



# Seattle FLAP Grant Program Evaluation: Mandarin Pre and Post- Assessments

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

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# Mandarin Pre-Assessments

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- Component of Seattle Schools FLAP Grant Program Evaluation plan
- Language Assessment conducted as a brief one-on-one interview between each student and their Mandarin teacher
- Conducted at Beacon Hill in February (about 2 weeks after start of class) and at Graham Hill and John Muir in early March (before start of class)
- Pre and Post-Assessment forms collected and analyzed by consultant to Seattle Schools during July, 2007

**Mandarin Language Program  
Pre-Assessment**

Child's Name \_\_\_\_\_ Grade Level: K 1

School \_\_\_\_\_ Classroom Teacher \_\_\_\_\_

Child's Primary Home Language: \_\_\_\_\_

Other Language(s) Spoken at Home: \_\_\_\_\_

\_\_\_\_\_

If qualified for ESL, current WLPT level: 1 2 3 4

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**Greetings:**

- |   |   |   |   |
|---|---|---|---|
| 1. Hello! My name is _____ What's your name?<br><i>(If no response, say: Is your name _____?)</i> | 0 | 1 | 2 |
| 2. Hello, _____. Nice to meet you.<br><i>(Optional *) How are you?</i>                            | 0 | 1 | 2 |

**Numbers:**

- |   |   |   |   |
|---|---|---|---|
| 3. Let's count these bears. Can you count with me?<br>1, 2, 3, 4, 5.....10 Very good! Can you count them again?<br><i>(See if child can count independently; if not, you can help.)</i> | 0 | 1 | 2 |
| 4. <i>(Optional *)</i> How many bears are there?<br><i>(Form groups, child counts how many in each group.)</i>  | 0 | 1 | 2 |

**Colors:**

- |   |   |   |   |
|---|---|---|---|
| 5. This bear is red. This bear is blue. Which one is blue?  | 0 | 1 | 2 |
| 6. This bear is green. This bear is yellow. Which one is green?   | 0 | 1 | 2 |
| 7. <i>(Optional *)</i> What color is this bear?<br><i>(Ask color of each one. If child doesn't respond, say color and see if he/she can repeat it.)</i> | 0 | 1 | 2 |

**Goodbye:**

- |   |   |   |   |
|---|---|---|---|
| 8. Thank you! Goodbye! <i>(Try to get child to repeat.)</i> | 0 | 1 | 2 |
|---|---|---|---|

*\* Continue to optional questions only if child seems comfortable and able to continue.*

Sample Pre-  
Assessment

## Pre-Assessment Rating Scale

# Pre- Assessment Rating Scale

<p><b>1. Hello! My name is..... What's your name?</b></p> <ul style="list-style-type: none"><li>• 2 – Gives name, appears to understand question without prompts.</li><li>• 1 – Answers w/ prompting such as T pointing to name tag, “Is your name...?”</li><li>• 0 – Does not respond, may seem hesitant and/or confused.</li></ul>
<p><b>2. Nice to meet you. How are you?</b></p> <ul style="list-style-type: none"><li>• 2 – Gives an appropriate response (in L1/L2) or repeats “nice to meet you.”</li><li>• 1 – Repeats phrases w/ prompting, may or may not seem to understand phrase.</li><li>• 0 – Does not respond, may seem hesitant and/or confused.</li></ul>
<p><b>3. Can you count with me? Can you count them again?</b></p> <ul style="list-style-type: none"><li>• 2 – Child counts along w/ teacher &amp; can count again independently.</li><li>• 1 – Child tries to count along &amp; counts again with help.</li><li>• 0 – Child may count along but is hesitant and/or somewhat confused.</li></ul>
<p><b>4. How many bears are there?</b></p> <ul style="list-style-type: none"><li>• 2 – Child counts bears in each group formed, mostly correctly.</li><li>• 1 – Child counts w/ some prompting, may need help.</li><li>• 0 – Child does not count or needs much help and/or cannot finish.</li></ul>
<p><b>5. This bear is red. This bear is blue. Which one is blue?</b></p> <ul style="list-style-type: none"><li>• 2 – Child can quickly identify the right color and seems to understand question.</li><li>• 1 – Child identifies color w/ some repeating and prompting.</li><li>• 0 – Child does not identify correct color, seems hesitant and/or confused.</li></ul>
<p><b>6. This bear is green. This bear is yellow. Which one is green?</b></p> <ul style="list-style-type: none"><li>• 2 – Child can quickly identify the right color and seems to understand question.</li><li>• 1 – Child identifies color w/ some repeating and prompting.</li><li>• 0 – Child does not identify correct color, seems hesitant and/or confused.</li></ul>
<p><b>7. What color is this bear?</b></p> <ul style="list-style-type: none"><li>• 2 – Child names most colors and seems to understand question.</li><li>• 1 – Child names most colors w/ some repeating and/or prompting.</li><li>• 0 – Child names few colors w/ much prompting, seems hesitant and/or confused.</li></ul>
<p><b>8. Thank you! Goodbye!</b></p> <ul style="list-style-type: none"><li>• 2 – Child responds appropriately w/ same or similar phrases.</li><li>• 1 – Child responds w/ some repeating and/or prompting.</li><li>• 0 – Child does not respond, responds w/ much hesitation and/or confusion.</li></ul>

# Pre-Assessment Results Summary

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- Most students could not score any points on the Pre-Assessment
  - 193 students scored 0 points
  - 54 scored > 0 points
    - 1 point = 13 students, 2 points = 21
    - 3 points = 7, 4 points = 3, 5 points = 2
    - 7 points = 2, 10 points = 1, 13 points = 1
- Beacon Hill had a larger percentage of students scoring some points probably because their Mandarin program had already been meeting two weeks before the Pre-Assessment was conducted and they had a number of Cantonese speakers

# Pre-Assessment Results Table

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Points Earned:	0 points	>0 points
Overall (% of Students)	78%	22%
Beacon Hill	59%	41%
Graham Hill	98%	2%
John Muir	92%	8%
Kindergarten	48%	56%
1 <sup>st</sup> Grade	52%	44%



# Pre and Post Comparison

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- Students who scored  $> 0$  on the Pre-Assessment overall scored higher on the Post-Assessment
- No difference in % for students who scored less than 10% on the Post-Assessment

# Pre/Post Comparison Table

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Post-Assess Points earned	Pre-Assess 0 points	Pre-Assess > 0 Points
20-24 points	61%	80%
10-19 points	35%	17%
< 10 points	4%	4%