

Review and Analysis of World Languages Syllabi at the Secondary Level

Prepared for Arlington Public Schools

In the following report, Hanover Research responds to a request from Arlington Public Schools to examine and evaluate the content of all world language syllabi at the secondary level. This analysis includes a review of learning objectives, alignment of standards across grade levels, and the inclusion of grading policy information.

Introduction

As the United States becomes increasingly diverse, comprehensive knowledge of a world language can improve a student's chance of success in schooling, careers, and personal life. Arlington Public Schools (APS) has requested the assistance of Hanover Research in examining and evaluating over 100 syllabi from world languages courses at the middle and high school levels in an effort to improve and standardize the methods of presenting course information. The following report includes multiple methods of evaluating these syllabi in order to provide APS with the most comprehensive analysis possible.

Methodology

The various methodologies used in evaluating the syllabi were developed by Hanover and approved by APS. Although each section contains a more detailed explanation of the methodology used, it is important to note that all criteria for syllabi evaluation were drawn from the Secondary World Languages Curriculum Framework.¹ When applicable, specific analyses of Spanish immersion courses, courses for fluent speakers, AP Language and Literature courses, and IB courses instead use the Spanish for Fluent Speakers Curriculum Framework document. Similarly, analyses of Latin courses use the Latin Curriculum Framework.

The majority of the report contains tables with a review of each syllabus. Many abbreviations are used in these tables in order to conserve space, including "FS" to indicate a course for fluent speakers or "Imm." to indicate a Spanish immersion course. Further, courses indicated with red highlighting are those courses with incorrectly labeled syllabi that were therefore unavailable for review.

Report Contents

The report is divided into three main sections and one smaller section at the end. The first section includes a review of the alignment of syllabi to the curriculum framework, including the "five C's" of curriculum, cultures, connections, comparisons, and communities. Each syllabus is examined for these five learning objectives, as well as sub-standards for communication, cultures, and comparisons. Additional rows are provided to indicate if a syllabus mentions the Virginia or National Standards for Foreign Language Learning.

The second section then examines syllabi to evaluate the continuity of goals across learning levels. Syllabi are examined by level, with the analysis again including the five

¹ The information presented in the Secondary French Curriculum Framework and the Secondary Spanish Curriculum Framework was identical to that presented in the Secondary World Languages Curriculum Framework in the areas of interest to this research.

learning objectives and one to three sub-standards for each area. Points are awarded to each sub-standard based on alignment with the relevant curriculum framework, with syllabi with high numbers of points demonstrating the strongest continuity.

The third section reviews each syllabus to identify the inclusion of eight statements/ explanations of the course grading system. These explanations include a review of summative and formative assessments, the weight of various activities in grade calculation, and an explanation of late work policies.

Finally, the report concludes with a brief section examining the World Languages Website. Although the World Languages Curriculum Framework does not provide any standards for reporting learning objectives or other information to the public, Hanover has identified a number of ways in which the website enhances the clarity of its communications with students and parents or guardians.

Key Findings

Section I

- ❖ Alignment of the syllabi to the World Languages Curriculum Framework was generally low. Overall, the world language syllabi at APS mentioned approximately half of the curriculum standards examined in Section I.
- ❖ The area of communication was referenced most frequently, with approximately 80 percent of syllabi mentioning the standard and at least 65 percent including the four sub-standards of listening, speaking, reading, and writing. The objective of culture was also at least mentioned in over 80 percent of syllabi. The high representation of the areas of communication and culture reflect the general trend in syllabi of briefly referencing the importance of student development in the four areas of communication and in appreciation of other cultures.
- ❖ Syllabi from the middle schools included a slightly higher average percentage of the number of included curriculum standards in Section I. There was a slight difference between the average number of included learning objectives by subject area, with French syllabi including the highest number of standards and Latin syllabi including the fewest.

Section II

- ❖ In Section II, the majority of syllabi examined did not demonstrate strong alignment of learning objectives across grade levels. The majority of German, French, Chinese, and “traditional” (not Spanish for fluent speakers, immersion courses, AP Language or Literature, or IB) Spanish syllabi examined did not

- demonstrate the inclusion of many learning objectives under each performance standard, as the overall average number of points awarded to each syllabus was only 4.97 out of 37 possible points.
- ❖ Spanish Immersion courses, courses for fluent speakers, and IB/AP Language and Literature courses ranged from including 7 percent of learning objectives to nearly 30 percent, with an average of approximately 16 percent of objectives included per syllabus. The Latin syllabi, also examined separately in Section II, included an average of approximately 11 percent of progress indicators per syllabus.
 - ❖ The sequence of communication goals across world language learning levels may be the most clear and consistent. Communication was again the most frequently mentioned learning objective, with approximately 93 percent of traditional world language syllabi including some reference to the development of interpersonal, interpretive, or presentational communication. Similarly, over 80 percent of Latin syllabi and syllabi for fluent Spanish speakers, immersion, AP, and IB included the general learning objective of communication. The area of culture was also mentioned in over 50 percent of examined syllabi.
 - ❖ The majority of syllabi do not mention how they complement and build upon the curriculum of previous courses in the same language, and thus it is difficult to accurately evaluate which courses are more successful at articulating goals in a continued sequence than others. Further, this complicates the evaluation of continuity of standards from middle school to high school.
 - ❖ It was somewhat common for a syllabus to mention the importance of communication, culture, connections, comparisons, and communities without providing specific examples of the practices that would lead to these learning objectives. This lack of detail suggests that Hanover's analysis should be interpreted with caution: the information presented on the syllabi may not be an exact interpretation of what is taught in the course.

Section III

- ❖ While some grading policy information was included on the majority of syllabi, other information was rarely present. The explanation that quarterly exams, mid-terms, and/or final exams are calculated into the quarterly grade and final grade was included in approximately 85 percent of examined syllabi.
- ❖ The average number of explanations included on high school syllabi was slightly higher than the middle school average. The average number of stated expectations and information was similar across most languages.

Section IV

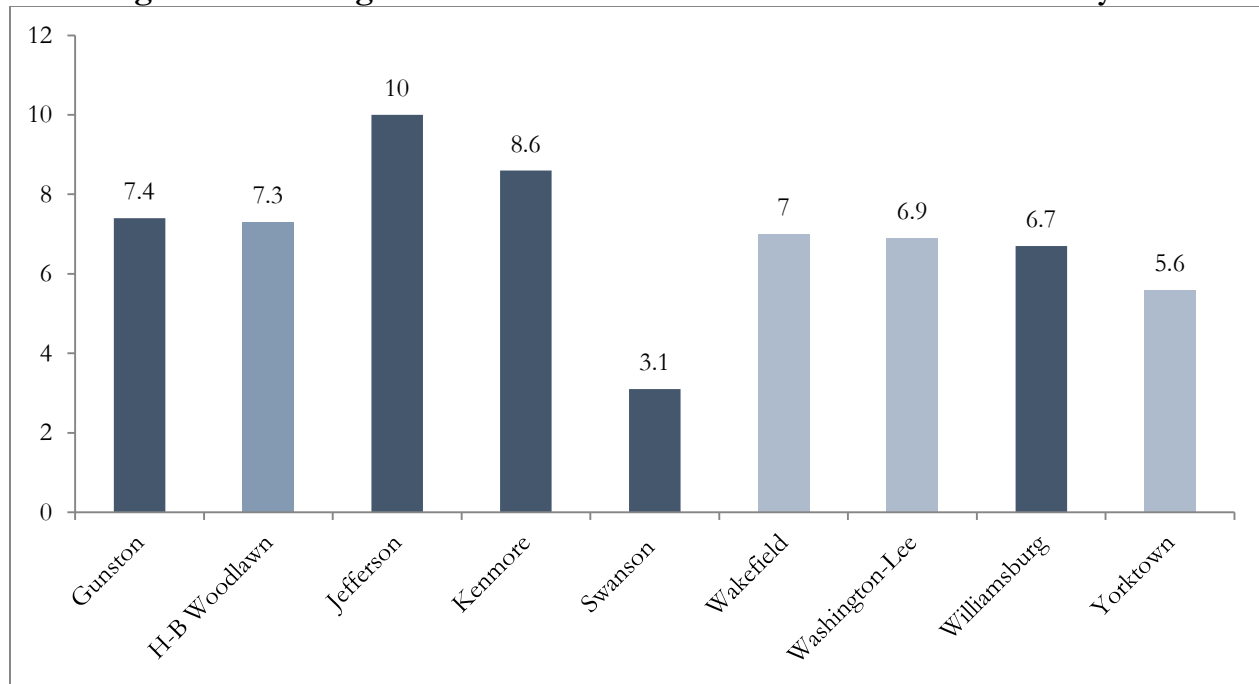
- ❖ In order to provide parents and students with the information they need to understand world languages programs as outlined by the World Languages Curriculum Framework, APS website could include more detailed information, including:
 - First, parents and students may benefit from a listing of which courses are offered at which schools. This would allow future students to plan a course of study from elementary school through advanced high school courses.
 - Further, a brief description of the standards of learning at each level of world language study would allow parents to evaluate their student's progress against district norms. These descriptions could include further subdivisions and explanations of the five learning standards.
 - The website may also post the syllabi of all world language courses. Although the majority of syllabi currently require a parent or guardian to sign a form indicating that they have reviewed the document, providing each syllabus online would allow parents to reexamine the document throughout the school year when they have questions about their child's course.

Section I: Alignment with Curriculum Standards

The first section of this report examines the world languages syllabi to determine how often there is stated alignment with the curriculum framework. According to the standards outlined in the Secondary World Languages Curriculum Framework, students should receive world language instruction in the “five C’s:” communication, culture, connections, comparisons, and community. As all world language syllabi should include an explanation of how the “five C’s” will be addressed throughout the course, all syllabi are examined along the same rubric regardless of language. In order to determine the alignment of the syllabi with these “five C’s,” Hanover created assessment tables that examine the alignment of syllabi from each school to the communication, culture, connections, comparisons, and community goals and goal sub-categories. An “X” denotes when the syllabus included an explicit mention of the development of each goal or goal sub-category in the course. An exemplary syllabus would include 13 X’s for including all goals and sub-categories. The final two rows of the tables are included to demonstrate when a syllabus explicitly states that the course will adhere to the Virginia or National Standards of Foreign Language Learning. Hereafter, these goals and sub-categories will be referred to collectively as curriculum standards for the sake of brevity.

Overall, the world language syllabi at APS included the mention of an **average of 6.9 curriculum standards**. As demonstrated in the following chart, syllabi from Jefferson Middle School included the highest average mention of curriculum standards, while syllabi from Swanson Middle School contained the least number of mentions of curriculum standards. In the figure, middle schools are noted with navy blue and high schools are noted with light blue. H-B Woodlawn is colored with a medium blue as it serves students in grades 6-12.

Syllabi from the middle schools had a slightly higher average number of included curriculum standards. The average from the four high schools (H-B Woodlawn, Wakefield, Washington-Lee, and Yorktown) was 6.7, compared to the 7.2 average of Gunston, Jefferson, Kenmore, Swanson, and Williamsburg middle schools.

Figure I.A: Average Number of Curriculum Standards Included in Syllabi²

There were 12 specific syllabi that included 10 or more curriculum standards, including:

- ❖ Gunston Middle School; Lee: French II (*13 curriculum standards*)
- ❖ H-B Woodlawn Secondary Program; Allen: French V/VI (*12 curriculum standards*)
- ❖ Gunston Middle School, Jefferson Middle School; Kenmore Middle School; Cavanaugh: Latin I (*12 curriculum standards*)
- ❖ Wakefield High School; Gonzalez: Spanish Literature I/II AP (*12 curriculum standards*)
- ❖ Jefferson Middle School; Garcia: Spanish for Fluent Speakers II (*12 curriculum standards*)
- ❖ Washington-Lee High School; Rondon: Spanish Literature for Fluent Speakers I/II AP (*12 curriculum standards*)
- ❖ Wakefield High School; Trimble: German IV AP (*11 curriculum standards*)
- ❖ Wakefield High School, Yorktown High School; Trimble: German 5 AP (*11 curriculum standards*)
- ❖ Jefferson Middle School; Boyle: French I/II (*11 curriculum standards*)
- ❖ Yorktown High School; Berger: French IV (*11 curriculum standards*)
- ❖ Kenmore Middle School; Sanchez: Spanish for Fluent Speakers I (*10 curriculum standards*)

² Incorrectly labeled syllabi are not included in averages.

- ❖ Gunston Middle School, Jefferson Middle School; Kenmore Middle School
Cavanaugh: Latin II (10 curriculum standards)

The following table includes the total number of syllabi that included each general and specific standard. Syllabi used at multiple schools were only counted once, for a total of 127 syllabi. As demonstrated, the communication goal was referenced most frequently, with approximately 80 or more syllabi including the four sub-standards of listening, speaking, reading, and writing. The culture goal was also included in over 100 syllabi. The high representation of the areas of communication and culture reflect the **general trend in syllabi of briefly referencing the importance of student development in the four areas of communication and in appreciation of culture**. Oftentimes, this reference did not include further details, as demonstrated by the smaller proportion of syllabi that including references to the sub-standards of cultural practices or products. In the figure below, the number of syllabi referencing each learning objective is presented and then shown as a percent of the total number of world language syllabi examined.

Figure 1.B: Number of Syllabi including Curriculum Standards

| Content and Learning Objectives | Total Number | Percent of Total |
|---|--------------|------------------|
| Communication: Use knowledge and language skills for functional communication | 107 | 84.3% |
| Listening skills | 86 | 67.7% |
| Speaking skills | 103 | 81.1% |
| Reading skills | 89 | 70.1% |
| Writing skills | 90 | 70.9% |
| Cultures: Gain knowledge of other cultural perspectives and practices | 104 | 81.9% |
| Cultural practices | 54 | 42.5% |
| Cultural products | 46 | 36.2% |
| Connections: Connect foreign language study to experiences in other curricular areas to personal interests | 36 | 28.3% |
| Comparisons: Compare the target language and culture with their own language and culture | 36 | 28.3% |
| Linguistic comparisons | 16 | 12.6% |
| Cultural comparisons | 18 | 14.2% |
| Communities: Use the language and apply learning to the world beyond the classroom | 14 | 11.0% |
| Mention Virginia Standards for Foreign Language Learning | 4 | 3.1% |
| Mention National Standards for Foreign Language Learning | 7 | 5.5% |

The following pages contain the tables used to evaluate curriculum standards and specific content and learning objectives present in each syllabus. Occasionally, a syllabus would include a brief mention of the five curriculum standards without any explanation. In these instances, only the general category is marked. Only nine syllabi included some mention of the Virginia or National Standards for Foreign Language Learning.

