



Seattle FLAP Grant Program Evaluation: Mandarin Post-Assessments

Summary of Mandarin Post-Assessments of
K-1 Students at Beacon Hill, Graham Hill, and
John Muir Elementary Schools June 2007

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July 5, 2007



Mandarin Post-Assessments

- Component of Seattle Schools FLAP Grant Program Evaluation plan
- Language Assessment conducted as a brief one-on-one interview between each student and a trained Chinese interviewer (their Mandarin teacher or participant from the early language assessment training)
- Conducted the week of June 11-15, 2007
- Post-Assessment forms collected and analyzed by consultant to Seattle Schools during July, 2007

Mandarin Language Program Post-Assessment

Beacon Hill Elementary Grade Level: 1 Teacher: Bratsanos

Child's Name: **Student Name**

Mandarin Teacher: **Rose Yang**

Interviewed by: _____ Date: _____

Greetings:

- | | | | |
|--|---|---|---|
| 1. Hello, _____. How are you?
(Does child greet you appropriately?) | 0 | 1 | 2 |
|--|---|---|---|

Numbers/Sizes:

- | | | | |
|--|---|---|---|
| 2. Can you count these bears?
(Give a prompt 1,2,3... if needed.) | 0 | 1 | 2 |
| 3. How many bears are there?
(Form groups, see if child can name how many in each.) | 0 | 1 | 2 |
| 4. Which group has more? Which has less? | 0 | 1 | 2 |
| 5. Which one is big? Which one is small?
(Show two bears of different sizes) | 0 | 1 | 2 |

Colors/Fruits:

- | | | | |
|--|---|---|---|
| 6. Which one is green? Which one is red?
(Show student the fruits.) | 0 | 1 | 2 |
| 7. What color is this fruit?
(Ask color of each object.) | 0 | 1 | 2 |
| 8. Show me the apple, banana, etc. | 0 | 1 | 2 |
| 9. What's this? (See if child can name a few fruits.) | 0 | 1 | 2 |

Shapes:

- | | | | |
|---|---|---|---|
| 10. Point to the circle, square, triangle, rectangle.
(Show students the shapes on the paper.) | 0 | 1 | 2 |
|---|---|---|---|

Wrap-up:

- | | | | |
|---|---|---|---|
| 11. Can you sing a song for me?
(Prompt by starting to sing a song if needed.) | 0 | 1 | 2 |
| 12. Thank you! Goodbye! (See if child responds appropriately.) | 0 | 1 | 2 |

Sample Post-
Assessment
English version

Post- Assessment Rating Scale

Mandarin Language Program Post-Assessment Rating Scale

<p>1. Hello, _____. How are you?</p> <ul style="list-style-type: none"> • 2 – Responds with an appropriate greeting to teacher. • 1 – Seems to understand but response is limited. • 0 – Does not respond, may seem hesitant and/or confused.
<p>2. Can you count the bears?</p> <ul style="list-style-type: none"> • 2 – Child counts independently and correctly from 1-20. • 1 – Child tries to count but may need help with some numbers. • 0 – Child does not count, needs much help and/or cannot finish.
<p>3. How many bears are there?</p> <ul style="list-style-type: none"> • 2 – Child counts bears in each group formed or gives total without counting. • 1 – Child counts w/ some prompting, may need help. • 0 – Child does not count, needs much help and/or cannot finish.
<p>4. Which group has more? Which has less?</p> <ul style="list-style-type: none"> • 2 – Child correctly identifies the group with more and less. • 1 – Child identifies more and less with some prompting. • 0 – Child does not identify more and less correctly and/or seems confused.
<p>5. Which one is big? Which one is small?</p> <ul style="list-style-type: none"> • 2 – Child correctly identifies the big and small bear. • 1 – Child identifies big and small with some prompting. • 0 – Child does not identify big and small correctly and/or seems confused.
<p>6. Which one is green? Which one is red?</p> <ul style="list-style-type: none"> • 2 – Child can quickly identify at least 4 colors correctly. • 1 – Child identifies 3-4 colors w/ some repeating and prompting. • 0 – Child does not identify 3-4 colors, seems hesitant and/or confused.
<p>7. What color is this?</p> <ul style="list-style-type: none"> • 2 – Child can name correct colors for 4 or more fruits. • 1 – Child names some colors correctly w/ some prompting. • 0 – Child does not name correct colors, seems hesitant and/or confused.
<p>8. Show me the apple, banana... etc.</p> <ul style="list-style-type: none"> • 2 – Child can quickly identify 4 or more fruits. • 1 – Child identifies 3-4 fruits w/ some repeating and/or prompting. • 0 – Child does not identify 3-4 fruits, seems hesitant and/or confused.
<p>9. What's this?</p> <ul style="list-style-type: none"> • 2 – Child can name 4 or more fruits. • 1 – Child names some fruits correctly w/ some prompting. • 0 – Child does not name fruits correctly, seems hesitant and/or confused.
<p>10. Point to the circle, square, triangle, rectangle.</p> <ul style="list-style-type: none"> • 2 – Child can quickly identify each shape. • 1 – Child identifies shapes w/ some repeating and/or prompting. • 0 – Child does not identify shapes, seems hesitant and/or confused.
<p>11. Can you sing me a song?</p> <ul style="list-style-type: none"> • 2 – Child sings one of the songs learned (teacher may help begin). • 1 – Child sings w/ some repeating and/or prompting. • 0 – Child does not sing, seems hesitant and/or confused.
<p>12. Thank you! Goodbye!</p> <ul style="list-style-type: none"> • 2 – Child responds appropriately w/ same or similar phrases. • 1 – Child responds w/ some repeating and/or prompting. • 0 – Child does not respond, responds w/ much hesitation and/or confusion.



Post-
Assessment
Page 2
Comments
from Chinese
teacher

Comments

Behavior:

- _____ Actively participates in Mandarin class
- _____ Listens and pays attention in Mandarin class
- _____ Works well with others in Mandarin class
- _____ Sometimes distracted in Mandarin class

Speaking:

- _____ Responds often in Mandarin
- _____ Uses good pronunciation in Mandarin
- _____ Seems to struggle with using Mandarin

Special Notes

(include here any special circumstances; these will not be on the Progress Report)

Post-Assessment Results

- Each Post-Assessment question is presented with percentage of results by rating (0, 1, or 2)
 - Overall Average (for three schools)
 - Results by School
- For the Progress Reports, the ratings were interpreted as:
 - 0 = Not Yet
 - 1 = In Progress
 - 2 = Mastered

Greetings:

1. Hello, _____ . How are you?

- Overall Average
 - 0: 2% 1: 17% 2: 81%
- Beacon Hill
 - 0: 2% 1: 22% 2: 76%
- Graham Hill
 - 0: 6% 1: 10% 2: 83%
- John Muir
 - 0: 0% 1: 13% 2: 87%

Numbers/Sizes:

2. Can you count these bears?

- Overall Average
 - 0: 1% 1: 13% 2: 86%
- Beacon Hill
 - 0: 1% 1: 14% 2: 85%
- Graham Hill
 - 0: 2% 1: 13% 2: 85%
- John Muir
 - 0: 0% 1: 13% 2: 87%

Numbers/Sizes:

3. How many bears are there?

- Overall Average
 - 0: 1% 1: 6% 2: 93%
- Beacon Hill
 - 0: 0% 1: 7% 2: 93%
- Graham Hill
 - 0: 2% 1: 8% 2: 90%
- John Muir
 - 0: 2% 1: 4% 2: 93%

Numbers/Sizes:

4. Which group has more? Which has less?

- Overall Average
 - 0: 34% 1: 23% 2: 43%
- Beacon Hill
 - 0: 30% 1: 24% 2: 46%
- Graham Hill
 - 0: 10% 1: 25% 2: 65%
- John Muir
 - 0: 52% 1: 21% 2: 27%

Numbers/Sizes:

5. Which one is big? Which one is small?

- Overall Average
 - 0: 11% 1: 14% 2: 75%
- Beacon Hill
 - 0: 10% 1: 12% 2: 78%
- Graham Hill
 - 0: 15% 1: 17% 2: 69%
- John Muir
 - 0: 10% 1: 16% 2: 74%

Colors/Fruits:

6. Which one is green? Which one is red?

- Overall Average
 - 0: 3% 1: 14% 2: 84%
- Beacon Hill
 - 0: 4% 1: 13% 2: 83%
- Graham Hill
 - 0: 0% 1: 27% 2: 73%
- John Muir
 - 0: 2% 1: 8% 2: 90%

Colors/Fruits:

7. What color is this fruit?

- Overall Average
 - 0: 8% 1: 28% 2: 64%
- Beacon Hill
 - 0: 9% 1: 31% 2: 60%
- Graham Hill
 - 0: 6% 1: 44% 2: 50%
- John Muir
 - 0: 7% 1: 16% 2: 78%

Colors/Fruits:

8. Show me the apple/banana, etc.

- Overall Average
 - 0: 2% 1: 18% 2: 79%
- Beacon Hill
 - 0: 2% 1: 21% 2: 76%
- Graham Hill
 - 0: 4% 1: 23% 2: 73%
- John Muir
 - 0: 1% 1: 12% 2: 87%

Colors/Fruits:

9. What's this? (name a fruit)

- Overall Average
 - 0: 5% 1: 25% 2: 70%
- Beacon Hill
 - 0: 4% 1: 27% 2: 69%
- Graham Hill
 - 0: 6% 1: 40% 2: 54%
- John Muir
 - 0: 4% 1: 14% 2: 81%

Shapes:

10. Point to the circle, square, triangle, rectangle. (*shapes on paper*)

- Overall Average
 - 0: 21% 1: 31% 2: 49%
- Beacon Hill
 - 0: 22% 1: 31% 2: 47%
- Graham Hill
 - 0: 8% 1: 38% 2: 54%
- John Muir
 - 0: 26% 1: 27% 2: 48%

Wrap-up:

11. Can you sing a song for me?

- Overall Average
 - 0: 1% 1: 15% 2: 84%
- Beacon Hill
 - 0: 1% 1: 17% 2: 82%
- Graham Hill
 - 0: 2% 1: 10% 2: 88%
- John Muir
 - 0: 1% 1: 14% 2: 84%

Wrap-up:

12. Thank you! Goodbye!

(appropriate response from child)

- Overall Average
 - 0: 5% 1: 21% 2: 74%
- Beacon Hill
 - 0: 5% 1: 19% 2: 76%
- Graham Hill
 - 0: 10% 1: 29% 2: 60%
- John Muir
 - 0: 3% 1: 19% 2: 78%

Analysis: Highest Average Ratings

Based on Overall Average (3 schools)

- 1.92 (3. How many bears are there?)
- 1.85 (2. Can you count these bears?)
- 1.83 (11. Can you sing a song for me?)
- 1.81 (6. Which one is green, red?)
- 1.79 (1. Hello, _____. How are you?)
- 1.77 (8. Show me the apple, banana)
- 1.69 (12. Thank you! Goodbye!)
- 1.66 (9. What's this? (Fruit))
- 1.64 (5. Which one is big? Small?)
- 1.57 (7. What color is this fruit?)

Note: A rating of 2 is "Mastered."

Analysis: Lowest Average Ratings

Based on Overall Average (3 schools)

1.28 (10. Point to the circle, square, triangle, rectangle)

- Beacon Hill: 1.25
- Graham Hill: 1.46
- John Muir: 1.22

1.09 (4. Which group has more? Less?)

- Beacon Hill: 1.16
- Graham Hill: 1.54
- John Muir: .74

Comparison of Scores

Students receiving 20-24 total points

- Overall Average: 64% (167 students)
- Beacon Hill: 62% (76 students)
- Graham Hill: 65% (31 students)
- John Muir: 67% (60 students)

Lowest scores (counts)

- 5-10 points (10 students)
- 11-15 points (31 students)
- 16-19 points (53 students)

Conclusions on Post-Assessment

- Overall, students at all three schools performed comparably on the Post-Assessment.
- More than 60% of the students at each of the schools earned 20-24 points on the Post-Assessment (out of possible 24).
- Overall, students performed better on tasks involving counting, singing, colors, greetings, and fruits. The poorest performance was on mathematical tasks involving geometric shapes and comparing groups (more/less).
- Graham Hill students scored higher than the other students on math concepts (more/less, geometric shapes).
- John Muir students scored higher than the others on colors and fruits.



