

MEMORANDUM

TO: ARLINGTON SCHOOL BOARD
FROM: WORLD LANGUAGES ADVISORY COMMITTEE
DATE: October 17, 2018
SUBJECT: RECOMMENDING YEAR REPORT

SUMMARY OF RECOMMENDATIONS:

- 1. As part of the yearly official Monitoring and Evaluation of APS World Language programs, so as to monitor learning success and equity of learning opportunity, the national Standards-Based Measurement of Proficiency (STAMP test) should be administered to all students enrolled in language class in grade 5, in addition to continuing to test in 8th grade immersion and High School levels IV and above. (Last year, only half of the 5th grade FLES students were tested—in six schools—and the current budget for this year would test the other half of five schools.)*
- 2. Enhance and improve the learning of Spanish and English literacy and help close the achievement gap in elementary immersion classes through implementing increased Spanish instructional time in grades K-2 and transitioning subsequently to an evenly balanced 50-50 use of instructional time in grades 3-5. Begin this program at the kindergarten level. Start this year to assess baseline understanding of the concept of literacy in kindergarten and to assess progress in the development of Spanish reading skills in the second or third grade of Spanish-English immersion, for comparison with the third grade English Reading SOL.*
- 3. Support the Social Studies Advisory Committee initiative to prepare globally competent APS graduates. World Languages and Social Studies should collaborate to create complementary lesson topics and joint activities for the curriculum that will prepare APS graduates for successful career and community engagement in a diverse world.*

REPORT OVERVIEW

The report includes the following sections:

❖ Committee Activities	Pg. 2
❖ Updated Status Report on 2016 Recommendations	Pg. 2
❖ Achievements In APS World Language Programs In SY-2018	Pg. 3
❖ Some Continuing Issues of Concern	Pg. 5
❖ New Recommendations with Rationale and Costs	Pg. 6
❖ Committee Members and Student Representatives	Pg. 16
❖ Appendix Tables	Pg. 18
❖ Appendix 12. Selected References	Pf. 41

CURRENT YEAR COMMITTEE ACTIVITIES:

The activities of the World Languages Advisory Committee (WLAC) for this school year have included the following:

- Inclusion and orientation of four new committee members and three new student representatives for Washington-Lee and Yorktown High Schools.
- Meetings and online discussion with APS and ACI leadership and submission to ACI chairs of WLAC responses to School Board requests for recommendations of action.
- Contribution of input to the ACI leadership regarding proposed new Rubric for evaluating AC committee recommendations.
- Meeting and online discussion with representatives of the Social Studies Advisory Committee to explore a shared vision for global international education for Arlington students.
- Communication with Student Services and other associated offices with the successful goal of incorporating official graduation seals, including the Virginia State Seal of Biliteracy, on students' final official transcripts.
- To enhance communication with the community, the WLAC supported the APS World Languages Office (WLO) in the annual celebration of World Language Week in March of this year, where representatives of APS elementary, middle and high schools demonstrated their talents and developing proficiencies in American Sign Language, Chinese, French, German, Latin and Spanish.
- WLAC representatives have participated in official APS meetings for the design of the Program Evaluation for World Languages, to be administered in SY-2019.

UPDATED STATUS REPORT ON 2016 RECOMMENDATIONS

Five recommendations were put forward in December 2016. Their current status is:

2016-17 WLAC ACI Recommendations	Status as of September 2018
<p><i>1. The earned Virginia Seal of Biliteracy should be indicated on the high school transcript.</i></p>	<p>Achieved. APS has confirmed that the Seal of Biliteracy (and other earned seals) will be printed on final transcripts issued in the summer after senior year, beginning this summer.</p>
<p><i>2. [APS should] implement consistency and equity in implementing best practices for delivering Program of Studies components in the different schools at each level of education</i></p>	<p>Still pending. There are a number of differences from school to school in delivery of the world language Program of Studies. This is still especially true for instruction among the six middle schools. (See 4. below.) In addition, beginning in Fall 2018, APS has granted elementary school principals the discretion to reduce minutes of language instruction below the</p>

	minimum recommended by ACTFL. Ten (of 21) schools are taking advantage of this opportunity and are offering one third less language instruction time than the 11 other schools as a result.
3. <i>[In 2015-16], APS approved hiring a FLES Instructional Coach. Two additional positions need to be established and filled to support APS language programs.</i>	Not implemented due to budget. In addition, the existing FLES Coach position was also eliminated due to the budget constraints, which reduced the ability of the WLO to foster the professional development of FLES teachers.
4. <i>Every 6th grader needs to have the opportunity to enroll in a World Language course.</i>	Some progress. Three middle school programs have added new 6 th grade language options. Four schools report that more than 50% of 6 th grade students are enrolled in proficiency-based world language study, with two reporting language enrollments above 90%. ¹ At the other two middle schools, only 36% of sixth graders take language. (Appendix 4.) In the present school year, 263 6 th grade students are not permitted to take a language elective, because they failed their 5 th grade Reading SOL test and are required to take a full year of English Reading.
5. <i>Carefully investigate and address needs of the APS immersion programs in grades K-12 and the Spanish for Fluent Speakers program in grades 6-12.</i>	Progress made. APS is evaluating its own immersion programs and studying other successful immersion programs as part of the program evaluation process that will culminate in an official report next year. A new SFS curriculum is also being created to focus primarily on developing formal academic Spanish literacy skills.

ACHIEVEMENTS IN APS WORLD LANGUAGE PROGRAMS IN SY-2018

- **Credit by Examination:** 412 students registered to take the proficiency test for language credits by examination, and 297 actually took it. Of those, 288 earned one or more high school language credits in one of 35 languages, and 177 (56%) demonstrated sufficient proficiency to earn the full four credits, which also met the world language requirement for the Seal of Biliteracy. A total of 78% also met the language criterion for the Advanced Studies Diploma.² Eighty-one percent of the

¹ Enrollment data (see Appendix 4) would appear to indicate

² The World Language Office has reported that 1050 students have participated in the Credit-by-Examination program since SY-2015-16, and 802 of them (76.3%) met the language requirement for the Advanced Studies Diploma.

students tested were English Language Learners who were testing in a home language.

- **Virginia State Seal of Biliteracy:** APS has reported that 417 graduating seniors in 2018 demonstrated sufficient world language proficiency to qualify for the new and prestigious Virginia State Seal of Biliteracy. (See next bullet.)
- **Number of students who took and passed IB or AP language tests.** APS has reported that 91.1% of 112 students who took the IB test in Spring 2018 received a passing mark or better for Spanish, Chinese, French or Latin.³ A total of 382 students took an AP Language test in Chinese, French, German, Latin or Spanish, of whom 90.1% received a passing mark or better. Every student who received a passing mark on one of these tests qualified to receive the State Seal of Biliteracy.
- **Students Met Language Criterion for Advanced Studies Diploma:** 78.17% of the 2018 graduating seniors met the World Language criterion to earn the ASD, by earning three or more high school credits in a single language or two credits in each of two languages.⁴
- **Immersion Students Demonstrate Strong Language Proficiency:** The 94 8th grade immersion students at Gunston demonstrated strong Spanish proficiency on the STAMP 4S test, with more than 50% of them scoring at the Advanced Proficiency Level on the ACTFL scale in Reading and Listening in both 2017 and 2018, and with 100% of students surpassing the established benchmark goal of ACTFL Intermediate-Low Proficiency⁵ in Writing, and 99% of the students in Speaking. (See Appendix 6.3.) Fifth grade immersion students also demonstrated proficiency that met or exceeded the benchmark goals of Novice-High for their programs, with more than 90% of students achieving the ACTFL Intermediate level in all four skill-modalities on the STAMP 4Se. (Appendix 6.2.)
- **FLES Program Proficiency Results:** The benchmark proficiency goal for FLES students to achieve in each skill is the ACTFL Novice-Mid level. (See Appendix 11 for descriptions.) In Spring 2018, more than 90% of students met or exceeded that target in Speaking and Writing Spanish. In addition, 60% or more of the students tested exceeded the benchmark by scoring at Novice-High or Intermediate on the scale in Listening, Speaking and Writing; 50% of students scored at that level in Reading. (See Appendix 6.1)
- **Increased involvement of Teachers in Online/Blended-Learning Classes.** Especially during the most recent two years, the World Language Supervisor has committed to making sure that classes where primary instruction is delivered online (see Appendix 5) are strongly supported by the active presence of professional language teachers for at least 50% of class time. In high school classes, a teacher is typically with the class 100% of the time. In this way, the students receive explanation

³ It has just been reported that an additional 38 students earned a passing score on IB language tests (total = 140), but the number of examinees taking those tests has not yet been made public.

⁴ In the event, however, only 66.2% of the 2018 seniors met all the criteria to receive the Advanced Studies Diploma. Several met the world language criterion but failed to meet the criteria in one or more other subject areas, such as Mathematics.

⁵ Appendix 11 provides a simplified summary of the meanings of the ACTFL *Intermediate* and *Novice* levels.

and constructive feedback when they need it and have opportunities for authentic spontaneous spoken interaction in the language with the teacher and with classmates.

- **Strong World Language Enrollments.** This fall, more than 96% of elementary school students are learning Spanish. In middle schools, almost 60% of 6th graders and 80% of students in grades 7-8 take one or more of six languages, and more than 61% of high school students are enrolled in one or more of eight languages. Indeed, the total number of students enrolled in a world language in secondary school has almost doubled since the 2009-10 School Year – an increase of more than 4,000 enrollments. (See Appendix 10.)

ISSUES OF CONCERN IN THE WORLD LANGUAGE PROGRAMS

- **Loss of talented staff from the World Language Office.** During the previous two school years, APS had approved the hiring of a full-time FLES Instructional Coach to work closely with elementary Spanish teachers in the ten schools that had begun to offer FLES programs since Fall 2014. The experienced teacher hired for this role was able to foster the professional development of the teachers in the support of the World Language Supervisor and to ensure consistency of instructional approach. Her work was extremely successful – so much so that our committee had recommended that APS hire another Instructional Coach to focus on secondary programs and immersion instruction. But the budget constraints led to the proposed new position not being approved and the existing position being terminated, effective this past July. The work of the former Coach is sorely missed within the World Language program.
- **Lowering of commitment of resources to develop students' world language proficiency in ten elementary schools.** Reportedly at the request of several elementary school principals, APS agreed earlier this year to grant principals the discretion to reduce the assigned instructional time for elementary Spanish from the previously required minimum of 90 minutes per week down to a minimum of 60 minutes. Ten of the 21 FLES schools have adopted this reduced language learning schedule. (See Appendix 2.) The other eleven FLES schools are continuing to provide 90 minutes of instruction per week, as is recommended by the American Council on the Teaching of Foreign Languages (ACTFL). Since time-on-task is perhaps the most important factor in language learning, the result will surely be that students in the ten schools will not be able to learn as much Spanish as those in the eleven schools. In addition to the effects on student learning, this unequal treatment will, almost certainly, affect the ability of APS to provide well-articulated sequences of language instruction in middle school. The degree to which student achievement is affected needs to be monitored and analyzed. (See Recommendation 1.)
- **Teacher positions that are formally allocated by APS for the instruction of elementary Spanish are instead used for other purposes at the discretion of elementary principals.** Last spring, the WLAC learned that, although 73 teacher positions had been allocated in the budget to FLES instruction, only 61 of the positions were actually filled by teachers teaching Spanish. The other twelve positions were being employed, at the principals' discretion, for purposes other than language teaching. Having been advised of this fact by WLAC members, the Budget

Advisory Committee recommended greater transparency in allocations of teacher time, so that discretionary positions would in the future be labeled as such, rather than concealed as “FLES instructors.” In the current school year, however, the practice of using some designated FLES positions for other discretionary purposes continues. As of this writing, only 56.8 of the allocated 69 “FLES positions” are actually filled by elementary language teachers, including 7.5 positions that are assigned to the two elementary immersion programs (4.0 and 3.5 positions to each immersion school.)

