

Welcome!



林丘公立学区

Forest Hills Public Schools

**MANDARIN CHINESE
IMMERSION PROGRAM**

October 3, 2019

Parent Meeting

Mandarin Chinese Immersion



Tonight's Topics and Objectives

- Program Overview
 - Share program highlights
 - Is my child fluent in Mandarin?
 - Student growth data
-

Program Overview

Program Overview

Mandarin Chinese Immersion Overview

The Forest Hills Public Schools Mandarin Chinese immersion program is open to all students residing within the Forest Hills Public School District. Depending on enrollment numbers and available openings, the program may be open to Schools of Choice applicants. Transportation is available to Mandarin Chinese immersion students who reside within the FHPS district and may be provided utilizing regional bus stops. Students in the Mandarin Chinese immersion program experience a 50/50 one-way immersion model in grades kindergarten through four. In fifth grade, the program shifts to an intensive Mandarin language and literacy block, designed to build upon the K-4 base and further deepen speaking, listening, reading, and writing skills in Mandarin. The immersion application process for in-district families usually occurs in the winter of the year prior to a student entering kindergarten. The application process is outlined on the FHPS website, www.fhps.net, and is available by calling Meadow Brook Elementary School, 616-493-8740.

How does a child enter the Mandarin immersion program?

1. Through siblings currently enrolled.
2. Through a lottery system.

Goodwillie Environmental 5/6 School

- * 100% English instruction (Families are strongly encouraged to provide continued Mandarin language study.)
- * Must pass re-entry exam to re-enroll in Chinese immersion and continuing study in middle school.

ENTRANCE

Meadow Brook Elementary School Grades K-4

- * No entrance proficiency testing for K-1.
- * Grade K: alternating days in Mandarin and English and one split day.
- * Grades 1-4: math, science, and language arts taught in Mandarin; social studies and English language arts in English.
- * Some special classes (e.g., music, physical education) taught in English.

ELEMENTARY

5/6 SCHOOL

Northern Trails 5/6 School

- * 110+ minutes/day in Mandarin. Select language arts, social studies, and science standards may be taught in Mandarin.
- * Mandarin and English language arts taught in their respective languages.
- * Remainder core classes taught in English.
- * Same electives as other 5/6 buildings, taught in English.
- * Mandarin immersion students do not participate in world language Spanish elective.

5/6 OPTION

MIDDLE SCHOOL

Northern Hills Middle School

- * 77-97 minutes/day in Mandarin.
- * Mandarin language and literature, and English language arts, are taught in their respective languages.
- * Remainder of core classes taught in English.
- * Optional Mandarin Communications/Drama semester elective.
- * Same electives as other 7/8 buildings, taught in English.

HIGH SCHOOL

Northern High School

- * Mandarin Chinese immersion students can earn up to 28 college credits in Chinese within four years through a partnership between FHPS and Western Michigan University Extended University Programs.
- * Students must meet certain college admission requirements to become a WMU student; there are no costs to families for college credits earned through this program.
- * The program is housed at Northern High School; students do not have to travel to WMU's campus.



Program Overview

Three-fold Goal of Immersion Education

- Achievement of grade level content expectations
 - Attainment of high levels of target language performance and proficiency
 - Awareness, appreciation and sensitivity for world cultures
-

Program Overview

K-8 at MB, NT, and NHMS

Grade	Mandarin Content	Instruction Time
K-4	Math, Science, Chinese Literacy	136 min
5-6	Chinese Literacy	110+ min
7-8	Chinese Language and Literacy	57 min

Program Overview

High School Partnership



**WESTERN
MICHIGAN
UNIVERSITY**

	Semester 1	Semester 2
9th Grade	Basic Chinese	Chinese Calligraphy
10th Grade	Intermediate Chinese	Business Chinese
11th Grade	Intermediate Chinese II	Chinese Life and Culture
12th Grade	Chinese Composition	Chinese Conversation

Program Highlights

Supporting Positive Program Outcomes

- Increased Stability of Chinese Immersion Staff
 - District-initiated Green Card Program (with thanks to Susan Im for her continued volunteer legal support)
 - 4 full-time teacher interns via the Confucius Institute of WMU
 - Targeted language immersion Professional Learning opportunities and support
 - Immersion Workshop with Dr. Shuhan Wang last year
 - Ongoing collaboration with Greenville Public Schools
 - Chinese PLC (Professional Learning Communities) 5-8 and K-4 use data for ongoing cycle of inquiry
-

