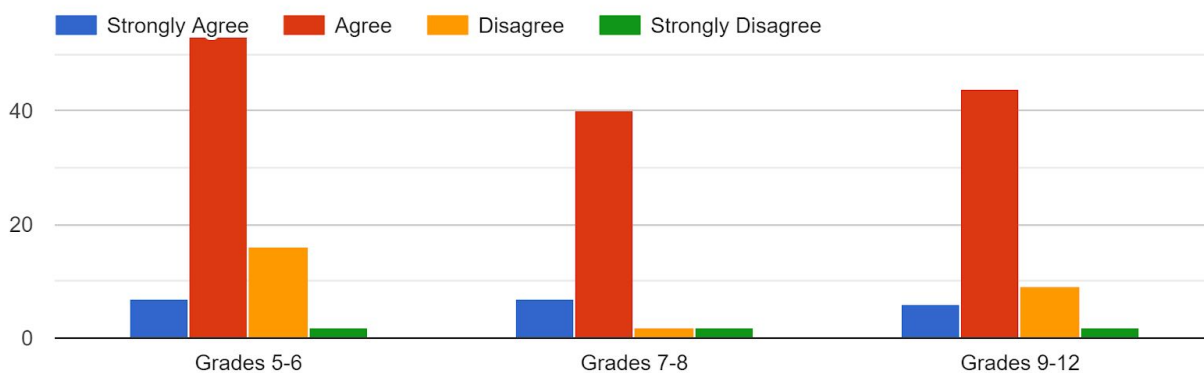
6. My child has too much homework in World Language class this year.
Mark only one oval per row.



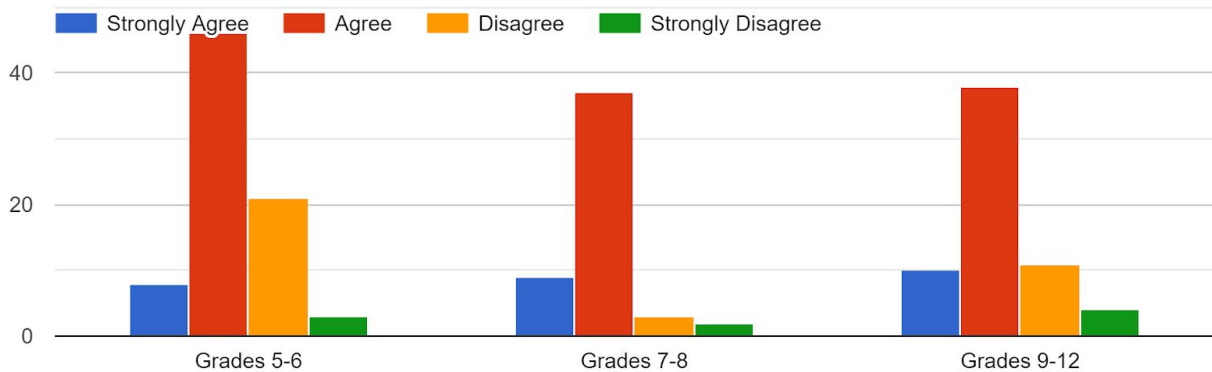
7. My child has too little homework in World Language class this year.
Mark only one oval per row.



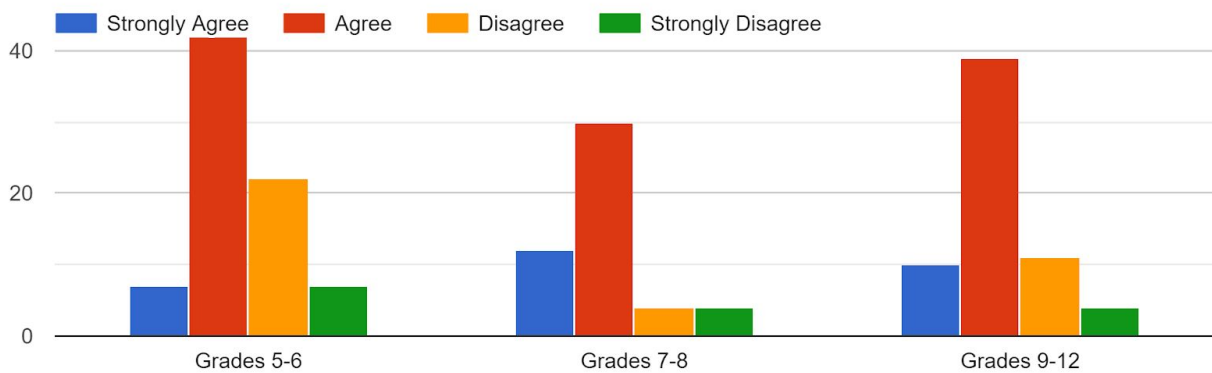
8. The textbook and resources used this year are appropriate for the grade and level of this course. ... Mark only one oval per row.



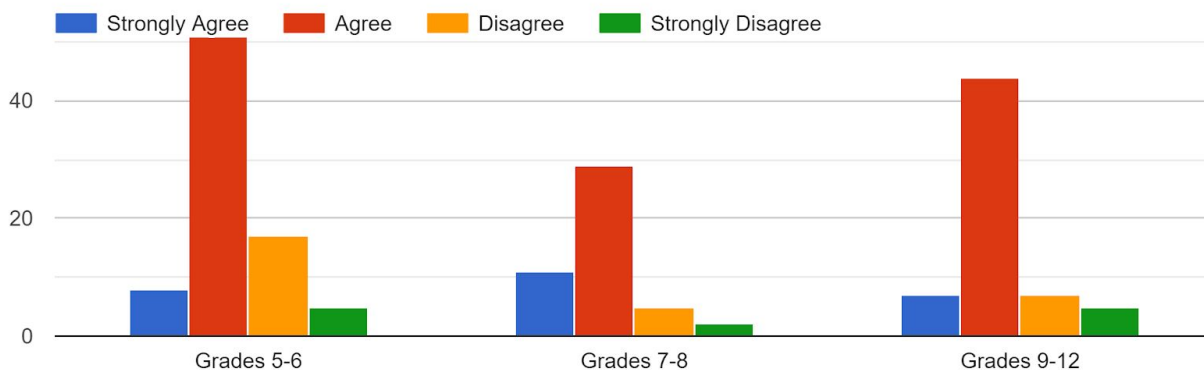
9. The assessments and study guides my child received this year were helpful and aided my child in learning content....al per row.



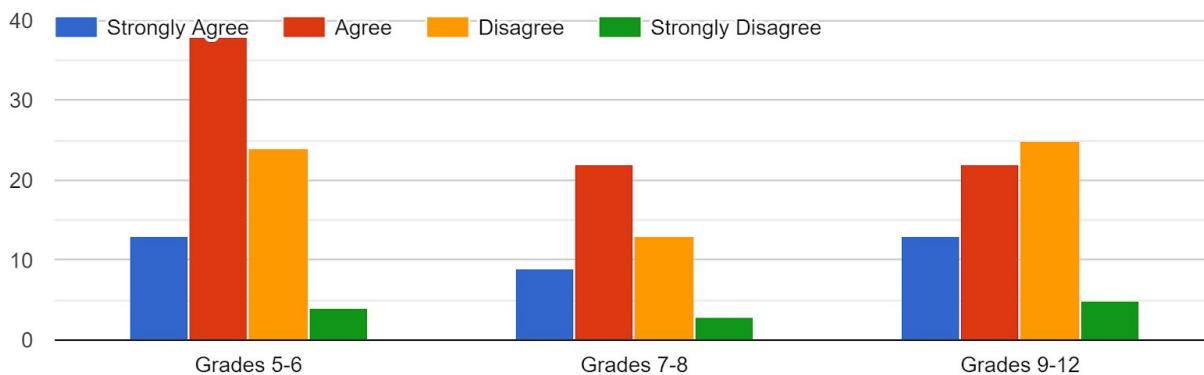
10. My child received an appropriate level of challenge based on his /her academic level in World Language class. ... Mark only one oval per row.



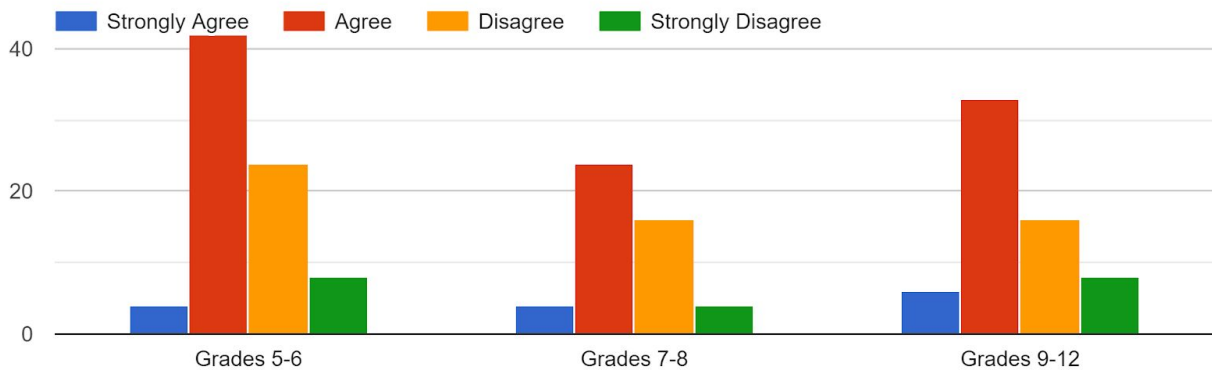
11. The projects and/or long term assignments my child completed in World Languages were appropriate in cont... Mark only one oval per row.



12. The report card/PowerSchool Gradebook helps me understand what my child is learning in their World Language ... Mark only one oval per row.