- **Continuing failure of three middle schools to offer proficiency-based introductory language instruction in the 6th grade in languages in addition to Spanish.** The H-B Woodlawn Program and Jefferson and Swanson Middle Schools have offered one-semester 6th grade courses in French and Latin for the past four years, while Gunston, Kenmore and Williamsburg middle schools continue to offer 6th graders proficiency-based instruction only in Spanish.⁶ It is almost certain that this explains most of the reasons why 6th grade language enrollments in the first three schools are markedly higher than in the others—with, for example, more than 90% of 6th graders at HBW and Jefferson and more than 60% at Swanson taking a language, and fewer than 40% doing so at Williamsburg and Kenmore. (See Appendices 4 and 9.)
- **Inability of APS to provide dual-language immersion education to every student who wants to take it.** The current school year was the first year that admissions into Claremont and Key immersion schools were determined by countywide lottery. In the event, 189 applicants were placed on the waitlist and ultimately denied admission. Parents increasingly want their children to enroll in the immersion program, but APS’s current plans to transfer the Key immersion program to a facility with 100 fewer seats than at Key will inevitably mean that the numbers of students denied admission to immersion will increase.

NEW RECOMMENDATIONS WITH RATIONALE AND ANTICIPATED COSTS

- 1. As part of the yearly official APS Monitoring and Evaluation of World Language programs, so as to monitor learning success and equity of learning opportunity, the national Standards-Based Measurement of Proficiency (STAMP test) should be administered to all students enrolled in language class in grade 5, in addition to continuing to test in 8th grade immersion and High School levels IV and above. (Last year, only half of the 5th grade FLES students were tested—in six schools—and the current budget for this year would test the other five schools.)**

RATIONALE: To effectively monitor the effectiveness of instruction the school district needs to assess progress of every student at established intervals. True for every program type, this is especially necessary when the delivery of instruction varies significantly from one school to another, as it does in Arlington, where elementary language instruction time is inconsistent from one neighborhood school to another. APS,

⁶ Kenmore and Williamsburg provide 6th graders with the elective of enrolling in the ‘exploratory wheel,’ which provides brief instruction in a number of elective subjects, including one or more languages. The ‘wheel’ is not designed to develop functional proficiency in any language.

the Arlington School Board, and the broader school community need to understand the learning consequences of such inconsistency.

Critical Need APS has collected STAMP proficiency test scores for every school year since 2012 for FLES grade 5 students, except for Spring 2018, when, because of budget constraints, only six of the 11 FLES schools that had been providing FLES instruction for at least six years were tested. APS needs to return to assessing 5th grade students in every school in order to monitor results and gain information for continuous program evaluation and improvement. This is particularly important for this year, because (1) the septennial evaluation of World Language programs is being conducted this year, and (2) ten of the 21 FLES schools have adopted a language instruction schedule that provides only two-thirds of the learning time that ACTFL recommends, which continues to be offered at the other FLES schools. As more FLES schools come online in the future, it will be important to test their students, as well.

Proven Solution The STAMP test is a highly rated national assessment of performance-based proficiency that reflects the Proficiency Standards established by the American Council on the Teaching of Foreign Languages (ACTFL). Both the elementary and secondary assessments are widely used by school districts throughout the United States, making it possible to compare Arlington results across the county and with other school districts. (See: <https://avantassessment.com/stamp4se>)

Consistency APS has used the STAMP test to assess language proficiency of Arlington students since 2007 for secondary schools and since 2012 for elementary schools. It therefore provides a means for APS to continue to assess consistency and improvement of instructional results.

Equity Beginning this year, APS management has given discretion to elementary principals to deliver 60 weekly minutes of FLES instruction instead of the ACTFL-recommended minimum of 90 minutes. Ten of the 21 FLES schools are implementing this reduced schedule. It is important to learn what consequences for learner achievement will result from these unequal decisions.

Academic Growth Administering the tests to all students will make it possible for APS to provide teachers, students and parents with objective constructive feedback on the students' learning in order to improve moving forward and to make informed decisions about learning options. Parents, especially, want to know objectively what their children are able to do in the language.

Achievement, Opportunity & Excellence Gaps In the 5th grade STAMP tests that were administered in spring 2018, although the great majority of students in the six schools tested achieved or surpassed the learning goals, 20% or more of the students failed to meet the benchmark proficiency objective of Novice-Mid or higher in Spanish Reading and Listening. (See Appendix 6.1.) It is important to ascertain whether that result reflects a real achievement gap that also occurs in other schools or that will recur in the same schools in future years, or whether last year's results were a one-time

anomaly. If the gap is a real one, for one or more schools, it must be addressed in the approach to instruction for weaker learners. To determine that requires the administration of the STAMP test.

Other Priority Alignment Before learning gaps can be eliminated in any subject area, they must be identified through valid and reliable assessment, such as the STAMP. In addition, by testing every student and providing them and their parents with feedback on the results, the teachers are equipped to provide support that is appropriate for the learning needs of each student.

Budget The STAMP test is the least expensive of the small number of nationally validated assessments of language proficiency. It is the only valid and reliable instrument that measures the language proficiency of elementary children. The cost is \$15 for each test battery administered to a child. The cost for tests for all of the students in Claremont, Key, and Gunston Immersion, Glebe, Patrick Henry, Jamestown, McKinley, and Randolph elementary schools and all high school students taking fourth year language and higher are **already included** in the 2018-19 budget. Additional costs would be incurred to test the estimated 460 students in 5th grade at Ashlawn, Barcroft, Barrett, Campbell, Carlin Springs and Drew Model School this year, for a total of less than \$7,000.⁷

Total assessment costs in addition to existing budget = \$7,000

2. Enhance and improve the learning of Spanish and English literacy and help close the achievement gap in elementary immersion classes through implementing increased Spanish instructional time in grades K-2 and transitioning subsequently to an evenly balanced 50-50 use of instructional time in grades 3-5. Begin this program at the kindergarten level. Start this year to assess baseline understanding of the concept of literacy in kindergarten and to assess progress in the development of Spanish reading skills in the second or third grade of Spanish-English immersion for comparison with the third grade English Reading SOL.

RATIONALE: Based on the results of 5th and 8th grade Spanish STAMP tests and 5th and 8th grade Reading SOLs, almost every student who completes a full sequence of the Arlington Spanish-English Dual-Language Immersion programs develops very strong reading and writing skills in both languages. However, the attrition of students between kindergarten and fifth grade is significant. For the last school year, the finishing 5th grade immersion class of 191 students was more than 25% fewer than the starting classes of 257 students five years earlier. We do not currently know all the reasons for the loss of students, but, anecdotally, it has been reported that several of them dropped out because of problems completing the course work. This proposed re-alignment and gradation of instructional time would help enhance the early learning of every student.

⁷ In subsequent years, the 5th grade students in the other FLES schools will also need to be tested, starting with those at Nottingham, Oakridge and Tuckahoe in SY-2019-20, and adding the remaining seven schools that began offering FLES in SY-2015-16 for tests starting in 2020-21.

Critical Need The present elementary immersion curriculum does not provide enough time to focus on the development of Spanish Language Arts. It disadvantages all students, but, in particular, it disadvantages those of Hispanic and African American heritage. In contrast to the English writing system, the Spanish alphabet features consistent and transparent sound-symbol correspondences that make it easy for all students to learn to use. And research has consistently shown that once a child has learned to read in one language, transferring the skill to another language is relatively easy.⁸ Research has also shown that, by focusing earlier and longer on Spanish language development, particularly reading and writing, all students will have greater bilingual and biliterate outcomes by the end of 5th grade and beyond.

In addition, APS currently has no formal assessment measures of literacy development in Spanish before the 5th grade, even though letter grades are reported to parents. Students and their parents need to have their developing Spanish reading skills assessed before they take the English Reading SOLs in 3rd grade, so that appropriate remediation may be taken, if necessary. Good and reasonably priced instruments for that purpose have been identified and are recommended below.

Proven Solution It is well known that children require extensive time to develop functional speech and literacy skills in a second language (Howard et al. 2018; Curtain and Dahlberg 2015; Linqanti & Cook, 2015). ‘Time on task’ is identified as perhaps the single most important variable in language learning. (Heining-Boynton 2006; DeKeyser 2007; Segalowitz 2010).

Research has also shown that using mostly partner-language literacy instruction in the foundational years of English language learners has a positive impact on how they perform on both English and partner-language achievement tests, especially when compared to those who receive literacy instruction only in English (Lindholm-Leary 2016; Howard et. al., 2018). Native English speakers are **not** at risk of decreased literacy skills in English when participating in a program model that predominantly teaches literacy in the partner language during the early years. This has been demonstrated in the long-standing Canadian French immersion programs and in several U.S. dual language programs. “[It also] holds true for low and middle income African American students,” showing that literacy instruction in the partner language can effectively take place during K-3. (De Jong 2016; Haj-Broussard 2005; Lindholm-Leary and Howard 2008; Thomas & Collier 2012).

The model that we are proposing, in collaboration with the World Language Office, assigns 90% of instructional time in grades K-2 to Spanish Language Arts and to the delivery in Spanish of instruction of the other subjects, and 10% of the instruction time to English Language Arts. In subsequent grades, the instruction time allotted would transition to 50%-50% between English and Spanish (Howard et al. 2018). When

⁸ The World Language Office reports that the large majority of non-Hispanic heritage students entering kindergarten and first grade in the immersion program have already developed fundamentals of English literacy.

literacy instruction is delivered in the partner language in grades K-2, as in a 90:10 incremental program, the probability of developing positive attitudes toward reading and writing in both languages increases. Overall achievement in both languages also is strong. The research continues to show that ... “students in dual language programs tend to do as well or better than peers in English mainstream programs.” (Lindholm-Leary, 2011; Howard et al., 2018).

Consistency

Recent informal conversations with some immersion parents and re-reading the APS report on interviews of immersion parents that were conducted in 2012 both show that some families feel their children are not adequately prepared to perform independently on tasks, especially where Spanish literacy is required. Several current families have professed to having placed their children into outside tutoring for Spanish literacy enrichment in the middle of second grade, and another from the 2012 report stated that, “my son needed help academically ... on the Spanish side” after 3rd grade. The current APS model is a 50:50 split between content areas. Math, Science and limited Spanish Language Arts are taught in Spanish, and English Language Arts, Reading and Social Studies are taught in English. Spanish reading and writing are introduced in Spanish Language Arts and also integrated throughout Math and Science. But in the current model, there is **not enough time** to regularly use instructional activities to build early literacy skills, such as guided reading groups, shared or interactive reading and writing, or extension literacy centers. In fact, in practice, it appears to be the case that, at present, comparatively little time is dedicated to the development of skills in Spanish reading and writing for an academic setting.

Equity

Research shows that a model of immersion education that transitions from an early 90%-10% Spanish-English model to a 50%-50% model in later elementary grades makes learning accessible to all children by providing an optimal learning environment for early literacy development (Howard et al. 2018; Curtain and Dahlgren 2015) and by strengthening the involvement of student families. It also develops lifelong habits of literacy among the children.

Academic Growth

As noted above, the present elementary immersion schedule of instructional time provides little time to focus on the development of Spanish reading and writing, thus disadvantaging the half of the students who have Hispanic heritage. The Spanish alphabet presents transparent sound-symbol correspondences that make it easier for all children to learn than English. Research has shown that by focusing early and hard on developing Spanish Reading and Writing skills and transitioning over time to a schedule that puts equal emphasis on English Reading and Writing, students will become truly biliterate in Spanish and English by the end of 5th grade and be prepared to take content subjects in either language in middle school and beyond. Of course, they will also have developed functional control of two world languages.

***Achievement,
Opportunity
& Excellence
Gaps***

Long-term data have shown that all students of all backgrounds and from all demographics, including English language learners and the economically disadvantaged or learning disabled, perform better in two-way immersion programs than in traditional instructional models. This has been shown to be true despite earlier widespread assumptions that learning two languages would detract from the development of English language skills in English Language Learners. Research has proven that second language learners in well implemented two-way immersion programs will take up to six years to reach grade-level competence in both languages – a generalization verified in Arlington’s immersion programs -- but it can take as many as seven to ten years if those partner-language students did not start in kindergarten or receive “the opportunity to be schooled” enough in their first language (Thomas & Collier 2012, 2017). Very recent findings on reading show that “with a strong and consistent focus on partner-language literacy, all students can make significant progress in the development of reading skills” (Watzinger-Tharp et al. 2018). Frontloading more Spanish language arts time in the early grades will “level the playing field” by allowing for the partner-language to be used across a variety of content areas, while also giving greater exposure and time to developing “working knowledge of [the] native language to facilitate the transfer of language processes and function into English.” Partner-language students and African American students appear to benefit the most from such a model, enabling them to begin to “close the gap” with the other learners. (Mitchell 2018; Watzinger-Tharp et al. 2018). Students with diverse abilities, English Language Learners and challenge-seekers will benefit as much as the benchmark-performing student from increased time to learn and practice speaking, reading, and writing in Spanish during the early childhood years.