Figure 1.C: Alignment of Syllabi with Curriculum Standards, Gunston Middle School
All World Languages

| Content and Learning Objectives | Latin I: Cavanaugh | Latin II: Cavanaugh | French I: Lee | French II: Lee | Chinese I: Radosh | Exp. Lang.: Stowell |
|---|-----------------------|------------------------|---------------|-------------------|----------------------|------------------------|
| Communication: Use knowledge and language skills for functional communication | X | X | X | X | X | X |
| Listening skills | | | X | X | X | |
| Speaking skills | X | X | X | X | X | |
| Reading skills | X | X | X | X | X | |
| Writing skills | | X | X | X | X | |
| Cultures: Gain knowledge of other cultural perspectives and practices | X | X | X | X | X | X |
| Cultural practices | X | X | | X | X | |
| Cultural products | X | X | X | | | |
| Connections: Connect foreign language study to experiences in other curricular areas to personal interests | X | X | | X | | X |
| Comparisons: Compare the target language and culture with their own language and culture | X | X | | X | | |
| Linguistic comparisons | | | | | | X |
| Cultural comparisons | X | X | | X | | |
| Communities: Use the language and apply learning to the world beyond the classroom | | | | X | | X |
| Mention Virginia Standards for Foreign Language Learning | | | X | X | | |
| Mention National Standards for Foreign Language Learning | | | X | X | | |

Figure 1.D: Alignment of Syllabi with Curriculum Standards, Gunston Middle School

| Content and Learning Objectives | Spanish Lang. Arts: Garcia | Spanish II: Garcia | Spanish FS I: Golopp | Spanish Immersion, Grade 8: Golopp | Spanish I: Meyers |
|---|----------------------------|--------------------|----------------------|------------------------------------|-------------------|
| Communication: Use knowledge and language skills for functional communication | X | X | X | X | X |
| Listening skills | | X | | | X |
| Speaking skills | X | X | | | X |
| Reading skills | X | X | X | X | X |
| Writing skills | X | X | X | X | X |
| Cultures: Gain knowledge of other cultural perspectives and practices | | X | X | X | X |
| Cultural practices | | | X | X | X |
| Cultural products | | | X | | |
| Connections: Connect foreign language study to experiences in other curricular areas to personal interests | | | | | |
| Comparisons: Compare the target language and culture with their own language and culture | | | | | |
| Linguistic comparisons | | | | | |
| Cultural comparisons | | | | | |
| Communities: Use the language and apply learning to the world beyond the classroom | X | | | | |
| Mention Virginia Standards for Foreign Language Learning | | | | | |
| Mention National Standards for Foreign Language Learning | | | | | |

Figure 1.E: Alignment of Syllabi with Curriculum Standards, H-B Woodlawn Secondary Program

| Content and Learning Objectives | French I: Nuxoll | French II: Allen | French III: Allen | French IV: Allen | French V/VI AP: Allen | Span FS I/II: Rivas | Span FS III: Allen | Span IA/B: Rivas | Span I: Rivas | Span II: Rivas | Chinese I: Radosh |
|---|------------------|------------------|-------------------|------------------|-----------------------|---------------------|--------------------|------------------|---------------|----------------|-------------------|
| Communication: Use knowledge and language skills for functional communication | X | X | X | X | X | X | X | X | X | X | X |
| Listening skills | X | X | X | X | X | X | X | X | X | X | X |
| Speaking skills | X | X | X | X | X | X | X | X | X | X | X |
| Reading skills | X | X | X | X | X | X | X | X | X | X | X |
| Writing skills | X | X | X | X | X | X | X | X | X | X | X |
| Cultures: Gain knowledge of other cultural perspectives and practices | | X | X | X | X | X | X | X | X | X | X |
| Cultural practices | | | | | X | X | | X | X | X | X |
| Cultural products | | X | X | X | X | | X | | | | |
| Connections: Connect foreign language study to experiences in other curricular areas to personal interests | X | X | X | X | X | X | X | | | X | |
| Comparisons: Compare the target language and culture with their own language and culture | | | | | X | X | | | | | |
| Linguistic comparisons | | | | | X | | | | | | |
| Cultural comparisons | | | | | | | | | | | |
| Communities: Use the language and apply learning to the world beyond the classroom | | | | | X | | | | | | |
| Mention Virginia Standards for Foreign Language Learning | | | | | | | | | | | |
| Mention National Standards for Foreign Language Learning | | | | | | | | | | | |

Figure 1.F: Alignment of Syllabi with Curriculum Standards, H-B Woodlawn Secondary Program, German Classes under Trimble

| Content and Learning Objectives | German I | German IA/B | German II | German III | German IV | German IV AP | German V AP | German VI |
|---|----------|-------------|-----------|------------|-----------|--------------|-------------|-----------|
| Communication: Use knowledge and language skills for functional communication | X | X | X | X | X | X | X | X |
| Listening skills | X | X | X | X | X | X | X | X |
| Speaking skills | X | X | X | X | X | X | X | X |
| Reading skills | | | | | | | | |
| Writing skills | X | X | X | X | X | X | X | X |
| Cultures: Gain knowledge of other cultural perspectives and practices | X | X | X | X | X | X | X | X |
| Cultural practices | X | X | X | X | X | X | X | |
| Cultural products | | | | | | X | X | X |
| Connections: Connect foreign language study to experiences in other curricular areas to personal interests | | | | | | X | X | |
| Comparisons: Compare the target language and culture with their own language and culture | | | | | | X | X | |
| Linguistic comparisons | | | | | | X | X | |
| Cultural comparisons | | | | | | X | X | |
| Communities: Use the language and apply learning to the world beyond the classroom | | | | | | | | |
| Mention Virginia Standards for Foreign Language Learning | | | | | | | | |
| Mention National Standards for Foreign Language Learning | | | | | | | | |

**Figure 1.G: Alignment of Syllabi with Curriculum Standards, H-B Woodlawn Secondary Program
Latin Classes under Weiss**

| Content and Learning Objectives | Latin I | Latin IA/B | Latin II | Latin III | Latin IV | Latin IV AP | Latin V | Latin VI |
|---|---------|------------|----------|-----------|----------|-------------|---------|----------|
| Communication: Use knowledge and language skills for functional communication | X | X | | | | | | |
| Listening skills | | | | | | | | |
| Speaking skills | | | | | | X | | |
| Reading skills | X | X | X | X | X | X | X | X |
| Writing skills | X | X | | | | | | |
| Cultures: Gain knowledge of other cultural perspectives and practices | X | X | X | X | X | X | X | X |
| Cultural practices | X | X | X | | | X | X | |
| Cultural products | | | X | | | | | |
| Connections: Connect foreign language study to experiences in other curricular areas to personal interests | X | X | X | X | X | | | |
| Comparisons: Compare the target language and culture with their own language and culture | X | X | X | X | | X | X | X |
| Linguistic comparisons | X | X | X | | | X | X | X |
| Cultural comparisons | X | X | X | | | | | |
| Communities: Use the language and apply learning to the world beyond the classroom | | | | | X | | X | X |
| Mention Virginia Standards for Foreign Language Learning | | | | | | | | |
| Mention National Standards for Foreign Language Learning | | | | | | | | |

Figure 1.H: Alignment of Syllabi with Curriculum Standards, Jefferson Middle School

| Content and Learning Objectives | Fren I/II: Boyle | Latin I: Cavanaugh | Latin II: Cavanaugh | Span FS I: Garcia | Span FS II: Garcia | Span I: Garcia | Span Grade 6: Limo | Chin I: Radosh | Chin II: Radosh |
|---|---------------------|-----------------------|------------------------|----------------------|-----------------------|-------------------|-----------------------|-------------------|--------------------|
| Communication: Use knowledge and language skills for functional communication | X | X | X | X | X | X | X | X | |
| Listening skills | X | X | | X | X | X | X | X | |
| Speaking skills | X | X | X | X | X | X | X | X | |
| Reading skills | X | X | X | X | X | X | X | X | |
| Writing skills | X | X | X | X | X | X | X | X | |
| Cultures: Gain knowledge of other cultural perspectives and practices | X | X | X | X | X | X | X | X | |
| Cultural practices | X | X | X | X | X | X | | X | |
| Cultural products | X | X | X | X | X | X | | | |
| Connections: Connect foreign language study to experiences in other curricular areas to personal interests | X | X | X | X | X | X | | | |
| Comparisons: Compare the target language and culture with their own language and culture | X | X | X | X | X | | X | | |
| Linguistic comparisons | X | X | | | X | | | | |
| Cultural comparisons | | X | X | X | X | | | | |
| Communities: Use the language and apply learning to the world beyond the classroom | | | | | | | | | |
| Mention Virginia Standards for Foreign Language Learning | | | | | | | | | |
| Mention National Standards for Foreign Language Learning | | | | | | | | | |

Figure 1.I: Alignment of Syllabi with Curriculum Standards, Kenmore Middle School

| Content and Learning Objectives | Spanish I: Orozco | Spanish II: Orozco | Spanish FS I: Sanchez | Spanish FS II: Sanchez | Span I: Sanchez | Arabic I: Vanderdoes | Fren I/II: Williams | Chinese I: Radosh | Latin I: Cavanaugh | Latin II: Cavanaugh |
|---|-------------------|--------------------|-----------------------|------------------------|-----------------|----------------------|---------------------|-------------------|--------------------|---------------------|
| Communication: Use knowledge and language skills for functional communication | | X | X | X | X | | X | X | X | X |
| Listening skills | | X | X | X | X | | | X | X | |
| Speaking skills | | X | X | X | X | | | X | X | X |
| Reading skills | | X | X | X | X | | | X | X | X |
| Writing skills | | X | X | X | X | | | X | X | X |
| Cultures: Gain knowledge of other cultural perspectives and practices | | X | X | X | X | | X | X | X | X |
| Cultural practices | | | | | | | | X | X | X |
| Cultural products | | X | X | X | X | | | | X | X |
| Connections: Connect foreign language study to experiences in other curricular areas to personal interests | | X | | | | | X | | X | X |
| Comparisons: Compare the target language and culture with their own language and culture | | | X | | | | X | | X | X |
| Linguistic comparisons | | | | | | | | | X | |
| Cultural comparisons | | | X | | | | | | X | X |
| Communities: Use the language and apply learning to the world beyond the classroom | | | | | | | X | | | |
| Mention Virginia Standards for Foreign Language Learning | | | | | | | | | | |
| Mention National Standards for Foreign Language Learning | | | X | X | X | | X | | | |

Figure 1.J: Alignment of Syllabi with Curriculum Standards, Swanson Middle School

| Content and Learning Objectives | Spanish I: Clinger | Span for Grade 6: Clinger | Spanish FS I: Curran | Spanish I: Curran | Spanish II: Curran | Spanish I: Mullett | Spanish II: Mullett |
|---|-----------------------|---------------------------------|-------------------------|----------------------|-----------------------|-----------------------|------------------------|
| Communication: Use knowledge and language skills for functional communication | X | X | | X | X | X | X |
| Listening skills | | | | | X | | |
| Speaking skills | | | | | X | X | X |
| Reading skills | | | X | | | | |
| Writing skills | | | | | | | |
| Cultures: Gain knowledge of other cultural perspectives and practices | | | X | | | | |
| Cultural practices | | | X | | | | |
| Cultural products | | | X | | | | |
| Connections: Connect foreign language study to experiences in other curricular areas to personal interests | | | X | | | | |
| Comparisons: Compare the target language and culture with their own language and culture | | | X | | | | |
| Linguistic comparisons | | | | | | | |
| Cultural comparisons | | | X | | | | |
| Communities: Use the language and apply learning to the world beyond the classroom | | | | | | | |
| Mention Virginia Standards for Foreign Language Learning | | | | | | | |
| Mention National Standards for Foreign Language Learning | | | | | | | |

Figure 1.K: Alignment of Syllabi with Curriculum Standards, Swanson Middle School

| Content and Learning Objectives | French I: Blitgen | French II: Blitgen | French I: Vaslavsky | French II: Vaslavsky | Latin I/II: Stowell | Chinese I: Radosh |
|---|----------------------|-----------------------|------------------------|-------------------------|------------------------|----------------------|
| Communication: Use knowledge and language skills for functional communication | | | | X | | X |
| Listening skills | | | | | | X |
| Speaking skills | | | | | | X |
| Reading skills | | | | | | X |
| Writing skills | | | | | | X |
| Cultures: Gain knowledge of other cultural perspectives and practices | X | X | X | X | | X |
| Cultural practices | X | X | X | X | | X |
| Cultural products | X | X | X | X | | |
| Connections: Connect foreign language study to experiences in other curricular areas to personal interests | | | | | | |
| Comparisons: Compare the target language and culture with their own language and culture | | | | | | |
| Linguistic comparisons | | | | | | |
| Cultural comparisons | | | | | | |
| Communities: Use the language and apply learning to the world beyond the classroom | | | | | | |
| Mention Virginia Standards for Foreign Language Learning | | | | | | |
| Mention National Standards for Foreign Language Learning | | | | | | |

Figure 1.L: Alignment of Syllabi with Curriculum Standards, Wakefield High School

| Content and Learning Objectives | Span I: Buzzi | Span II: Buzzi | Span Imm I: Buzzi | Span FS III: Contreras | Span Lit FS AP I/II: Gonzalez | Span FS Lit AP II: Gonzalez | Span FS Lang AP: Gonzalez | Span II: Mandel | Span IV: Mandel | Span V AP: Mandel |
|---|------------------|-------------------|----------------------|------------------------------|--|--------------------------------------|---------------------------------|--------------------|--------------------|-------------------------|
| Communication: Use knowledge and language skills for functional communication | X | X | X | X | X | X | X | X | X | X |
| Listening skills | X | X | X | X | X | X | X | X | X | X |
| Speaking skills | X | X | X | X | X | X | X | X | X | X |
| Reading skills | | | X | X | X | | X | | | X |
| Writing skills | | | | X | X | X | X | | | X |
| Cultures: Gain knowledge of other cultural perspectives and practices | X | X | X | X | X | X | X | X | X | X |
| Cultural practices | | | | | X | | X | | | |
| Cultural products | | | | X | X | | | | | |
| Connections: Connect foreign language study to experiences in other curricular areas to personal interests | X | X | X | | X | | X | | X | |
| Comparisons: Compare the target language and culture with their own language and culture | X | X | X | X | X | | | | | |
| Linguistic comparisons | | | | | X | | | | | |
| Cultural comparisons | | | | | X | | | | | |
| Communities: Use the language and apply learning to the world beyond the classroom | X | X | X | | | | | | | |
| Mention Virginia Standards for Foreign Language Learning | | | | | | | | | | |
| Mention National Standards for Foreign Language Learning | | | X | | | | | | | |

Figure 1.M: Alignment of Syllabi with Curriculum Standards, Wakefield High School

| Content and Learning Objectives | Chinese I: Hsu | German I: O’Grady | German II: O’Grady | German III: Trimble | German IV AP: Trimble | French III: Wheelock |
|---|-------------------|----------------------|-----------------------|------------------------|--------------------------|-------------------------|
| Communication: Use knowledge and language skills for functional communication | X | X | X | X | X | X |
| Listening skills | X | X | X | X | X | X |
| Speaking skills | X | X | X | X | X | X |
| Reading skills | X | | X | X | | X |
| Writing skills | X | X | X | X | X | X |
| Cultures: Gain knowledge of other cultural perspectives and practices | X | | X | X | X | X |
| Cultural practices | | | | | X | |
| Cultural products | | | | X | X | X |
| Connections: Connect foreign language study to experiences in other curricular areas to personal interests | | | | | X | |
| Comparisons: Compare the target language and culture with their own language and culture | | | | | X | |
| Linguistic comparisons | | | | | X | |
| Cultural comparisons | | | | | X | |
| Communities: Use the language and apply learning to the world beyond the classroom | | | | | | |
| Mention Virginia Standards for Foreign Language Learning | | | | | | |
| Mention National Standards for Foreign Language Learning | | | | | | |