Supporting Positive Program Outcomes

- Multiple elementary model school visits
 - Intentional focus on biliteracy through meaningful reading and writing instruction in the target language
 - Improving curriculum, instructional resources, and assessment literacy
 - Grades K-8. Three days of PL with Dr. Wang
 - 4 teachers presented at NCLC
 - Grades K-2 Mandarin Matrix
 - Grades 1-3 newly translated Envisions Math
-

Enrichment/Parent Involvement

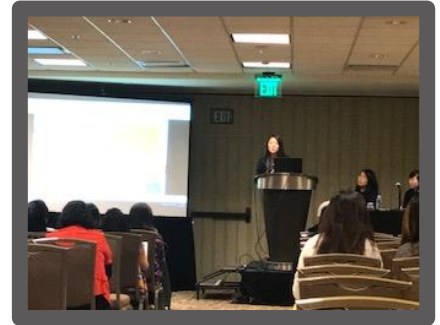
- Goal: Increase Mandarin language growth and Chinese culture appreciation for students via opportunities for authentic experiences
 - Celebrating 12 years!
 - ChiPac sponsored Teacher Intern activities and support
 - ChiPac involvement in building positive community partnerships
 - ChiPac sponsored fundraising activities
 - Third bi-annual trip to China
 - Sister school relationship with Luhe Schools, Beijing, China
-

High School Partnership with WMU

- Students earn 28 credits (minor degree at WMU)
 - First program of its kind in West Michigan
 - High rate of success
 - Students reaching high levels of proficiency
-

Professional Learning/Collaboration

- Professional Learning and Collaboration with GPS
- Presenting at National Chinese Language Conference



Is My Child Fluent In Chinese?

Fluency, Performance, and Proficiency

- **Fluency** is the ability to speak a language. No clear definition of the term exists.
 - The terms **performance** and **proficiency** both refer to evidence of what a speaker is able to do with the language.
 - Demonstration of *performance* provides some indication of a *proficiency* level.
-