***Social and
Emotional***

For a younger student, the partner-language and culture becomes naturally more accessible and a greater identity builder when larger amounts of quality time are spent using the language -- reading its literature, singing its songs, hearing its music, tasting its foods, playing its games and experiencing its art. Established analysis of the roles of cultural capital and principles of language equity in learning predict that in two-way immersion programs the dominant language will tend to cross over upon the partner-language much more than the partner-language will upon the dominant language during learning time (De Jong 2016). Adding strengthened Spanish literacy through the gradual implementation of a 90:10 to a 50:50 model, with a heavy dose of Spanish language arts in K-2, will bring more language equity and cross-cultural competence to the two-way immersion program. It will create more opportunities for partner-language learning and building every learner’s identity, which in turn will improve the feelings of belonging among heritage speakers while creating more culturally sensitive partner-language learners. In other words, students coming in already speaking Spanish will have more time to develop both languages and can be considered in class as “experts” in their home language and cultures, while other students will have more time “to be immersed” (Lindholm-Leary 2011).

Other Priority Alignments

Once implemented, this recommendation will be an important step toward further strengthening the development of literacy skills in both English and Spanish among elementary children in the immersion program. Research has shown that programs like this enhance the learning of all children and reduce program attrition. It will provide challenging and engaging instruction for every child and will help to reduce any gaps in learning skills as students move into middle school. In addition, this program may serve as a kind of “pilot” of an instructional approach that might be adapted for the benefit of Hispanic heritage students and others who are enrolled in the FLES program.

Budget

To start implementing the 90:10 format of instruction in kindergarten in the next two years would not entail any additional teacher costs.

Additional instructional materials in Spanish, such as guided readers, would need to be purchased for use in the classroom and to have available in the school library. To provide Spanish materials for the instruction of approximately 250 kindergarten students at the Key and Claremont immersion schools should be possible for about \$3,000 for each school, a total of **\$6,000**.⁹

There are two promising published instruments to assess students’ early development of Spanish reading: the Developmental Reading Assessment (DRA), which costs approximately \$450 for 30 students (but with re-usable test booklets) and *Aprenda!* with an approximate cost of \$15.00 per student. There are typically about 240 immersion students in each of the second or third grade. Thus, the cost to administer either of these assessments to one grade level in both schools would be a total of \$3,600 per year. If begun in the present school year and repeated in SY-2019-20, the **cost for the two years would be \$7,200**.

Total for materials and two years’ 2nd^d grade assessment = \$13,200.

3. Support the Social Studies Advisory Committee initiative to prepare globally competent APS graduates. World Languages and Social Studies should collaborate to create complementary lesson topics and joint activities for curriculum development that will prepare APS graduates for successful career and community engagement in a diverse world.¹⁰

RATIONALE: The most recent recommending year report by the ACI Social Studies Advisory Committee spotlighted the need to develop global education for Arlington students. The APS Mission was cited in the report: *Arlington Public Schools instills a love of learning in its students and prepares them to be responsible and productive global*

⁹ The World Language Supervisor and the principals of Key and Claremont will attend this fall the *Las Cochas* conference on Spanish-English bilingual immersion education, where publishers and educators will display state-of-the-art materials for such programs. They can identify the needed materials at that time.

¹⁰ A partial list of research articles and other references for the importance of learning about other languages and cultures in effective International Education for Americans appears in Appendix 12, on pages 41-43 of this report.

citizens. Three reasons were cited for pushing global education: “to prepare APS students for 21st Century careers, to prepare them for engagement with pressing global and social justice issues, and to use global studies to strengthen our own community.” The report stated further, “We hope to partner with other committees ... and believe this focus offers tremendous opportunity for exciting interdisciplinary curricular work and integrated learning.” The World Language Advisory Committee agrees completely, and we stand ready to work with SSAC to help make this vision a reality. As the SSAC report expressly observes, “World Languages instruction [already] includes a focus on world cultures, and world language knowledge is an essential part of global communication skill-building.”

In addition to collaboration between the advisory committees and within the Department of Teaching and Learning, we suggest that at each school the Social Studies and World Language departments plan to meet up at least twice a year to discuss upcoming lesson topics and how they might build off and compliment each other.

Critical Need

The web-page of the U.S. Department of Education includes the following statement:

“The U.S. Department of Education’s International Strategy lays out its commitment to prepare all U.S. students to succeed globally through international education and engagement. Today, more than ever, our students need to be equipped with the critical thinking, communications, socio-emotional and language skills to work collaboratively with their counterparts in the United States and all over the world. Understanding and appreciating other parts of the world, different religions, cultures, and points of view are essential elements of global and cultural competence.” ~

<https://sites.ed.gov/international/global-and-cultural-competency/>

APS’s students come from 146 nations and speak 107 languages. Nationally as well as locally in the Arlington community, the need for globally competent citizens has been fully established. Study of world languages not only provides needed functional skills in the language and insight into the culture, it also has been shown to enhance other skills highlighted in the above quote, including learners’ cognitive flexibility, creativity and executive functioning.

Proven Solution

Developed over fifteen years of research and practice, ACTFL’s *World-Readiness Standards for Learning Languages* (2017) identifies five critical “goal areas” for language learning.

Communication (Interpersonal, Interpretive and Presentational communicative abilities.) – Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. Learners interact and negotiate meaning in spoken, signed, or written interactions to share information, reactions, feelings, and opinions. [They] understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Cultures (Cultural competence and understanding) – Learners interact with cultural competence and understanding. [They] use the language to investigate, explain and reflect on the relationship

between the practices and perspectives of the culture(s) studied.

Connections – Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. Learners build, reinforce and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. Learners can use those language skills to explore their own personal interests, whether their personal interests be in the fine arts, history, anthropology, medicine and sciences, engineering, or politics, etc. Students can further their knowledge base in any of these fields with resources that originate in the world language of their choice and choose to collaborate with others around the world in these fields as they advance themselves. Real-world applications focused on topics of personal interest challenge and engage all students.

Comparisons – Learners develop insight into the nature of language and culture in order to interact with cultural competence. Studying world languages enhances the awareness of the sensitivity of language choice in communicating.¹¹

Communities – Learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

The implementation of these *Standards* in schools across the country has effected profound improvements in world language education and international education in the United States at every level. (See Abbott and Phillips 2011.)

Equity

True global education, which fosters the development of perspectives on many cultures and the ability to communicate with representatives of other cultures, also has the effect of demonstrating to all students that their languages, cultures and ways of life are valued within the APS community.

Academic Growth

Reading literature and non-fiction texts in another language as part of the collaboration between World Language Arts and Social Studies will expand vocabulary and enhance fluency in reading, while it broadens perspectives on the culture and its history. Reading in English about the cultures where the language is spoken will also be accessible to children from those cultures and will provide critical new perspectives for the other learners. Thomas Jefferson Middle School already helps students strengthen their reading by including reading comprehension tasks in subject area classes. Students can be encouraged to do some of their reading

¹¹ Studying world languages may improve a student's knowledge of word origin and deducing meanings of words to which they may not have had prior exposure. For many students, this helps them score better on exams such as the SATs.

in the Social Studies in the language that they are studying, including news and magazines, histories, biographies, travel guides, etc.

Current Programs in the immersion program, such as *Vamos Adelante* & *Abejas Lectoras*, which enhance family and community involvement while supporting Spanish language arts through literacy inside the classroom and in the larger school community, have played a vital role in bringing students and families together from all backgrounds while balancing the scales between the dominant and partner languages. Students experience more time hearing other Spanish speakers during literacy activities, which in turn helps all students with confidence building by learning through interactions.

Achievement, Opportunity & Excellence Gaps

Research has shown that learning content through a world language allows English Language Learners the opportunity to capitalize on their existing knowledge. This boosts students' confidence, as they can leverage from positions of strength.

Social and Emotional

We encourage both actual and virtual exchanges and participation in international interdisciplinary collaborations. This has been done successfully in a number of ways, such as these:

- Creating robust partnerships with local organizations focused on global issues;
- Having resources in the community of individuals with information to be visited and/or invited into the classroom for content presentations;
- Having APS students partner with students in other classrooms around the world in information exchange by email, phone, or video chat or individual pen pal assignments;
- Encourage families to gather and share stories about things done in their homes or native countries.

The WLAC has already given the SSAC a preliminary list of world language student activities that would support the development of cultural knowledge and international perspective.

Building intercultural communication skills allows students to cross group boundaries more effectively (ethnic, socio economic, learning styles and other differences) and also demonstrates that diverse backgrounds and experiences are valued.

Other Priority Alignment

Interdisciplinary collaboration helps to reinforce student learning across the curriculum to achieve APS strategic goals.

Collaboration can foster partnerships among families, community, and staff to enrich the learning of our students. This develops civic competencies and community service and engagement.

Global collaboration encourages students to think flexibly and creatively and develop new perspectives that improve problem-solving capabilities.

Learning 'across the curriculum,' such as what is proposed here,

clearly would provide Challenging and Engaging Instruction that would create motivating choices for all learners.

Budget

As this recommendation is implemented over time, it will be necessary to purchase access to additional audio-visual and written resource materials to help broaden the learners' perspectives on culture. It may also be desirable to establish a system of small honoraria or stipends for members of the community who are willing to share their experiences with learners. For the present year, however, **no budgetary impact is anticipated.**

COMMITTEE MEMBERS AND STUDENT REPRESENTATIVES:

Sara Aramendia grew up in a bilingual (English/Spanish) environment; she studied French and German at APS during middle school, Spanish in high school; and Chinese abroad in Nanjing during her graduate studies. She and her husband are raising their three children to be multilingual; this includes participation in the Spanish immersion program at Claremont Elementary School.

Eden Brown's son graduated in 2018 from Yorktown HS with the Seal of Biliteracy, and she has had two other children complete school in Arlington. Eden is a fluent speaker of French, with additional proficiency in Italian. She has studied Sinhala, Hindi, and German. She is currently taking Spanish on line at NOVA. She is on her second career, as a journalist. All three of her children speak good French, and one speaks fluent Bangla, after doing the State Department's Critical Language Study program in Dhaka.

Dr. Sylvia Chou is a scientist and administrator at the National Cancer Institute, NIH. She holds a PhD in Linguistics and MA in Applied Linguistics from Georgetown and a Master in Public Health from UC Berkeley. Born in Taiwan, her native language is Mandarin Chinese and she has an intermediate knowledge of German. Sylvia previously taught Chinese and ESL at the university and high-school levels. She currently has two children in APS (Washington-Lee HS and Williamsburg MS).

Dr. Frederick Jackson, Chair, has a Ph.D. in Linguistics and M.A. in Second Language Teaching. Rick speaks Thai and Lao and has studied Chinese, French, German and Micronesian languages. He was Senior Research Associate at the National Foreign Language Center of the University of Maryland and was earlier Head of Staff Development at the School of Language Studies, Foreign Service Institute. He has no young children.

Dr. Yun Kang has a Ph.D. in Applied Linguistics from Georgetown University. She teaches language at George Washington University. She has a child in the Immersion program at Claremont School.

Katherine McGwier has a sophomore at Wakefield in her 4th year of Latin, who is pursuing a Latin/Spanish bilingual diploma. Last summer, Kaitlin enjoyed participating in the *Amigos* Program in Panama, and has an interest in further pursuing her study of Spanish.

Adrienne McQuillian grew up speaking two languages and spending many summers in Latin America and the school year in the United States. She has a bachelor's degree in hospitality and tourism management and another in Spanish. She has a master's degree

in Spanish and Latin American Studies with dual concentrations in Language/Linguistics/ Translation and Literature/Culture, and a graduate certification in Spanish-English translation. She is raising her four children to be bilingual and multicultural global citizens. They are enrolled in Claremont Immersion and spend their summers in camps, courses, and schools in Latin America.

Stephanie Westerlund grew up bilingual in the U.S., in a multigenerational home where the primary home language was Spanish. Stephanie has a Masters degree in Early Childhood Education Curriculum and Instruction (Bilingual, Multicultural Inclusive Education) from George Mason University's Unified Transformative Early Education Model (UTEEM). She was a kindergarten teacher in Montgomery County Public Schools, where, as a Spanish teacher, she helped to pilot an innovative dual-language program. Her family maintains Spanish at home. Her family now has three children attending Escuela Key School.

Student Representatives: The schools represented are Wakefield, Washington-Lee, and Yorktown High Schools. The languages studied by the three representatives include American Sign Language, Chinese, French, German, Japanese and Latin.

- ❖ **Radina Dancheva** is Student Representative for Washington-Lee High School, where she is in 11th grade, studying French IB-HL. Radina's native language is Bulgarian, and she has already passed the test to qualify for the Seal of Biliteracy in both Bulgarian and French. This is her first year on the WLAC.
- ❖ **Kevin Farrell** is Student Representatives for Yorktown High School, where he is taking Latin and German. He is in the tenth grade, and this is his first year on the WLAC.
- ❖ **Jim Sharkey** is the alternate Student Representative from Yorktown. He is taking Latin and Japanese. He is also in the tenth grade, and this is his first year on the WLAC.
- ❖ **Shinmei Garrison** is Student Representative for Wakefield High School, where she studies American Sign Language and has completed study of Chinese through Level 4. Shinmei is a senior. This is her second year serving on the WLAC,

APPRECIATION

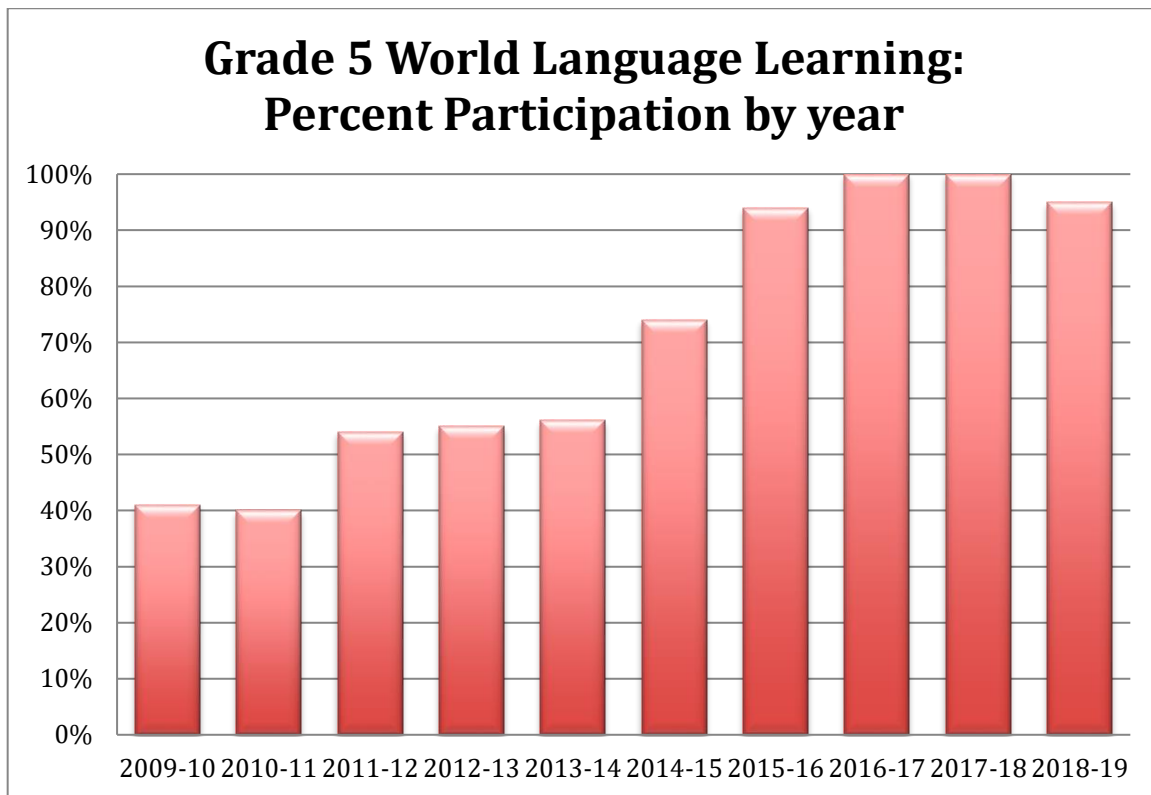
The WLAC expresses deep appreciation for the dedication of World Language Instructors and school principals throughout the county. Arlington students and their parents are indeed fortunate. In addition, the work of this committee would not be possible without the cooperation, support, and professional collaboration given by the Supervisor of World Language Programs, Elisabeth Harrington, and her superb staff of Rebeca Prell and Margo Hope. We also express our thanks to several unidentified members of the Instructional Technology unit who worked very hard to try to get us the data we needed to prepare this report by the beginning of October. Additional thanks, too, to Elisabeth Harrington for her service as APS Liaison to the Committee.

APPENDICES

- Appendix 1*** Participation in APS Elementary World Language Programs 2009-2018 (Grade 5)
- Appendix 2*** World Language FLES Instruction Time By School 2018
- Appendix 3*** Grade 6 World Language Enrollments
- Appendix 4*** Middle School World Language Students by School, in 2016-18
- Appendix 5*** Less Commonly Taught Language Enrollments by Languages and Levels 2010-18
- Appendix 6*** Proficiency Test Results
 - 6.1. FLES STAMP4Se Language Proficiency Test Scores SY 2012-18**
 - 6.2. Immersion STAMP4Se Scores Over Last Three Years (Administered in Spring of Grade 5)**
 - 6.3. STAMP 4S Proficiency Test Results for 8th Grade Gunston Immersion Students in 2017&2018**
- Appendix 7*** World Language Enrollment by School Level
- Appendix 8*** Middle School Language Enrollments
- Appendix 9*** High School Language Enrollments
- Appendix 10*** History of WL Enrollments 2007-2019
- Appendix 11*** ACTFL Novice and Intermediate Proficiency Ratings
- Appendix 12*** Selected References
- Appendix 13*** Attrition of Students with Disabilities in Immersion Programs from Grades 5-8, 2015-19

Appendix 1. Participation in APS Elementary World Language Programs 2009-2016 (Grade 5)

All elementary schools have reported full World Language participation in SY 2016-17 and 2017-18, in either Dual-Language Immersion or FLES, so that nearly 100% of elementary students in grades K-5 have been receiving instruction in Spanish language and culture, in addition to regular instruction in English. Beginning in the current year, students in the Montessori Program at Drew Model School do not study a language. Also as of this year (2018-19), there are differences in the intensity of the FLES Spanish curriculum from one elementary school to another.



Appendix 2: World Language FLES Instruction Time By School: 2018-2019

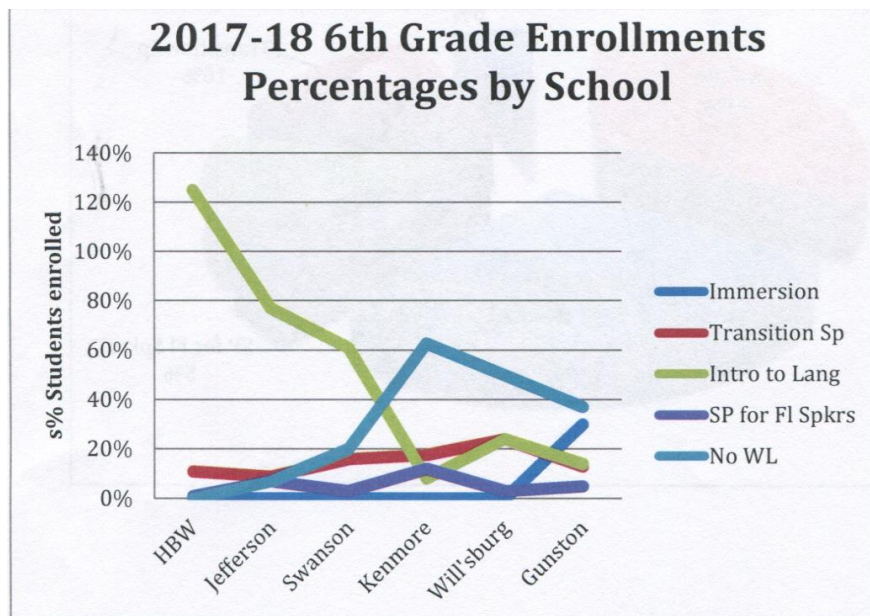
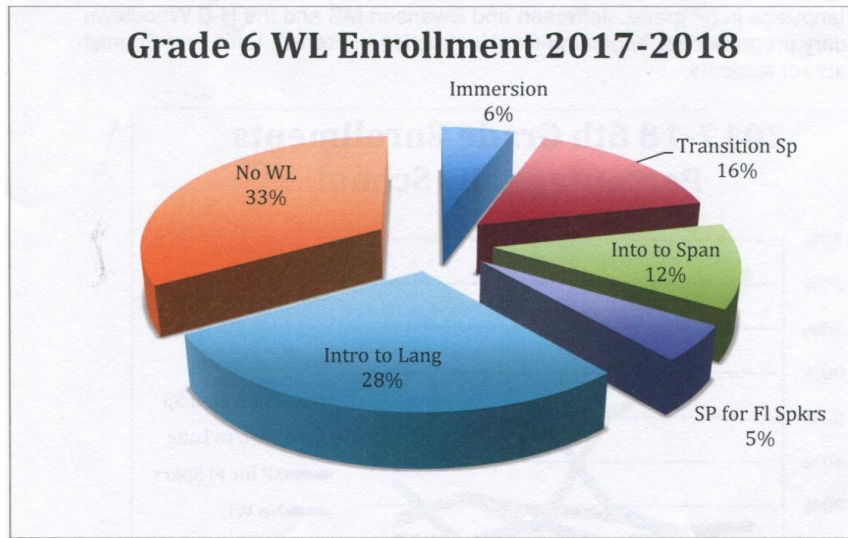
NB: Except for in the Drew Model School Montessori School, every APS elementary school student is enrolled in Spanish language instruction.

School	Days and Minutes Per Week Taught for each FLES class	Other Remarks
<i>Schools that provide every grade with at least 90 minutes/week of Spanish instruction--</i>		
<i>Arlington Traditional</i>	90 minutes @ 3x30 minutes	VPI-5th
<i>Barrett</i>	90 minutes @ 3x30 minutes	K-5
<i>Claremont</i>	Spanish used half-day 5 days/week	Dual language immersion
<i>Drew</i>	90 minutes @ 3x30 minutes	No language in Montessori
<i>Glebe</i>	90 minutes @ 2 x 45 mins (including 5 minutes transition time.)	K-5
<i>Jamestown</i>	90 minutes @ 2 x 45 minutes	K-5
<i>Key</i>	Spanish used half-day 5 days/week	Dual language immersion
<i>Long Branch</i>	90 minutes @ 2 x 45 minutes	K-5
<i>McKinley</i>	90 minutes @ 3x30 minutes	K-5
<i>Nottingham</i>	90minutes @ 3 X 30 minutes	K-5
<i>Patrick Henry</i>	90 minutes @ 3 x 30 minutes	K-5
<i>Taylor</i>	90 minutes @ 3 x 30 minutes	K-5
<i>Tuckahoe</i>	90 minutes @ 3 x 30 minutes	K-5
<i>Schools that provide fewer than 90 minutes/week of Spanish instruction--</i>		
<i>Abingdon</i>	90 minutes K-3; 60 minutes 4-5	As noted
<i>Arlington Science Focus</i>	60-80 minutes	K-5

<i>Ashlawn</i>	90 minutes K-3; 60 minutes 4-5	Literacy support for Spanish speakers
<i>Barcroft</i>	60 minutes @ 2x30 minutes	K-5
<i>Campbell</i>	80 minutes @ 2x40 minutes	pK-5
<i>Carlin Springs</i>	60 minutes @ 2x30 minutes	K-5
<i>Discovery</i>	60 minutes @ 2x30 minutes	K-5
<i>Hoffman Boston</i>	60 minutes @ 2 x 30 minutes	K-5
<i>Oakridge</i>	60minutes @ 2 X 30 minutes	K-5
<i>Randolph</i>	K-1: 90 minutes ; 2-3 60 minutes ; 4-5 one block @ 90 minutes	As noted

Source: Information retrieved from World Language Office, August 2018.

Appendix 3. Grade 6 World Language Enrollments for 2017-18¹²



N.B. Kenmore, Williamsburg and Gunston MS only offer proficiency-based courses in Spanish in 6th grade and do not offer proficiency-based introductory courses in other languages, although Kenmore and Williamsburg do offer short-term “exploratory” courses within the “Wheel.” Jefferson and Swanson MS and the H-B Woodlawn Secondary program offer 6th graders introductory instruction in French, Latin and Spanish. Jefferson also offers it for ASL, Arabic and Chinese, all of which attract students.