Figure 1.N: Alignment of Syllabi with Curriculum Standards, Washington-Lee High School

| Content and Learning Objectives | Span II: Baird | Span I: Hernandez | Span II: Mendez | Span III: Mendez | Span IV: Mendez | Span IV: Rivera | Span FS I/II IB: Rondon | Span FS III: Rondon |
|---|-------------------|----------------------|--------------------|---------------------|--------------------|--------------------|----------------------------|------------------------|
| Communication: Use knowledge and language skills for functional communication | | X | X | X | X | X | X | X |
| Listening skills | | X | X | X | X | X | X | |
| Speaking skills | | X | X | X | X | X | X | X |
| Reading skills | | X | X | X | X | X | X | X |
| Writing skills | | X | X | X | X | X | X | X |
| Cultures: Gain knowledge of other cultural perspectives and practices | | X | X | X | X | X | X | X |
| Cultural practices | | X | | | | | X | X |
| Cultural products | | X | | | | | X | X |
| Connections: Connect foreign language study to experiences in other curricular areas to personal interests | | | | | | | | |
| Comparisons: Compare the target language and culture with their own language and culture | | X | | | | | | |
| Linguistic comparisons | | | | | | | | |
| Cultural comparisons | | | | | | | | |
| Communities: Use the language and apply learning to the world beyond the classroom | | | | | | | | |
| Mention Virginia Standards for Foreign Language Learning | | | | | | | | |
| Mention National Standards for Foreign Language Learning | | | | | | | | |

Figure 1.O: Alignment of Syllabi with Curriculum Standards, Washington-Lee High School

| Content and Learning Objectives | Span FS AP Lit I/II: Rondon | Span FS AP Lang: Rondon | Span I: Santamaria | Span II: Santamaria | Span FS II: Santamaria | Span Lang I IB: Villanueva | Span Lang II IB: Villanueva | Span I FS: Villanueva |
|---|-----------------------------|-------------------------|--------------------|---------------------|------------------------|----------------------------|-----------------------------|-----------------------|
| Communication: Use knowledge and language skills for functional communication | X | X | X | X | X | X | X | X |
| Listening skills | X | X | X | X | X | X | X | |
| Speaking skills | X | X | X | X | X | X | X | X |
| Reading skills | X | X | X | X | X | | | X |
| Writing skills | X | X | X | X | X | X | X | X |
| Cultures: Gain knowledge of other cultural perspectives and practices | X | X | X | X | X | X | X | X |
| Cultural practices | X | X | | | | | | |
| Cultural products | X | X | | | | | | |
| Connections: Connect foreign language study to experiences in other curricular areas to personal interests | X | X | | | | | | |
| Comparisons: Compare the target language and culture with their own language and culture | X | | | | | | | |
| Linguistic comparisons | X | | | | | | | |
| Cultural comparisons | X | | | | | | | |
| Communities: Use the language and apply learning to the world beyond the classroom | | | | | | | | |
| Mention Virginia Standards for Foreign Language Learning | | | | | | | | |
| Mention National Standards for Foreign Language Learning | | | | | | | | |

Figure 1.P: Alignment of Syllabi with Curriculum Standards, Washington-Lee High School

| Content and Learning Objectives | Fren I/II IB: Akkache | Fren III: Akkache | Fren V: Akkache | Fren IV: Karaky | Fren II: Moran | Germ I: O'Grady | Germ II: O'Grady | Germ III: Trimble | Germ V AP: Trimble | Fren III: Wilson |
|---|-----------------------|-------------------|-----------------|-----------------|----------------|-----------------|------------------|-------------------|--------------------|------------------|
| Communication: Use knowledge and language skills for functional communication | X | X | X | X | X | X | X | X | X | X |
| Listening skills | X | X | X | X | X | | X | X | X | X |
| Speaking skills | X | X | X | X | X | X | X | X | X | X |
| Reading skills | X | X | X | X | X | | X | | | X |
| Writing skills | X | X | X | X | X | X | X | X | X | X |
| Cultures: Gain knowledge of other cultural perspectives and practices | X | X | X | X | X | X | X | X | X | X |
| Cultural practices | | | X | | | | | | X | |
| Cultural products | | | X | | X | | | X | X | |
| Connections: Connect foreign language study to experiences in other curricular areas to personal interests | X | | | | | | | | X | |
| Comparisons: Compare the target language and culture with their own language and culture | | X | | X | | | | | X | |
| Linguistic comparisons | | X | | | | | | | X | |
| Cultural comparisons | | X | | | | | | | X | |
| Communities: Use the language and apply learning to the world beyond the classroom | | | | | | | | | | |
| Mention Virginia Standards for Foreign Language Learning | | | | | | | | | | |
| Mention National Standards for Foreign Language Learning | | | | | | | | | | |

Figure 1.Q: Alignment of Syllabi with Curriculum Standards, Williamsburg Middle School

| Content and Learning Objectives | Span I: Adams | Transitional Spanish: Adams | Span I: Bronstein | Span IB: Bronstein | Span II: Bronstein | Span IIB: Bronstein | Span I: Luengo | Span II: Luengo |
|---|------------------|-----------------------------------|----------------------|-----------------------|-----------------------|------------------------|-------------------|--------------------|
| Communication: Use knowledge and language skills for functional communication | X | X | X | X | X | X | X | X |
| Listening skills | X | X | X | X | X | X | X | X |
| Speaking skills | X | X | X | X | X | X | X | X |
| Reading skills | X | X | X | X | X | X | X | X |
| Writing skills | X | X | X | X | X | X | X | X |
| Cultures: Gain knowledge of other cultural perspectives and practices | X | X | X | X | X | X | | |
| Cultural practices | X | X | X | X | X | X | | |
| Cultural products | X | X | | X | | X | | |
| Connections: Connect foreign language study to experiences in other curricular areas to personal interests | | | | | | | | |
| Comparisons: Compare the target language and culture with their own language and culture | | | | | | | X | X |
| Linguistic comparisons | | | | | | | | |
| Cultural comparisons | | | | | | | | |
| Communities: Use the language and apply learning to the world beyond the classroom | | | | | | | | |
| Mention Virginia Standards for Foreign Language Learning | | | | | | | | |
| Mention National Standards for Foreign Language Learning | | | | | | | | |

Figure 1.R: Alignment of Syllabi with Curriculum Standards, Williamsburg Middle School

| Content and Learning Objectives | French I: Chapman | French I/II: Chapman | Latin I: Gephardt | Latin II: Gephardt |
|---|----------------------|-------------------------|-------------------|--------------------|
| Communication: Use knowledge and language skills for functional communication | X | X | | |
| Listening skills | X | X | | |
| Speaking skills | X | X | | |
| Reading skills | X | X | X | X |
| Writing skills | X | X | | |
| Cultures: Gain knowledge of other cultural perspectives and practices | | | X | X |
| Cultural practices | | | X | X |
| Cultural products | | | X | |
| Connections: Connect foreign language study to experiences in other curricular areas to personal interests | X | | | |
| Comparisons: Compare the target language and culture with their own language and culture | | | X | X |
| Linguistic comparisons | | | | |
| Cultural comparisons | | | X | X |
| Communities: Use the language and apply learning to the world beyond the classroom | | | | |
| Mention Virginia Standards for Foreign Language Learning | | | | |
| Mention National Standards for Foreign Language Learning | | | | |

Figure 1.S: Alignment of Syllabi with Curriculum Standards, Yorktown High School

| Content and Learning Objectives | Span I: Glasier | Span IV: Glasier | Span V: Glasier | Span I: Gutierrez | Span III: Gutierrez | Span FS II/III: Murphy | Span II: Murphy | Span IV: Murphy | Span III: Thor | Span V/VI AP: Thor |
|---|-----------------|------------------|-----------------|-------------------|---------------------|------------------------|-----------------|-----------------|----------------|--------------------|
| Communication: Use knowledge and language skills for functional communication | | | | X | X | X | | | | X |
| Listening skills | | | | X | X | X | | | | X |
| Speaking skills | X | X | X | X | X | X | X | X | X | X |
| Reading skills | | | | X | X | X | | | | |
| Writing skills | | | | X | X | X | | | | X |
| Cultures: Gain knowledge of other cultural perspectives and practices | | | | X | X | X | | | | X |
| Cultural practices | | | | | | X | | | | |
| Cultural products | | | | | | X | | | | |
| Connections: Connect foreign language study to experiences in other curricular areas to personal interests | | | | | | | | | | |
| Comparisons: Compare the target language and culture with their own language and culture | | | | | | | | | | X |
| Linguistic comparisons | | | | | | | | | | |
| Cultural comparisons | | | | | | | | | | |
| Communities: Use the language and apply learning to the world beyond the classroom | | | | | | | | | | |
| Mention Virginia Standards for Foreign Language Learning | | | | | | | | | | |
| Mention National Standards for Foreign Language Learning | | | | | | | | | | |

Figure 1.T: Alignment of Syllabi with Curriculum Standards, Yorktown High School

| Content and Learning Objectives | Fren III: Berger | Fren IV: Berger | Fren V/VI AP: Berger | Fren V/VI: Berger | Fren I: Hubbard | Fren II: Hubbard | Span II: Verastegui | Span III: Verastegui |
|---|---------------------|--------------------|-------------------------|----------------------|--------------------|---------------------|------------------------|-------------------------|
| Communication: Use knowledge and language skills for functional communication | X | X | X | X | X | X | X | X |
| Listening skills | X | X | X | X | X | X | | |
| Speaking skills | X | X | X | X | X | X | X | X |
| Reading skills | X | X | X | X | X | X | X | |
| Writing skills | X | X | X | X | X | X | X | |
| Cultures: Gain knowledge of other cultural perspectives and practices | | X | X | X | X | X | X | |
| Cultural practices | | X | X | | | | | |
| Cultural products | | X | | | X | X | | |
| Connections: Connect foreign language study to experiences in other curricular areas to personal interests | | | | | | | | |
| Comparisons: Compare the target language and culture with their own language and culture | | X | | | | | | |
| Linguistic comparisons | | | | | | | | |
| Cultural comparisons | | X | | | | | | |
| Communities: Use the language and apply learning to the world beyond the classroom | | | | | X | X | | |
| Mention Virginia Standards for Foreign Language Learning | X | X | | | | | | |
| Mention National Standards for Foreign Language Learning | | | | | | | | |

Figure 1.U: Alignment of Syllabi with Curriculum Standards, Yorktown High School

| Content and Learning Objectives | Latin IV/V AP: Gushman | Latin II: Gushman | Latin III: Gushman | Latin I: Hubbard | German I: O'Grady | German II: O'Grady | German III: Trimble | German IV: Trimble | German IV AP: Trimble |
|---|------------------------|-------------------|--------------------|------------------|-------------------|--------------------|---------------------|--------------------|-----------------------|
| Communication: Use knowledge and language skills for functional communication | X | | | X | X | X | X | X | X |
| Listening skills | | | | | | X | X | X | X |
| Speaking skills | | | | X | | X | X | X | X |
| Reading skills | X | | | X | | X | X | | |
| Writing skills | X | | | | | X | X | X | X |
| Cultures: Gain knowledge of other cultural perspectives and practices | X | | | X | X | X | X | X | X |
| Cultural practices | X | | | X | | | X | X | X |
| Cultural products | X | | | | | | | X | X |
| Connections: Connect foreign language study to experiences in other curricular areas to personal interests | | | | | | | | X | X |
| Comparisons: Compare the target language and culture with their own language and culture | | | | | | | | X | X |
| Linguistic comparisons | | | | X | | | | X | X |
| Cultural comparisons | | | | | | | | X | X |
| Communities: Use the language and apply learning to the world beyond the classroom | | | | X | | | | | |
| Mention Virginia Standards for Foreign Language Learning | | | | | | | | | |
| Mention National Standards for Foreign Language Learning | | | | | | | | | |

Section II: Alignment to and Sequence of Performance Standards

The second section of this report analyzes syllabi for continuity of articulated goals across grade levels to ensure that students receive the appropriate development of the stated learning objectives. The curriculum frameworks provided by APS included specific standards related to the goals of communication, culture, connections, comparisons, and community across five levels of language learning.³ The evaluation of these syllabi includes an examination of the multiple sub-standards for each learning objective, with each included sub-standard earning one point towards the total score of the syllabus. Syllabi with a larger number of points outline more of the objectives that students need in any single language level to move on to the next language level successfully. Specific details regarding the methodology used for various syllabi types may be found below.

Methodology

World Languages Syllabi except Latin, Spanish for Fluent Speakers, Spanish Immersion, and Spanish IB/AP

There are a total of 37 performance standards across the “five C’s” for language development in “traditional” language courses in Spanish, German, French, and Chinese. Therefore, in scoring each syllabus for continuity, one world language syllabus could earn a maximum of 37 points. Thus, the higher the number of points awarded to a syllabus, the stronger the alignment to the performance standards and learning objectives across the five levels of language learning. Syllabi can earn up to 10 points in communication, seven points in culture, four points in connections, six points in comparisons, and 10 points in community.

Figure 2.A demonstrates *one example* of the sub-standards for the Cultural Practices section of the Culture performance standard. A syllabus could earn up to four points in this area, as one point is awarded for each area addressed.

Figure 2.A: Performance Standards: Culture: Cultural Practices

| Level I | Level II | Level III | Level IV | Levels V-VI |
|--|--|--|--|---|
| <i>Identify cultural practices among same language cultures.</i> | | | | |
| Identify some patterns of behavior | Explain some aspects of the daily life of people in the target culture | Identify differences between daily life practices among the same language cultures | Understand and deal with hypothetical and/or real cultural situations on a limited basis | Explain cultural practices and perspectives |
| <i>Recognize the differences in cultural perspectives among same language cultures.</i> | | | | |
| Recognize some cultural | Explain several cultural practices | Recognize that differences exist in | Describe some differences in | Explain some cultural perspectives among |

³ See: Pages 15-24.

| Level I | Level II | Level III | Level IV | Levels V-VI |
|--|--|--|--|---|
| perspectives in target cultures | in target cultures | cultural perspectives among the same language cultures | cultural practices | same language cultures |
| <i>Identify the role of customs and institutions within the target culture.</i> | | | | |
| Recognize basic customs and institutions | Describe basic customs and institutions | Compare and contrast basic customs and institutions | Explain differences in customs and institutions | Evaluate customs and institutions |
| <i>Recognize and use appropriate non-verbal communication.</i> | | | | |
| Recognize non-verbal patterns of behavior appropriate to the target culture(s) | Imitate non-verbal patterns of behavior appropriate to the target culture(s) | Recognize culturally appropriate behaviors | Use culturally appropriate behaviors in interactions with the target culture | Use culturally appropriate behaviors to enhance verbal communication, showing some understanding of meaning |

Spanish for Fluent Speakers, Spanish Immersion, and Spanish IB/AP

The performance standards in the curriculum framework for Spanish for Fluent Speakers I, II, III, IV-AP Language, V-AP Literature Part I, VI-AP Literature Part II; and IB differ somewhat from the World Languages Curriculum Framework performance standards. The Immersion Middle School Framework does not provide sequential goals; consequently, immersion course syllabi are examined using the Spanish for Fluent Speakers Curriculum Framework. The standards within this Framework include descriptions of appropriate learning objectives for fluent speakers in the performance standards of communication, culture, connections, comparisons, and community. While the latter four performance standards each contain one to four descriptions, the goal of communication is divided into listening, speaking, reading, and writing. These skill areas are provided for five general levels of Spanish instruction, from Level I to Level V/VI. Standards for required learning objectives vary by level, with Level I courses requiring basic skills development while Levels IV and V demand more challenging curricula. Additionally, syllabi are evaluated for the development of appropriate grammar skills.

However, each level of standards for Spanish for Fluent Speakers has a different total point value based on the number of learning objectives included in the Curriculum Framework. Therefore, the point totals for syllabi cannot be compared across levels and must be evaluated as a percent of total points. This analysis will be included later in Section II with the examination of these syllabi.

Figure 2.B: Spanish for Fluent Speakers, Immersion, AP, and IB Syllabi Scoring Framework – Maximum Number of Points Possible

| | Level I A | Level I B | Level II | Level III | Level IV | Level V/VI |
|----------------------|-----------|-----------|-----------|-----------|-----------|------------|
| Communication | 32 | 25 | 25 | 36 | 38 | 8 |
| Culture | 4 | 4 | 4 | 2 | 2 | 6 |
| Connections | 2 | 3 | 4 | 1 | 1 | 4 |
| Comparisons | 2 | 3 | 3 | 1 | 1 | 7 |
| Communities | 2 | 2 | 3 | 2 | 2 | 0 |
| Total | 42 | 37 | 39 | 42 | 44 | 25 |

Latin

Similarly, the learning objectives (entitled “progress indicators” in the Latin Curriculum Framework) in the curriculum framework for Latin courses are different from those in other curriculum frameworks.

Latin syllabi were evaluated regarding the articulation of learning objectives in a continued sequence across courses as students progress in language development. The number of learning objectives varies by level within this framework, meaning that the maximum number of points scored also varies as shown below:

Figure 2.C: Latin Syllabi Scoring Framework – Maximum Number of Points Possible

| | Level I | Level II | Level III | Level IV (AP Vergil) | Level V (AP Catullus) |
|----------------------|-----------|-----------|-----------|----------------------|-----------------------|
| Communication | 17 | 9 | 16 | 10 | 12 |
| Culture | 4 | 7 | 8 | 3 | 4 |
| Connections | 3 | 3 | 2 | 3 | 3 |
| Comparisons | 6 | 4 | 5 | 3 | 5 |
| Communities | 3 | 2 | 4 | 6 | 2 |
| Total | 33 | 25 | 35 | 25 | 26 |

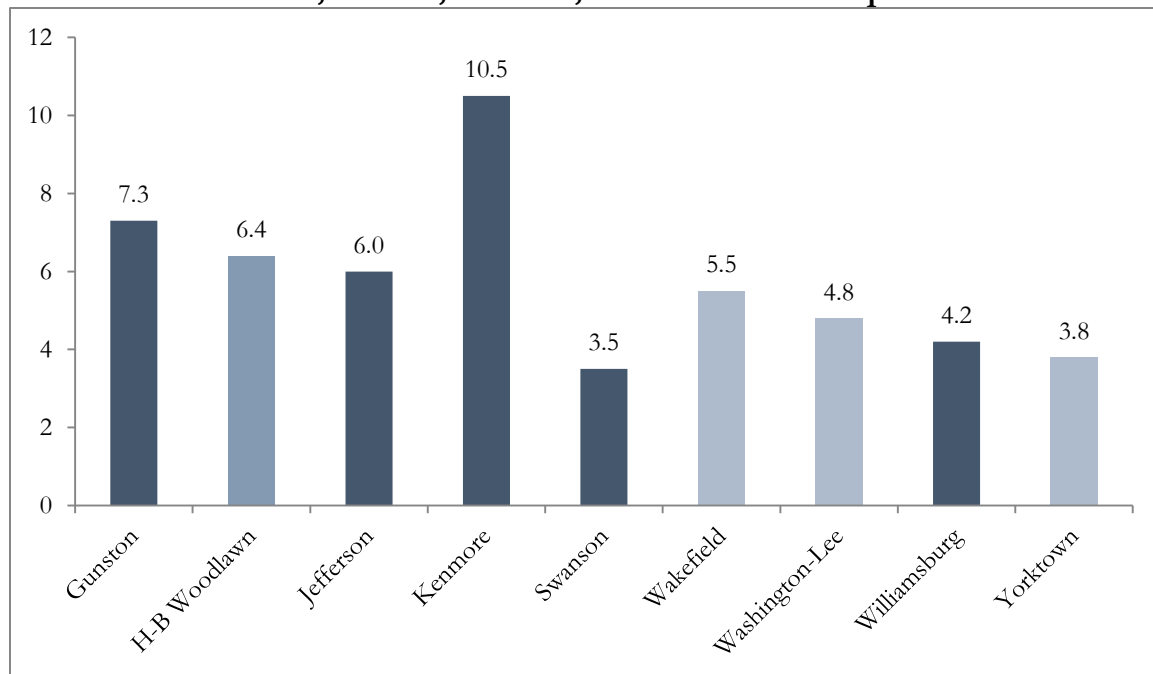
The point totals for syllabi cannot be compared across levels and must be evaluated as a percent of total points. This analysis will be included later in Section II with the examination of these syllabi.

The syllabus for Latin I/II taught by Stowell at Swanson Middle School was incorrectly labeled and thus not available for analysis. Please also note that the Latin Curriculum Framework does not provide progress indicators or goals for non AP Latin V or VI (both courses offered at H-B Woodlawn).

Summary Analysis

The majority of German, French, Chinese, and “traditional Spanish” (Spanish courses not for fluent speakers, immersion, AP, or IB) syllabi examined did not demonstrate the inclusion of many learning objectives under each performance standard, as the overall average number of points awarded per syllabi was only 4.97. In the following figure, which demonstrates the average number of learning objectives included in the syllabi at each school, middle schools are marked in navy blue, high schools in light blue, and H-B Woodlawn is noted with a medium blue. This figure does not include Latin courses or courses designed for fluent speakers of Spanish, immersion, AP or IB courses, as these courses are evaluated separately.

Figure 2.D: Average Number of Learning Objectives Included in Syllabi, German, French, Chinese, and “traditional” Spanish

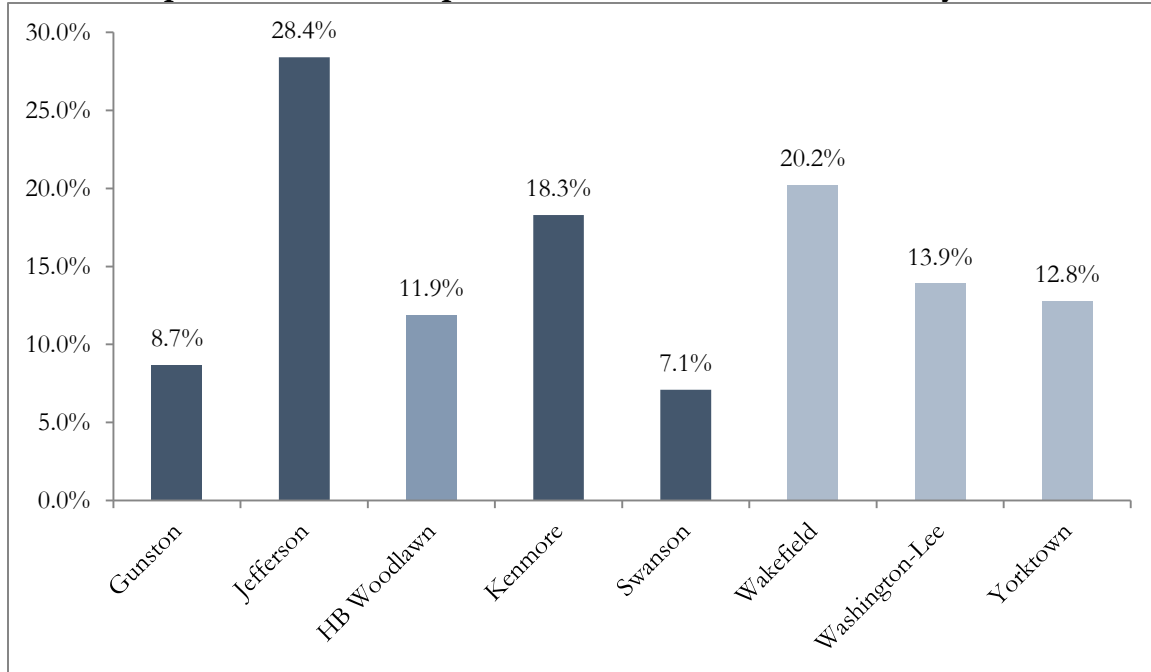


There was significant variance among the averages at the middle school level, with syllabi from Kenmore averaging at 10.5 standards and syllabi from Swanson only averaging 3.5 standards. Despite these differences, **the average number of included learning objectives at any given level for all middle schools was higher than the average for the high schools.** This suggests that middle school syllabi communicate the articulation of learning objectives/goals better than high school syllabi, as well as suggests that the **articulation of goals between middle and high school may be low.**

As the total number of learning objectives for Latin and Spanish for fluent speakers, immersion, AP, and IB courses differs by level, the following figures present the

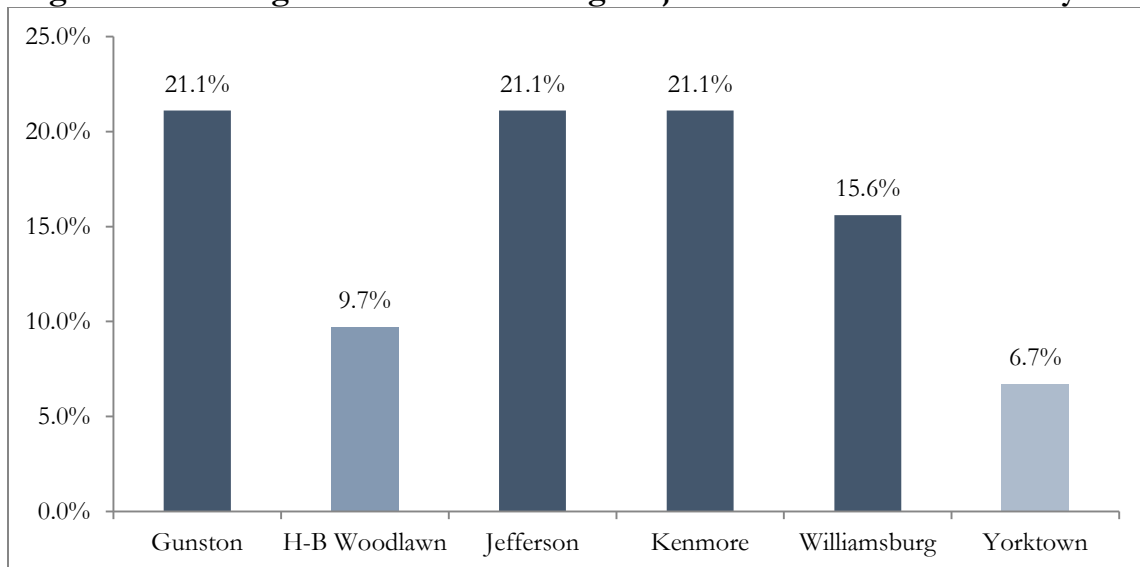
number of included standards as a percent of the total for each level. These percentages were then averaged by school

Figure 2.E: Average Percent of Learning Objectives Included, Spanish for Fluent Speakers, Immersion, AP, and IB Syllabi



While the average percent of included learning objectives was somewhat even for middle school syllabi and high school syllabi for Spanish courses for fluent speakers, immersion, AP, and IB, middle school Latin courses included a significantly larger percent of learning objectives than high school syllabi.

Figure 2.F: Average Percent of Learning Objectives Included in Latin Syllabi



The number of learning objectives contained in the world languages syllabi (excluding Spanish for fluent speakers, immersion courses, Spanish IB/AP, and Latin) was generally low. There were only four syllabi that received 15 or more points. These included:

- ❖ H-B Woodlawn Secondary Program and Washington-Lee High School; Trimble: German V AP (*25 points*)
- ❖ H-B Woodlawn Secondary Program, Wakefield High School, and Yorktown High School; Trimble: German IV AP (*21 points*)
- ❖ Gunston Middle School; Lee: French II (*16 points*)
- ❖ Jefferson Middle School; Garcia: Spanish I (*16 points*)
- ❖ Kenmore Middle School; Sanchez: Spanish I (*15 points*)

The number of performance standards contained in syllabi for Spanish for fluent speakers courses, immersion courses, or Spanish IB/AP courses was similarly low. The total average percent of included objectives per syllabi was approximately 16.1 percent, with no individual syllabi including 50 percent of the appropriate standards. The average number of objectives included in level I courses was only 5.9 out of a potential 42 points.

The number of performance standards that appear in Latin course syllabi were also very low, with an average of 11.1 percent of progress indicators included per syllabus. Cavanaugh's Latin I and II syllabi contained the highest number of performance standards: six out of a possible 33 for Latin I and six of 25 for Latin II.

Communication was the most frequently mentioned learning objective in all examined syllabi, with approximately 94 percent of traditional world language syllabi including some reference to the development of interpersonal, interpretive, or presentational communication. Similarly, approximately 85 percent of Latin syllabi and syllabi for fluent Spanish speakers, immersion, AP, and IB included the general learning objective of communication, with all four standards of listening, speaking, reading, and writing mentioned in at least 50 percent of these syllabi. **Second, the area of culture was mentioned in over 50 percent of all examined syllabi**, including courses for fluent Spanish speakers. Nearly 70 percent of Latin syllabi included the instruction of culture through history, the arts, and daily life.

The following table demonstrates the number of mentions for each learning objective and this number as a percent of the total syllabi for German, French, Chinese, and traditional Spanish courses. Further, the table also includes the total points awarded in each learning standard. Syllabi used at multiple schools were only included once, with a total of 88 syllabi reviewed for these foreign language courses.

Figure 2.G: Number and Percent of Syllabi Including Learning Objectives

| Learning Objective | Total Points | Number of Syllabi | Number as Percent of Total |
|---|--------------|-------------------|----------------------------|
| Communication | 236 | 82 | 93.25 |
| Interpersonal Communication | 132 | 70 | 79.5% |
| Interpretive Communication | 57 | 40 | 45.5% |
| Presentational Communication | 45 | 33 | 37.5% |
| Culture | 123 | 59 | 67.0% |
| Cultural Practices | 70 | 44 | 50.0% |
| Cultural Products | 44 | 29 | 33.0% |
| Connections | 20 | 17 | 19.3% |
| Connections with Other Disciplines | 17 | 14 | 15.9% |
| Comparisons | 29 | 21 | 23.9% |
| Linguistic Comparisons | 12 | 11 | 12.5% |
| Cultural Comparisons | 15 | 11 | 12.5% |
| Communities | 32 | 21 | 23.9% |
| Practical Applications within Communities | 30 | 19 | 21.6% |
| Total | 437 | 88 | 100% |

Figure 2.H displays the frequency of these objectives for Spanish for fluent speakers, immersion, AP, and IB courses, and Figure 2.I depicts the frequency of progress indicators included in Latin syllabi. Overall, 23 Spanish for fluent speakers or immersion syllabi were examined and 16 *unique* Latin syllabi were examined.