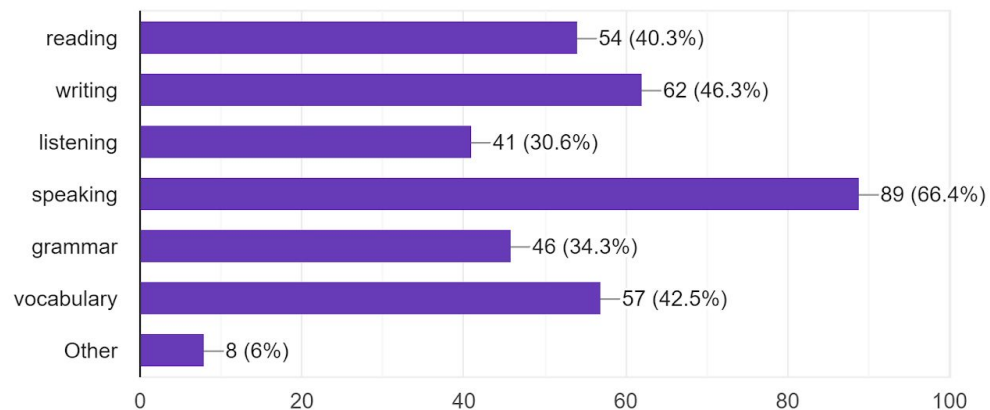


13. I know what the learning outcomes are for my child in World Languages.
Mark only one oval per row.

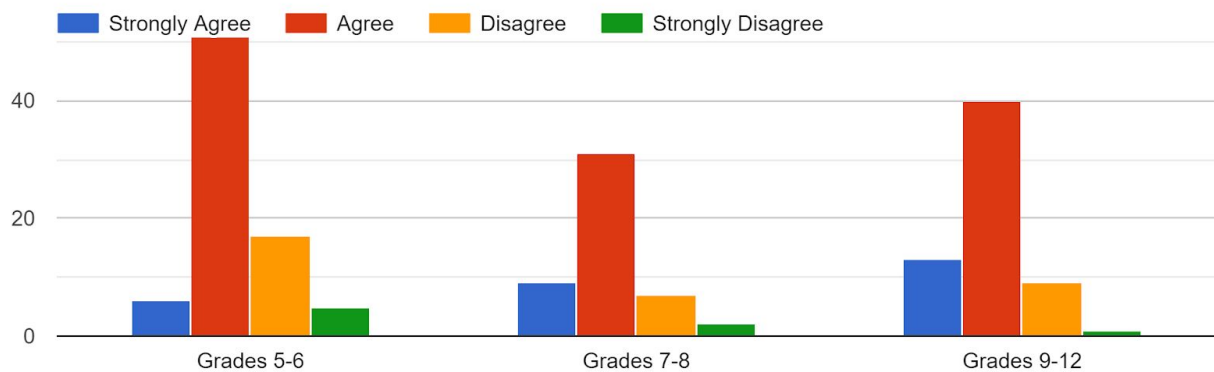


14. I feel that my child needs more time spent in class on (check all that apply)

134 responses

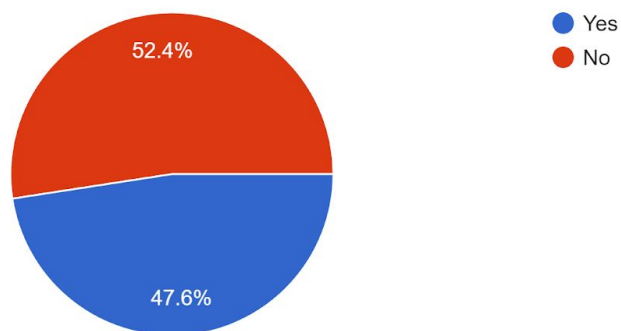


16. I believe that adequate time is spent on the cultural component of the language study. Mark only one oval per row.



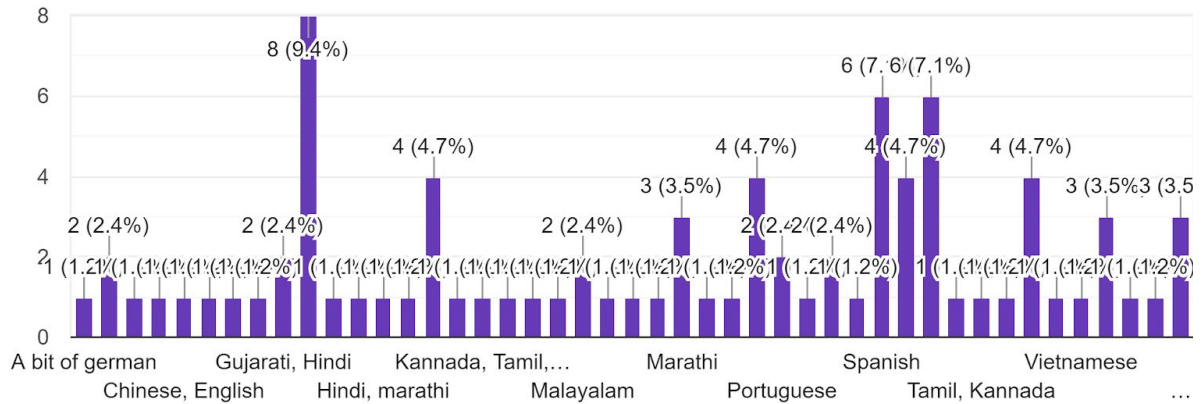
17. Do you speak another language at home?

185 responses



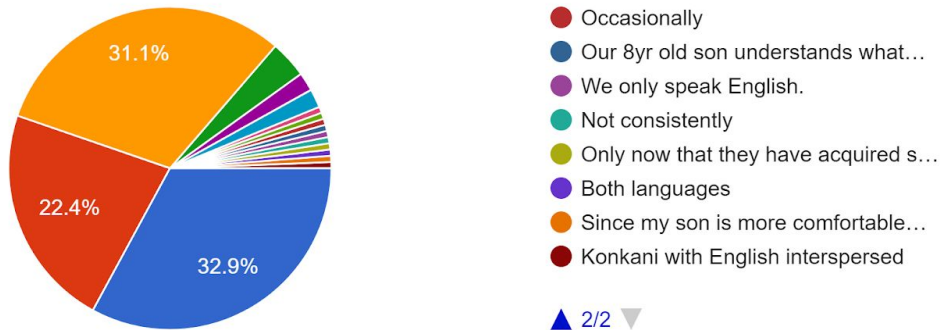
18. If you answered yes, to number 17 please list the language/languages that you speak.

85 responses



19. Do you communicate with your child in the language/languages that you listed above?

161 responses



APPENDIX D

5-12 World Language Program Evaluation Student Survey

Dear Students:

This survey is designed as a vehicle for feedback and input from the student community for our world language program evaluation. The information gathered will assist us in making instructional decisions in the best interests of our students.

Please respond to the questions based on your BRRSD world language experience. This survey is anonymous.

Thank you for taking the time to share your thoughts.

1.What world language are you currently studying?*

Mark only one.

- Chinese
- French
- German
- Italian
- Latin
- Spanish
- None this year

2. In which level are you currently enrolled?*

Mark only one.

- 1 Academic
- 2 Academic
- 2 Honors
- 3 Academic
- 3 Honors
- 4 Academic
- 4 Honors
- 5 Academic
- AP
- Hillside Intermediate School
- Eisenhower Intermediate School
- 7th Grade

- 8th Grade
- N/A
- Other : _____

3. Which levels have you previously taken (for HS students only click all that apply)?*

- 1 (at the middle school)
- 1 Academic (at the high school)
- 2 Academic
- 2 Honors
- 3 Academic
- 3 Honors
- 4 Academic
- 4 Honors
- 5 Academic
- AP
- N/A

4. I think that my previous world language class prepared me well for my current class. *

Mark only one.

- Disagree Strongly
- Disagree
- Agree
- Agree Strongly
- N/A

5. HS students only - did you take more than the 1 year world language requirement? Why or why not?

6. If I took this world language at the BRMS, I feel that I was prepared for the transition to the BRHS class.*

Mark only one.

- Disagree Strongly
- Disagree
- Agree
- Agree Strongly

- N/A

7. For my language and level, I feel comfortable speaking spontaneously on topics we studied.*

Mark only one.

- Disagree Strongly
- Disagree
- Agree
- Agree Strongly
- N/A

8. For my language and level, I feel comfortable writing about topics on topics we studied.*

Mark only one.

- Disagree Strongly
- Disagree
- Agree
- Agree Strongly
- N/A

9. For my language and level, I feel comfortable understanding readings on topics we studied.*

Mark only one.

- Disagree Strongly
- Disagree
- Agree
- Agree Strongly
- N/A

10. For my language and level, I feel comfortable listening and comprehending materials on topics we studied.*

Mark only one.

- Disagree Strongly
- Disagree
- Agree
- Agree Strongly
- N/A

11. I feel like the pacing of the class is...*

Mark only one.

- Too slow
- 1
- 2
- 3
- 4
- 5
- Too fast

12. I feel like I need more time spent in class on (check all that apply)*

Check all that apply.

- Reading
- Writing
- Listening
- Speaking
- Grammar
- Vocabulary
- Culture

13. What percentage of the time does your teacher speak in the target language?*

Mark only one.

- 0-25%
- 25%-50%
- 50%-75%
- 75%-100%

14. What percentage of the time do you speak in the target language in class?*

Mark only one.

- 0-25%
- 25%-50%
- 50%-75%
- 75%-100%

15. How often do you do the following in your world language class?*

Check all that apply.

	Never	Infrequently (less than once a week)	Sometimes (once or more a week)	Frequently (twice or more a week)	Everyday
Work in small groups					
Take notes from teacher instruction, slideshow, powerpoint					
Answer the teacher's questions					
Read from a book or worksheet and answer questions silently					
Watch videos and discuss					
Do class presentations					
Work with a partner					
Work independently					

16. I learn best when I...*

Mark only one.

- Work alone
- Work with a partner
- Work in a small group

17. I learn best when I....*

Check all that apply

- Complete worksheets
- Speak with other students
- Work on the computer
- Create projects
- Take written notes
- Use videos and songs
- Study the textbook

18. How much time do you spend on homework or studying per night?*

Mark only one.

- 0-10 minutes
- 10-20 minutes
- 20-30 minutes
- 30-45 minutes
- 45 minutes or more

19. How many times per week do you receive homework in your world language class?*

Mark only one.

