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K-8 Immersion Programs and Assessments in Montgomery County Public Schools

Pathways to Bilingualism & Beyond

October 16, 2008

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Elementary Immersion Programs: Types and Languages

- Total immersion programs in French and Spanish languages
- Partial immersion programs in Spanish and Chinese languages

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Elementary Programs: Types

Total Immersion K-5 Programs:

- All four core subjects are taught in the target language.
- English language instruction is introduced, for limited number of hours a week, starting in grade 4.
- All special classes are taught in English.

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Total Immersion Programs in MCPS

French Immersion Program at Maryvale and Sligo Creek Elementary Schools and Spanish Immersion at Rock Creek Forest Elementary School

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Elementary Immersion Programs: Types

Partial Immersion K-5 Programs:

- Two core subjects are taught in the target language.
- Reading Language Arts is taught in English.
- Special classes are taught in English

Partial Immersion Programs in MCPS

Spanish Immersion Program at Burnt Mills and Rolling Terrace Elementary Schools:

- All day Kindergarten in Spanish

Chinese Immersion Program at College Gardens and Potomac Elementary Schools

- Half day kindergarten in Chinese

Middle School Continuation Immersion Programs

Middle school immersion programs consist of two subjects:

- Social studies and language in French and Spanish
- Language in Chinese in grade 6

Middle School Continuation Immersion Programs

Currently 5 middle schools offer partial continuation immersion to the students graduating from elementary immersion programs.

Middle School Continuation Immersion Programs

- Gaithersburg MS: French immersion
- Silver Spring Int'l MS: French and Spanish immersion
- Hoover MS: Chinese immersion
- F.S. Key MS: Spanish dual language
- Westland MS: Spanish immersion

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Assessments – Elementary Immersion Programs

Assessments in the target language:

- MCPS Assessment Program Primary Reading in K-2 in total immersion programs
- A writing assessment in Grades 3-5 in all immersion programs as part of a Federal grant
- All content assessments of subjects taught in the target language

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Assessments

Assessments in English:

- Terra Nova in Grade 2
- Maryland School Assessment in reading and math in Grades 3-5
- MAP-R Reading Assessment in Grades 3-5

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MCPS Assessment Program Primary Reading: Definition

The MCPS reading program is a balanced literacy program which addresses the four processes of literacy: listening, speaking, reading, and writing. The MCPS Assessment Program Primary Reading supplies reliable data related to students' literacy progress. It is administered three times a year: in the fall, winter, and spring.

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MCPS Assessment Program Primary Reading: Components

Foundational Skills Assessment:

- oral language,
- letter identification,
- concepts about print,
- phonemic awareness,
- hearing and recording sounds, and
- word recognition.

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MCPS Assessment Program Primary Reading: Components

Reading Proficiency assessment may include, depending on the level of the reader,

- a running record (it determines the text level),
- an oral retelling of the story,
- oral comprehension questions, and
- written comprehension questions.

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Assessment Kits

Spanish Immersion Program

- EDL = Evaluación del desarrollo de la lectura based on the program named "Developmental Reading Assessment" K-3 by Celebration Press, Pearson learning Group

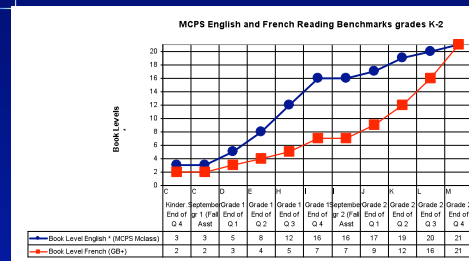
French Immersion Program

- GB+ guided reading series – Edition Beauchemin by Chenelière Education

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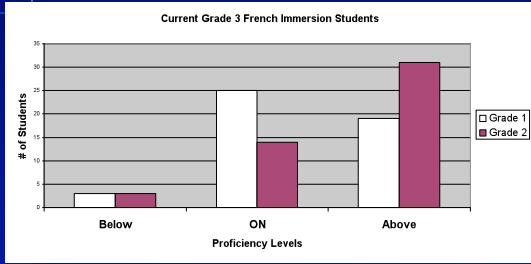
MCPS Assessment Program Primary Reading: Benchmarks