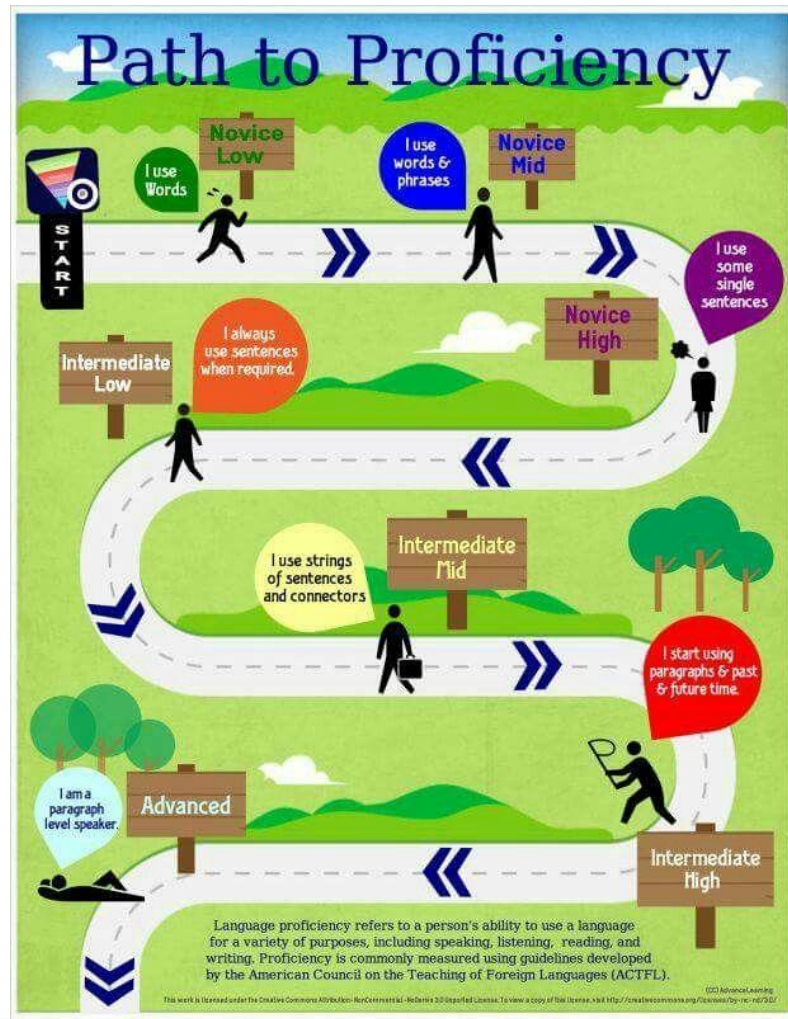
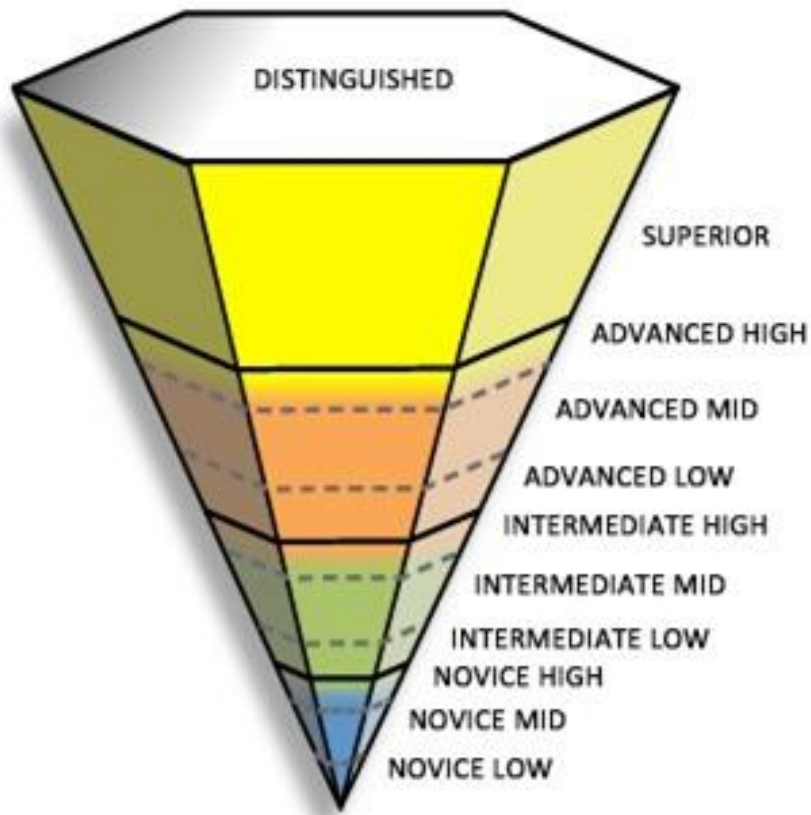
What do language tests measure?

Language Input	SOPA	Avant STAMP
Listening	Listening Comprehension	Listening
Reading		Reading

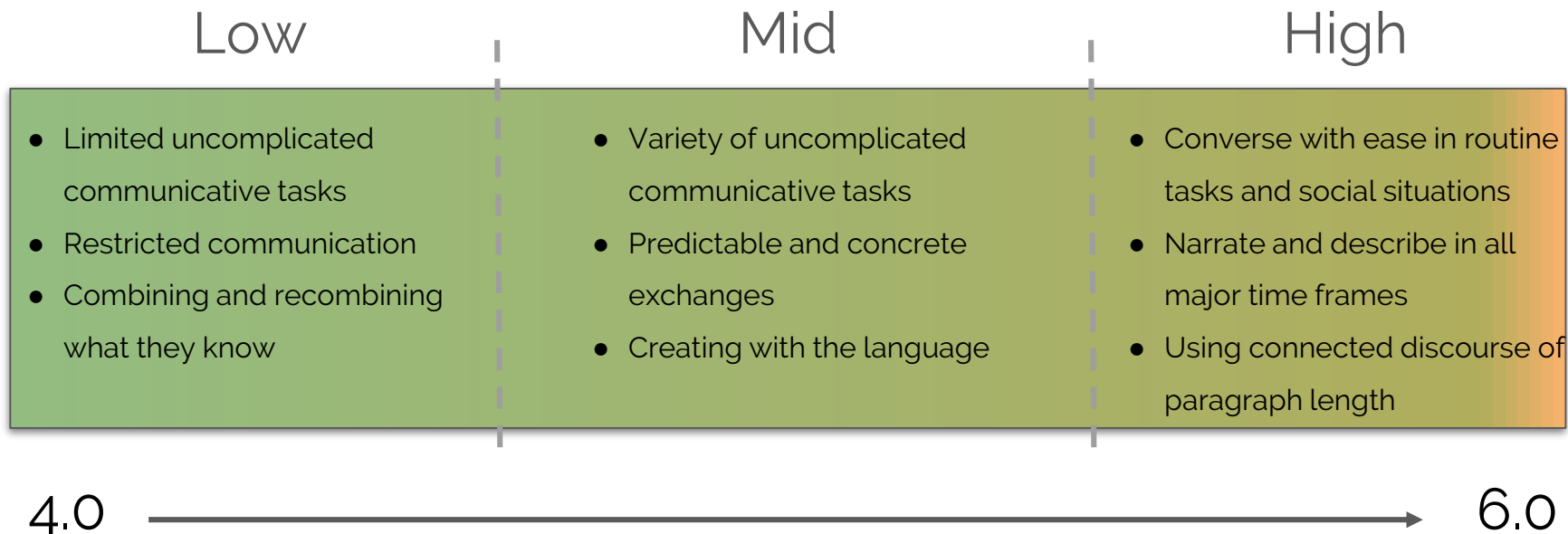
Language Output	SOPA	Avant STAMP
Speaking	Oral Fluency Grammar Vocabulary	Speaking <ul style="list-style-type: none">• Language control• Accuracy• Vocabulary
Writing		Writing