- 0 nights
- 1
- 2
- 3
- 4
- 5 nights

20. The homework given in class reinforces concepts taught in class and is useful for learning the language.*

Mark only one.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- N/A

21. My overall effort in class is...*

Mark only one.

- 1 Poor (little effort shown and lack of participation evident)
- 2
- 3
- 4
- 5 Excellent (much effort and active participation in the classroom environment)

22. My overall effort on homework is....*

Mark only one.

- 1 Poor (homework is incomplete or done insufficiently)
- 2
- 3
- 4
- 5 Excellent (homework is completed to the best of your ability)

23. My grades in my world language class accurately reflect what I have learned.*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- N/A

24. In my world language class, the following materials help me to learn about a topic.*

25. My world language textbook is easy to read and helps me understand what we are learning.*

Mark only one.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- N/A

26. I attend extra help offered by my world language teachers to better help understand topics.*

Mark only one.

- 1 (Never)
- 2
- 3
- 4
- 5 (Often)

27. Besides our current offerings, is there a language you would like to learn? D

Check all that apply*

- Sign Language
- Arabic
- Hebrew
- Japanese
- Korean
- Portuguese
- Tagalog
- Greek
- Other: _____

28. Are there any world language electives that you would be interested in taking?

Please explain (film, science, medicine, technology, music, etc.)*

29. What I learn in my language class helps me understand topics covered in other classes

(check all that apply)*

- Math
- Social Studies
- English
- Science
- Business
- Computers and Technology
- Music
- Art

- Other electives
- Other : _____

30. I am taking a world language course (check all that apply)*

- To fulfill my high school graduation requirement
- To become bilingual
- To learn about other cultures
- To get into a good college
- Because my parents told me to
- Because I want to travel in the future
- Because I know it will help me with other subjects
- Because I enjoy speaking the language

31. Do you anticipate continuing your education in this language?*

Check all that apply

- In high school
- In college
- Studying abroad
- Other : _____

32. My school offers a world language Club or Honor Society for the world language that I am currently studying.*

Mark only one.

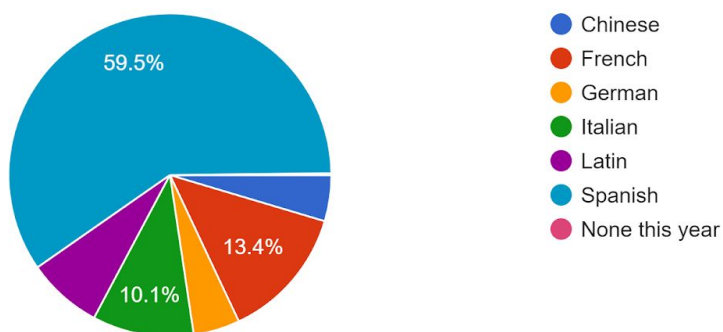
- Yes
- No

33. I participate in a world language Club and/or Honor Society at my school.

34. Please write a few sentences to let us know about your world language experience in this district. Thank you.

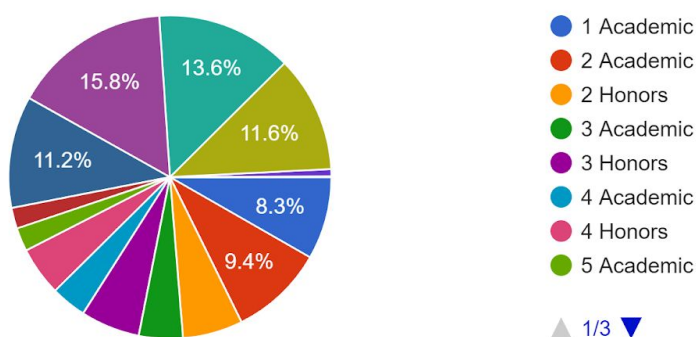
1. What World Language are you currently studying?

3,737 responses



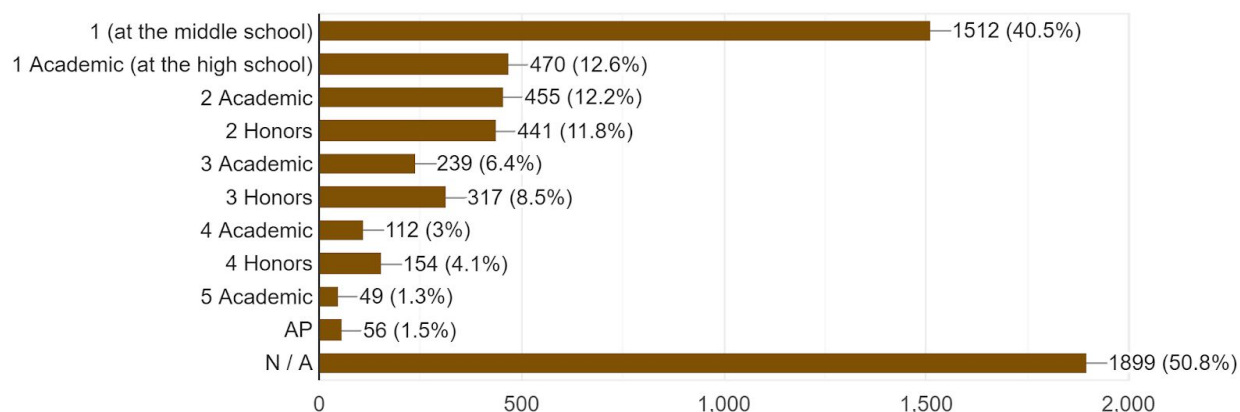
2. In which level are you currently enrolled?

3,737 responses



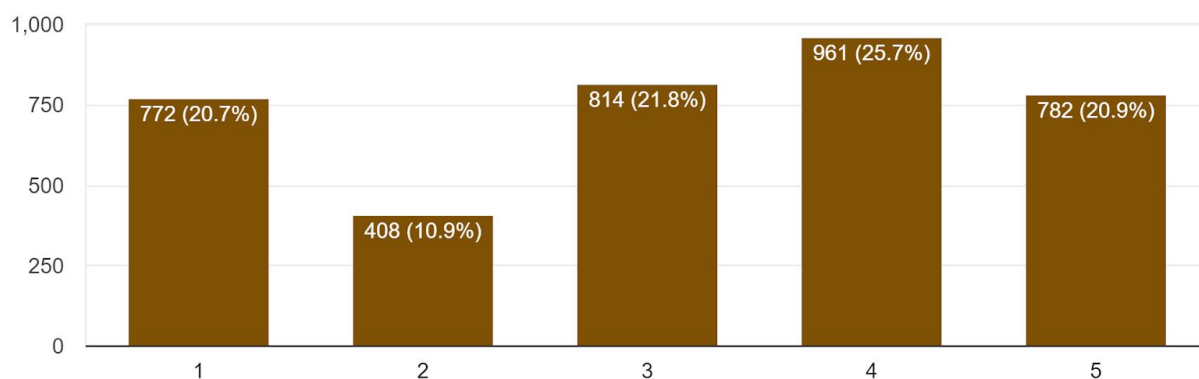
3. Which levels have you previously taken (for HS students only click all that apply)?

3,737 responses



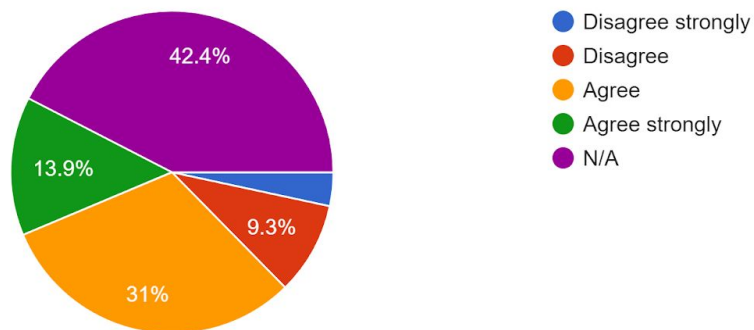
4. I think that my previous World Language class prepared me well for my current class.

3,737 responses



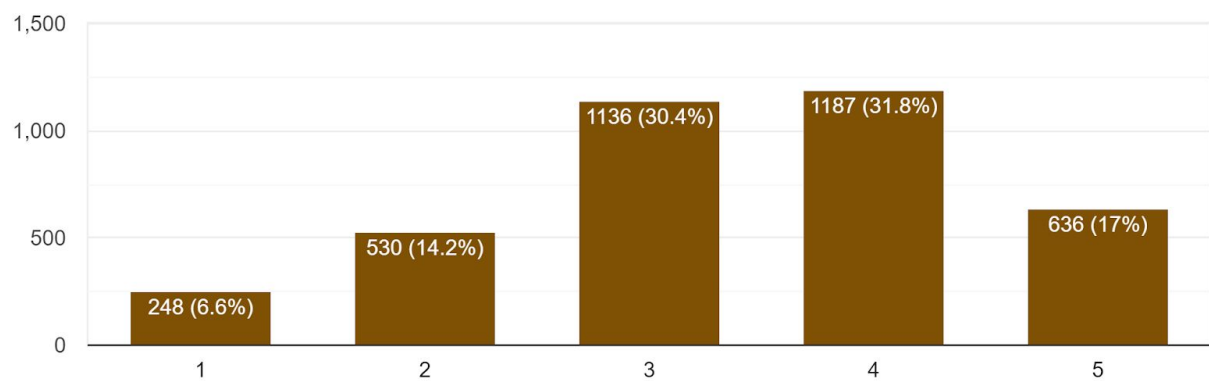
6. If I took this World Language at the BRMS, I feel that I was prepared for the transition to the BRHS class.

3,737 responses



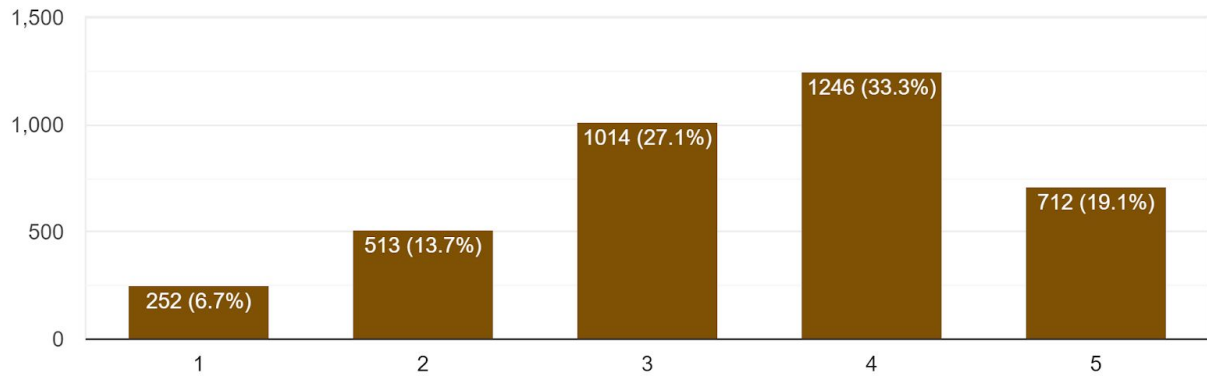
7. For my language and level, I feel comfortable speaking spontaneously on topics we studied.

3,737 responses



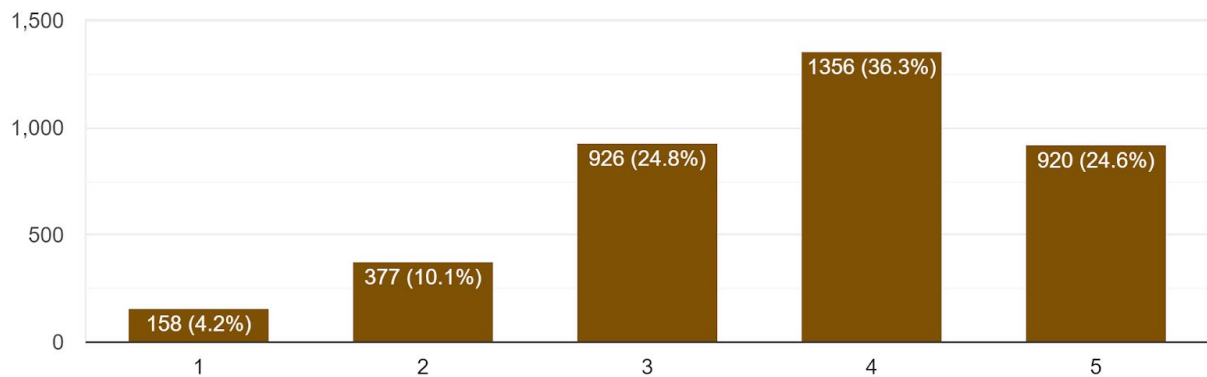
8. For my language and level, I feel comfortable writing about topics on topics we studied.

3,737 responses



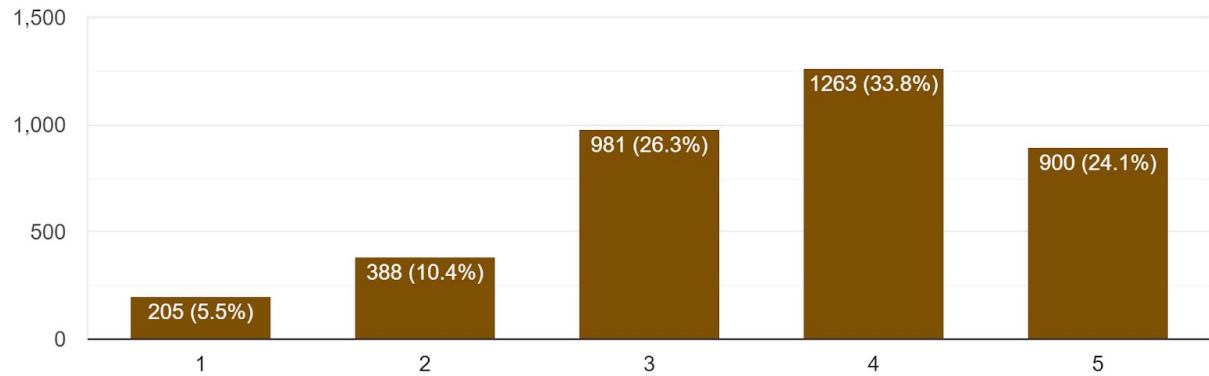
9. For my language and level, I feel comfortable understanding readings on topics we studied.

3,737 responses



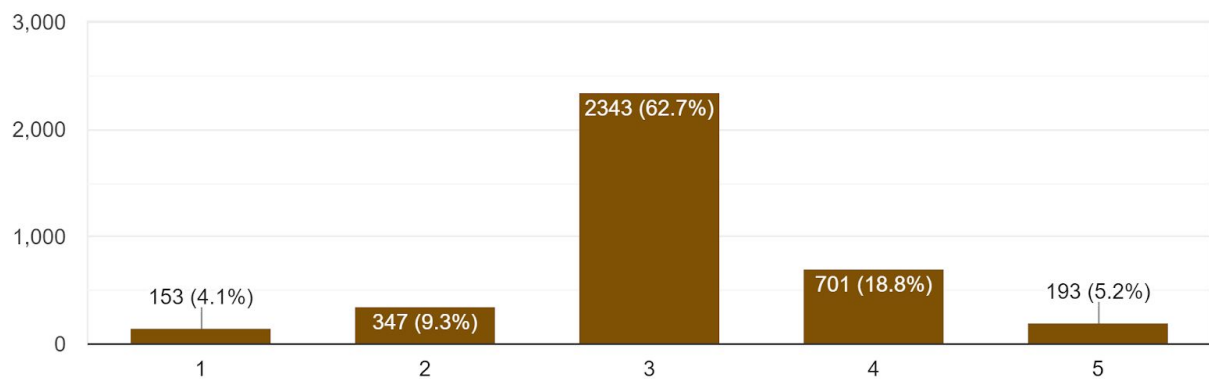
10. For my language and level, I feel comfortable listening and comprehending materials on topics we studied.

3,737 responses



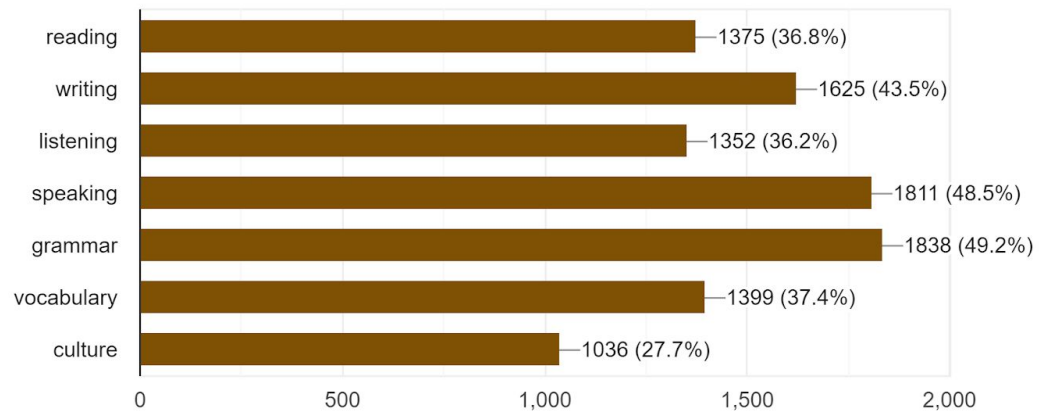
11. I feel like the pacing of the class is

3,737 responses



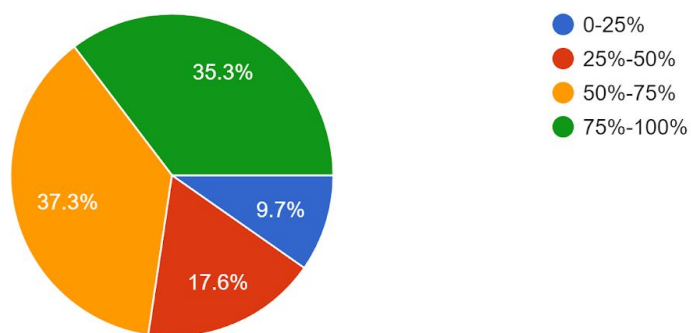
12. I feel like I need more time spent in class on (check all that apply)

3,737 responses



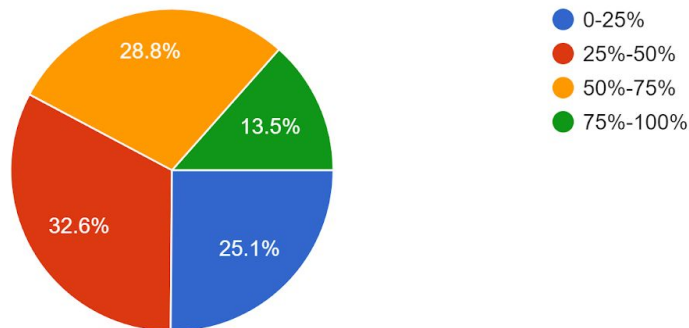
13. What percentage of the time does your teacher speak in the target language?