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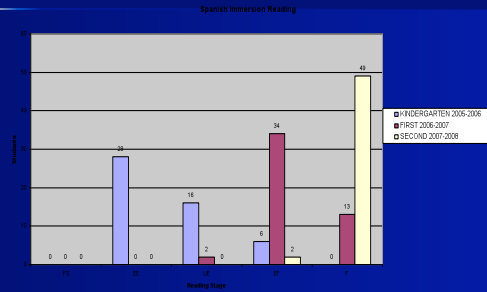
MCPS Assessment Program Primary Reading



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MCPS Assessment Program Primary Reading: Current Spanish Immersion 3rd graders



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Writing Assessment

Was developed in 2004-2005 as part of a Foreign Language Assistance Program Grant to monitor the immersion students writing progress in Grades 3-5 in Chinese, French, and Spanish.

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Writing Assessment

- administered three times a year.
- based on the science unit studied.
- scored based on the MCPS Writing to Inform Rubric.

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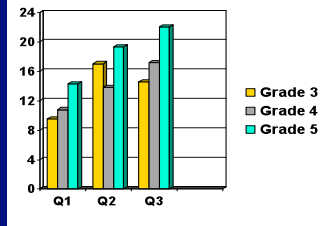
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Writing Assessments

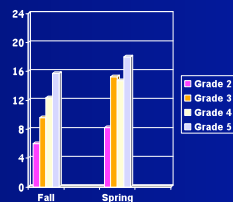
- Results compiled and analyzed to identify areas of difficulty.
- Some schools' results used to address the common errors or other language skills that need to be re-taught and reinforced.

Rock Creek Forest ES – Writing Assessment 2005-2006

Writing Assessment



Rock Creek Forest ES – Writing Assessment 2006-2007



Findings: Areas of Strength

- An attempt has been made to include some supporting details.
- Ideas are clear but more details are needed.
- The writing reflects some acquired knowledge or experience.
- The content-related (science) vocabulary has been used.
- There is a good introduction.
- Words are specific.
- Most words are capitalized correctly.
- Errors in structures and spelling do not interfere with meaning.
- Present tense is used with less errors than other tenses.

Findings: Areas of Difficulty

- Conclusions are not always content-related: "Adiós".
- Some English words are used: "attachado" instead of "unido".
- English spelling interferes with Spanish: "batteria" instead of "batería", "officina" instead "oficina" etc.
- Articles are used incorrectly: "las imanes", "la proyecto".
- More focus on the main ideas is needed.
- Topic sentence needs to have a "hook".
- Some expressions are used repeatedly: " después" and "pusimos o poni".
- Use of indentation in paragraphs needs to be taught.

Recommendations

- Re-teach areas of difficulty as soon as possible.
- Use rubrics consistently as part of daily instruction to help students become familiar with their use.
- Teach structures in a meaningful context.
- Teach one concept at a time.
- Color code or highlight errors to help students identify and correct them.
- Highlight the directions.
- Use graphic organizers as part of writing process.

Questions & Answers

- Would you be able to use this rubric with your students?
- What are the strengths and weaknesses?
- What changes can be made to make it correspond better to your program requirements?

Brief Constructed Response: Formative Assessment

Writing tasks to assess students' comprehension of content in Reading/ Language Arts, Mathematics, science, and Social Studies

Brief Constructed Response (BCR): Guided Writing

Specific tools to help students formulate their answers:

- Sentence starters, such as "I know my answer is right because ..."
- Transition words, such as "thus", "then", "after", "first", "finally" ...
- Evidence to support the answer, such as "In the 3rd paragraph, the author..."
- Use of words of the prompt in the answer, such as "When we studied place value, I learned that..."

BCR: Grade 2 - Unit 1

Bonnie tried to model the number 42. She used 4 ones and 2 tens.

Part A: Was Bonnie correct?

Part B: Use what you know about numbers to explain your answer. Use words, numbers and/or symbols in your answer.

- **Score 2: The response demonstrates a complete understanding and analysis of the problem.**
 - You wrote about the strategy you used to solve the problem.
 - You explained why you used that strategy.
 - You used words, numbers and/or symbols in your explanation.
- **Score 1: The response demonstrates a minimal understanding and analysis of the problem.**
 - Please write more about the strategy you used.
 - Please complete your explanation; parts may be missing.
 - Please use more words, numbers and/or symbols.
- **Score 0: The response is incorrect, irrelevant to the problem, or missing.**
 - