

NCPS World Language/ELL

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K-12 WL/ELL Administrator
2018-2019



18-19 English Language Learner Program (ELL)

How many students registered in for the 2019-2020 school year with at least ONE language other than English on their Home Language Survey?

- As of July 15, 2019 there are 77 students
- Languages: Mandarin, Ukrainian, Albanian, Hebrew, Portuguese, Swedish, Russian, Hindi, German, Norwegian, and Spanish

18 - 19 ELL

2014-2015 38 students, 12 exited

2015-2016 48 students, 11 exited

2016-2017 50 students, 23 exited

2017-2018 59 ELL students 52 students tested (in New Canaan), 23 exited

2018 - 2019 51 ELL students 47 students tested, 30 exited



18-19 Board Goals

WORLD LANGUAGE

All students will achieve at or above the “intermediate high” level in a second language as measured by indicators such as district assessments and the American Council of Teachers of Foreign Language (ACTFL) standards and other indicators, such as participation in learning/work opportunities that require use of a second language:

18-19 Board Goals

Monitor the percentage of students participating in World Languages in grades 9–12 and the distribution of students in grades 6–8.

17–18 81% of students at NCHS enrolled in a World Language.

18–19 82.2% of students at NCHS enrolled in a World Language

YOG	WL Students	Percentage
2019	318	50.3%
2020	304	90.1%
2021	367	93.2%
2022	279	94.9%
Total	1055	82.2%

18-19 Board Goals

12 students were enrolled in two languages

10 Students studied a World Language not offered at NCHS via Independent Study

Arabic-2

Bulgarian-1

Hebrew-1

Italian-1

German-2

Russian-2

Japanese-1

18-19 Board Goals

Monitor the percentage of students participating in World Languages in grades 9–12 and the distribution of students in grades 6–8.

Incoming 6th grade: (three year commitment)

2017–2018: 37% Latin 28% Spanish 22% French 13% Mandarin

2018–2019: 28% Latin 31% Spanish 29% French 12% Mandarin

2019–2020: 23% Latin 35% Spanish 33% French 9% Mandarin

CT Seal of Biliteracy established Sept 2017

Monitor the number of students graduating with the Seal of Biliteracy.

- [Assessment of Performance toward Proficiency in Languages \(AAPPL\) Measure 1-3 in all four domains](#)
- [ALIRA 13](#)
- Oral Proficiency Interview (OPI) or OPIc and Writing Proficiency Test (WPT) Intermediate Mid
- International Baccalaureate (IB) World Language Exam 4 or Higher
- Advanced Placement (AP) World Language Exam 3 or higher
- Avant STAMP (Standards based Measurement of Proficiency) Intermediate Mid

http://www.ctcolt.org/pdfs/seal_of_biliteracy_guidelines.pdf

18-19 Board Goals

Monitor the number of students graduating with the Seal of Biliteracy.

Approximately 30 school districts

Over 1100 received Seals in CT

57% of NCHS seniors or 180 students

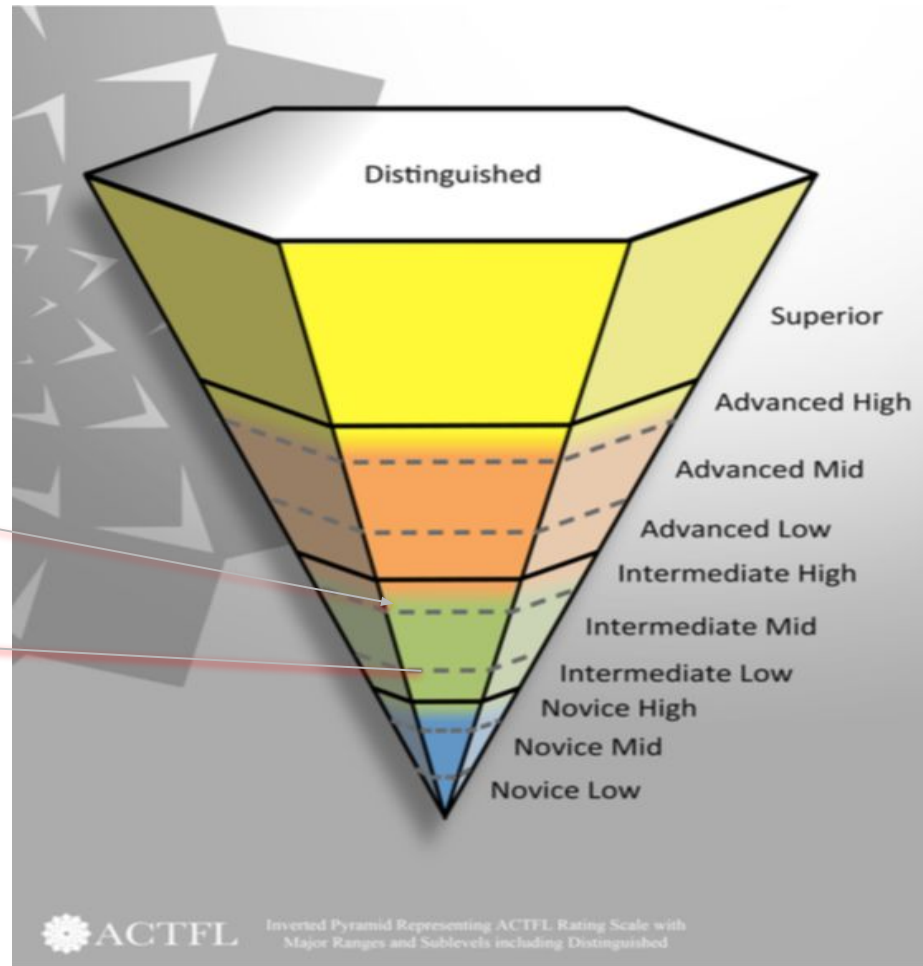
“ The Seal of Biliteracy encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices.”