ACTFL Proficiency Scale

American Council on the Teaching of Foreign Languages



Progression through the ACTFL Intermediate Level



A Comparison of Intermediate Level Indicators

Speaking

Intermediate Low Proficiency (ACTFL Scale)

Are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture.

Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message.

Intermediate High Proficiency (ACTFL Scale)

Are able to converse with ease and confidence when dealing with the routine tasks and social situations of the intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

When...speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as...an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

A Comparison of Intermediate Level Indicators

Writing

Intermediate Low Proficiency (ACTFL Scale)

Are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order.

Their writing is understood by natives used to the writing of non-natives, although additional effort may be required.

When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.

Intermediate High Proficiency (ACTFL Scale)

Are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations.

Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

A Comparison of Intermediate Level Indicators

Reading

Intermediate <u>Low</u> Proficiency (ACTFL Scale)
At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings.
Readers at this level will be challenged to derive meaning from connected texts of any length.

Intermediate High Proficiency (ACTFL Scale)
Are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge.
These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

A Comparison of Intermediate Level Indicators

Listening

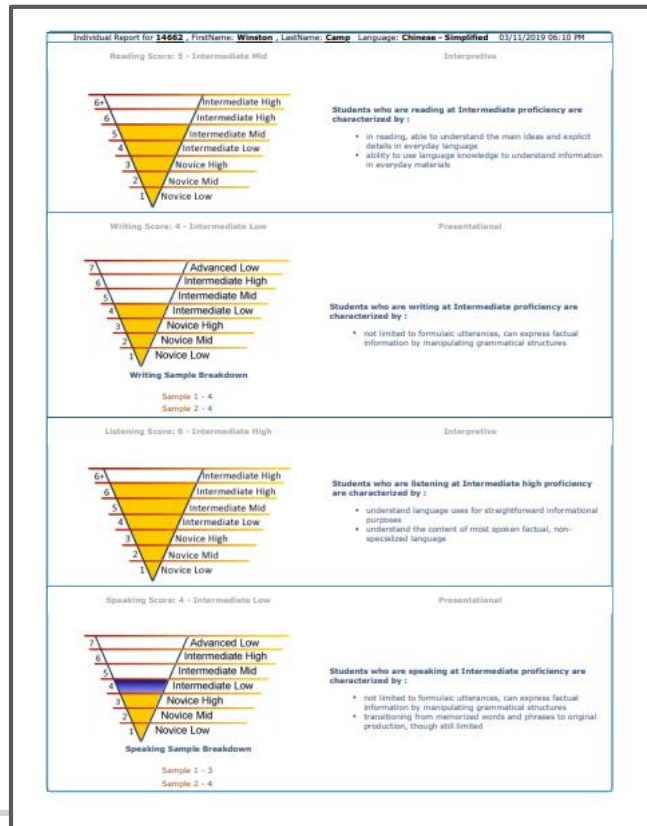
Intermediate <u>Low</u> Proficiency (ACTFL Scale)
At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven.
At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.