Comments from Teachers

- Chinese teachers could check off comments that they wanted included on the student's Progress Reports.
- There was quite a bit of variation on how (and when) the teachers used the comments.

Comments on Behavior

1. Actively participates in Mandarin class

- Overall Average
 - 81% of students got this comment
- Beacon Hill
 - 58%
- Graham Hill
 - 88%
- John Muir
 - 94%

Comments on Behavior

2. Listens and pays attention in Mandarin class

- Overall Average
 - 62% of students got this comment
- Beacon Hill
 - 44%
- Graham Hill
 - 85%
- John Muir
 - 61%

Comments on Behavior

3. Works well with others in Mandarin class

- Overall Average
 - 89% of students got this comment
- Beacon Hill
 - 70%
- Graham Hill
 - 94%
- John Muir
 - 92%

Comments on Behavior

4. Sometimes distracted in Mandarin class

- Overall Average
 - 17% of students got this comment
- Beacon Hill
 - 20%
- Graham Hill
 - 10%
- John Muir
 - 12%

Comments on Speaking

5. Responds often in Mandarin

- Overall Average
 - 80% of students got this comment
- Beacon Hill
 - 55%
- Graham Hill
 - 83%
- John Muir
 - 97%

Comments on Speaking

6. Uses good pronunciation in Mandarin

- Overall Average
 - 62% of students got this comment
- Beacon Hill
 - 55%
- Graham Hill
 - 96%
- John Muir
 - 37%

Comments on Speaking

7. Seems to struggle with using Mandarin

- Overall Average
 - 10% of students got this comment
- Beacon Hill
 - 12%
- Graham Hill
 - 8%
- John Muir
 - 2%

Some Demographic Data

- 107 students listed with a language other than English in District records
- 58% (62 students) scored 20-24 (compared to overall average of 64%)
- 13 students received comment "Seems to struggle with using Mandarin"
 - 1 Amharic, 2 Somalian, 7 Spanish, 1 Tagalog, 2 Vietnamese
 - 8 Kindergarten, 5 First Grade
 - Range of Scores on Post-Assessment: 6, 7, 9, 9, 10, 11, 12, 12, 12, 13, 13, 14, 17

Comparison of K-1 Students

Highest Average Scores

1.92 (3. How many bears are there?)

K: 1.88 **1st: 1.95**

1.85 (2. Can you count these bears?)

K: 1.81 **1st: 1.89**

1.83 (11. Can you sing a song for me?)

K: 1.78 **1st: 1.87**

1.81 (6. Which one is green, red?)

K: 1.82 1st: 1.80

1.79 (1. Hello, _____. How are you?)

K: 1.79 **1st: 1.80**

Comparison of K-1 Students

Highest Average Scores (cont.)

1.77 (8. Show me the apple, banana)

K: 1.78 1st: 1.76

1.69 (12. Thank you! Goodbye!)

K: 1.73 1st: 1.64

1.66 (9. What's this? (Fruit))

K: 1.67 1st: 1.64

1.64 (5. Which one is big? Small?)

K: 1.64 1st: **1.64**

1.57 (7. What color is this fruit?)

K: 1.61 1st: 1.52

Note: A rating of 2 is "Mastered."

Comparison of K-1 Students

Lowest Average Scores:

1.28 (10. Point to the circle, square, triangle, rectangle)

K: 1.28 1: 1.28

- Beacon Hill: **K: 1.35** 1: 1.15
- Graham Hill: **K: 1.17** **1: 1.75**
- John Muir: **K: 1.24** 1: 1.21

1.09 (4. Which group has more? Less?)

K: 1.14 1: 1.04

- Beacon Hill: **K: 1.30** 1: 1.02
- Graham Hill: **K: 1.54** **1: 1.54**
- John Muir: **K: .67** **1: .81**

Conclusions on K-1 Comparisons

- Generally, not a large difference between the average scores of Kindergarteners and 1st graders in the three schools
- For the 10 highest scoring items (> 1.50)
 - Kindergarteners had higher scores than 1st graders on 5 items
 - 1st graders had higher scores on 4 items
- For the 2 lower scoring items
 - Kindergarteners had same or higher score than 1st graders (overall average)
 - For specific schools, Kindergarteners had higher scores 3 times; 1st graders 2 times