

ELLOPA 2001 and 2002

Early Language Listening & Oral Proficiency Assessment

Spanish & Japanese Partial Immersion Program

Overview for Prospective Kindergarten Families

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Why Assess Language Proficiency?

- To find out how well our students are learning to understand and speak Spanish or Japanese
- To see growth in language proficiency across years
- To see whether students learn Japanese at a different rate than Spanish
- To validate teachers' classroom-based assessments of language proficiency



Overview of the Evaluation

- 2001 ELLOPA was conducted by a team from Center for Applied Linguistics (CAL) over 4 days in May with K and 1st grade students (completing first year of immersion)
- 2002 Evaluation was completed by JSIS staff and UW graduate students over 3 weeks in May-June with K, 1st, and 2nd grade students (1st and 2nd graders completing second year of immersion)
- 2002 Evaluators received training in ELLOPA interviewing and rating at UW in April, 2002, as well as on-site training and coaching with Beverly Boyson of CAL in May, 2002



About the ELLOPA

Language Areas:

- Oral Fluency
- Grammar
- Vocabulary
- Listening
Comprehension

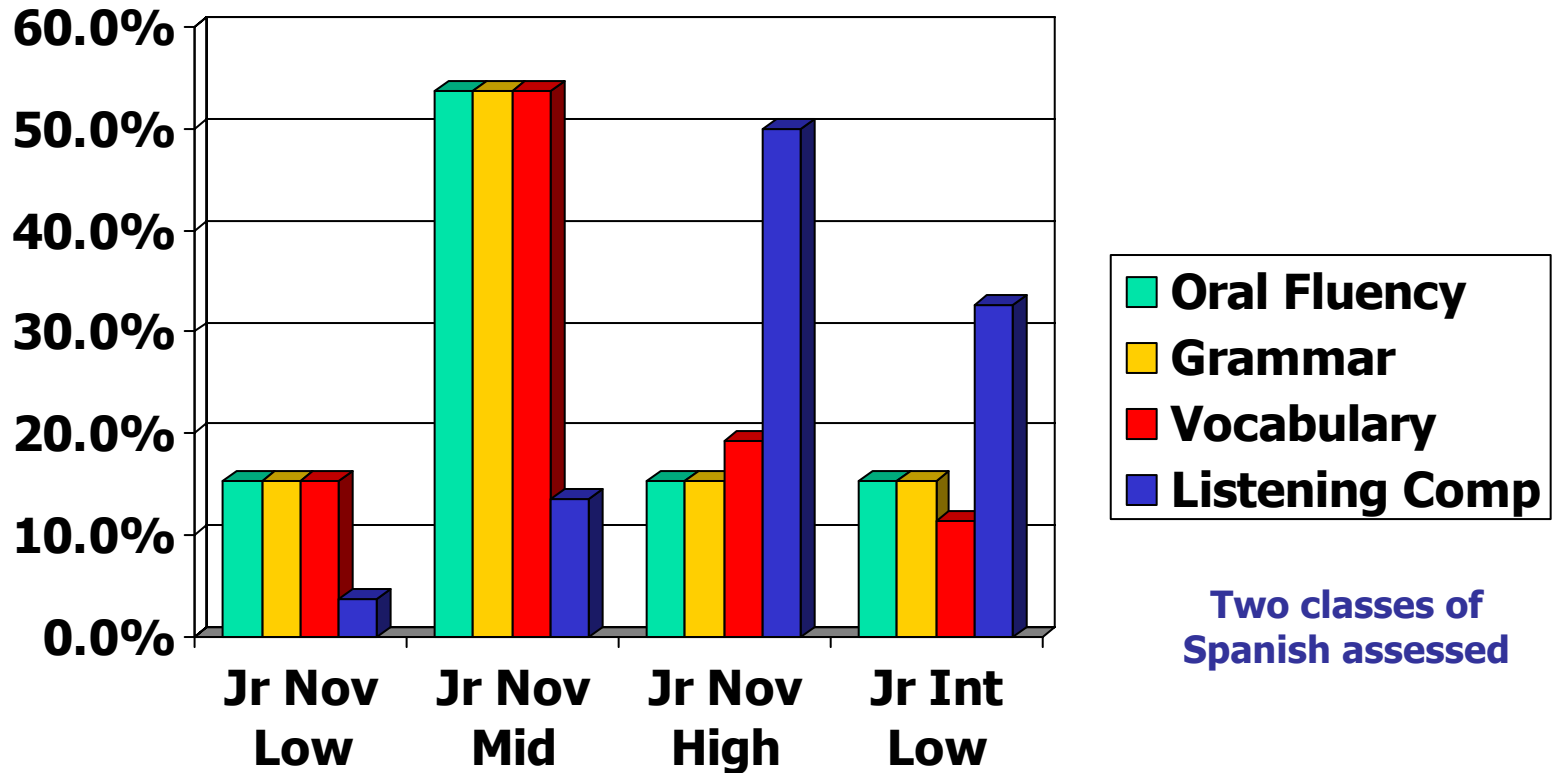
Proficiency Levels:

- Junior Novice Low (1)
- Junior Novice Mid (2)
- Junior Novice High (3)
- Junior Intermediate Low (4)

Notes:

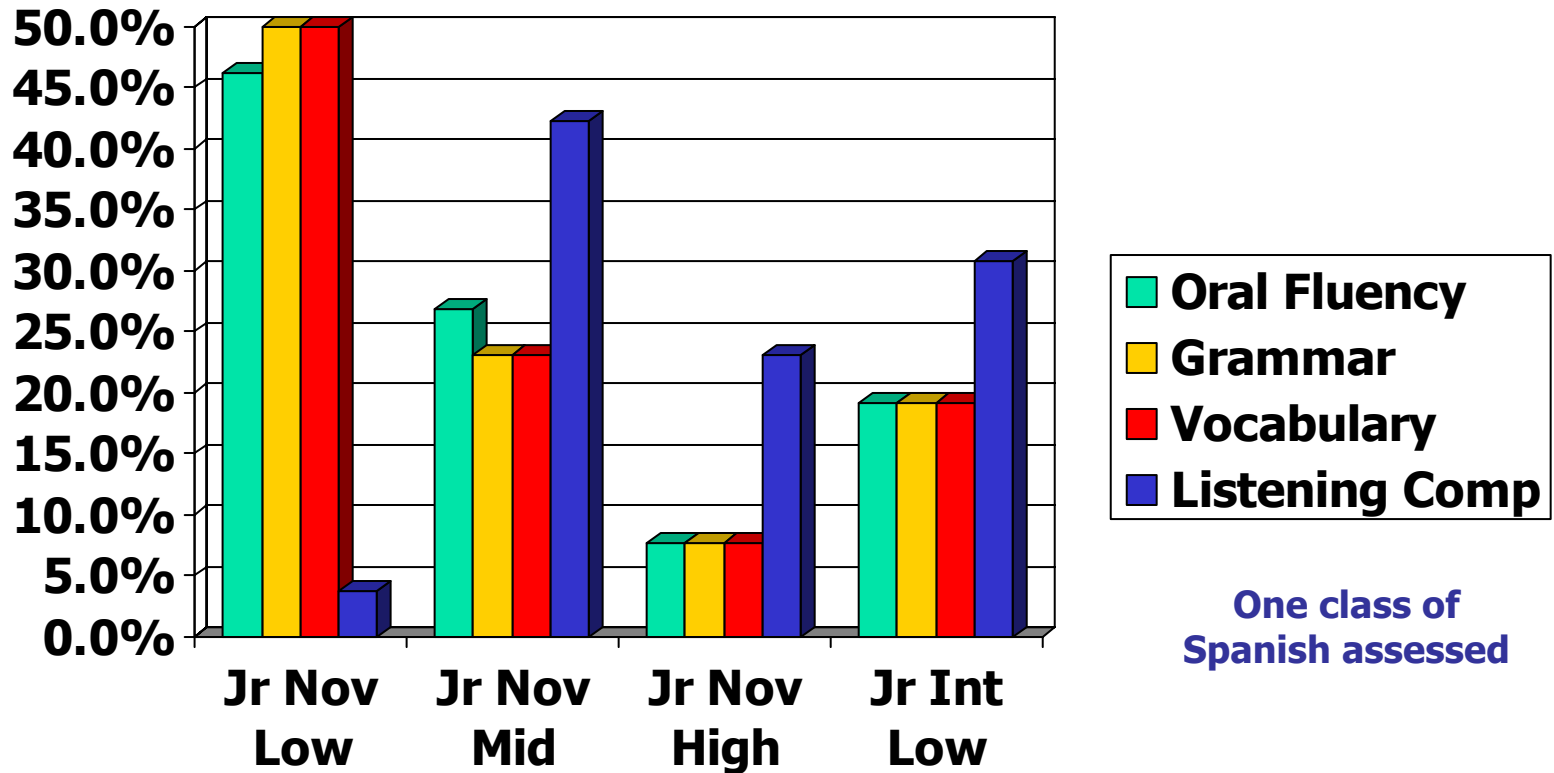
- All ratings above 4 were categorized as 4 for the purposes of the ELLOPA statistics.
- Teachers used the same Rating Profile to rate students based on classroom experience.

ELLOPA Spanish 2001 Kindergarten



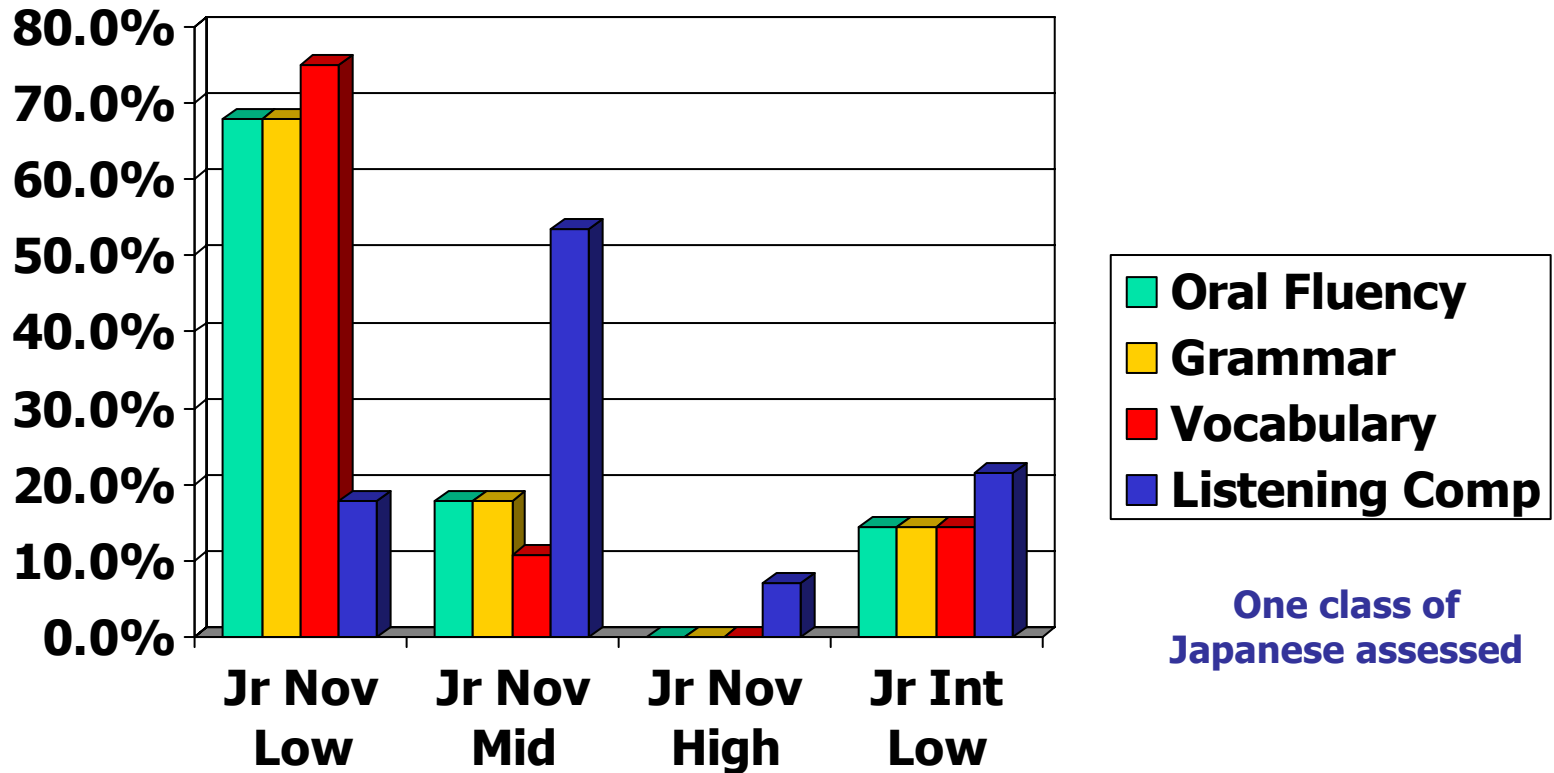
Two classes of Spanish assessed

ELLOPA Spanish 2002 Kindergarten



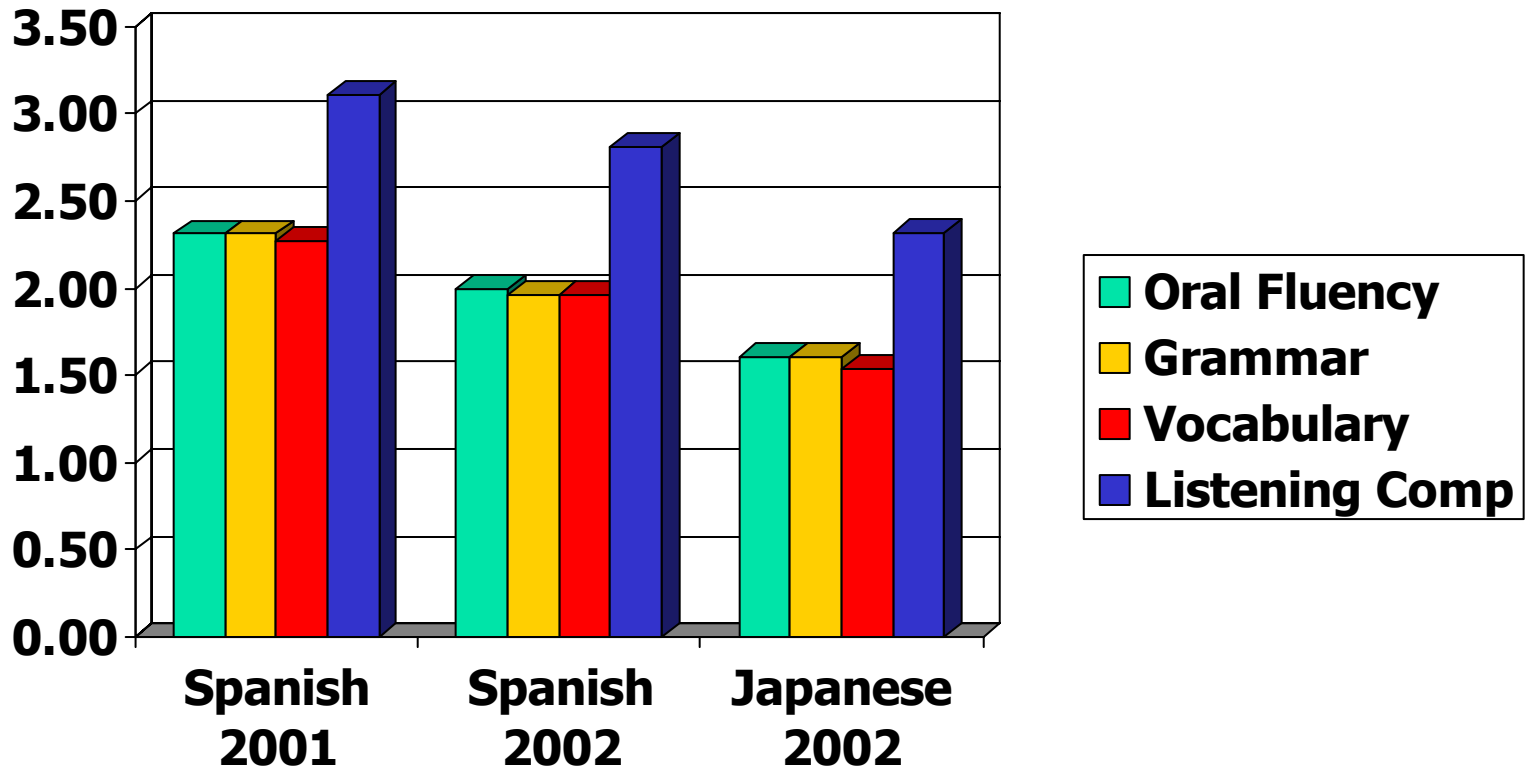
One class of Spanish assessed

ELLOPA Japanese 2002 Kindergarten



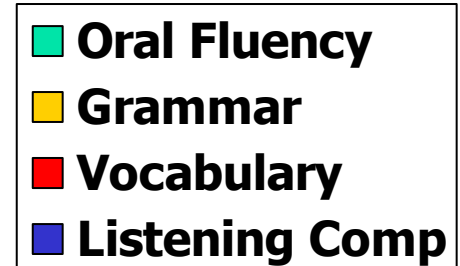
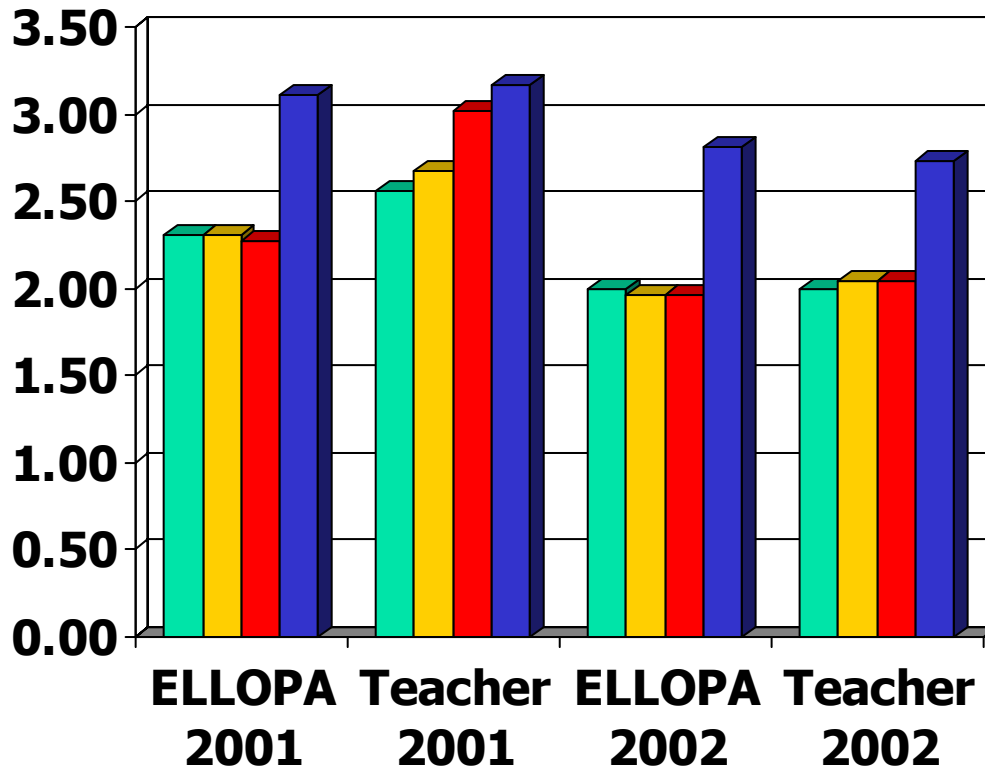
ELLOPA Spanish/Japanese 2001 - 2002 – Kindergarten