Intermediate High Proficiency (ACTFL Scale)
Are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts.
They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

Student Growth Data

Avant STAMP 4se (New Test)

Individual Student Report



Guide to Understanding Avant STAMP 4Se Results

Guide to understanding Avant STAMP 4S results

Avant STAMP 4S test takers receive a score, or benchmark level, for each section of the test. The Reading and Listening scores are scored automatically by the computer. The Writing and Speaking items are scored by Avant's certified raters who use a scoring rubric, (a scoring tool that lists the criteria for meeting Benchmark Levels).

Scoring is reported using Benchmark Levels, which are grouped by major levels (Novice, Intermediate and Advanced). Within each major level are three sub-levels that are aligned to ACTFL's low, mid, and high designations. The Benchmark Levels are 1-9 for Reading and Listening and 1-8 for Writing and Speaking.

A two-part Level Key is used (shown below) to provide information for interpreting the student levels. One part is for Writing and Speaking and the other part is for Reading and Listening.

Writing and Speaking Level Key			Reading and Listening Level Key		
Novice	Intermediate	Advanced	Novice	Intermediate	Advanced
Novice-Low - 1	Intermediate-Low - 4	Advanced-Low - 7	Novice-Low - 1	Intermediate-Low - 4	Advanced-Low - 7
Novice-Mid - 2	Intermediate-Mid - 5	Advanced-Mid - 8	Novice-Mid - 2	Intermediate-Mid - 5	Advanced-Mid - 8
Novice-High - 3	Intermediate-High - 6	Advanced-High - 9	Novice-High - 3	Intermediate-High - 6	Advanced-High - 9

Each individual report has a scoring graphic for each section of the test. This inverted pyramid has a light gray-filled area that depicts the level attained. The level is also shown above the pyramid for each section of the test.

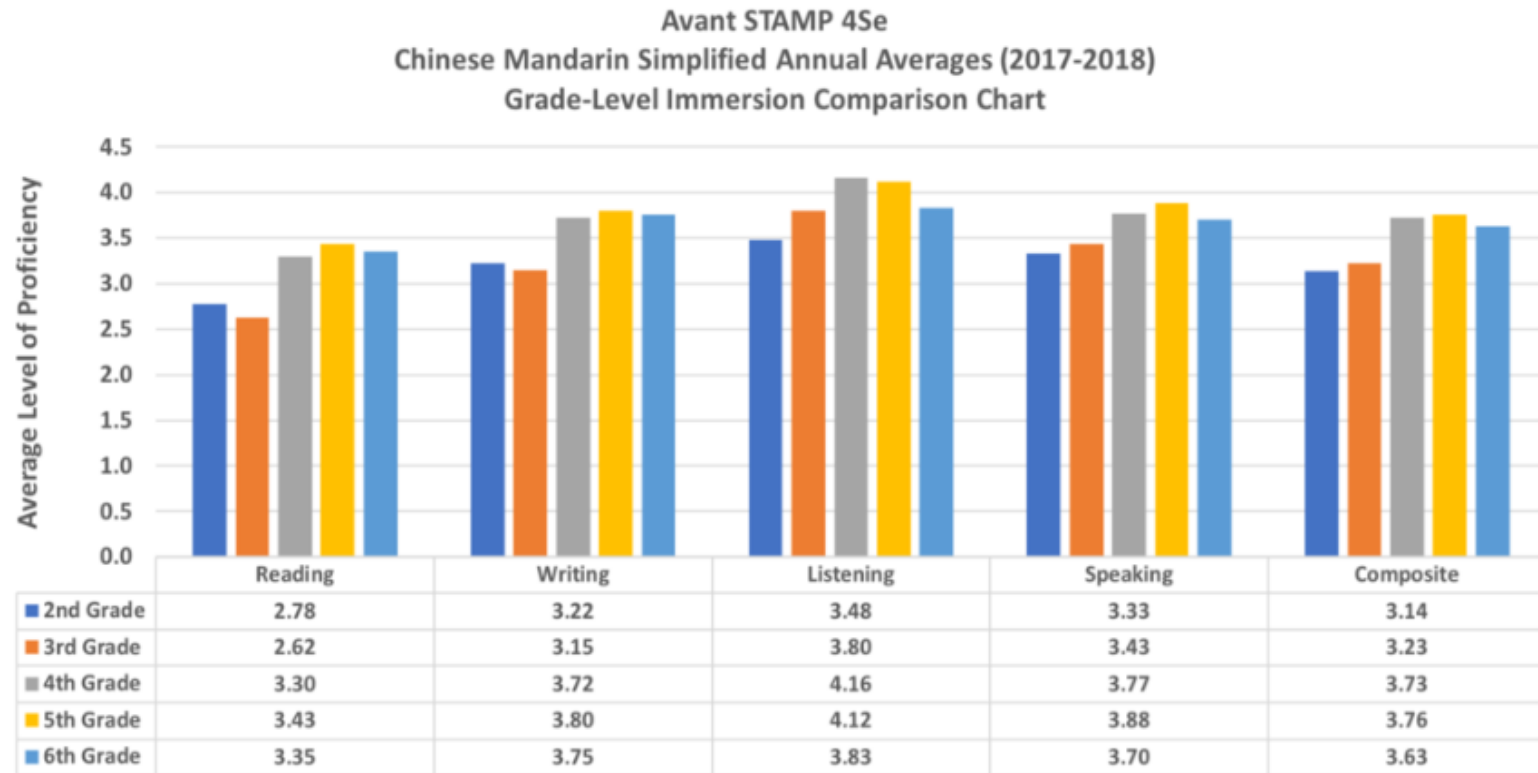
For the Writing and Speaking phases of the test, an additional dark gray-filled area will appear if the test taker had one test item that scored at a higher level. This serves as an alert that the test taker is operating across a range of proficiency levels with this skill. This situation is quite common for test takers in the Novice and Intermediate ranges.

In the area to the right of the inverted pyramid you will find descriptions of the characteristics associated with the skill (Reading, Writing, Listening, Speaking) and level category (Beginning, Intermediate, Advanced).

Below the inverted pyramid of the Writing and Speaking sections of the report, the individual scores for each of the responses (Sample 1, Sample 2, Sample 3) are shown. A response marked "Not Ratable" may be due to a variety of reasons. For example, no response submitted, student did not respond in Spanish, the response was off-topic, or the response was unintelligible.

If you would like to learn more about the Avant STAMP 4S, please visit Avant's website at www.avantassessment.com/stamp4s

Avant STAMP National Averages 2017-2018



1	2	3	4	5	6	7	8	9
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High

Student Growth Data

Reading		Count					
		Grade					
2018-19		2	4	6	8	10	12
9							
8							
7							
6				5	5		
5			1	6	13		
4	2	4	11	8			
3	4	5	3	4			
2	6	9	7	2			
1	36	19	5	2			

Writing		Count					
		Grade					
2018-19		2	4	6	8	10	12
9							
8							
7							
6							
5			2	5	18		
4	1	23	28	13			
3		11	4	3			
2		2					
1							

Reading		Percentage					
		Grade					
2018-19		2	4	6	8	10	12
9							
8							
7							
6				14%	15%		
5			3%	16%	28%		
4	4%	11%	30%	24%			
3	8%	13%	8%	12%			
2	13%	24%	19%	6%			
1	75%	50%	14%	6%			

Writing		Percentage					
		Grade					
2018-19		2	4	6	8	10	12
9							
8							
7							
6							
5			5%	14%	55%		
4	100%	61%	76%	38%			
3		29%	11%	9%			
2		5%					
1							

Student Growth Data

Listening

Count

	Grade					
2018-19	2	4	6	8	10	12
9						
8						
7						
6	6	2	21	15		
5	5	10	7	8		
4	9	19	7	9		
3	14	6	2	2		
2	13					
1	3	1				

Speaking

Count

	Grade					
2018-19	2	4	6	8	10	12
9						
8						
7						
6						
5			3	12		
4	8	22	28	19		
3	23	13	5	3		
2	15	3	1			
1	2					

Listening

Percentage

	Grade					
2018-19	2	4	6	8	10	12
9						
8						
7						
6	12%	5%	57%	14%		
5	10%	26%	19%	24%		
4	18%	50%	19%	26%		
3	28%	16%		6%		
2	26%					
1	6%	3%				

Speaking

Percentage

	Grade					
2018-19	2	4	6	8	10	12
9						
8						
7						
6						
5			8%	25%		
4	17%	58%	26%	56%		
3	48%	34%	14%	9%		
2	31%	8%	3%			
1	4%					

Student Growth Data

Teachers will use proficiency data to know where their students are, which will enable them to...

- Inform and empower students to set proficiency goals for the end of the year
 - plan learning activities at the appropriate level of rigor
 - provide the language necessary for students to successfully navigate through learning activities
-

谢谢 - Thank You!



林丘公立学区
Forest Hills Public Schools
MANDARIN CHINESE
IMMERSION PROGRAM