¹² Data for the present school year (2018-19) are not yet available as this report is being completed.

Appendix 4. Middle School World Language Students by School, in 2016-18

Middle School	Students Taking Language ¹³											
	2018-19				2017-18				2016-17			
	6	%	7+8	%	6	%	7+8	%	6	%	7+8	%
Gunston	201	54%	545	83%	148	43%	549	85%	153	46%	513	83%
Jefferson	394	92%	565	79%	325	93%	550	79%	340	97%	467	77%
Kenmore	119	36%	417	67%	122	37%	389	66%	114	37%	463	79%
Swanson	296	65%	625	78%	234	66%	668	77%	311	71%	577	78%
Williamsburg	165	36%	745	86%	209	50%	700	84%	191	44%	648	84%
H-B Woodlawn	74	94%	160	97%	75	94%	154	91%	78	94%	158	97%
Totals	1249	59%	3057	80%	1113	59%	2983	79%	1187	60%	2826	81%

¹³ For grades 7 and 8 our data only indicate course level, but not grade level of enrolled students. We thus combine data for these grades. Participation in WL courses shows the number of WL courses taken divided by total enrollment at that grade. Red figures indicate (a) 6th grade language enrollments that are less than 50% of total enrollments, and (b) 7th and 8th grade language enrollments less than 75% of total enrollments

Appendix 5: Less Commonly Taught Language Enrollments by Languages and Levels 2010-19

With the exception of at Jefferson Middle School and the IB courses at Washington-Lee HS, where all language instruction is delivered by teachers, instruction in these four languages is delivered in a Blended format. In the last 3 years, the World Language Office has committed to providing instruction with the teacher present for at least 50% of class time in middle schools and 80%-100% of the time in high school. The only exception is Chinese at the high school level for Chinese I-Chinese 4 AP, which are taught using the *Virtual Virginia* online program.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Intro to Arabic (MS)						14	19	17	18
Arabic 1 MS	21	25	27	30	32	44	39	49	38
Arabic 2 MS	3	12	14	15	21	18	21	24	31
Arabic 3 MS					2	3	0	0	0
Arabic 1 (HS)	30	33	21	33	21	17	25	7	18
Arabic 2 (HS)	10	23	21	22	24	19	15	16	10
Arabic 3 (HS)	4	11	19	22	27	28	32	26	25
Arabic 4	4	2	10	12	13	15	19	16	18
Arabic 5	0	2	0	3	5	4	6	8	9
IB Arabic								6	10
Total Arabic	72	108	112	137	145	162	176	169	177
Intro to Chinese (MS)						16	21	23	31
Chinese 1 MS	35	34	53	48	51	59	52	59	53
Chinese 2 MS	10	19	17	36	27	34	40	26	44
Chinese 3 MS	0	2	0	1	0	0	1	0	0
Chinese 1 (HS)	36	33	32	12	13	17	11	10	14
Chinese 2 (HS)	12	20	31	22	10	19	12	15	15
Chinese 3 (HS)	12	11	26	32	35	22	28	43	27
Chinese 4	5	4	9	19	14	27	15	17	24
AP Chinese 5	0	2	4	4	9	15	7	9	6
IB Chinese SL1							4	12	10
IB Chinese SL2								4	9
Total Chinese	110	125	172	174	159	209	187	218	233
German 1 MS	13	1				0	1	0	1
German 2 MS	36	10				1	0	0	1
German 1 (HS)	38	43	41	29	31	33	25	23	25

German 2 (HS)		24	24	31	10	17	17	16	15
German 3	24	26	21	14	10	9	8	5	15
German 4	13	11	10	12	2	1	0	1	N
German 4 AP	4	6	4	2	6	5	0	1	2
Total German	128	121	100	88	59	66	51	46	59
Japanese 1		22	28	41	32	34	45	29	31
Japanese 2		14	7	17	16	14	11	14	16
Japanese 3		17	8	4	6	6	9	2	7
Japanese 4		0	4	0	0	0	0	N	N
Total Japanese	0	53	47	62	54	54	65	45	54

Source: Compilation by Arlington Public Schools World Language Office, Sept. 18, 2013, and Nov. 10, 2014, by Information Technology Office, March 2016, and by WLAC from WLO data September, 2018.

Appendix 6.1. Aggregated FLES Proficiency Test Results (2012-2018)

AGGREGATED FLES STAMP 4Se PROFICIENCY TEST RESULTS 2012-2018

	SPEAKING RESULTS							LISTENING RESULTS						
Prof. Level	2012	2013	2014	2015	2016	2017	2018	2012	2013	2014	2015	2016	2017	2018
ADVANCED	0%	1%	0%	0%	N	0%	0%	9%	N	9%	N	N	N	N
INTERMEDIATE-HI/MID	0%	0%	0%	0%	8%	4%	7%	4%	25%	9%	18%	34%	34%	33%
INTERMEDIATE-LO	8%	11%	3%	3%	17%	16%	21%	16%	15%	34%	13%	20%	20%	15%
NOVICE-HI	24%	39%	23%	20%	19%	41%	22%	24%	19%	16%	23%	14%	14%	14%
NOVICE-MID	56%	40%	53%	60%	45%	27%	24%	25%	23%	20%	28%	29%	29%	17%
NOVICE-LOW	11%	8%	21%	18%	7%	6%	7%	22%	18%	12%	17%	3%	3%	22%
NO SCORE	0%	0%	0%	N	4%	7%	20%	0%	0%	24%	N	1%	1%	0%
N STUDENTS	98	149	366	550	465*	512*	469	118	177	385	627	512*	512*	475
	READING RESULTS							WRITING RESULTS						
Prof. Level	2012	2013	2014	2015	2016	2017	2018	2012	2013	2014	2015	2016	2017	2018
ADVANCED	7%	0%	N	N	N	8%	N	0%	0%	0%	0%	N	0%	0%
INTERMEDIATE-HI/MID	6%	18%	6%	15%	29%	13%	23%	7%	0%	0%	0%	4%	3%	4%
INTERMEDIATE-LO	13%	14%	15%	16%	20%	14%	17%	49%	6%	3%	4%	6%	26%	20%
NOVICE-HI	13%	12%	13%	13%	18%	12%	9%	7%	48%	21%	23%	11%	37%	31%
NOVICE-MID	38%	40%	52%	43%	28%	42%	31%	2%	38%	46%	50%	53%	28%	28%
NOVICE-LOW	22%	17%	14%	12%	3%	11%	21%	6%	7%	30%	23%	16%	4%	10%
NO SCORE	0%	0%	0%	N	3%	1%	0%	29%	0%	0%	N	9%	2%	8%
N STUDENTS	128	182	384	626	529*	520*	486	112	170	370	605	521*	515*	473

Data are from the World Language Office, Arlington Public Schools

Schools tested had delivered FLES instruction to students for at least five years (e.g., Grades 1-5):

2012 Schools (2) Glebe Patrick Henry

2013 Schools (3) Glebe, Henry & Barcroft

2014 Schools (6) Ashlawn, Barcroft, Glebe, Henry, Jamestown & McKinley

2015 Schools (7) Ashlawn, Barcroft, Glebe, Henry, Jamestown, McKinley & Randolph

2016 Schools (7) *Representative random samples of students from Ashlawn, Barcroft, Glebe, Henry, Jamestown, McKinley & Randolph

2017 Schools (11) *Representative random samples of students from Ashlawn, Barcroft, Barrett, Campbell, Carlin Springs, Drew, Glebe, Henry, Jamestown, McKinley & Randolph

2018 Schools (6) Ashlawn, Barcroft, Barrett, Campbell, Carlin Springs, & Drew only -- all students who had completed 4 or more years of FLES¹

Pink highlighting indicates proficiency results that exceed FLES goal of Novice-Mid proficiency.

Yellow highlighting indicates proficiency results that do not meet FLES goal.

**The tests administered in 2016 were the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL).

¹ In Spring 2018, the STAMP was administered to 5th graders in only half of the qualifying FLES schools, because of lack of funding to test every school.

Table 6.2 Aggregated Immersion STAMP4Se Scores Over the Last Three Years

The benchmark expected results for Immersion K-5 students are level Novice-High and above. The yellow highlighting indicates the percentage of students in each school who did not meet the benchmark in a given year. Salmon highlighting shows the percentages of students whose level of proficiency significantly exceeded the benchmark. For 2018, the percentages of students who achieved Intermediate-level scores are as follows: **Reading – 95%; Writing – 92%; Listening – 96%; Speaking – 93%.**

AGGREGATED 5th Grade Immersion-Results - 2016-18 Summary Chart												
	2018 Results				2017 Results				2016 Results			
Level	Reading	Reading %	Writing	Writing %	Reading	Reading %	Writing	Writing %	Reading	Reading %	Writing	Writing %
Adv-Hi	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Adv-Mid	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Adv-Low	0	0%	0	0%	12	6%	0	0%	12	7%	0	0%
Inter-Hi	65	37%	1	1%	61	29%	1	0%	78	42%	75	41%
Inter-Mid	85	48%	89	47%	96	45%	92	43%	73	40%	29	16%
Inter-Low	17	10%	82	44%	20	9%	83	39%	15	8%	65	35%
Nov-Hi	3	2%	13	7%	2	1%	13	6%	3	2%	13	7%
Nov-Mid	4	2%	3	2%	5	2%	4	2%	3	2%	2	1%
Nov-Low	2	1%	0	0%	0	0%	0	0%	0	0%	0	0%
NR	0	0%	0	0%	17	8%	20	9%	0	0%	0	0%
TOTALS	176	100%	188	100%	213	100%	213	100%	184	100%	184	100%
	2018 Results				2017 Results				2016 Results			
Level	Listening	Listening %	Speaking	Speaking %	Listening	Listening %	Speaking	Speaking %	Listening	Listening %	Speaking	Speaking %
Adv-Hi	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Adv-Mid	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Adv-Low	0	0%	0	0%	2	1%	0	0%	3	2%	0	0%
Inter-Hi	128	67%	5	3%	117	55%	0	0%	105	57%	42	23%
Inter-Mid	41	22%	115	62%	51	24%	55	26%	57	31%	13	7%
Inter-Low	13	7%	51	28%	20	9%	115	54%	16	9%	100	54%
Nov-Hi	7	4%	13	7%	5	2%	17	8%	1	1%	26	14%
Nov-Mid	1	1%	1	1%	0	0%	4	2%	0	0%	3	2%
Nov-Low	0	0%	0	0%	0	0%	1	0%	1	1%	0	0%
NR	0	0%	0	0%	18	8%	21	10%	0	0%	0	0%
TOTALS	190	100%	185	100%	213	100%	213	100%	183	100%	184	100%

Appendix Table 6.3. STAMP 4S Proficiency Test Results for Eighth Grade Gunston Immersion Students in Spanish

The double line marks the **minimum** target benchmark of Intermediate-Low for 8th Grade Immersion students. All scores above Intermediate-Mid meet or exceed the benchmark. It is particularly remarkable that in the receptive skill modalities of Reading and Listening, well more than 50% of the students demonstrated proficiency at the Advanced level on the ACTFL scale – three levels or more above the benchmark.