3,737 responses

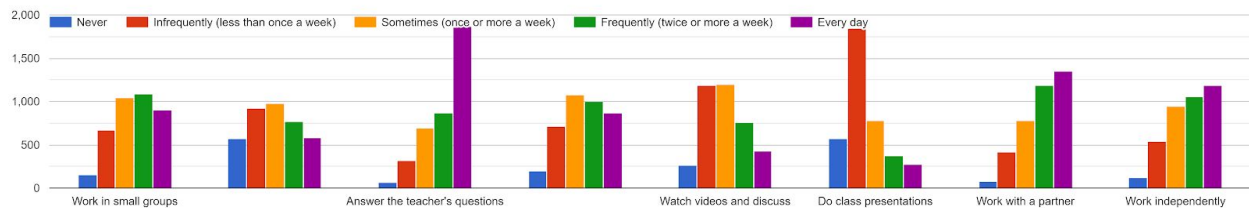


14. What percentage of the time do you speak in the target language in class?

3,737 responses

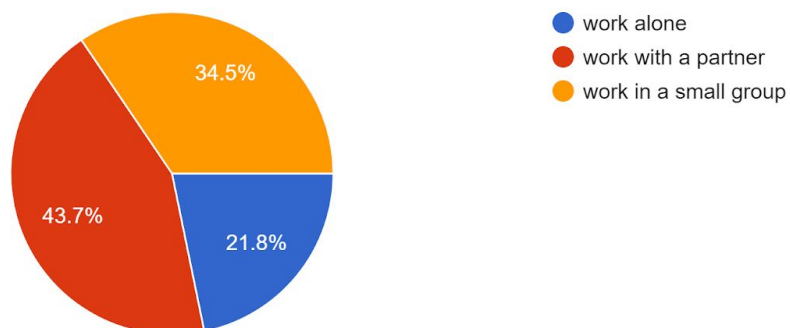


15. How often do you do the following in your world language class?



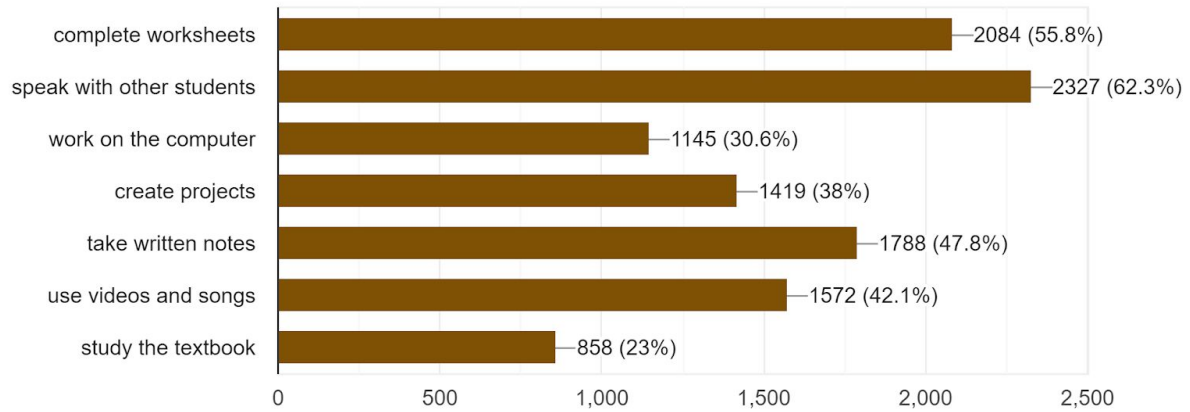
16. I learn best when I (choose one)

3,737 responses



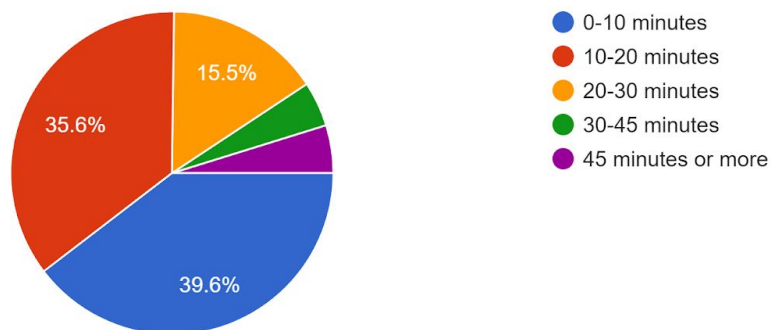
17. I learn best when I (check all that apply)

3,737 responses



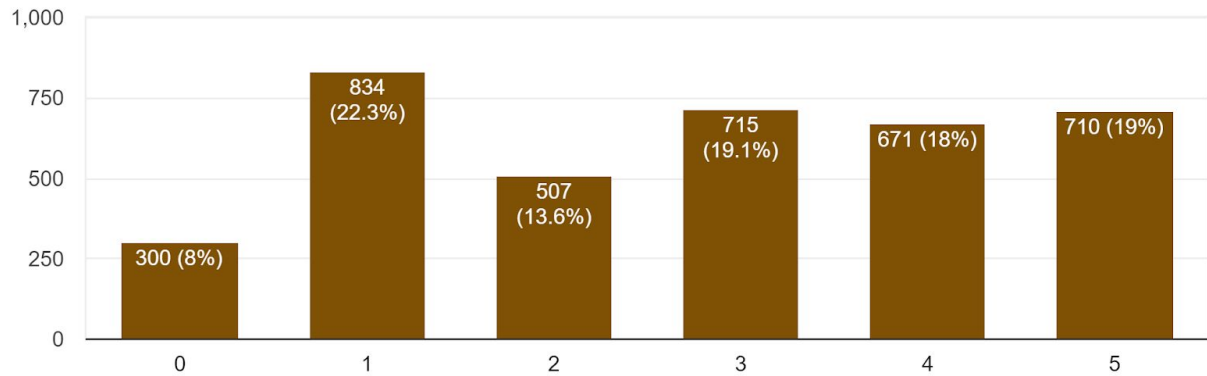
18. How much time do you spend on homework or studying per night?

3,737 responses



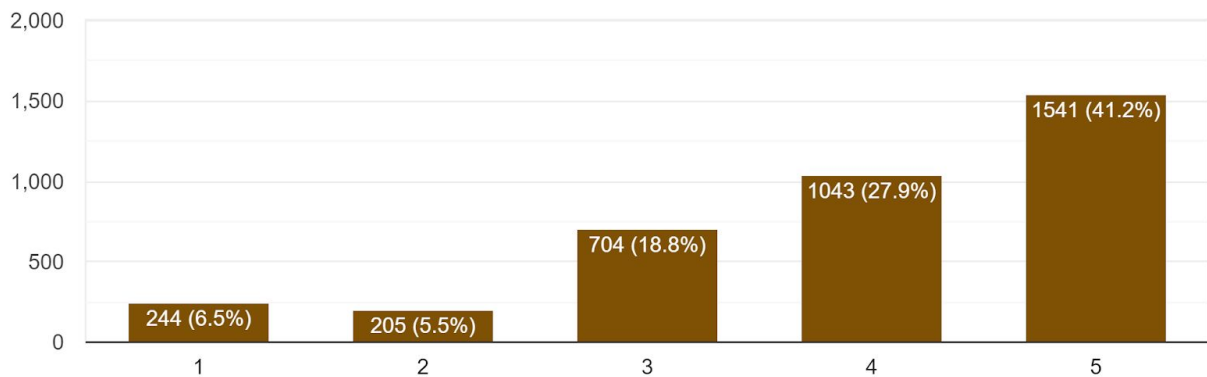
19. How many times per week do you receive homework in your World Language class?

3,737 responses



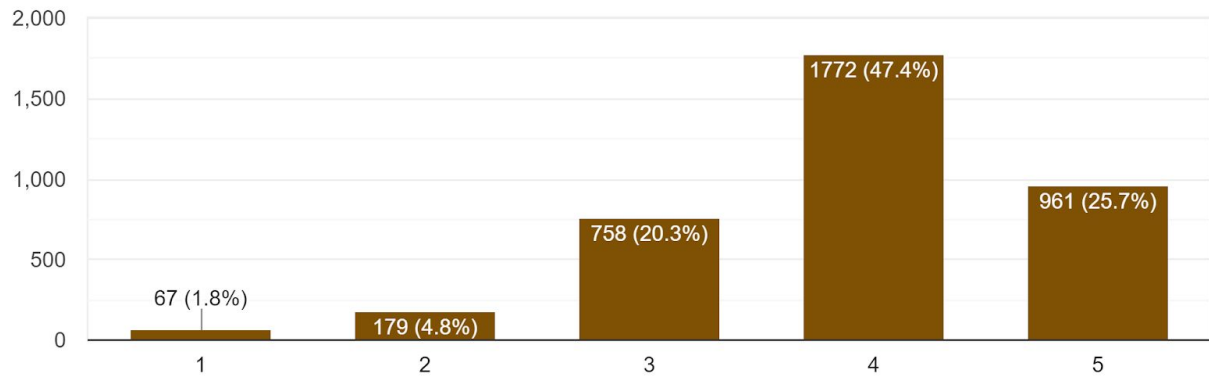
20. The homework given in class reinforces concepts taught in class and is useful for learning the language.