Figure 2.H: Frequency of Learning Objectives, Spanish for Fluent Speakers

| Learning Objective | Number of Syllabi | Percent of Total |
|----------------------|-------------------|------------------|
| Communication | 19 | 82.6% |
| Listening | 11 | 47.8% |
| Speaking | 14 | 60.9% |
| Reading | 17 | 73.9% |
| Writing | 16 | 69.6% |
| Culture | 18 | 78.2% |
| Connections | 8 | 34.8% |
| Comparisons | 6 | 26.1% |
| Communities | 1 | 4.3% |
| Total | 23 | 100% |

Figure 2.I: Frequency of Learning Objectives, Latin

| Learning Objective | Number of Syllabi | Percent of Total |
|----------------------|-------------------|------------------|
| Communication | 14 | 87.5% |
| Culture | 12 | 75.0% |
| Connections | 2 | 12.5% |
| Comparisons | 7 | 43.8% |
| Communities | 6 | 37.5% |
| Total | 16 | 100% |

Across languages, it was somewhat common for a syllabus to mention the importance of goals relating to communication, culture, connections, comparisons, and community without providing specific examples of the practices that would lead to these learning objectives. In some instances, one point is awarded to the section in general when these standards are mentioned.

The following pages contain the tables used to review each syllabus in evaluating the curriculum alignment across courses of the same language. **The majority of syllabi do not mention how they complement and build upon the curriculum of previous courses in the same language**, and thus it is difficult to accurately evaluate which syllabi are more successful at articulating goals in a continued sequence than others. Further, this complicates the evaluation of continuity of standards from middle school to high school. Level I courses at the high school level may or may not be designed to build upon previous world language instruction, but include introductory objectives and skills either way. Beyond courses designed for fluent Spanish speakers, no Level I syllabi offered at the high school level included any indication of the continued development of learning standards for world languages courses that began in middle school. **The relatively frequent mention of communication and culture performance standards and learning objectives across syllabi levels suggests that these goals may also be better articulated** than the comparisons, connections, and community performance standards and objectives.

The low number of goals articulated on syllabi suggests that an analysis based solely on the syllabi may not provide an accurate indicator of the articulation of goals across levels and between schools. An analysis of curricula and assignments has the potential to be much more accurate.

Figure 2.J: Alignment of Syllabi with Performance Standards, Gunston Middle School

| Learning Objective | Chinese I: Radosh | French I: Lee | French II: Lee | Exp. Lang.: Stowell | Spanish L.A.: Garcia | Spanish II: Garcia | Spanish I: Meyers |
|---|----------------------|------------------|-------------------|---------------------------|----------------------------|-----------------------|----------------------|
| Communication | 1 | 7 | 8 | 2 | 4 | 3 | 2 |
| Interpersonal Communication | 0 | 4 | 4 | 1 | 1 | 1 | 1 |
| Interpretive Communication | 0 | 2 | 2 | 1 | 1 | 0 | 1 |
| Presentational Communication | 0 | 1 | 2 | 0 | 2 | 2 | 0 |
| Culture | 1 | 1 | 5 | 2 | 1 | 1 | 1 |
| Cultural Practices | 0 | 0 | 3 | 1 | 0 | 1 | 1 |
| Cultural Products | 0 | 0 | 2 | 1 | 1 | 0 | 0 |
| Connections | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| Connections with Other Disciplines | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| Comparisons | 0 | 1 | 1 | 1 | 0 | 0 | 1 |
| Linguistic Comparisons | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Cultural Comparisons | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| Communities | 0 | 2 | 1 | 0 | 1 | 2 | 0 |
| Practical Applications within Communities | 0 | 2 | 1 | 0 | 1 | 2 | 0 |
| Total | 2 | 11 | 16 | 6 | 6 | 6 | 4 |

Figure 2.K: Alignment of Syllabi with Performance Standards, H-B Woodlawn Secondary Program

| Learning Objective | French I: Nuxoll | French II: Allen | French III: Allen | French IV: Allen | French V/VI: Allen | Span IA/B: Rivas | Span I: Rivas | Span II: Rivas | Chinese I: Radosh |
|---|---------------------|---------------------|----------------------|---------------------|-----------------------|---------------------|------------------|-------------------|----------------------|
| Communication | 2 | 3 | 3 | 0 | 4 | 2 | 4 | 3 | 1 |
| Interpersonal Communication | 1 | 1 | 3 | 0 | 1 | 3 | 2 | 1 | 0 |
| Interpretive Communication | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 2 | 0 |
| Presentational Communication | 0 | 1 | 0 | 0 | 2 | 1 | 1 | 0 | 0 |
| Cultures | 1 | 2 | 0 | 0 | 1 | 2 | 1 | 3 | 1 |
| Cultural practices | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 3 | 0 |
| Cultural products | 0 | 2 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| Connections | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Connections with Other Disciplines | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Comparisons | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| Linguistic comparisons | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Cultural comparisons | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Communities | 1 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 0 |
| Practical Applications within Communities | 1 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 0 |
| Total | 5 | 6 | 4 | 2 | 9 | 4 | 5 | 6 | 2 |

**Figure 2.L: Alignment of Syllabi with Performance Standards,
H-B Woodlawn Secondary Program: German under Trimble**

| Learning Objective | German I | German IA/B | German II | German III | German IV | German IV AP | German V AP | German VI |
|---|----------|-------------|-----------|------------|-----------|--------------|-------------|-----------|
| Communication | 3 | 3 | 2 | 2 | 2 | 6 | 8 | 2 |
| Interpersonal Communication | 2 | 2 | 1 | 1 | 1 | 2 | 4 | 1 |
| Interpretive Communication | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 0 |
| Presentational Communication | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 1 |
| Culture | 1 | 1 | 2 | 0 | 0 | 7 | 7 | 1 |
| Cultural Practices | 1 | 1 | 2 | 0 | 0 | 4 | 4 | 0 |
| Cultural Products | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 1 |
| Connections | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 |
| Connections with Other Disciplines | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 |
| Comparisons | 0 | 0 | 0 | 1 | 0 | 2 | 3 | 0 |
| Linguistic Comparisons | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cultural Comparisons | 0 | 0 | 0 | 1 | 0 | 2 | 3 | 0 |
| Communities | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 0 |
| Practical Applications within Communities | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 0 |
| Total | 4 | 4 | 4 | 3 | 2 | 21 | 25 | 3 |

**Figure 2.M: Alignment of Syllabi with Performance Standards,
Jefferson Middle School**

| Learning Objective | Fren I/II: Boyle | Span for Grade 6: Limo | Span I: Garcia | Chin I: Radosh | Chin II: Radosh |
|--|---------------------|---------------------------|-------------------|-------------------|--------------------|
| Communication | 2 | 1 | 6 | 1 | |
| Interpersonal Communication | 1 | 0 | 5 | 0 | |
| Interpretive Communication | 1 | 0 | 0 | 0 | |
| Presentational Communication | 0 | 0 | 1 | 0 | |
| Cultures | 1 | 1 | 5 | 1 | |
| Cultural practices | 1 | 0 | 3 | 0 | |
| Cultural products | 0 | 0 | 2 | 0 | |
| Connections | 0 | 0 | 1 | 0 | |
| Connections with Other Disciplines | 0 | 0 | 1 | 0 | |
| Comparisons | 1 | 0 | 4 | 0 | |
| Linguistic comparisons | 1 | 0 | 2 | 0 | |
| Cultural comparisons | 0 | 0 | 2 | 0 | |
| Communities | 0 | 0 | 1 | 0 | |
| Practical Applications within Communities | 0 | 0 | 1 | 0 | |
| Total | 4 | 2 | 16 | 2 | |

**Figure 2.N: Alignment of Syllabi with Performance Standards,
Kenmore Middle School**

| Learning Objective | Spanish I: Orozco | Span I: Sanchez | Spanish II: Orozco | Arabic I: Vanderdoes | Fren I/II: Williams | Chinese I: Radosh |
|---|----------------------|--------------------|-----------------------|-------------------------|------------------------|----------------------|
| Communication | | 6 | 6 | | 6 | 1 |
| Interpersonal Communication | | 2 | 2 | | 2 | 0 |
| Interpretive Communication | | 2 | 2 | | 2 | 0 |
| Presentational Communication | | 2 | 2 | | 2 | 0 |
| Cultures | | 3 | 3 | | 3 | 1 |
| Cultural practices | | 1 | 1 | | 3 | 0 |
| Cultural products | | 2 | 2 | | 0 | 0 |
| Connections | | 3 | 1 | | 1 | 0 |
| Connections with Other Disciplines | | 3 | 1 | | 1 | 0 |
| Comparisons | | 2 | 2 | | 1 | 0 |
| Linguistic comparisons | | 1 | 1 | | 1 | 0 |
| Cultural comparisons | | 1 | 1 | | 0 | 0 |
| Communities | | 1 | 1 | | 1 | 0 |
| Practical Applications within Communities | | 1 | 1 | | 1 | 0 |
| Total | | 15 | 13 | | 12 | 2 |

**Figure 2.O: Alignment of Syllabi with Performance Standards,
Swanson Middle School**

| Learning Objective | Spanish I: Clinger | Span for Grade 6: Clinger | Spanish I: Curran | Spanish I: Mullett | Spanish II: Curran | Spanish II: Mullett |
|---|-----------------------|---------------------------------|----------------------|-----------------------|-----------------------|------------------------|
| Communication | 2 | 1 | 2 | 4 | 1 | 4 |
| Interpersonal Communication | 2 | 1 | 2 | 4 | 0 | 4 |
| Interpretive Communication | 0 | 0 | 0 | 0 | 1 | 0 |
| Presentational Communication | 0 | 0 | 0 | 0 | 0 | 0 |
| Cultures | 0 | 0 | 0 | 0 | 2 | 2 |
| Cultural practices | 0 | 0 | 0 | 0 | 2 | 2 |
| Cultural products | 0 | 0 | 0 | 0 | 0 | 0 |
| Connections | 0 | 0 | 0 | 0 | 0 | 0 |
| Connections with Other Disciplines | 0 | 0 | 0 | 0 | 0 | 0 |
| Comparisons | 0 | 0 | 0 | 0 | 0 | 0 |
| Linguistic comparisons | 0 | 0 | 0 | 0 | 0 | 0 |
| Cultural comparisons | 0 | 0 | 0 | 0 | 0 | 0 |
| Communities | 0 | 0 | 0 | 0 | 0 | 0 |
| Practical Applications within Communities | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 2 | 1 | 2 | 4 | 3 | 6 |

**Figure 2.P: Alignment of Syllabi with Performance Standards,
Swanson Middle School**

| Learning Objective | French I: Blitgen ⁴ | French I: Vaslavsky | French II: Blitgen | French II: Vaslavsky | Chinese I: Radosh |
|---|-----------------------------------|------------------------|-----------------------|-------------------------|----------------------|
| Communication | 3 | 3 | 1 | 1 | 1 |
| Interpersonal Communication | 3 | 3 | 1 | 1 | 0 |
| Interpretive Communication | 0 | 0 | 0 | 0 | 0 |
| Presentational Communication | 0 | 0 | 0 | 0 | 0 |
| Culture | 2 | 2 | 3 | 3 | 1 |
| Cultural Practices | 1 | 1 | 1 | 1 | 0 |
| Cultural Products | 1 | 1 | 2 | 2 | 0 |
| Connections | 0 | 0 | 0 | 0 | 0 |
| Connections with Other Disciplines | 0 | 0 | 0 | 0 | 0 |
| Comparisons | 0 | 0 | 0 | 0 | 0 |
| Linguistic Comparisons | 0 | 0 | 0 | 0 | 0 |
| Cultural Comparisons | 0 | 0 | 0 | 0 | 0 |
| Communities | 0 | 0 | 0 | 0 | 0 |
| Practical Applications within Communities | 0 | 0 | 0 | 0 | 0 |
| Total | 5 | 5 | 4 | 4 | 2 |

⁴ Blitgen and Vaslavsky appear to use the same syllabi for French I and II.

**Figure 2.Q: Alignment of Syllabi with Performance Standards,
Wakefield High School**

| Learning Objective | Span I: Buzzi | Span II: Buzzi | Span II: Mandel | Span IV: Mandel | Span V AP: Mandel |
|--|------------------|-------------------|--------------------|--------------------|-------------------------|
| Communication | 4 | 4 | 5 | 3 | 5 |
| Interpersonal Communication | 4 | 4 | 4 | 2 | 2 |
| Interpretive Communication | 0 | 0 | 1 | 1 | 1 |
| Presentational Communication | 0 | 0 | 0 | 0 | 2 |
| Cultures | 1 | 1 | 0 | 0 | 0 |
| Cultural practices | 0 | 0 | 0 | 0 | 0 |
| Cultural products | 0 | 0 | 0 | 0 | 0 |
| Connections | 1 | 1 | 0 | 0 | 0 |
| Connections with Other Disciplines | 0 | 0 | 0 | 0 | 0 |
| Comparisons | 1 | 1 | 0 | 0 | 0 |
| Linguistic comparisons | 0 | 0 | 0 | 0 | 0 |
| Cultural comparisons | 0 | 0 | 0 | 0 | 0 |
| Communities | 1 | 1 | 0 | 0 | 0 |
| Practical Applications within Communities | 0 | 0 | 0 | 0 | 0 |
| Total | 8 | 8 | 5 | 3 | 5 |

**Figure 2.R: Alignment of Syllabi with Performance Standards,
Wakefield High School**

| Learning Objective | Chinese I: Hsu | German I: O'Grady | German II: O'Grady | German III: Trimble | German IV AP: Trimble | French III: Wheelock |
|---|-------------------|----------------------|-----------------------|------------------------|--------------------------|-------------------------|
| Communication | 1 | 2 | 1 | 2 | 6 | 0 |
| Interpersonal Communication | 1 | 2 | 1 | 1 | 2 | 0 |
| Interpretive Communication | 0 | 0 | 0 | 1 | 2 | 0 |
| Presentational Communication | 0 | 0 | 0 | 0 | 2 | 0 |
| Cultures | 1 | 1 | 0 | 0 | 7 | 0 |
| Cultural practices | 1 | 1 | 0 | 0 | 4 | 0 |
| Cultural products | 0 | 0 | 0 | 0 | 3 | 0 |
| Connections | 0 | 0 | 0 | 0 | 1 | 0 |
| Connections with Other Disciplines | 0 | 0 | 0 | 0 | 1 | 0 |
| Comparisons | 0 | 0 | 0 | 1 | 2 | 0 |
| Linguistic comparisons | 0 | 0 | 0 | 0 | 0 | 0 |
| Cultural comparisons | 0 | 0 | 0 | 1 | 2 | 0 |
| Communities | 1 | 0 | 0 | 0 | 5 | 1 |
| Practical Applications within Communities | 1 | 0 | 0 | 0 | 5 | 1 |
| Total | 3 | 3 | 1 | 3 | 21 | 1 |

**Figure 2.S: Alignment of Syllabi with Performance Standards,
Washington-Lee High School**

| Content and Learning Objectives | Span I: Hernandez | Span II: Mendez | Span I: Santamaria | Span II: Santamaria | Span II: Baird | Span III: Mendez | Span IV: Mendez | Span IV: Rivera |
|---|----------------------|--------------------|-----------------------|------------------------|-------------------|---------------------|--------------------|--------------------|
| Communication | 4 | 1 | 0 | 0 | | 3 | 1 | 4 |
| Interpersonal Communication | 4 | 1 | 0 | 0 | | 3 | 1 | 1 |
| Interpretive Communication | 0 | 0 | 0 | 0 | | 0 | 0 | 2 |
| Presentational Communication | 0 | 0 | 0 | 0 | | 0 | 0 | 1 |
| Cultures | 3 | 2 | 1 | 1 | | 0 | 0 | 0 |
| Cultural practices | 1 | 2 | 0 | 0 | | 0 | 0 | 0 |
| Cultural products | 2 | 0 | 0 | 0 | | 0 | 0 | 0 |
| Connections | 1 | 0 | 0 | 0 | | 0 | 0 | 1 |
| Connections with Other Disciplines | 1 | 0 | 0 | 0 | | 0 | 0 | 1 |
| Comparisons | 0 | 0 | 0 | 0 | | 0 | 0 | 0 |
| Linguistic comparisons | 0 | 0 | 0 | 0 | | 0 | 0 | 0 |
| Cultural comparisons | 0 | 0 | 0 | 0 | | 0 | 0 | 0 |
| Communities | 0 | 0 | 0 | 0 | | 0 | 0 | 0 |
| Practical Applications within Communities | 0 | 0 | 0 | 0 | | 0 | 0 | 0 |
| Total | 8 | 3 | 1 | 1 | | 3 | 1 | 5 |