http://www.ctcolt.org/pdfs/seal_of_biliteracy_guidelines.pdf

Proficiency levels

Seal of Biliteracy

K-8



<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

Best Practices in Language Instruction - Immersion

Immersion is teachers and learners speaking **in** the target language rather than speaking **about** the target language

Learners need a large quantity of target language input just above their target language competence (Krashen, 1981, 1982).

Comprehensible output is equally important (Swain, 1985).

“Language educators and their learners (should) use the target language as exclusively as possible (90% minimum) at **all levels** of instruction during instructional time and, when feasible, beyond the classroom” (American Council on the Teaching of Foreign Languages (ACTFL)).

Advanced Placement & AAPPL

AP - Scholarly Language	AAPPL - Vernacular Language
<ol style="list-style-type: none">1. Science and Technology2. Global Challenges3. Contemporary Life4. Families and Communities5. Personal and Public Identities6. Beauty and Aesthetics <p>Reading/Writing/Listening/Speaking</p>	<p>Interpersonal Speaking and Listening: • Music and TV • Travel • Community Events • Celebrations • Hobbies • Animals</p> <p>Writing: • Science • Animals • Pop Culture Communications • Careers • Directions</p> <p>Listening: • Leisure Activities • Chores • Animals • Travel • Instructions • Music</p> <p>Reading: • Hobbies • Education • Food • Home • Community Events • Science</p>

Advanced Placement Latin & ALIRA

<p>AP Latin - Translation</p>	<p>ALIRA - interpretive reading proficiency.</p>
<p>Section 1: Multiple Choice</p> <ul style="list-style-type: none">• Syllabus Reading: Vergil and Caesar• Sight Reading: Poetry and Prose <p>Section 2: Free Response</p> <p>Translation: Vergil and Caesar</p> <p>Analytical essay : Students will be asked to analyze either 2 Vergil passages, 2 Caesar passages, or 1 Vergil passage and 1 Caesar passage.</p>	<p>This test assesses understanding of main ideas, supporting details, point-of-view, inferences, or text purpose.</p>

18-19 Board Goals

All 8th grade students will perform at or above “low intermediate” on the speaking portion of the ACTFL assessment or the reading portion of the ALIRA.

18-19

77% of all **Spanish** students scored an Low Intermediate (I1) or higher on the speaking AAPPL

97% of all **Spanish** students scored an I1 or higher on the writing AAPPL

67 % of all **French** students scored an I1 or higher on the speaking portion of the AAPPL

85% of all **French** students scored an I1 or higher on the writing portion of the AAPPL

18-19 Board Goals

52% of all **Mandarin** students scored Novice 4 (N4) or higher on the speaking portion of the AAPPL

100% of all **Mandarin** students scored N4 or higher on the writing portion of the AAPPL.

ALIRA is **Latin** Reading proficiency test

85% scored an I1 or higher

18 - 19 Board Goals

Determine the best pathway for students who have completed a traditional sequence of courses to continue in World Languages.

- SPAN 3178: Intermediate Spanish Composition
- SPAN 3179: Spanish Conversation: Cultural Topics
- FREN: 3250: Global Culture I
- FREN 3268: Grammar and Composition
- CAMS 3102: Topics in Advanced Latin
- AP French
- AP Spanish
- AP Latin
- Chinese 5