8th Grade Immersion Spanish Proficiency Results - Spring 2018

SCORE	Reading	Percent	Writing	Percent	Listening	Percent	Speaking	Percent
Advanced-Hi	1	1%	0	0%	3	3%	0	0%
Advanced-Mid	25	27%	0	0%	24	26%	2	2%
Advanced-Low	27	29%	23	24%	34	36%	12	13%
Intermediate-Hi	16	17%	47	50%	13	14%	40	43%
Intermediate -Mid	7	7%	20	21%	10	11%	32	34%
Intermediate -Lo	15	16%	4	4%	4	4%	6	6%
Novice-Hi	3	3%	0	0%	6	6%	1	1%
Novice-Mid	0	0%	0	0%	0	0%	0	0%
Novice-Low	0	0%	0	0%	0	0%	0	0%
No Score	0	0%	0	0%	0	0%	0	0%
Totals	94	100%	94	100%	94	100%	93	100%

8th Grade Immersion Spanish Proficiency Results - Spring 2017

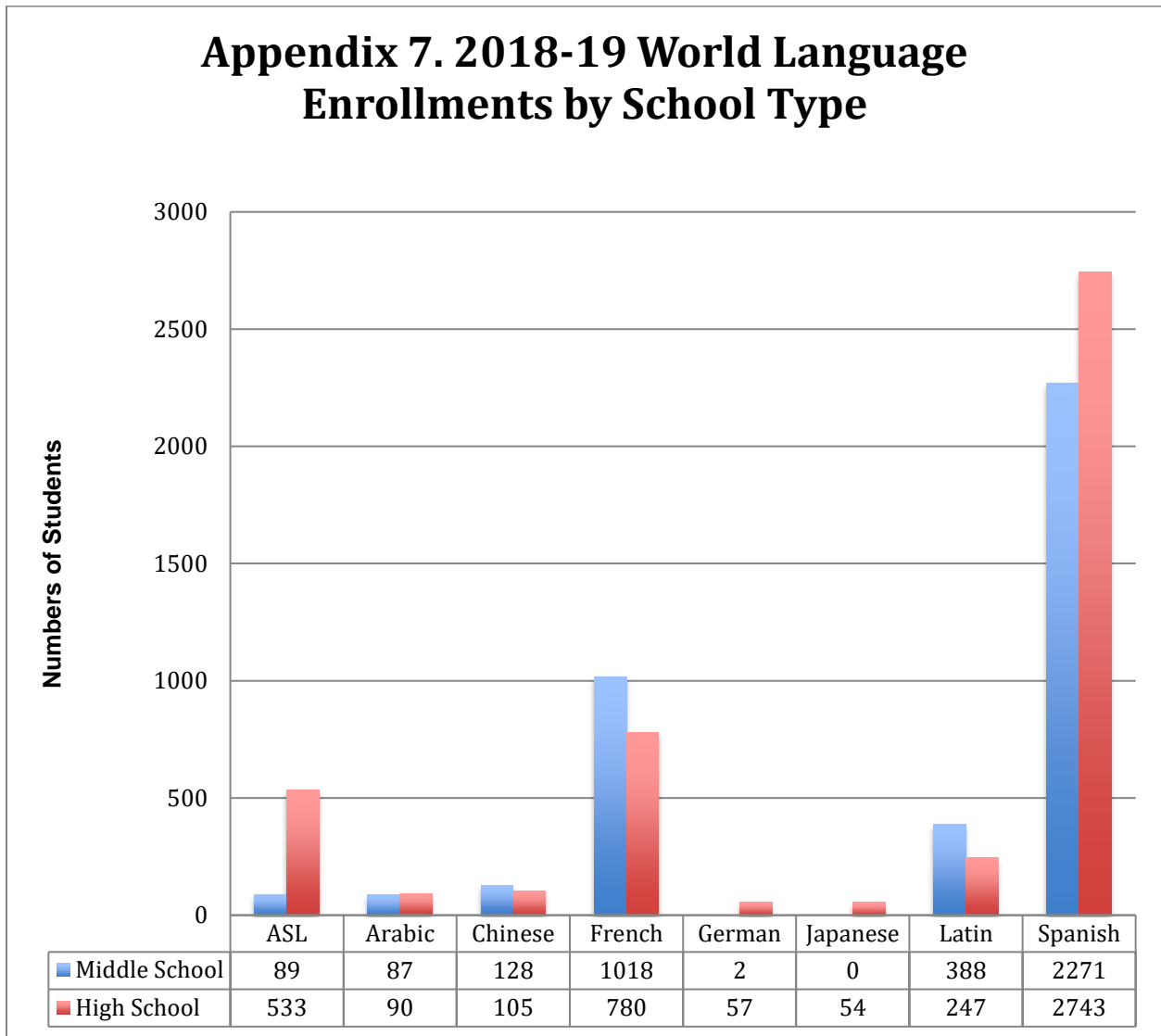
SCORE	Reading	Percent	Writing	Percent	Listening	Percent	Speaking	Percent
Advanced-Hi	0	0%	0	0%	4	4%	0	0%
Advanced-Mid	13	13%	0	0%	17	16%	0	0%
Advanced-Low	41	39%	15	14%	37	36%	6	6%
Intermediate-Hi	21	20%	46	44%	13	13%	39	38%
Intermediate -Mid	12	12%	36	35%	16	15%	42	40%
Intermediate -Lo	10	10%	7	7%	9	9%	13	13%
Novice-Hi	7	7%	0	0%	7	7%	3	3%
Novice-Mid	0	0%	0	0%	0	0%	0	0%
Novice-Low	0	0%	0	0%	0	0%	0	0%
No Score	0	0%	0	0%	1	1%	1	1%
Totals	104	100%	104	100%	104	100%	104	100%

Source: Unofficial data compiled and provided by the World Languages Office in September 2018.

Pink highlighting indicates proficiency results that exceed FLES goal of Novice-Mid proficiency.

Yellow highlighting indicates proficiency results that do not meet FLES goal.

Appendix 7. 2018-19 World Language Enrollments by School Type



Source: Unofficial report from Arlington Public Schools, September 2018.

Appendix 8. 2018-19 Middle School Language Enrollments

Course Title	HBW	TJ	KN	SW	WBG	GUN	Total
Sixth Grade							
Intro to ASL		36					36
Introduction to Arabic		18					18
Introduction to Chinese		31					31
Introduction to French (French IA)	26	132		98			256
Introduction to Latin (Latin 1A)	12	38		44			94
Introduction to Spanish	30	40		42	42		154
Transitional Spanish	0	50	69	103	113	78	413
Span/FS (6th Grade)	6	49	50	9	10	14	138
Spanish Immersion						109	109
Total 6th Grade Lang.	74	394	119	296	165	201	1249
Overall 6th Grade*	79	426	330	452	460	372	2119
Percent in Language	94%	92%	36%	65%	36%	54%	59%
Grades 7-8							
American Sign Lang 1	4	36					40
American Sing Lang 2		13					13
Arabic I	1	2	13	2	5	6	29
Arabic I (Intensified)	0	9	N	N	N	0	9
Arabic II	0	16	4	1	5	5	31
Chinese I	1	3	7	8	15	5	39
Chinese I (Intensified)	0	14	N	N	N	0	14
Chinese II	4	15	6	8	6	5	44
French I	23	23	75	56	88	66	331
French I (Intensified)	0	69	N	36	N	N	105
French II	19	75	47	78	65	39	323
French III	1	1	N	N	N	1	3
German I	1	N	N	N	N	N	1
German II	1	N	N	N	N	N	1
Latin I	14	6	18	24	43	4	109
Latin I (Intensified)	0	19	N	18	N	N	37
Latin II	9	25	3	54	53	4	148
Latin III	N	N	N	1	N	N	1
Span/FS I	10	25	58	18	12	25	148
Span/FS II	6	47	35	7	6	12	113
Span/FS III	N	N	N	N	5	N	5
Spanish 1	36	31	73	114	177	62	493
Spanish 1 Intensified	0	62	17	44	64	18	205
Spanish II	29	74	61	156	201	86	607

Spanish V (non-AP)	1	N	N	N	N	N	1
Spanish Immersion 7						107	107
Spanish Immersion 8						100	100
TOTAL 7-8 Language	160	565	417	625	745	545	3057
Overall 7-8 Enrollments*	165	712	627	799	862	653	3818
Percent 7-8 in Language	97%	79%	67%	78%	86%	83%	80%

From enrollment data as of 09/13/2018.

Appendix 9. High School Language Enrollments

2018-19 HS Language Courses Enrollments (09/13/							
					Arlington	New	Grand
Course Title	HBW	W-L	WK	YT	Tech	DIR	Total
American Sign Lang I	34	49	58	99	21		261
American Sign Language II	15	44	40	64	N		163
American Sign Language III	3	33	23	33	N		92
American Sign Language IV	1	0	5	11	N		17
Arabic I	4	2	9	2	1		18
Arabic II	0	3	5	2	0		10
Arabic III	0	12	8	4	1		25
Arabic IV	0	5	7	6	0		18
Arabic V	1	0	4	4	0		9
IB Arabic SL 1		4					4
IB Arabic SL 2		6					6
Chinese I	2	5	2	5	0		14
Chinese II	0	4	5	4	2		15
Chinese III	0	10	7	8	2		27
Chinese IV	1	9	3	9	2		24
AP Chinese V	1	0	2	3	0		6
IB Mandarin Chinese SL 1		10					10
IB Mandarin Chinese SL 2		9					9
French I	1	17	27	21	7		73
French II	2	25	20	17	3		67
French III	26	85	82	93	18		304
French IV	11	72	33	52	0		168
French Lang/Culture, AP	4	9	18	17	0		48
Fr V (non-AP)	11	7	23	18	0		59
IB/fr/lng/sl/1		17					17
IB/fr/lng/sl/2		25					25
IB Fr Lang/hl/1		8					8
IB Fr Lang/hl2		11					11
German I	1	7	2	15	0		25
German II	2	6	2	5	0		15
German III	0	7	4	4	0		15
German Lang/Cult, AP	0	1	1	0	0		2
Japanese I	0	20	11	0	0		31
Japanese II	0	9	2	5	0		16
Japanese III	0	5	2	0	0		7

Course Title	HBW	W-L	WK	YT	Tech	New Dir.	Total
Latin I	2	7	N	5	6		20
Latin II	4	6	N	9	10		29
Latin III	13	45	5	45	13		121
Latin IV	9	19	4	18	4		54
Latin V	0	1	0	0	1		2
Latin, AP	0	0	0	0	0		0
IB Latin SL I		3					3
IB Latin SL II		1					1
IB Latin (HL) Part I		6					6
IB Latin (HL) Part II		11					11
Span/FS I	0	18	16	0	0		34
Span/FS II	0	25	36	0	0		61
Span/fs III	0	80	54	0	0		134
Spanish I	3	45	46	53	12	2	161
Spanish II	6	66	77	100	12	3	264
Spanish III	24	211	139	238	39	0	651
Spanish IV	21	103	72	184	13	2	395
Spanish V (non-AP)	7	16	25	60	0		108
DE Spanish IV/V; Int Spanish I/II					8		8
Adv Studies in Spanish	13	0	0	0	0		13
Spanish Language, AP	13	58	103	90	0		264
Spanish Literature, AP	6	0	37	30	0		73
IB/sp/fs (hl) 1		38					38
IB/sp/fs (hl) 2		27					27
IB/sp/Ing/sl/1		42					42
IB/sp/Ing/sl/2		49					49
IB/sp/Lang (hl/1)		38					38
IB/sp/lang (hl/2)		26					26
Sp Immersion 9			49				49
Sp Immersion I0			0				0
TOTAL	241	1477	1068	1333	175	7	4301
**Wakefield Latin classes are delivered at Arlington Tech. Students are bussed.							

Appendix 10. History of WL Enrollments 2007-2018

**This report is an unofficial compilation by the World Languages Office and the WLAC. The Data from 2007-2011 are taken from WLO Document "Secondary Foreign Language Enrollment," dated 21 October 2010.*

American Sign Language		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019 ¹⁵
Intro to American Sign Language										34	36
ASL 1 MS									9	16	40
ASL 2 MS										4	13
ASL 1 HS						45	232	205	216	212	261
ASL 2 HS								151	133	154	163
ASL 3 HS									67	74	92
ASL 4 HS										8	17
Total ASL						45	232	356	425	502	622

Arabic	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Arabic												
Intro to Arabic								14	14	19	17	18
Arabic 1 MS				26	24	28	30	32	44	32	38	29
Arabic 1 Int	22	17	23							7	11	9
Arabic 1 HS				41	32	24	32	21	17	25	7	18
Arabic 2 MS				5	11	14	13	21	18	21	24	31
Arabic 2 HS	9	10	12	9	22	21	23	24	19	15	16	10
Arabic 3 MS									3	0	0	0
Arabic 3		4	13	6	11	19	22	29	28	32	26	25
Arabic 4			3	5	2	9	12	13	15	19	16	18
Arabic 5			N	0	2	0	3	4	4	6	8	9
IB Arabic											6	10
Total ARABIC	31	31	51	92	104	115	135	158	162	176	169	177

Chinese												
Intro to Chinese								17	16	21	23	31

¹⁵ Green print indicates an enrollment increase over the previous year; red print indicates a decrease in enrollment.