**Figure 2.T: Alignment of Syllabi with Performance Standards,
Washington-Lee High School**

| Learning Objective | French IB I/II: Akkache | French II: Moran | French III: Akkache | French III: Wilson | French IV: Karaky | French V: Akkache | Germ I: O'Grady | German II: O'Grady | German III: Trimble | German V AP: Trimble |
|--|-------------------------------|------------------------|------------------------|--------------------------|-------------------------|----------------------|--------------------|--------------------------|---------------------------|----------------------------|
| Communication | 4 | 3 | 3 | 1 | 2 | 5 | 1 | 1 | 2 | 8 |
| Interpersonal Communication | 2 | 3 | 2 | 0 | 1 | 1 | 1 | 1 | 1 | 4 |
| Interpretive Communication | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 2 |
| Presentational Communication | 0 | 0 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 2 |
| Culture | 0 | 2 | 3 | 1 | 0 | 2 | 1 | 0 | 0 | 7 |
| Cultural Practices | 0 | 0 | 2 | 0 | 0 | 2 | 1 | 0 | 0 | 4 |
| Cultural Products | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Connections | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Connections with Other Disciplines | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Comparisons | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 3 |
| Linguistic Comparisons | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Cultural Comparisons | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 |
| Communities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Practical Applications within Communities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Total | 5 | 6 | 6 | 2 | 2 | 8 | 2 | 1 | 3 | 25 |

**Figure 2.U: Alignment of Syllabi with Performance Standards,
Williamsburg Middle School**

| Learning Objective | Span I: Adams | Transitional Span: Adams | Span I: Bronstein | Span IB: Bronstein | Span I: Luengo | Span II: Bronstein | Span IIB: Bronstein | Span II: Luengo | French I: Chapman | French I/II: Chapman |
|---|---------------|--------------------------|-------------------|--------------------|----------------|--------------------|---------------------|-----------------|-------------------|----------------------|
| Communication | 2 | 2 | 1 | 2 | 3 | 1 | 2 | 4 | 5 | 0 |
| Interpersonal Communication | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 4 | 0 |
| Interpretive Communication | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 2 | 0 | 0 |
| Presentational Communication | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| Culture | 2 | 2 | 3 | 2 | 1 | 3 | 2 | 2 | 1 | 0 |
| Cultural Practices | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 0 |
| Cultural Products | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 |
| Connections | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Connections with Other Disciplines | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Comparisons | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Linguistic Comparisons | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Cultural Comparisons | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Communities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Practical Applications within Communities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 6 | 7 | 0 |

**Figure 2.V: Alignment of Syllabi with Performance Standards,
Yorktown High School**

| Learning Objective | Span I: Glasier | Span I: Gutierrez | Span II: Murphy | Span II: Verastegui | Span III: Verastegui | Span III: Thor | Span III: Gutierrez | Span IV: Glasier | Span IV: Murphy | Span V: Glasier | Span V/VI AP: Thor |
|---|--------------------|----------------------|--------------------|------------------------|-------------------------|-------------------|------------------------|---------------------|--------------------|--------------------|--------------------------|
| Communication | 1 | 4 | 1 | 1 | 2 | 1 | 4 | 1 | 1 | 0 | 2 |
| Interpersonal Communication | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 |
| Interpretive Communication | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 |
| Presentational Communication | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 |
| Culture | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Cultural Practices | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cultural Products | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Connections | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Connections with Other Disciplines | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Comparisons | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Linguistic Comparisons | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cultural Comparisons | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Communities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Practical Applications within Communities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 1 | 5 | 1 | 2 | 2 | 1 | 4 | 1 | 1 | 0 | 5 |

**Figure 2.W: Alignment of Syllabi with Performance Standards,
Yorktown High School**

| Learning Objective | Fren I: Hubbard | Fren II: Hubbard | Fren III: Berger | Fren IV: Berger | Fren V/VI AP: Berger | Fren V/VI: Berger | German I: O’Grady | German II: O’Grady | German III: Trimble | German IV: Trimble | German IV AP: Trimble |
|---|--------------------|---------------------|---------------------|--------------------|----------------------------|-------------------------|-------------------------|--------------------------|---------------------------|--------------------------|-----------------------------|
| Communication | 2 | 4 | 1 | 1 | 6 | 2 | 1 | 1 | 2 | 2 | 6 |
| Interpersonal Communication | 1 | 1 | 0 | 0 | 2 | 0 | 1 | 1 | 1 | 1 | 2 |
| Interpretive Communication | 1 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 1 | 1 | 2 |
| Presentational Communication | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| Culture | 0 | 0 | 2 | 3 | 4 | 2 | 1 | 0 | 0 | 0 | 7 |
| Cultural Practices | 0 | 0 | 1 | 2 | 2 | 2 | 1 | 0 | 0 | 0 | 4 |
| Cultural Products | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 3 |
| Connections | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Connections with Other Disciplines | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Comparisons | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 |
| Linguistic Comparisons | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cultural Comparisons | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 |
| Communities | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Practical Applications within Communities | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Total | 3 | 5 | 3 | 5 | 11 | 4 | 2 | 1 | 3 | 2 | 21 |

Spanish for Fluent Speakers, Immersion, AP, and IB Syllabi Analysis

A total of 23 unique syllabi designed for Spanish for fluent speakers, immersion, AP, and IB courses were examined using the standards found in the Spanish for Fluent Speakers Curriculum Framework. These objectives include the “five C’s” and the sub-standards of listening, speaking, reading, and writing. Standards for required learning objectives vary by level, with Level I courses requiring basic skills development while Levels IV and V demand more challenging curricula. An additional row is included at the bottom of each table to evaluate the development of appropriate grammar skills. For grammar, syllabi may earn a total of five points.

Overall, these Spanish courses did not demonstrate a high frequency of alignment of syllabi to performance standards and learning objectives at any given level of language development. The majority of syllabi included some mention of the development of communication skills and knowledge of the culture of Spanish speaking countries, although the learning objectives under the connections, comparisons, and community goals were rarely addressed. Spanish Immersion courses, courses for fluent speakers, and IB/AP Language and Literature courses ranged from including 7 percent of learning objectives to nearly 30 percent, with an average of approximately 16 percent of objectives included per syllabus.

Oftentimes, these courses for fluent speakers were upper-level or AP classes with a focus in Spanish literature or language development. The specified nature of these courses decreased the attention to connections with other disciplines, comparisons, or interaction with local communities as students are instead focused on developing skills in critical thinking and literary analysis. Further, although the Spanish for Fluent Speakers Curriculum Framework includes standards for grammar development, only three courses explicitly noted a focus on grammar instruction. **The minimal inclusion of learning objectives overall suggests that goals are not well articulated at each language level or across schools.**

Figure 2.X: Alignment of Syllabi with Performance Standards, Spanish for Fluent Speakers, Immersion, AP, IB

| Learning Objective | Gunston | | Jefferson | | H-B Woodlawn | |
|----------------------|--------------------|----------------------------------|-------------------|--------------------|--------------------|---------------------|
| | Span FS I: Gollopp | Span L.A. Imm., Grade 8: Gollopp | Span FS I: Garcia | Span FS II: Garcia | Span FS III: Allen | Span FS I/II: Rivas |
| Communication | 2 | 2 | 6 | 4 | 4 | 4 |
| Listening | 0 | 0 | 1 | 1 | 1 | 1 |
| Speaking | 0 | 0 | 2 | 1 | 1 | 1 |
| Reading | 0 | 1 | 1 | 1 | 1 | 1 |
| Writing | 2 | 1 | 2 | 1 | 1 | 1 |
| Culture | 1 | 2 | 4 | 1 | 0 | 1 |
| Connections | 0 | 0 | 1 | 1 | 0 | 1 |
| Comparisons | 0 | 0 | 1 | 1 | 0 | 0 |

| Learning Objective | Gunston | | Jefferson | | H-B Woodlawn | |
|--------------------|--------------------|----------------------------------|-------------------|--------------------|--------------------|---------------------|
| | Span FS I: Gollopp | Span L.A. Imm., Grade 8: Gollopp | Span FS I: Garcia | Span FS II: Garcia | Span FS III: Allen | Span FS I/II: Rivas |
| Communities | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 3 | 4 | 12 | 11 | 4 | 6 |
| <i>Grammar</i> | 0 | 0 | 2 | 4 | 0 | 0 |

Figure 2.Y: Alignment of Syllabi with Performance Standards, Spanish for Fluent Speakers, Immersion, AP, IB

| Learning Objective | Kenmore | | Swanson | Yorktown |
|----------------------|--------------------|---------------------|-------------------|------------------------|
| | Span FS I: Sanchez | Span FS II: Sanchez | Span FS I: Curran | Span FS II/III: Murphy |
| Communication | 6 | 3 | 0 | 4 |
| Listening | 0 | 1 | 0 | 1 |
| Speaking | 2 | 1 | 0 | 1 |
| Reading | 2 | 1 | 0 | 1 |
| Writing | 2 | 0 | 0 | 1 |
| Culture | 1 | 0 | 2 | 1 |
| Connections | 1 | 0 | 1 | 0 |
| Comparisons | 2 | 2 | 0 | 0 |
| Communities | 0 | 0 | 0 | 0 |
| Total | 10 | 5 | 3 | 5 |
| <i>Grammar</i> | 0 | 0 | 0 | 0 |

Figure 2.Z: Alignment of Syllabi with Performance Standards, Spanish for Fluent Speakers, Immersion, AP, IB at Wakefield High School

| Learning Objective | Span Imm.: Buzzi | Span FS III: Contreras | Span FS Lit I/II AP: Gonzalez | Span FS Lang AP: Gonzalez | Span FS Lit II AP: Gonzalez |
|----------------------|------------------|------------------------|-------------------------------|---------------------------|-----------------------------|
| Communication | 1 | 6 | 7 | 18 | 1 |
| Listening | 0 | 1 | 1 | 3 | 0 |
| Speaking | 0 | 2 | 1 | 6 | 0 |
| Reading | 0 | 1 | 2 | 6 | 1 |
| Writing | 0 | 2 | 3 | 3 | 0 |
| Culture | 1 | 1 | 2 | 1 | 0 |
| Connections | 1 | 0 | 1 | 0 | 0 |
| Comparisons | 1 | 0 | 1 | 0 | 0 |
| Communities | 1 | 0 | 0 | 0 | 0 |
| Total | 5 | 7 | 11 | 19 | 1 |
| <i>Grammar</i> | 0 | 0 | 0 | 0 | 0 |

**Figure 2.AA: Alignment of Syllabi with Performance Standards,
Spanish for Fluent Speakers, Immersion, AP, IB
at Washington-Lee High School**

| Learning Objective | Span FS I: Villanueva | Span FS I IB: Villanueva | Span FS II IB: Villanueva | Span FS II: Santamaria | Span FS I/II IB: Rondon | Span FS III: Rondon | Span FS AP Lang: Rondon | Span FS AP Lit I/II: Rondon |
|----------------------|--------------------------|--------------------------------|---------------------------------|------------------------------|-------------------------------|---------------------------|----------------------------------|--------------------------------------|
| Communication | 6 | 0 | 0 | 0 | 6 | 3 | 13 | 13 |
| Listening | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Speaking | 1 | 0 | 0 | 0 | 2 | 0 | 2 | 3 |
| Reading | 2 | 0 | 0 | 0 | 3 | 1 | 5 | 6 |
| Writing | 3 | 0 | 0 | 0 | 1 | 2 | 5 | 3 |
| Culture | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 |
| Connections | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Comparisons | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Communities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 7 | 1 | 1 | 0 | 7 | 3 | 14 | 15 |
| <i>Grammar</i> | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |

Latin Syllabi Analysis

A total of 16 *unique* syllabi for Latin courses were examined using the Latin Curriculum Framework and the methodology outlined previously. Learning objectives/progress indicators for each level of language development were used to examine syllabi at each level to determine the articulation of goals in a continued sequence. As mentioned previously, the number of progress indicators/goals mentioned in each syllabus was very low overall. The majority of the syllabi mentioned communication and culture. Interestingly, mentions of learning objectives relating to comparisons were also relatively prevalent, most likely due to the influence of Latin and Roman culture on Western languages and political systems.

**Figure 2.BB: Alignment of Syllabi with Performance Standards,
Latin at Gunston, Jefferson, and Kenmore Middle School**

| Progress Indicator | Latin I: Cavanaugh | Latin II: Cavanaugh |
|----------------------|-----------------------|------------------------|
| Communication | 3 | 3 |
| Culture | 1 | 3 |
| Connections | 0 | 0 |
| Comparisons | 1 | 0 |
| Communities | 1 | 0 |
| Total | 6 | 6 |

**Figure 2.CC: Alignment of Syllabi with Performance Standards,
Latin under Weiss at H-B Woodlawn Secondary Program**

| Progress Indicator | Latin I | Latin IA/B | Latin II | Latin III | Latin IV ⁵ | Latin IV AP Vergil | Latin V | Latin VI |
|--------------------|----------|------------|----------|-----------|-----------------------|--------------------|----------|----------|
| Communication | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| Culture | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 |
| Connections | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Comparisons | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 |
| Communities | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 |
| <i>Total</i> | <i>3</i> | <i>3</i> | <i>2</i> | <i>3</i> | <i>2</i> | <i>3</i> | <i>3</i> | <i>3</i> |

**Figure 2.DD: Alignment of Syllabi with Performance Standards,
Latin at Williamsburg Middle School**

| Progress Indicator | Latin I: Gephardt | Latin II: Gephardt |
|--------------------|----------------------|-----------------------|
| Communication | 2 | 2 |
| Culture | 1 | 1 |
| Connections | 1 | 1 |
| Comparisons | 1 | 0 |
| Communities | 0 | 0 |
| <i>Total</i> | <i>5</i> | <i>4</i> |