3,737 responses



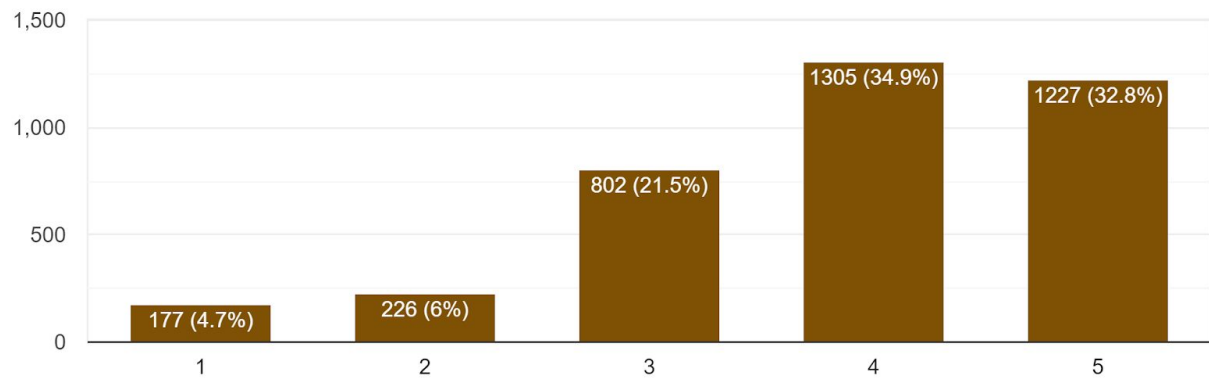
21. My overall effort in class is

3,737 responses



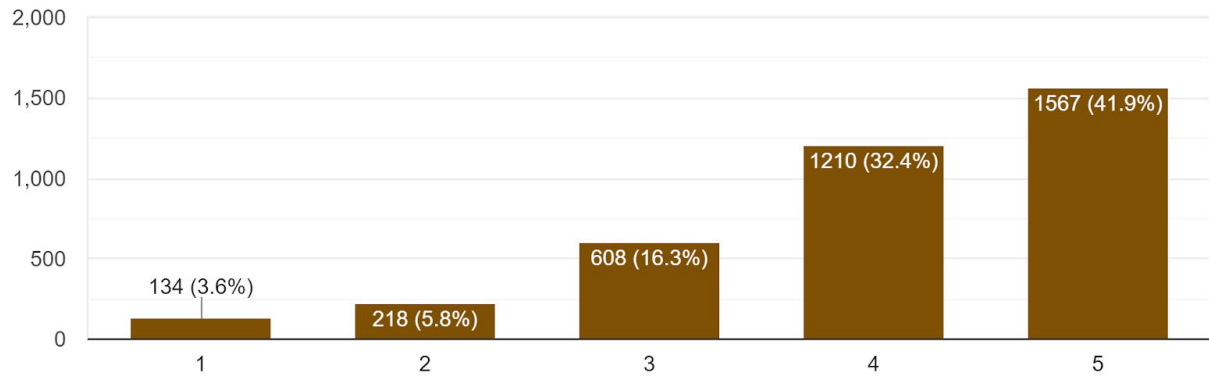
22. My overall effort on homework is

3,737 responses



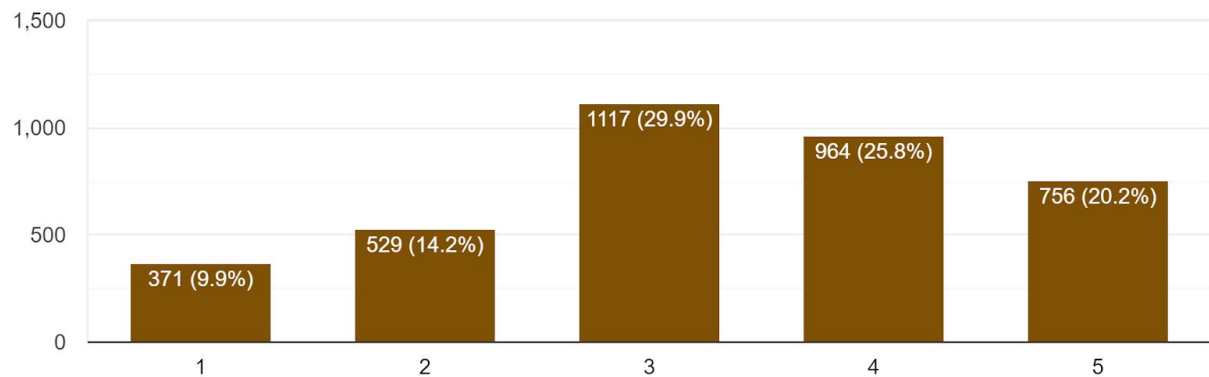
23. My grades in my World Language class accurately reflect what I have learned.

3,737 responses



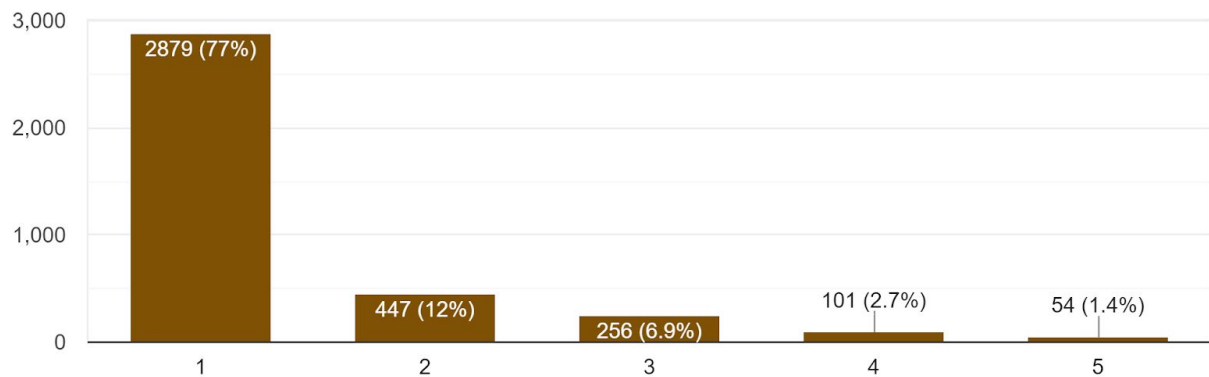
25. My World Language textbook is easy to read and helps me understand what we are learning.

3,737 responses



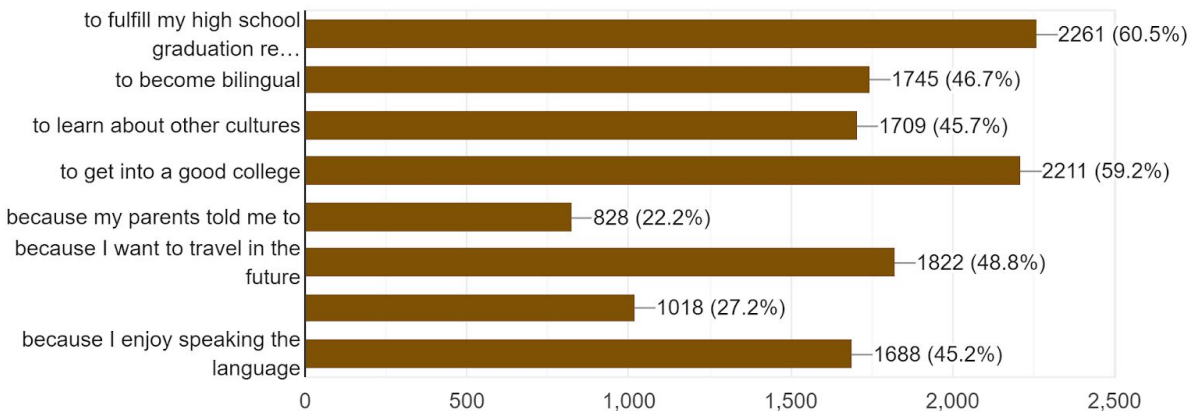
26. I attend extra help offered by my World Language teachers to better help understand topics.

3,737 responses



30. I am taking a World Language course (check all that apply)

3,737 responses



APPENDIX E

World Language Program Evaluation Sample Assessments and Rubrics

8th Grade/Spanish 1 Common Final Assessment

All About Me

You are planning to study in Puerto Rico this upcoming fall. The director of the program has asked that each student submit a 1 minute and 30 seconds video describing themselves in order to correctly create the roommate assignments. Your task is to create a short video in which you introduce yourself and describe your everyday life. Please use a variety of vocabulary. The presentation must reflect the grammar points learned throughout the year. You are expected to use a minimum of 5 different verbs within 5 to 8 complex sentences.

Requirements for the video:

- ★ Saludos (al principio y al final)
- ★ Información personal (nombre y apellido, edad, de dónde es tu familia)
- ★ ¿Cómo eres tú? (descripción física y tu personalidad)
- ★ Pick 5 of the following questions:
 - ¿Qué te gusta hacer en tu tiempo libre?
 - ¿Qué haces después de la escuela?
 - ¿Qué vas a hacer en el verano?
 - ¿Adónde vas con amigos?
 - ¿Practicas un deporte? ¿Cuál? ¿Por qué?
 - ¿Cómo es tu familia? ¿Tienes hermanos o mascotas?
 - ¿Cuál es tu clase favorita? ¿Por qué?
 - ¿Qué prefieres comer y beber?
 - ¿Qué ropa llevas? ¿Cuál es tu color favorito?
 - ¿Cuál es tu estación favorita? ¿Por qué?
 - Describe tu celular. (¿Usas Snapchat? ¿Por qué?, ¿Cuál es tu app favorita?, ¿Escuchas música en tu celular?)

<u>Verbos útiles</u>	
• tengo/tiene	• viajo/viajamos
• tengo que	• es/son
• me gusta	• estoy/están
• voy/vas/va/vamos	• juego
• lleva/lleva/llevan	• Practico
• escucho	• prefiero
• uso	

Name _____

Period _____

BRRSD World Language Presentational Speaking Rubric

Category	5: STRONG	4: GOOD	3: FAIR	2: WEAK	1: POOR
Topic	Effective treatment of topic within the context of the task	Generally effective treatment of topic within the context of the task	Suitable treatment of topic within the context of the task	Unsuitable treatment of topic within the context of the task	Almost no treatment of topic within the context of the task
Organization	Organized presentation; effective use of transitional elements or cohesive devices	Organized presentation; some effective use of transitional elements or cohesive devices	Some organization; limited use of transitional elements or cohesive devices	Limited organization; ineffective use of transitional elements or cohesive devices	Little or no organization; absence of transitional elements and cohesive devices
Comprehensibility	Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility	Fully understandable, with some errors which do not impede comprehensibility	Generally understandable, with errors that may impede comprehensibility	Partially understandable, with errors that force interpretation and cause confusion for the listener	Barely understandable, with frequent or significant errors that impede comprehensibility
Vocabulary	Varied and appropriate vocabulary and idiomatic language	Varied and generally appropriate vocabulary and idiomatic language	Appropriate but basic vocabulary and idiomatic language	Limited vocabulary and idiomatic language	Very few vocabulary resources
Accuracy	Accuracy and variety in grammar, syntax and usage, with few errors	General control of grammar, syntax and usage	Some control of grammar, syntax and usage	Limited control of grammar, syntax and usage	Little or no control of grammar, syntax and usage
Pronunciation & Intonation	Pronunciation, intonation and pacing make the response comprehensible; errors do not impede comprehensibility	Pronunciation, intonation and pacing make the response mostly comprehensible; errors do not impede comprehensibility	Pronunciation, intonation and pacing make the response generally comprehensible; errors occasionally impede comprehensibility	Pronunciation, intonation and pacing make the response difficult to comprehend at times; errors impede comprehensibility	Pronunciation, intonation and pacing make the response difficult to comprehend; errors impede comprehensibility

APPENDIX F

Nombre _____ HORA _____

Español I- Examen Semestral 2017-2018

	Points possible	
INTERPRETIVE SECTIONS, VOCABULARY, GRAMMAR AND CULTURE	(65)	_____
PRESENTATIONAL WRITING	(20)	_____
INTERPERSONAL SPEAKING	(20)	_____
TOTAL	105	_____
	Nota	_____

I. Escuchar

A. Your friends are introducing themselves to students from a different school. You will hear five questions. Select the most logical answer for each question and mark your answer on the scantron. (5 puntos) (Test CD1 Track 7)

1. ¿____?
 - a. Soy de México.
 - b. Te llamas Luisa.
 - c. Me llamo Luisa.
2. ¿____?
 - a. Soy alto.
 - b. Soy de México.
 - c. Me llamo Nicolás
3. ¿____?
 - a. Soy artística.
 - b. Soy Laura.
 - c. Me gusta estudiar.
4. ¿____?
 - a. No me gusta hablar por teléfono.
 - b. Me gusta practicar deportes.
 - c. Te gusta practicar deportes.
5. ¿____?
 - a. No me gusta comer la pizza.
 - b. No te gusta comer la pizza.
 - c. Me gusta estudiar.