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Chinese 1 MS	30	39	30	43	32	56	41	53	59	43	46	39
Chinese 1 Intensive										9	13	14
Chinese 1 HS				37	32	35	13	15	20	11	10	14
Chinese 2 MS	12	10	22	8	20	18	28	27	34	40	26	44
Chinese 2 HS				16	20	31	32	10	16	15	15	15
Chinese 3 MS					2	0	1	0	0	1	0	0
Chinese 3 HS		11	11	14	10	26	31	35	22	23	43	27
Chinese 4			5	4	4	9	19	14	27	15	17	24
AP Chinese 5					2	4	4	9	15	7	9	6
IB Chinese SL1										4	12	10
IB Chin SL 2											4	9
Total	42	60	68	122	122	179	169	180	193	168	202	233
French	INDIVIDUAL COURSE DATA NOT AVAILABLE											
Intro to French								104	184	223	205	256
French 1 MS				303	313	315	316	365	365	298	272	331
French 1 Int										61	109	105
French 1-A MS						14	21	15			20	N
French 1-B MS				11	9	0	NA	?	NA	NA	NA	N
French 1 HS				75	89	89	55	68	72	65	59	73
French 2 MS				232	225	239	215	255	264	276	304	323
French 2 HS				116	96	98	97	77	102	77	62	67
French 3 MS					3	1	1	0	17	0	0	3
French 3 HS				266	243	254	256	213	252	275	262	304
French 4				165	162	142	156	143	137	170	139	168
French 5-AP				28	34	18	20	41	17	32	44	48
French 5 (non-AP)					34	23	29	22	39	43	52	59
French 6 (non-AP)					3	0	29	14	2	0	0	N
French 6-AP					17	25	20	0			0	N
IB French SL 1-2						28	29	39	65	53	47	42
IB French HL 1-2						36	29	27	14	14	16	19
Total	1154	1260	1310	1196	1228	1282	1273	1383	1530	1587	1591	1798

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
German	INDIVIDUAL COURSE DATA NOT AVAILABLE											
German 1 MS					1	1	NA			1	0	1
German 1 HS				33	41	41	29	31	33	25	23	25
German 1-A					4	3	NA					N
German 1-B					4	0	NA					N
German 2 MS				0	10	0	NA					1
German 2 HS				33	23	23	31	10	17	17	16	15
German 3				20	25	21	14	10	9	8	5	15
German 4				8	5	3	11	2			1	N
German 4-AP				10	1	7	1		6	0	1	2
German 5-AP				3	4	4	2	6				N
German 6					0	0	NA					N
Total	96	105	108	107	118	103	88	59	65	51	46	59
Japanese	INDIVIDUAL COURSE DATA NOT AVAILABLE											
Japanese I				18	21	28	41	32	34	43	29	31
Japanese II				26	14	7	17	16	14	11	14	16
Japanese III				2	17	8	4	6	6	9	2	7
Japanese IV						4	0	0				N
Total	55	60	56	46	52	47	62	54	54	63	45	54
Spanish	INDIVIDUAL COURSE DATA NOT AVAILABLE											
Transitional Sp	NA	30	84	129	130	161	209	195	338	309	291	413
Trans Sp FS								4	0	0	8	0
Intro to Span								300	154	253	217	154
Intro to Span FS								34	134	108	86	138
Spanish 1 MS				517	608	618	657	722	760	510	560	493
Span 1 INT										269	252	205
Spanish 1 HS				222	222	228	196	194	232	208	172	161
Spanish 1-A						35	19	38				0

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Spanish 1-B				22	27	0	NA					
Spanish 2 MS				364	328	432	390	484	514	532	538	607
Spanish 2 HS				341	325	314	327	318	305	302	277	264
Spanish 3				546	549	516	575	520	623	609	650	651
Spanish 4				256	249	271	268	315	309	360	376	395
Spanish 5-AP				59	80	88	82	221	230	279	263	264
Spanish 5 (non-AP)				29	48	23	39	69	7	13	82	108
Spanish 6 (non-AP)				13	3	5	16	17				
Spanish 6-AP					28	31	11	-				
Adv Studies Span											10	13
Span/FS 1 MS				100	80	93	124	108	84	166	169	148
Span/FS 1 HS					38	44	27	53	55	47	32	34
Span/FS 2 MS				47	42	68	71	79	9	72	97	113
Span/FS 2 HS					102	65	76	73	74	97	75	61
Span/FS 3					116	161	156	161	167	171	147	134
Span/FS 4-AP					115	108	130					N
Sp/FS/AP Literature 1					47	45	35	60	74	60	55	73
Sp/FS/AP Literature 2					10	15	40					
Spanish Immersion 6					114	81	97	102	114	111	104	109
Spanish Immersion 7					83	105	74	85	92	100	106	107
Spanish Immersion 8					80	76	95	66	85	87	95	100
Spanish Immersion 1					46	34	34	51	29	35	51	49
Spanish Immersion 2					13	0	12	7	15	0	0	0
SFS IB 1						4	9	6	7	11	34	38
SFS IB 2						8	4	7	5	9	11	27
Spanish IB SL1						44	41	39	35	34	52	42
Spanish IB SL 2						15	41	25	35	32	36	49
Spanish IB HL 1						25	13	6	41	38	26	38
Spanish IB HL 2						14	24	24	33	37	37	26
Total	2850	3099	3228	2516	3353	3727	3683	4383	3934	4189	4909	5014

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Latin	INDIVIDUAL COURSE DATA NOT AVAILABLE											
Intro to Latin								24	103	126	110	94
Latin 1 MS				122	97	114	130	150	156	128	115	109
Latin 1 INT										43	73	37
Latin 1 HS				60	56	63	58	35	38	34	34	20
Latin 1-A						11	15	14				N
Latin 1-B				9	16	0	NA					N
Latin 2 MS				99	84	74	77	99	109	114	132	148
Latin 2 HS				64	50	49	49	47	46	27	23	29
Latin 3				76	101	77	88	73	94	94	114	121
Latin 4				7	34	11	27	42	39	51	42	54
Latin 4-AP						16	3	34				0
Latin 5				3	5	0	18	5	2	1	2	2
Latin 5-AP				5	11	17	3		18	18	21	0
Adv Studies									8	6	9	N
IB Latin SL 1					17	10	11		5	5	2	3
IB Latin SL II					4	16	13	10	0	3	5	1
IB Latin HL 1						9	9		6	2	12	6
IB Latin HL II						4	5	5	8	7	2	11
Total	401	484	441	445	475	471	506	538	529	533	696	635

Total enrolled in world language courses:	4629	5099	5262	4524	5452	5924	5961	6987	6823	7192	8160	8592
--	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------

Appendix 11. Descriptions of ACTFL Novice and Intermediate Proficiency Levels

Novice High: The Fighter



I can...

- Provide info using words, phrases and short sentences
- Confidently speak on practiced subjects like giving basic info about myself
- Describe surroundings and people
- Give opinions on things I like/dislike
- Use words like “is,” “like” and “have” and connect sentences with “and” or “with”
- Ask simple questions
- Read/listen and understand main ideas

I’m working on ...

- Speaking in complete sentences
- Using correct verb forms
- Directing conversations into new directions
- Handling new questions or situations

Novice-Mid: The Toddler



I can...

- Combine different words and phrases I've heard and memorized
- Introduce myself
- Greet others in different ways
- Name some of my **likes** and **dislikes**
- Name different activities
- Ask simple questions
- **List** things, like colors, animals, numbers
- Give time, date, and weather info
- Awkward wording like "Me like" is OK!

I'm working on...

- Speaking in simple but full sentences
- Explaining words I don't know
- Asking more kinds of questions
- Hesitating less when I speak

Novice Low: The Parrot



I can...

- Repeat single words or short phrases I've heard and memorized
- Greet others
- Recognize some words that I have heard before
- Give my name
- Name a few things around me
- Answer questions with "yes" or "no"
- Count to 10

I'm working on...

- Learning more words and phrases
- Understanding more things that I read or hear
- Asking some simple questions

Intermediate Low: The Creator



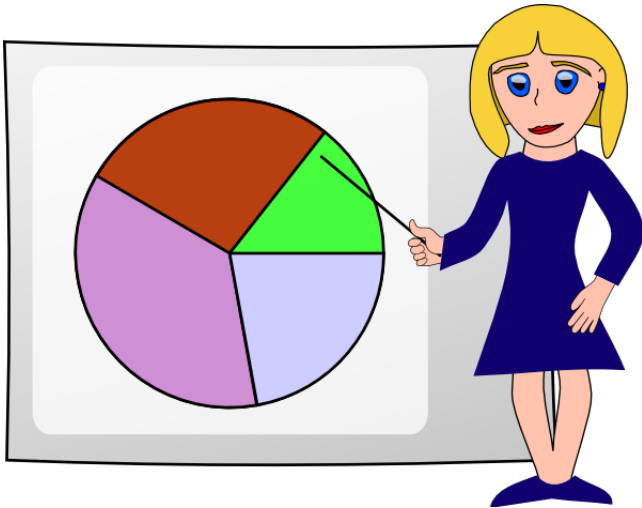
I can...

- Generally speak confidently in **complete sentences**.
- **Create** with language and answer open- ended questions
- Mostly **use present tense** verb forms correctly
- Describe things and people in detail and **give opinions** on various topics/situations
 - Clarify my opinions with “*because*” or “*but*”
- Correct myself when I misspeak
- Ask some **appropriate/pointed questions**

I'm working on...

- Quantity and quality: using lots of different language and using it correctly
- Improving my use of present tense verb forms and adjectives
- Not hesitating too much when I speak

Intermediate-Mid: The Explainer



I can...

- Communicate with **confidence**
- Use **extended, connected sentences**
- Quickly access lots of vocabulary to describe many different subjects
- Mostly use correct present tense and **begin to use future and past tenses**
- **Describe, explain and compare**
- Ask pointed, relevant questions
- Use topic sentences and linking words like “even though” or “however” to bring **structure** to my language
- Talk around words I don’t know and be understood
- Self-correct when I misspeak
- Recognize when a speaker uses different tenses

I’m working on...

- Fewer pauses when speaking
- Using multiple time frames (past, present and future) Speaking in detail about specific interests or aspects of my life

Intermediate-High: The Storyteller



I can...

- Communicate with ease and confidence on any subject that relates to me
- **Talk in depth** about particular interests, aspects of life
- **Narrate and describe** in all major time frames (**past, present, future**) - often, but not necessarily all the time
- **Tell stories** using words like “then” and “later on”
- Handle everyday situations like getting/giving directions, making purchases, and even handle unexpected complications
- Understand the main idea and some supporting details or follow the storyline of a fluent speaker

I'm working on...

- Speaking correctly in various time frames
- Participating in conversations that go beyond my everyday life

Appendix 12. SELECTED REFERENCES

Overall Principles for Language Education

ACTFL. 2017 & ongoing. *World Readiness Standards for Learning Languages*. (4th Edition.)

Retrieved from: <https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

Abbott, M., and J.K. Phillips. 2011. *A Decade of Foreign Language Standards: Impact, Influence, and Future Directions*. Retrieved from:

<https://www.actfl.org/sites/default/files/publications/standards/NationalStandards2011.pdf>

Benefits of Early Language Learning and Bilingualism

ACTFL. 2016. "What the Research Shows." Retrieved from:

<https://www.actfl.org/advocacy/what-the-research-shows>

Bialystok, E., E. Craik, R. Klein, and M. Viswanathan. 2004. "Bilingualism, Aging, and Cognitive Control: Evidence from the Simon Task." *Psychology and Aging*, 19, 290-303.

Committee for Economic Development. 2006. *Education for global leadership: The importance of international studies and foreign language education for U.S. economic and national security*. Washington, DC: Committee for Economic Development

King, K., and A. Mackey. 2007. *The Bilingual Edge: Why, When, and How to Teach Your Child a Second Language*. New York: HarperCollins.

Kinzler, K. (2016, March 11). "The Superior Social Skills of Bilinguals." *The New York Times*.

Retrieved January 11, 2018, from

<https://www.nytimes.com/2016/03/13/opinion/sunday/the-superior-social-skills-of-bilinguals.html?smid=fb-share&r=1>

Kroll, J. F., & Dussias, P. E. 2017. "The Benefits of Multilingualism to the Personal and Professional Development of Residents of the United States." *Foreign Language Annals*, 50, 248–259.

Schuster, B.G. 2005. "Did a Foreign Language in the Elementary Schools (FLES) Program in a Kansas School District Affect Students' Academic Achievement in English?" *Foreign Language Annals* 38.3: 344-53.