Mean or
Average



ELLOPA/Teacher Rating Spanish 2001, 2002 - Kindergarten

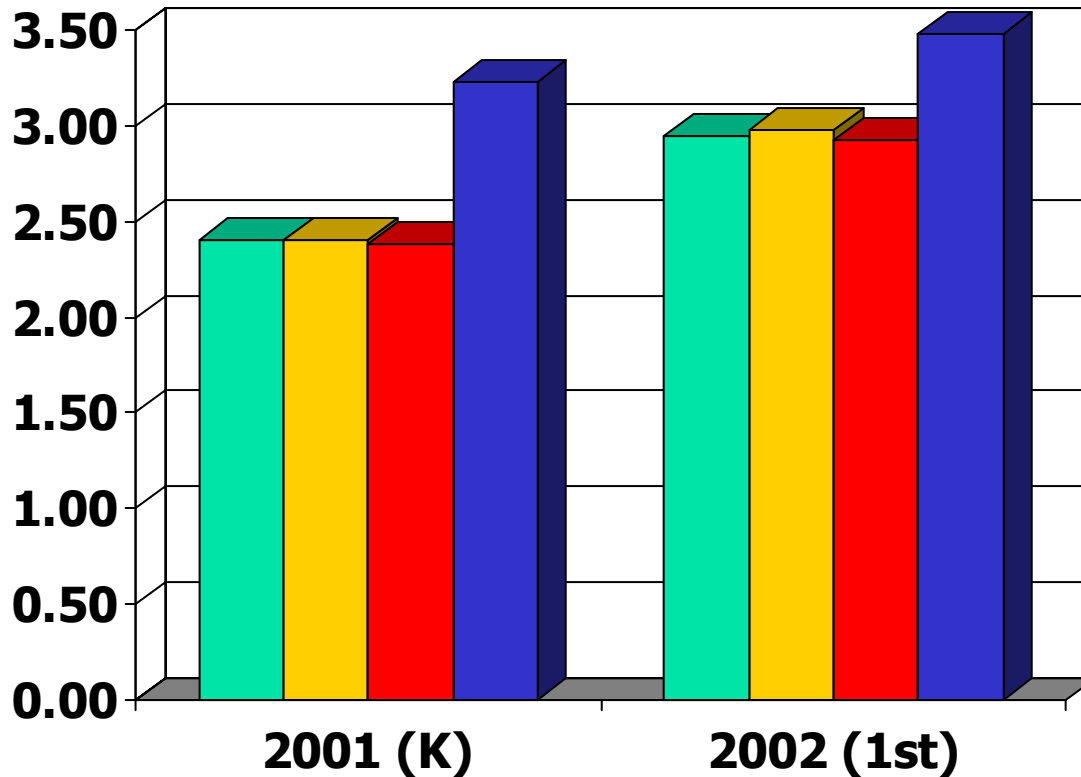
Mean or
Average



Note: Teachers used the same ELLOPA Rating Profile to rate the students' language proficiency based on classroom work

Paired ELLOPA Ratings 2001, 2002 – K-1 growth

Mean or Average



This is the most accurate representation of growth because it compares 40 students who were in the program both years.

- Oral Fluency
- Grammar
- Vocabulary
- Listening Comp

According to CAL, the rate of growth is statistically significant. They called our results "Impressive."



What We've Learned So Far

- Listening Comprehension develops before Oral Fluency
- Over 50% of the students reach Jr. Novice Mid or higher in Listening Comprehension during the first year of partial immersion
- Over 50% of the students in Spanish reach Jr. Novice Mid or higher in all areas
- Each new kindergarten class has a different baseline (compare 2001 and 2002)



What We've Learned So Far (cont.)

- Spanish proficiency develops faster than Japanese proficiency
- The average increase from Kindergarten to 1st grade is one level (e.g., from Jr. Novice Mid to Jr. Novice High)
- Teacher ratings are statistically similar to the ELLOPA interview ratings (particularly in 2002)