B. Decide if the following sentences are true (cierto) or false (falso). Mark **A** for *Cierto* and **B** for *Falso* on your scantron. (5 puntos) (Test CD1 Track 28)

- | | | |
|---|---|---|
| C | F | 6. A Cristina le gusta la clase de historia. |
| C | F | 7. Cristina siempre hace la tarea. |
| C | F | 8. A Andrés le gusta la clase de matemáticas. |
| C | F | 9. Andrés estudia mucho para la clase de matemáticas. |
| C | F | 10. La clase de matemáticas es a las dos y media. |

C. Mrs. Contreras is ordering room service at her hotel. Listen as she calls to place her order and mark the letter of the correct word(s) to complete the sentence on your scantron. (5 puntos)
(Test CD1 Track 16)

11. La señora Contreras come un desayuno ____.

- a. nutritivo
- b. horrible
- c. pequeño
- d. malo

12. La señora Contreras come ____.

- a. pan
- b. yogur
- c. pizza
- d. huevos

13. A La señora Contreras no le gusta ____.

- a. el desayuno
- b. el pan
- c. los huevos
- d. el jugo

14. La señora Contreras bebe ____.

- a. agua
- b. jugo
- c. café
- d. un refresco

15. La señora Contreras come ____.

- a. una manzana
- b. una banana
- c. el jugo
- d. las uvas

D. Tomorrow is the first day of exams. Listen as the school principal gives an announcement regarding the exam schedule. Select the letter of the best answer to each question and mark that letter on you scantron.

(Hint: read the questions before listening.) (5 puntos) (Test CD1 Track 14)

16. Where are the tests taking place?

- a. in the office
- b. in the classrooms

- c. in the cafeteria
 - d. in the gym
17. What time are the morning tests?
- a. 8:15
 - b. 8:30
 - c. 8:45
 - d. 8:55
18. What time are the afternoon tests?
- a. 12:00
 - b. 1:20
 - c. 2:00
 - d. 2:30
19. How many tests do the students have to take?
- a. 6
 - b. 7
 - c. 5
 - d. 8
20. If the students are nervous, what do they have to do?
- a. relax
 - b. eat
 - c. cry
 - d. study

II. Leer

A. La Señora Pérez is leaving her two boys, Antonio and Andrés, with the babysitter, Ana. Read the note that she left explaining what her boys like to eat.

Ana:

Los chicos necesitan comer un desayuno nutritivo. A Antonio le gusta comer cereal con leche. Siempre bebe jugo de naranja. A Andrés le gustan los huevos con pan. En el desayuno, Andrés siempre bebe leche. Necesita hacer sándwiches para la escuela. Los dos chicos comen sándwiches de jamón y queso. También les gusta comer fruta con el almuerzo. En la cena, los chicos siempre tienen hambre y comen mucho. A los chicos les gusta mucho comer en un restaurante en la noche. El restaurante Mi Casa tiene comida muy rica. A veces comen pizza en el restaurante. También les gusta comer hamburguesas. ¡Gracias Ana!

Read the following statements and decide if the following sentences are **t** (true) or **F** (false).
Mark **A** for *true* and **B** for *False* on your scantron. (5 puntos)

- T F 21. The kids are hungry so at dinner they eat a lot.
T F 22. They drink juice and milk at breakfast.
T F 23. At lunch they eat eggs and bread.
T F 24. The children go to the restaurant in the morning.
T F 25. The restaurant *Mi Casa* has horrible food.

B. Read Elena's letter to a pen pal.

Hola.

¿Cómo estás? Me llamo Elena. Soy de México. Soy baja y tengo pelo castaño. Soy estudiante en el Colegio Flores. Mis clases son difíciles y tengo que trabajar mucho. Mi clase favorita es la clase de español. Me gusta leer libros en español.

No me gustan los deportes. Tengo que correr mucho en la escuela pero no me gusta. Me gusta mucho dibujar. Soy muy artística. Me gusta ir a la casa de mi amiga Linda y tocar la guitarra.

¿Y tú? ¿Cómo eres? ¿Qué te gusta hacer? ¿Cómo es tu escuela?

Elena

4

Read the following statements and mark the letter on your scantron that best completes each sentence. (5 puntos)

26. Elena is ____.
a. young and tall
b. young and short
c. old and tall
d. old and short
27. Elena's classes are ____.
29. Elena is ____.
a. athletic
b. lazy
c. serious
d. artistic

28. Elena likes to ____ in Spanish.

- a. speak
- b. read
- c. write
- d. Work

30. Elena plays ____.

- a. fun
- b. boring
- c. hard
- d. easy

III. Vocabulario y Gramática

A. Select the correct form of the verb to complete each sentence and mark the letter of your answer on the scantron. (7 puntos)

5

31. Linda y yo _____ en español.

- a. hablo
- b. habla
- c. hablamos

32. Los estudiantes _____ deportes.

- a. practica
- b. practican
- c. practicamos

33. Ana y Juan _____ una pizza.

- a. comparte
- b. compartimos
- c. comparten

34. Ustedes _____ la tarea.

- a. hacen
- b. hace
- c. hago

35. Yo no _____ un instrumento.

- a. toca
- b. toco
- c. tocan

36. El maestro _____ lápices a los estudiantes.

- a. venden
- b. vende
- c. vendo

37. A veces tú _____ una prueba difícil.

- a. tengo
- b. tiene
- c. tienes

B. Select the best answer to complete each sentence and mark the letter on the scantron. (5 puntos)

38. Yo ____ a la escuela en autobús todos los días.

- a. soy
- b. estoy
- c. voy

39. Mi escuela ___ cerca de mi casa.

- a. tiene
- b. está
- c. va

40. Mis clases ___ divertidas.

- a. van
- b. tienen
- c. son

41. A veces Carlos ___ nervioso.

- a. está
- b. es
- c. va

6

42. Yo ___ muchos exámenes.

- a. soy
- b. tengo
- c. voy

C. Tell what the following people like using the correct form of the verb *gustar* and a pronoun. Mark your answer on the scantron. (5 puntos)

43. A Laura _____ correr.

- a. te gusta
- b. le gustan
- c. te gustan
- d. le gusta

44. A nosotros _____ la fruta nutritiva.

- a. les gusta
- b. nos gusta
- c. les gustan
- d. nos gustan

45. A Susana y a Valeria _____ las papas fritas.

- a. les gusta
- b. le gusta
- c. les gustan
- d. le gustan

46. ¿A ti _____ el jugo de naranja?

- a. te gusta b. me gusta c. te gustan d. me gustan

47. A los estudiantes no _____ las hamburguesas.

- a. les gusta b. le gustan c. les gustan d. le gusta

D. Use a word from the ***Banco de palabras*** to create a logical question for each answer. Mark the letter of the word on your scantron. (5 PUNTOS)

BANCO DE PALABRAS				
a. Quién	b. Por qué	c. Qué	d. Cómo	e. Quiénes

48. --¿_____ vende la señora?

-- La señora vende la fruta.

49. --¿_____ comen mucho los chicos?

--Los chicos comen porque tienen mucha hambre.

50. --¿_____ hace un sándwich?

--Yo hago un sándwich.

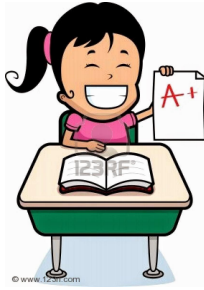
51. --¿_____ es la pizza?

--Es muy rica.

52. --¿_____ comparten las galletas?

--Los amigos comparten las galletas.

E. Look at the pictures. Complete the sentences with words that describe the people. Mark the letter of the correct words on your scantron. (3 puntos)



53.

La chica es _____ y _____.

- a. vieja y perezosa
- b. joven y estudiosa
- c. vieja e inteligente
- d. inteligente y pelirroja

54.



Los amigos son _____ y _____.

- a. atléticos y organizados
- b. perezosos y organizados
- c. inteligentes y desorganizados
- d. perezosos y desorganizados



55.

Raúl es _____ y _____.