**Figure 2.EE: Alignment of Syllabi with Performance Standards, Latin at
Yorktown High School**

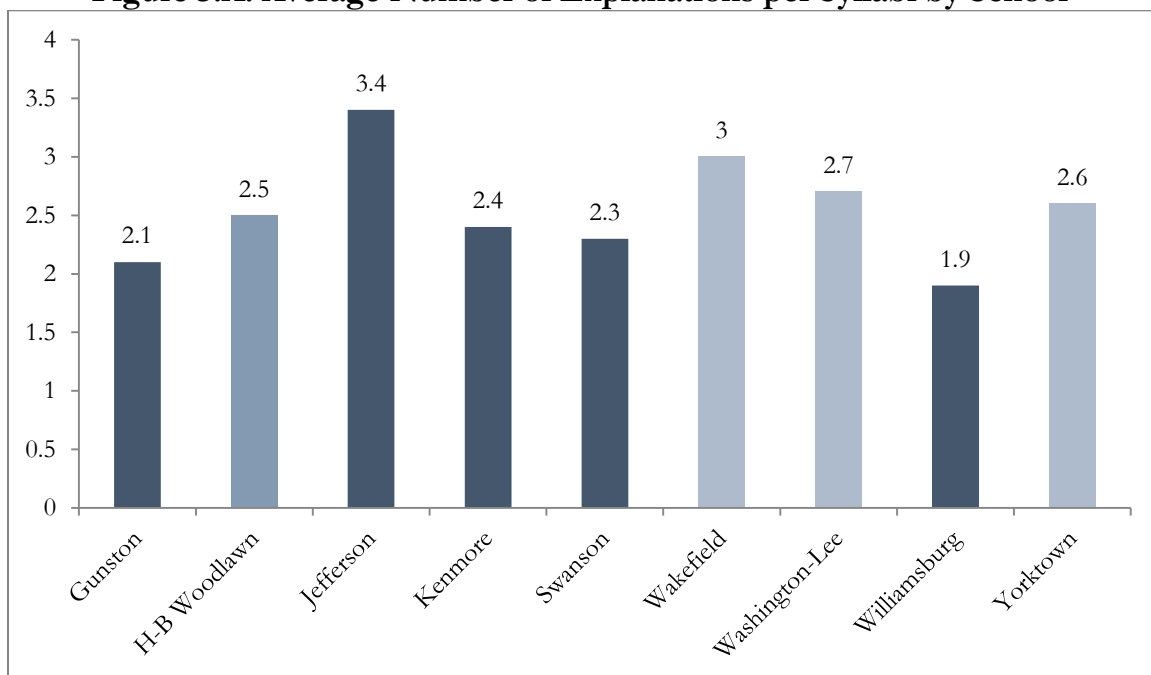
| Progress Indicator | Latin I: Hubbard | Latin II: Gushman | Latin III: Gushman | Latin IV/V AP: Gushman |
|--------------------|---------------------|----------------------|-----------------------|---------------------------|
| Communication | 2 | 0 | 0 | 2 |
| Culture | 1 | 0 | 0 | 1 |
| Connections | 0 | 0 | 0 | 0 |
| Comparisons | 1 | 0 | 0 | 0 |
| Communities | 0 | 0 | 1 | 0 |
| <i>Total</i> | <i>4</i> | <i>0</i> | <i>1</i> | <i>3</i> |

⁵ Non-AP objectives for Level IV,V, VI syllabi are not included in the Latin Curriculum Framework. Level IV AP progress indicators are used instead of Level IV and Latin V AP progress indicators are used for Latin V and VI.

Section III: Communication of Grade Reporting

The third section of the analysis examines each syllabus for a number of statements and information that APS expects to be included along with the curriculum for the course. Instructors should include information related to grading policies, formative and summative assessments, and standards for make-up work. However, the world language syllabi did not demonstrate a strong inclusion of this information. Out of eight areas, the majority of syllabi only included an average of 2.6 of the statements. Figure 3.A demonstrates the average number of information standards included in the world language syllabi at each school. While the previous two sections saw disparities in the percent of included information by school, the average number of grade reporting explanations and statements was relatively constant across schools. As in the first two sections, the following figure uses navy blue to indicate middle schools, light blue to represent high schools, and a medium shade of blue to represent H-B Woodlawn.

Figure 3.A: Average Number of Explanations per Syllabi by School



No syllabi included over five of the eight explanations, and only four included five. These syllabi were drawn from the following courses:

- ❖ Jefferson Middle School; Garcia: Spanish I
- ❖ Wakefield High School; Hsu: Chinese I
- ❖ Washington-Lee High School and Yorktown High School; Trimble: German III

❖ Yorktown High School; Trimble: German IV

While some information was included on the majority of syllabi, other information was rarely present. For example, the statement “Student grades reflect student achievement and not student behavior” was not included on any world language syllabi, while an explanation that courses which do not offer a final exam must calculate the final grade through equally weighted quarters was only mentioned on one syllabus. Further, the grading policy that quarterly grades will round up when the percentage is 0.5 or higher was only explained on three syllabi.

In contrast, other information was included by the majority of instructors. The explanation that quarterly exams, mid-terms, and/or final exams calculations into the quarterly grade and final grade was included on 108 syllabi, representing 85 percent of examined syllabi. Next, nearly 60 percent of syllabi explained that quarterly grades are calculated through the accumulation of summative and formative assessments. The following figure includes the total number of syllabi containing each statement or explanation, as well as the percent of total examined syllabi. Syllabi used at multiple schools are only included once in this analysis (a total of 127 *unique* syllabi).

Figure 3.B: Number and Percent of Syllabi Containing Each Explanation

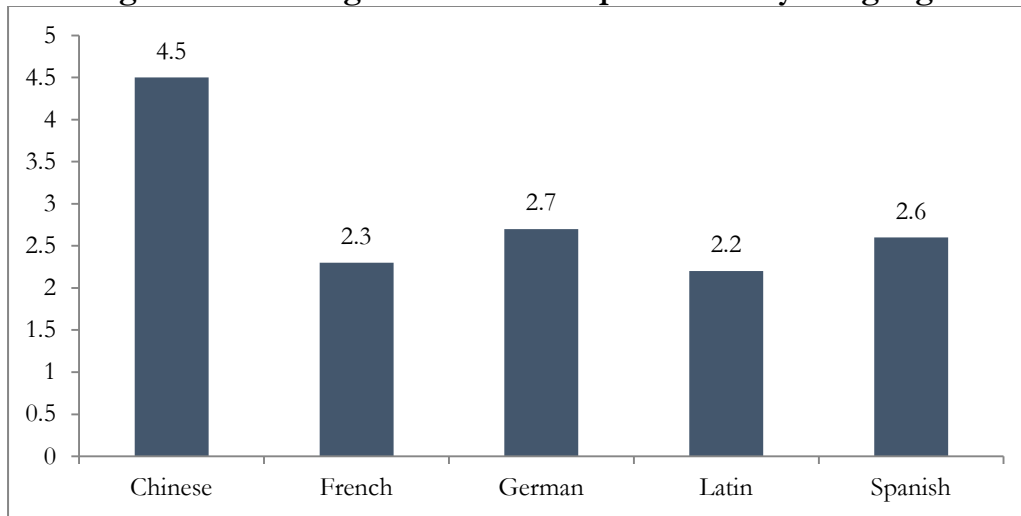
| Explanation | Number of Syllabi | Percent of Total Syllabi |
|--|-------------------|--------------------------|
| “Student grades reflect student achievement and not student behavior.” | 0 | 0% |
| Quarterly grades are calculated through the accumulation of summative and formative assessments. | 75 | 59.1% |
| Quarterly grades will round up when the percentage is 0.5 or higher. | 3 | 2.4% |
| Quarterly exams, mid-terms, and/or final exams are calculated into the quarterly grade and the final grade. | 108 | 85.0% |
| Final exams may count for a maximum of 20% and the balance of the final grade for the year is equally divided across the 4 quarterly grades. | 22 | 17.3% |
| Courses which do not offer a final exam must calculate the final grade through equally weighted quarters. | 1 | 0.8% |
| Explanation of late work policies. | 55 | 43.3% |
| Listing of summative and formative assessments or grading categories and their weight in grade calculation. | 53 | 41.7% |

Unlike the previous two sections, **the average number of explanations included on high school syllabi was slightly higher than the middle school average.** The

four high schools had an average of 2.8 standards, and the five middle schools demonstrated an average of 2.5 standards.

The average number of stated expectations and information was similar across most languages, with Latin, German, Spanish, and French all having an average between two and three. Chinese had a higher average at 4.5, although this is only the average of two course syllabi. The following figure briefly displays the averages for each language.

Figure 3.C: Average Number of Expectations by Language



The following pages contain the tables demonstrating the inclusion of each of the eight explanations and statements provided by APS.

Figure 3.D: Communication of Grade Reporting, Gunston Middle School

| The syllabus should include: | French I: Lee | French II: Lee | Latin I: Cavanaugh | Latin II: Cavanaugh | Chinese I: Radosh | Spanish I: Meyers | Spanish L.A.: Garcia | Spanish II: Garcia | Spanish FS: Golopp | Span Imm Grade 8: Golopp | Exp. Lang.: Stowell |
|---|------------------|-------------------|-----------------------|------------------------|----------------------|----------------------|----------------------------|-----------------------|--------------------------|-----------------------------------|---------------------------|
| “Student grades reflect student achievement and not student behavior.” | | | | | | | | | | | |
| Quarterly grades are calculated through the accumulation of summative and formative assessments | | | X | X | X | | X | | | X | |
| Quarterly grades will round up when the percentage is 0.5 or higher | | | | | | | | | | | |
| Quarterly exams, mid-terms, and/or final exams are calculated into the quarterly grade and the final grade | | | X | X | X | X | X | | X | X | |
| Final exams may count for a maximum of 20% and the balance of the final grade for the year is equally divided across the 4 quarterly grades | | | | | X | | | | | | |
| Courses which do not offer a final exam must calculate the final grade through equally weighted quarters | | | | | | | | | | | |
| Explanation of late work policies | | | | | | | X | | X | X | |
| Listing of summative and formative assessments or grading categories and their weight in grade calculation | X | | X | X | X | | X | X | | X | |

Figure 3.E: Communication of Grade Reporting, HB Woodlawn Secondary Program

| The syllabus should include: | Fren I: Nuxoll | Fren II: Allen | Fren III: Allen | Fren IV: Allen | Fren V/VI AP: Allen | Span IA/B: Rivas | Span I: Rivas | Span II: Rivas | Span FS I/II: Rivas | Span FS III: Allen | Chinese I: Radosh |
|---|-------------------|-------------------|--------------------|-------------------|------------------------|---------------------|------------------|-------------------|------------------------|-----------------------|----------------------|
| “Student grades reflect student achievement and not student behavior.” | | | | | | | | | | | |
| Quarterly grades are calculated through the accumulation of summative and formative assessments | | | | | | | | | | | X |
| Quarterly grades will round up when the percentage is 0.5 or higher | | | | | | | | | | | |
| Quarterly exams, mid-terms, and/or final exams are calculated into the quarterly grade and the final grade | X | X | X | X | X | X | X | X | X | X | X |
| Final exams may count for a maximum of 20% and the balance of the final grade for the year is equally divided across the 4 quarterly grades | | | | | | X | X | X | X | | X |
| Courses which do not offer a final exam must calculate the final grade through equally weighted quarters | | | | | | | | | | | |
| Explanation of late work policies | X | X | X | X | X | X | X | X | X | X | |
| Listing of summative and formative assessments or grading categories and their weight in grade calculation | | | | | | X | X | X | X | X | X |

Figure 3.F: Communication of Grade Reporting, HB Woodlawn Secondary Program: German under Trimble

| The syllabus should include: | Germ I | Germ IA/B | Germ II | Germ III | Germ IV | Germ IV AP | Germ V AP | Germ VI |
|---|--------|-----------|---------|----------|---------|------------|-----------|---------|
| “Student grades reflect student achievement and not student behavior.” | | | | | | | | |
| Quarterly grades are calculated through the accumulation of summative and formative assessments | | | | | | | | |
| Quarterly grades will round up when the percentage is 0.5 or higher | | | | | | | | |
| Quarterly exams, mid-terms, and/or final exams are calculated into the quarterly grade and the final grade | X | X | X | X | X | X | X | X |
| Final exams may count for a maximum of 20% and the balance of the final grade for the year is equally divided across the 4 quarterly grades | X | X | X | X | X | X | X | |
| Courses which do not offer a final exam must calculate the final grade through equally weighted quarters | | | | | | | | |
| Explanation of late work policies | | | | | | | | |
| Listing of summative and formative assessments or grading categories and their weight in grade calculation | X | X | X | X | X | X | X | X |

Figure 3.G: Communication of Grade Reporting, HB Woodlawn Secondary Program: Latin under Weiss

| The syllabus should include: | Latin I | Latin IA/B | Latin II | Latin III | Latin IV | Latin IV AP | Latin V | Latin VI |
|---|---------|------------|----------|-----------|----------|-------------|---------|----------|
| “Student grades reflect student achievement and not student behavior.” | | | | | | | | |
| Quarterly grades are calculated through the accumulation of summative and formative assessments | | | | | | | | |
| Quarterly grades will round up when the percentage is 0.5 or higher | | | | | | | | |
| Quarterly exams, mid-terms, and/or final exams are calculated into the quarterly grade and the final grade | X | X | X | X | X | | X | X |
| Final exams may count for a maximum of 20% and the balance of the final grade for the year is equally divided across the 4 quarterly grades | | | | | | | | |
| Courses which do not offer a final exam must calculate the final grade through equally weighted quarters | | | | | | | | |
| Explanation of late work policies | | | | | | | | |
| Listing of summative and formative assessments or grading categories and their weight in grade calculation | X | X | X | | | X | | |

Figure 3.H: Communication of Grade Reporting, Jefferson Middle School

| The syllabus should include: | Fren I/II: Boyle | Latin I: Cavanaugh | Latin II: Cavanaugh | Span FS I: Garcia | Span FS II: Garcia | Span I: Garcia | Span 6: Limo | Chin I: Radosh | Chin II: Radosh |
|---|------------------|--------------------|---------------------|-------------------|--------------------|----------------|--------------|----------------|-----------------|
| “Student grades reflect student achievement and not student behavior.” | | | | | | | | | |
| Quarterly grades are calculated through the accumulation of summative and formative assessments | X | X | X | X | X | X | X | X | |
| Quarterly grades will round up when the percentage is 0.5 or higher | | | | | | X | | | |
| Quarterly exams, mid-terms, and/or final exams are calculated into the quarterly grade and the final grade | X | X | X | X | X | X | X | X | |
| Final exams may count for a maximum of 20% and the balance of the final grade for the year is equally divided across the 4 quarterly grades | | | | | | | | X | |
| Courses which do not offer a final exam must calculate the final grade through equally weighted quarters | | | | | | | | | |
| Explanation of late work policies | | | | | | X | X | | |
| Listing of summative and formative assessments or grading categories and their weight in grade calculation | X | X | X | X | X | X | X | X | |

Figure 3.I: Communication of Grade Reporting, Kenmore Middle School

| The syllabus should include: | Latin I: Cavanaugh | Latin II: Cavanaugh | Span I: Orozco | Span II: Orozco | Chin I: Radosh | Span FS I: Sanchez | Span FS II: Sanchez | Span I: Sanchez | Arab I: Vanderdoes | Fren I/II: Williams |
|---|-----------------------|------------------------|-------------------|--------------------|-------------------|-----------------------|------------------------|--------------------|-----------------------|------------------------|
| “Student grades reflect student achievement and not student behavior.” | | | | | | | | | | |
| Quarterly grades are calculated through the accumulation of summative and formative assessments | X | X | | X | X | X | X | X | | |
| Quarterly grades will round up when the percentage is 0.5 or higher | | | | | | | | | | |
| Quarterly exams, mid-terms, and/or final exams are calculated into the quarterly grade and the final grade | X | X | | X | X | X | X | X | | X |
| Final exams may count for a maximum of 20% and the balance of the final grade for the year is equally divided across the 4 quarterly grades | | | | | X | | | | | |
| Courses which do not offer a final exam must calculate the final grade through equally weighted quarters | | | | | | | | | | |
| Explanation of late work policies | | | | | | | | | | |
| Listing of summative and formative assessments or grading categories and their weight in grade calculation | X | X | | X | X | X | X | X | | X |