Preparing to Meet Language and Cultural Competence Needs for the 21st Century

ACI Social Studies Advisory Committee. 2017. "Recommending Year Report [to the Arlington School Board]." Retrieved from:

[https://www.boarddocs.com/vsba/arlington/Board.nsf/files/AV9KZ553A312/\\$file/Social%20Studies%20Recommending%20Year%20Report.pdf](https://www.boarddocs.com/vsba/arlington/Board.nsf/files/AV9KZ553A312/$file/Social%20Studies%20Recommending%20Year%20Report.pdf).

ACTFL. n.d. *21st Century Skills Map*. Retrieved from:

https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf

American Academy of Arts & Sciences (AAAS). 2017. *America's Languages: Investing in Language Education in the 21st century*. Cambridge, MA: Commission on Language

- Learning. Retrieved September 9, 2018, from https://www.amacad.org/multimedia/pdfs/publications/researchpapersmonographs/language/Commission-on-Language-Learning_Americas-Languages.pdf
- American Council on Education. 2009. *Engaging the world: U.S. Global competence for the 21st century*. Retrieved from: <http://www.usglobalcompetence.org/> .
- Barrette, C.M., and K. Paesani. 2018. "Conceptualizing Cultural Literacy Through Student Learning Outcomes Assessment." *Foreign Language Annals*, 51.2: 331-343.
- Berdan, S.N., and M.S. Berdan. 2013. *Raising Global Children*. Alexandria, VA: ACTFL.
- Byram, M., and M. Wagner. 2018. "Making A Difference: Language Teaching For Intercultural and International Dialogue." *Foreign Language Annals*, 51.1: 140-151.
- Cox, T.L., M.E. Malone, and P. Winke. 2018. "Future Directions in Assessment: Influences of Standards and Implications for Language Learning." *Foreign Language Annals*, 51.1: 104-115.
- Hellmich, E.A. 2018. "Language in a Global World: A Case Study of Foreign languages in U.S. K–8 Education." *Foreign Language Annals*, 51.2: 313-330.
- Interagency Language Roundtable. 2012. *Skill Level Descriptions For Competence In Intercultural Communication*. Retrieved from: <http://www.govtilr.org/Skills/Competence.htm>
- Jensen, J. 2007. "National foreign language policy: A state language coordinator's perspective." *Modern Language Journal*, 91(2), 261-264.
- Linquanti, R., and H.G. Cook. 2015. *Re-examining Reclassification Guidance .from a National Working Session on Policies and Practices for Exiting Students from English Learner Status*. Washington, DC: Council of Chief State School Officers.
- Moeller, A.J., M.G. Abbott. 2018. "Creating a New Normal: Language Education for All." *Foreign Language Annals*, 51.1: 12-23.
- National Council of State Supervisors for Languages. n.d. A Rationale For Foreign Language Education: ^{SEP} A Position Paper of The National Council of State Supervisors ^{SEP} of Foreign Languages. Retrieved from: <http://www.ncssfl.org/papers/index.php?rationale>
- New American Economy. 2017. Not lost in translation: The Growing Importance of Foreign Language Skills in the U.S. Job Market. Retrieved January 10, 2018, from <http://research.newamericaneconomy.org/report/not-lost-intranslation-the-growing-importance-of-foreign-language-skills-in-the-u-s-job-market/>
- O'Connell, M. E., & Norwood, J. (Eds.). 2007. *International education and foreign languages: Keys to securing America's future*. Washington, DC: The National Academies Press.
- O'Meara, P., H.D. Mehlinger, and R.M. Newman (Eds.). 2001. "Part IV: International Education and Global Studies in Elementary and Secondary Schools." *Changing Perspectives on International Education*. Bloomington, In: Indiana University Press. Pp. 213-280.
- Wang, S.C., F.H. Jackson, M. Mana, R. Liaw, and B. Evans. 2010. "Resource Guide to Developing Linguistic and Cultural Competency in the United States." College Park, MD:

National Foreign Language Center at the University of Maryland. Retrieved from:
<http://www.nflc.org/publications/>

Wisconsin Department of Public Instruction Publications. n.d. "Planning Curriculum in International Education." Retrieved from: <https://pubsales.dpi.wi.gov/product/planning-curriculum-in-international-education/>

Wisconsin Department of Public Instruction Publications. n.d. *Pathways to Global Literacy for Wisconsin Students*. Madison, WI: Wisconsin Department of Public Instruction.

Teaching World Languages for Real Functional Proficiency

ACTFL. n.d. *ACTFL Performance Descriptors for Language Learners*. Retrieved from:
<https://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners>

ACTFL. n.d. *Characteristics of effective elementary school foreign language programs*. Retrieved from <http://www.actfl.org/i4a/pages/index.cfm?pageid=3655>

Collier, V. P. and W.P. Thomas. 2004. "The Astounding Effectiveness of Dual Language Education for All." *NABE, Journal of Research and Practice*, 2(1), 1-20. Retrieved from https://www.berkeleyschools.net/wp-content/uploads/2011/10/TWIAstounding_Effectiveness_Dual_Language_Ed.pdf?864d7e

Curtain, H.L., and C.A. Dahlberg. 2015. *Languages and Learners: Making the Match: World Language Instruction in K-8 Classrooms and Beyond (5th Edition)*. Pearson Education, Inc.

Davin, K.J., A.J. Heineke, and L. Egnatz. 2018. "The Seal of Biliteracy: Successes and Challenges to Implementation." *Foreign Language Annals*, 51.2: 275-289.

DeKeyser, R.M. (Ed.) 2007. *Practice in a Second Language*. New York: Cambridge University Press.

Gilzow, D.F., & L.E. Branaman. 2000. *Lessons learned: Model early foreign language programs*. Washington, DC: Center for Applied Linguistics.

Heining-Boynton, A. (Ed.). 2006. *2005-2015: Realizing our vision of languages for all*. Upper Saddle River, NJ: Prentice Hall.

Howard, E.R., et al. 2018. *Guiding Principles for Dual Language Education (3rd ed.)* Washington, DC: Center for Applied Linguistics.

Larsen-Freeman, D. 2018. "Looking Ahead: Future Directions In, and Future Research Into, Second Language Acquisition." *Foreign Language Annals*, 51.1: 55-72.
<https://doi.org/10.1111/flan.12314>.

Lindholm-Geary, K. 2009. "10 Things You Should Know About Current Dual Language Research." University of Oregon Conference on Biliteracy. Eugene, Oregon. Retrieved from: http://www.lindholm-geary.com/present&handout/UnivOR2009_plenary_10ThingsResearch_4web.pdf

Met, M. (Ed.) 1998. *Critical Issues in Early Second Language Learning: Building for Our Children's Future*. Glenview, IL: Addison-Wesley Educational Publishers.

- Met, M. 2008. Improving students' capacity in foreign languages. Asia Society. Retrieved from: <http://www.asiasociety.org/education-learning/world-languages/in-american-schools/improving-students'-capacity-foreign-language>
- Mitchell, C. 2018. "Dual-language Learning: A Former Principal's Advice for Schools." *Education Week*, September 21
- National Standards Collaborative Board. (2015). World-readiness standards for learning languages (4th ed.) Alexandria, VA: ACTFL.
- Pufahl, I., Rhodes, N. C., & Christian, D. 2000. *Foreign language teaching: What the U.S. can learn from other countries*. Washington: Center for Applied Linguistics.
- Rhodes, N.C., and I. Pufahl. 2010. *Foreign Language Teaching in U.S. Schools: Results of a National Survey*. Washington, DC: Center for Applied Linguistics
- Rhodes, N.C. 2014. "Elementary School Foreign Language Teaching: Lessons Learned Over Three Decades (1980–2010)." *Foreign Language Annals*, 47.1: 115-133.
- Rubio, F. 2018. "Language Education in Elementary Schools: Meeting the Needs of the Nation." *Foreign Language Annals*, 51.1: 1-14.
- Segalowitz, N. 2010. *Cognitive Bases of Second Language Fluency*. New York: Routledge.
- Thomas, W.P. and V.P. Collier. 2012, "Validating the Power of Bilingual Schooling: Thirty-Two Years of Large-scale, Longitudinal Research." *Annual Review of Applied Linguistics*: pp.91-96.
- Warner, C., and B. Dupuy. 2018. "Moving Toward Multi-literacies In Foreign Language Teaching: Past and Present Perspectives ... and Beyond." *Foreign Language Annals*, 51.1: 116-128.
- Watzinger-Tharp, J., F. Rubio, and D.S. Tharp. 2018. "Linguistic Performance of Dual Language Immersion Student." *Foreign Language Annals*, 51.3: 575– 595. Retrievable from: <https://doi.org/10.1111/flan.12354>
- Wisconsin Department of Public Instruction Publications. n.d. "Planning Curriculum for Learning World Languages." Retrieved from: <https://pubsales.dpi.wi.gov/product/planning-curriculum-for-learning-world-languages/>

Teaching Languages for Different Learners

- Carreira, M., and O. Kagan. 2018. "Heritage Language Education: A Proposal For The Next 50 Years." *Foreign Language Annals*, 51.1: 152-168.
- Fernández-Mallat, V., and M. Carey. 2017. "A Matched-Guise Study on L2, Heritage, and Native Speakers' Attitudes to Spanish in the State of Washington. In *Sociolinguistic Studies* 11.1: 175-198.
- Garfinkel, A., and K.E. Tabor. 1991. "Elementary School Foreign Languages and English Reading Achievement." *Foreign Language Annals*, 24.2: 375-382.
- Kessler, G. 2018. "Technology and the future of language teaching." *Foreign Language Annals*, 51.1: 205-218.

- Komros, J., and A.M. Smith. 2012. *Teaching Languages to Students with Specific Learning Differences*. Tonawanda, NY: Multilingual Matters.
- Konyndyk, I.B. 2011. *Foreign Languages for Everyone: How I Learned to Teach Second Languages to Students with Learning Disabilities*. Grand Raids, MI: Edenridge Press.
- Sparks, R. L. 2016. "Myths about Foreign Language Learning and Learning Disabilities." *Foreign Language Annals*, 49.2: 252–270.
- Sparks, R.L. 2009. "At-Risk Second Language Learners: Problems, Solutions, and Challenges." In *Foreign Language Annals* 42.1, 3-4.
- [Sparks, R.L. 2009. "If You Don't Know Where You're Going, You'll Wind Up Somewhere Else: The Case of 'Foreign Language Learning Disability'." In *Foreign Language Annals* 42.1, 7-26.
- Wight, M. and S. Caitlin. 2015. "Students with Learning Disabilities in the Foreign Language Learning Environment and the Practice of Exemption." In *Foreign Language Annals* 48.1, 39.55.

APPENDIX 13. Attrition of Students with Disabilities in Immersion Programs from Grades 5-8, 2015-19¹⁶

School Year	Grade	SWDs in 5 th Grade at Key & Claremont	SWD Cohort Enrolled at Gunston	SWD Cohort Enrolled in Immersion at Gunston	SWD Attrition Rate in Immersion from previous year	Overall Attrition Rate in Immersion from Grade 5
2015-2016	05	10				
2016-2017	06		7	3	70%	
2017-2018	07		6	3	0%	
2018-2019	08		6	2	33.3%	80%
2016-2017	05	20				
2017-2018	06		18	12	40%	
2018-2019	07		18	11	8.3%	45%
2017-2018	05	13				
2018-2019	06		11	10	23.1%	23.1%

Discussion: These data provide a small-scale snapshot of the extent to which dual-language immersion students at Key and Claremont elementary schools who have been identified as having a learning disability have continued in the immersion program once they are in middle school. For example, the table shows that there were ten identified SWDs in the 5th grade immersion at Key and Claremont in SY-2015-16, that seven of them enrolled at Gunston middle school in fall 2016, but only three of those 7 in fact continued in the immersion program. The other four, presumably, took a non-immersion course of studies at Gunston. Thus, the one-year attrition in the immersion program between fall 2015 and fall 2016 at Gunston was 70%. The rate of SWD attrition between grades 5 and 6 in the next two years was lower, which may possibly indicate that the recent collaborative efforts of the World Languages Office and Special Education staff to encourage SWDs to study a world language have had an effect. A fuller picture of SWD attrition in the immersion program would track the number of SWD enrollees in kindergarten immersion through the 8th grade over several years.

¹⁶ From analysis provided by the office of IT, October 2018.