- a. bajo y simpático
- b. alto y atlético
- c. joven y estudioso
- d. viejo y guapo

IV. Cultura

Read each statement and decide if it is true **C** (cierto) or false **F** (falso). On your scantron, mark **A** for cierto and **B** for falso. (10 puntos)

- 56. NYC has the largest Hispanic population of any city in the nation. C F
- 57. Calle Ocho is a well known museum in Miami. C F
- 58. Tex-Mex cuisine combines styles of cooking from México & Texas. C F
- 59. Only private school students in Mexico wear uniforms. C F
- 60. Los Murales in Mexico are painted walls in public buildings. C F
- 61. La Universidad Nacional Autónoma de México is one of the oldest universities in Latin America. C F
- 62. The currency in Puerto Rico is the peso. C F
- 63. El Coquí is a frog found throughout the Parque Nacional El Yunque. C F
- 64. Tamales are a common side dish in Puerto Rico. C F

65. In the district known as Viejo San Juan, you can find colorful colonial – style houses and cobblestone streets.

	C	F
1	0.0000	0.0000
2	0.0000	0.0000
3	0.0000	0.0000
4	0.0000	0.0000
5	0.0000	0.0000
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95	0.0000	0.0000
96	0.0000	0.0000
97	0.0000	0.0000
98	0.0000	0.0000
99	0.0000	0.0000
100	0.0000	0.0000

V. Escribir (20 puntos)

Your principal has invited you to give a talk at an orientation meeting for the freshmen who will be entering BRHS in September of 2014. You are planning what you want to say at the meeting. Write your speech and include the following:

- Greet the students and introduce yourself
- Give some background information about yourself
- Talk about school by telling them:
 - three of the classes you have and when you have them
 - what these three classes are like (are they boring, interesting, etc.)
 - two classes you like and why
 - how many students are in your favorite class
 - what you have to do and what you need for two of your classes
 - how often you go to the library to study
 - what foods (at least 3) are sold in the school cafeteria
 - what you like to eat and drink
 - where the gym, cafeteria and office are located
 - what you like to do after school
 - Closure

[illegible]

Rubric:

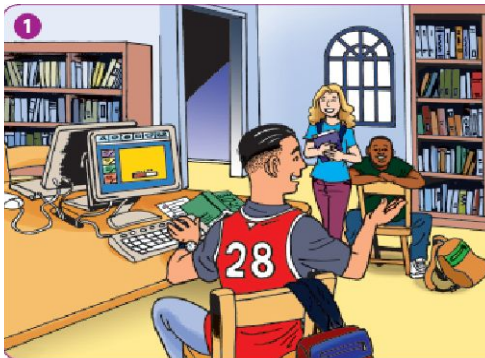
18-20 pts. 90-100% Novice-High	<ul style="list-style-type: none"> • Appropriate response and elaboration, includes all requirements • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility • Varied and appropriate vocabulary • Accuracy in grammar, syntax, usage, and spelling, with few errors
16-17 pts. 80-89% Novice-Mid	<ul style="list-style-type: none"> • Appropriate response which includes all requirements • Fully understandable, with minor errors, which do not impede comprehensibility • Generally appropriate vocabulary • Generally accurate grammar, syntax, usage, and/or spelling
14-15 pts. 70-79% Novice-Low	<ul style="list-style-type: none"> • Response may not address all of the required elements • Generally understandable, with errors that may impede comprehensibility • Limited vocabulary with minimal English interference • Limited control of learned structures and/or spelling
12-13 pts. 60-69% Below expectations	<ul style="list-style-type: none"> • Response lacks multiple required elements • Partially understandable, with errors that force interpretation and cause confusion for the reader • Basic vocabulary, English interference • Numerous errors in learned structures and/or spelling
10-11 pts. 50-59% Below Expectations	<ul style="list-style-type: none"> • Response does not meet task requirements • Barely understandable, with frequent or significant errors that impede comprehensibility • Very few vocabulary resources • Little or no control of grammar, syntax, usage, and/or spelling
0-9 pts. 0-49%	<ul style="list-style-type: none"> • Mere restatement of language from the prompt • Completely irrelevant to the prompt • Not in the target language • Blank

Score: _____/20

2017-2018 Midterm Exam - Interpersonal Oral Proficiency

Nombre _____

2 pts: Complete, grammatically correct sentence with correct answer
1 pts: provided correct, comprehensible answer with a short phrase
0 pts: wrong answer/ no answer/ incomprehensible



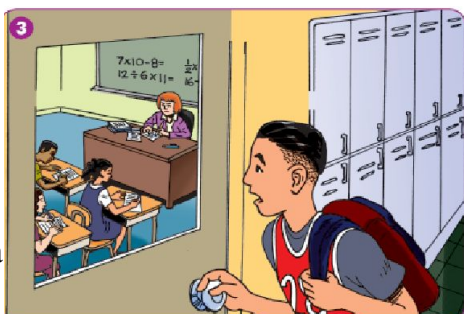
1. ¿Dónde están los estudiantes?

2. ¿Cómo está la chica?



3. ¿Qué hora es?

4. ¿Qué tiene Juan en la mochila?



5. ¿A qué clase va Juan?

6. ¿Llega tarde o temprano a la clase?

la clase? 7. ¿Qué tienen que hacer los estudiantes en la clase?



8. ¿Cómo está Juan?

<http://education.state.nj.us/broadcasts/>

_____ 9. ¿Por qué?

_____ 10. ¿Qué hay en el escritorio de Juan?

Total: _____/20 punt

APPENDIX G

AP World Language Assessment Data

AP® Five-Year School Score Summary (2018)

Data Updated November, 2018 Report Run

	Bridgewater-Raritan Regional High School (310753)					New Jersey					Global				
Chinese															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5	6	7	10	2	7	227	277	296	298	310	7,655	8,041	8,261	9,470	9,543
4	1	3	4	3	5	56	72	79	77	72	1,634	1,982	2,166	1,641	1,788
3	2	3	3	3	3	62	72	85	90	82	1,356	1,477	1,908	1,702	1,911
2	1	1	-	-	-	21	27	20	31	27	324	384	348	448	539
1	-	-	-	1	-	18	33	36	56	29	329	524	508	648	77
Total Exams	10	14	17	9	15	384	481	516	552	520	11,298	12,408	13,191	13,909	14,558
Mean Score	4.20	4.14	4.41	3.56	4.267	4.18	4.11	4.12	3.96	4.17	4.41	4.34	4.31	4.35	4.29

	Bridgewater-Raritan Regional High School (310753)					New Jersey					Global				
French															
	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2014	2015	2016	2017	2018
5	7	4	5	3	3	212	171	196	172	192	4,044	3,899	4,121	3,983	3,933
4	8	5	6	9	5	294	296	320	291	302	5,770	5,972	6,224	5,841	6,115
3	-	2	1	2	1	346	464	439	389	401	7,457	7,916	7,568	7,843	8,279
2	-	-	-	-	-	143	165	223	190	187	3,871	4,468	4,359	4,639	4,389
1	-	-	-	-	-	68	86	113	59	63	1,162	1,309	1,305	1,317	1,144
Total Exams	15	11	12	14	9	1,063	1,182	1,291	1,101	1,145	22,304	23,564	23,577	23,623	23,860
Mean Score	4.47	4.18	4.33	4.07	4.222	3.41	3.25	3.20	3.30	3.33	3.34	3.28	3.32	3.28	3.31

	Bridgewater-Raritan Regional High School (310753)					New Jersey					Global				
German															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5	1	8	2	-	-	44	48	47	54	38	1,203	1,296	1,139	1,212	1,155
4	2	5	1	6	3	63	57	73	65	64	1,201	1,267	1,207	1,279	1,166
3	4	1	-	7	6	82	78	51	63	65	1,425	1,494	1,416	1,497	1,341
2	-	1	-	1	1	30	27	38	39	55	976	884	1,087	914	1,128
1	-	-	-	-	-	15	31	57	24	22	449	359	466	379	395
Total Exams	7	15	3	14	10	234	241	266	245	244	5,254	5,300	5,315	5,281	5,185
Mean Score	3.57	4.33	4.67	3.36	3.200	3.39	3.27	3.06	3.35	3.17	3.33	3.43	3.28	3.38	3.30

	Bridgewater-Raritan Regional High School (310753)					New Jersey					Global				
Italian															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5	3	-	-	2	3	29	28	41	42	47	500	544	643	482	553
4	1	4	4	5	7	85	77	84	66	102	496	526	533	498	549
3	-	4	3	1	1	148	164	187	175	212	687	732	880	898	970
2	-	-	-	-	-	159	143	114	141	134	551	625	577	598	653
1	-	-	-	-	-	49	54	48	43	53	224	270	250	177	311
Total Exams	4	8	7	8	8	470	466	474	467	548	2,458	2,697	2,883	2,653	3,036
Mean Score	4.75	3.5	3.57	4.13	4.625	2.76	2.75	2.91	2.84	2.92	3.20	3.17	3.26	3.19	3.13

	Bridgewater-Raritan Regional High School (310753)					New Jersey					Global				
Latin															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5	1	3	3	3	6	54	20	60	13	52	867	836	838	837	922
4	3	3	5	7	1	78	48	61	51	64	1,469	1,429	1,376	1,297	1,292
3	5	1	4	5	1	95	91	105	112	112	1,975	1,953	2,117	2,102	2,057
2	2	4	1	-	-	88	91	124	103	107	1,575	1,620	1,514	1,541	1,470
1	-	-	-	-	-	40	46	61	44	51	666	789	755	904	689
Total Exams	11	11	13	15	8	355	296	411	323	386	6,552	6,627	6,600	6,681	6,430
Mean Score	3.27	3.45	3.76	3.86	4.625	3.05	2.68	2.84	2.65	2.89	3.05	2.99	3.00	2.94	3.04

	Bridgewater-Raritan Regional High School (310753)					New Jersey					Global				
Spanish															
	2014	2015	2016	2017	2018	2014	2014	2016	2017	2018	2014	2015	2016	2017	2018
5	13	14	10	10	11	1,059	1,200	1,526	1,100	1,417	34,303	41,066	45,307	34,481	44,069
4	10	6	8	3	4	1,388	1,494	1,599	1,708	1,810	48,729	53,023	57,019	61,841	65,398
3	1	-	1	1	-	1,035	1,026	1,206	1,448	1,369	42,264	41,934	44,832	61,308	57,2249
2	-	-	-	-	-	292	293	408	410	447	13,306	13,548	15,764	18,677	20,478
1	-	-	-	-	-	55	65	81	63	102	2,382	2,075	2,528	3,118	3,138
Total Exams	24	20	19	14	15	3,829	4,078	4,550	4,729	5,145	140,984	151,646	165	179,425	190,332
Mean Score	4.5	4.70	4.47	4.64	4.733	3.81	3.85	3.78	3.71	3.78	3.70	3.77	3.77	3.59	3.67

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