Figure 3.J: Communication of Grade Reporting, Swanson Middle School

| The syllabus should include: | Span I: Clinger | Span for Grade 6: Clinger | Span FS I: Curran | Span I: Curran | Span II: Curran | Span I: Mullett | Span II: Mullett |
|---|--------------------|---------------------------------|----------------------|-------------------|--------------------|--------------------|---------------------|
| “Student grades reflect student achievement and not student behavior.” | | | | | | | |
| Quarterly grades are calculated through the accumulation of summative and formative assessments | | | | | | | |
| Quarterly grades will round up when the percentage is 0.5 or higher | | | | | | | |
| Quarterly exams, mid-terms, and/or final exams are calculated into the quarterly grade and the final grade | X | X | X | X | X | X | X |
| Final exams may count for a maximum of 20% and the balance of the final grade for the year is equally divided across the 4 quarterly grades | | | | | | | |
| Courses which do not offer a final exam must calculate the final grade through equally weighted quarters | | | | | | | |
| Explanation of late work policies | X | X | X | X | X | X | |
| Listing of summative and formative assessments or grading categories and their weight in grade calculation | X | X | X | X | X | | |

Figure 3.K: Communication of Grade Reporting, Swanson Middle School

| The syllabus should include: | French I: Blitgen | French II: Blitgen | French I: Vaslavsky | French II: Vaslavsky | Chin I: Radosh | Latin I/II: Stowell |
|---|----------------------|-----------------------|------------------------|-------------------------|-------------------|------------------------|
| “Student grades reflect student achievement and not student behavior.” | | | | | | |
| Quarterly grades are calculated through the accumulation of summative and formative assessments | | | | | X | |
| Quarterly grades will round up when the percentage is 0.5 or higher | | | | | | |
| Quarterly exams, mid-terms, and/or final exams are calculated into the quarterly grade and the final grade | X | X | X | X | X | |
| Final exams may count for a maximum of 20% and the balance of the final grade for the year is equally divided across the 4 quarterly grades | | | | | X | |
| Courses which do not offer a final exam must calculate the final grade through equally weighted quarters | | | | | | |
| Explanation of late work policies | | | X | X | | |
| Listing of summative and formative assessments or grading categories and their weight in grade calculation | | | | | X | |

Figure 3.L: Communication of Grade Reporting, Wakefield High School

| The syllabus should include: | Span I: Buzzi | Span II: Buzzi | Span Imm. I: Buzzi | Span FS III: Contreras | Span Lit AP I/II: Gonzalez | Span FS Lit AP II: Gonzalez | Span FS Lang AP: Gonzalez | Span II: Mandel | Span IV: Mandel | Span V AP: Mandel |
|---|------------------|-------------------|-----------------------|------------------------------|----------------------------------|-----------------------------------|---------------------------------|--------------------|--------------------|-------------------------|
| “Student grades reflect student achievement and not student behavior.” | | | | | | | | | | |
| Quarterly grades are calculated through the accumulation of summative and formative assessments | X | X | X | | X | X | X | X | X | X |
| Quarterly grades will round up when the percentage is 0.5 or higher | | | | | | | | | | |
| Quarterly exams, mid-terms, and/or final exams are calculated into the quarterly grade and the final grade | X | X | X | | | | | X | X | X |
| Final exams may count for a maximum of 20% and the balance of the final grade for the year is equally divided across the 4 quarterly grades | X | X | X | | | | | X | X | X |
| Courses which do not offer a final exam must calculate the final grade through equally weighted quarters | | | | | | | | | | |
| Explanation of late work policies | | | | | | X | | X | X | X |
| Listing of summative and formative assessments or grading categories and their weight in grade calculation | X | X | X | | | | | | | |

Figure 3.M: Communication of Grade Reporting, Wakefield High School

| The syllabus should include: | Chinese I: Hsu | German I: O’Grady | German II: O’Grady | German III: Trimble | German IV AP: Trimble | French III: Wheelock |
|---|-------------------|----------------------|-----------------------|------------------------|--------------------------|-------------------------|
| “Student grades reflect student achievement and not student behavior.” | | | | | | |
| Quarterly grades are calculated through the accumulation of summative and formative assessments | X | X | X | X | X | X |
| Quarterly grades will round up when the percentage is 0.5 or higher | | | | | | |
| Quarterly exams, mid-terms, and/or final exams are calculated into the quarterly grade and the final grade | X | | | X | X | |
| Final exams may count for a maximum of 20% and the balance of the final grade for the year is equally divided across the 4 quarterly grades | X | | | X | | X |
| Courses which do not offer a final exam must calculate the final grade through equally weighted quarters | | | | | | |
| Explanation of late work policies | X | X | X | X | | |
| Listing of summative and formative assessments or grading categories and their weight in grade calculation | X | | | X | X | X |

Figure 3.N: Communication of Grade Reporting, Washington-Lee High School

| The syllabus should include: | Fren I/II IB: Akkache | Fren III: Akkache | Fren V: Akkache | Fren IV: Karaky | Fren II: Moran | Germ I: O’Grady | Germ II: O’Grady | Germ III: Trimble | Germ V AP: Trimble | Fren III: Wilson |
|---|-----------------------------|----------------------|--------------------|--------------------|-------------------|--------------------|---------------------|----------------------|--------------------------|---------------------|
| “Student grades reflect student achievement and not student behavior.” | | | | | | | | | | |
| Quarterly grades are calculated through the accumulation of summative and formative assessments | X | X | X | X | X | X | X | X | X | X |
| Quarterly grades will round up when the percentage is 0.5 or higher | | | | | | | | | | |
| Quarterly exams, mid-terms, and/or final exams are calculated into the quarterly grade and the final grade | X | X | X | X | X | X | X | X | X | X |
| Final exams may count for a maximum of 20% and the balance of the final grade for the year is equally divided across the 4 quarterly grades | | | | | | | | X | | X |
| Courses which do not offer a final exam must calculate the final grade through equally weighted quarters | | | | | | | | | | |
| Explanation of late work policies | X | X | X | | | X | X | X | | |
| Listing of summative and formative assessments or grading categories and their weight in grade calculation | X | | | | | | | X | X | |

Figure 3.O: Communication of Grade Reporting, Washington-Lee High School

| The syllabus should include: | Span II: Baird | Span I: Santamaria | Span II: Santamaria | Span I: Hernandez | Span II: Mendez | Span III: Mendez | Span IV: Mendez | Span IV: Rivera |
|---|-------------------|-----------------------|------------------------|----------------------|--------------------|---------------------|--------------------|--------------------|
| “Student grades reflect student achievement and not student behavior.” | | | | | | | | |
| Quarterly grades are calculated through the accumulation of summative and formative assessments | | | | X | X | X | X | X |
| Quarterly grades will round up when the percentage is 0.5 or higher | | | | | | | | |
| Quarterly exams, mid-terms, and/or final exams are calculated into the quarterly grade and the final grade | | X | X | X | X | X | X | X |
| Final exams may count for a maximum of 20% and the balance of the final grade for the year is equally divided across the 4 quarterly grades | | | | | | | | |
| Courses which do not offer a final exam must calculate the final grade through equally weighted quarters | | | | | | | | |
| Explanation of late work policies | | X | X | | | | | X |
| Listing of summative and formative assessments or grading categories and their weight in grade calculation | | | | X | | | | X |

Figure 3.P: Communication of Grade Reporting, Washington-Lee High School

| The syllabus should include: | Span Lang I IB: Villanueva | Span Lang II IB: Villanueva | Span FS I: Villanueva | Span FS I/II IB: Rondon | Span FS Lit AP I/II: Rondon | Span FS AP Lang: Rondon | Span FS III: Rondon | Span FS II: Santamaria |
|---|----------------------------------|-----------------------------------|--------------------------|----------------------------|-----------------------------------|-------------------------------|---------------------------|---------------------------|
| “Student grades reflect student achievement and not student behavior.” | | | | | | | | |
| Quarterly grades are calculated through the accumulation of summative and formative assessments | | | | X | X | X | X | X |
| Quarterly grades will round up when the percentage is 0.5 or higher | | | | | | | | |
| Quarterly exams, mid-terms, and/or final exams are calculated into the quarterly grade and the final grade | X | | X | X | | X | X | |
| Final exams may count for a maximum of 20% and the balance of the final grade for the year is equally divided across the 4 quarterly grades | | | | | | | | X |
| Courses which do not offer a final exam must calculate the final grade through equally weighted quarters | | | | | | | | |
| Explanation of late work policies | X | | X | X | X | X | | X |
| Listing of summative and formative assessments or grading categories and their weight in grade calculation | | | | X | | X | | |

Figure 3.Q: Communication of Grade Reporting, Williamsburg Middle School

| The syllabus should include: | Span I: Adams | Trans. Span: Adams | Span I: Bronstein | Span IB: Bronstein | Span II: Bronstein | Span IIB: Bronstein | Fren I: Chapman | Fren I/II: Chapman | Latin I: Gephardt | Latin II: Gephardt | Span I: Luengo | Span II: Luengo |
|---|------------------|-----------------------|----------------------|-----------------------|-----------------------|------------------------|--------------------|-----------------------|----------------------|-----------------------|-------------------|--------------------|
| “Student grades reflect student achievement and not student behavior.” | | | | | | | | | | | | |
| Quarterly grades are calculated through the accumulation of summative and formative assessments | X | X | | X | | X | X | X | X | X | X | X |
| Quarterly grades will round up when the percentage is 0.5 or higher | | | | | | | | | X | X | | |
| Quarterly exams, mid-terms, and/or final exams are calculated into the quarterly grade and the final grade | X | X | | X | | X | X | X | X | X | | |
| Final exams may count for a maximum of 20% and the balance of the final grade for the year is equally divided across the 4 quarterly grades | | | | | | | | | | | | |
| Courses which do not offer a final exam must calculate the final grade through equally weighted quarters | | | | | | | X | | | | | |
| Explanation of late work policies | | | | | | | | | | | | |
| Listing of summative and formative assessments or grading categories and their weight in grade calculation | | | | | | | | | X | X | | |

Figure 3.R: Communication of Grade Reporting, Yorktown High School

| The syllabus should include: | French III: Berger | Fren IV: Berger | Fren V/VI AP: Berger | Fren V/VI: Berger | Fren I: Hubbard | Fren II: Hubbard |
|---|-----------------------|--------------------|-------------------------|-------------------------|--------------------|---------------------|
| “Student grades reflect student achievement and not student behavior.” | | | | | | |
| Quarterly grades are calculated through the accumulation of summative and formative assessments | X | X | X | X | X | X |
| Quarterly grades will round up when the percentage is 0.5 or higher | | | | | | |
| Quarterly exams, mid-terms, and/or final exams are calculated into the quarterly grade and the final grade | X | X | X | X | X | X |
| Final exams may count for a maximum of 20% and the balance of the final grade for the year is equally divided across the 4 quarterly grades | | | | | | |
| Courses which do not offer a final exam must calculate the final grade through equally weighted quarters | | | | | | |
| Explanation of late work policies | X | X | X | X | | |
| Listing of summative and formative assessments or grading categories and their weight in grade calculation | | | | | | |

Figure 3.S: Communication of Grade Reporting, Yorktown High School

| The syllabus should include: | Span I: Glasier | Span IV: Glasier | Span V: Glasier | Span I: Gutierrez | Span III: Gutierrez | Span FS II/III: Murphy | Span II: Murphy | Span IV: Murphy | Span III: Thor | Span V/VI AP: Thor | Span II: Verastegui | Span III: Verastegui |
|---|--------------------|---------------------|--------------------|----------------------|------------------------|------------------------------|--------------------|--------------------|-------------------|-----------------------|------------------------|-------------------------|
| “Student grades reflect student achievement and not student behavior.” | | | | | | | | | | | | |
| Quarterly grades are calculated through the accumulation of summative and formative assessments | X | X | X | X | X | X | X | X | X | X | X | X |
| Quarterly grades will round up when the percentage is 0.5 or higher | | | | | | | | | | | | |
| Quarterly exams, mid-terms, and/or final exams are calculated into the quarterly grade and the final grade | X | X | X | X | X | X | X | X | X | X | X | X |
| Final exams may count for a maximum of 20% and the balance of the final grade for the year is equally divided across the 4 quarterly grades | | | | | | | | | | | | |
| Courses which do not offer a final exam must calculate the final grade through equally weighted quarters | | | | | | | | | | | | |
| Explanation of late work policies | X | X | X | | | | X | X | X | X | X | X |
| Listing of summative and formative assessments or grading categories and their weight in grade calculation | | | | | | | | | | | | |

Figure 3.T: Communication of Grade Reporting, Yorktown High School

| The syllabus should include: | Latin II: Gushman | Latin III: Gushman | Latin IV/V AP: Gushman | Latin I: Hubbard | German I: O’Grady | German II: O’Grady | German III: Trimble | German IV: Trimble | German IV AP: Trimble |
|---|----------------------|-----------------------|------------------------------|---------------------|----------------------|-----------------------|------------------------|-----------------------|-----------------------------|
| “Student grades reflect student achievement and not student behavior.” | | | | | | | | | |
| Quarterly grades are calculated through the accumulation of summative and formative assessments | X | X | X | X | X | X | X | | X |
| Quarterly grades will round up when the percentage is 0.5 or higher | | | | | | | | | |
| Quarterly exams, mid-terms, and/or final exams are calculated into the quarterly grade and the final grade | X | X | X | X | X | X | X | X | X |
| Final exams may count for a maximum of 20% and the balance of the final grade for the year is equally divided across the 4 quarterly grades | | | | | | | X | X | |
| Courses which do not offer a final exam must calculate the final grade through equally weighted quarters | | | | | | | | | |
| Explanation of late work policies | | | | | X | X | X | | |
| Listing of summative and formative assessments or grading categories and their weight in grade calculation | X | X | | | | | X | X | X |

Section IV: World Languages Website

Finally, Hanover examined the World Languages Website in order to evaluate the extent to which the website aligns with the information needed by parents and students to understand the world languages program as outlined by the World Languages Curriculum Framework. At the secondary level, the website briefly presents and describes the five goals and standards of communication, culture, connections, comparisons, and community. The main webpage also includes a listing of all world languages courses available to middle and high school students.

As the World Languages Framework document does not include standards for reporting information to parents or the public, Hanover has created a brief list of additional information and practices that may improve the World Languages Website in the future.

- First, parents and students may benefit from a listing of which courses are offered at which schools. This would allow future students to plan a course of study from elementary school through advanced high school courses.
- Further, a brief description of the standards of learning at each level of world language study would allow parents to evaluate their student's progress against district norms. These descriptions could include further subdivisions and explanations of the five learning standards.
- The website may also post the syllabi of all world language courses. Although the majority of syllabi currently require a parent or guardian to sign a form indicating that they have reviewed the document, providing each syllabus online would allow parents to reexamine the document throughout the school year when they have questions about their child's course.

Hanover could provide additional assistance to APS through the administration of parent surveys to determine what types of information would be more useful to parents and guardians on the World Languages Website.

Project Evaluation Form

Hanover Research is committed to providing a work product that meets or exceeds member expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.

<http://www.hanoverresearch.com/evaluation/index.php>

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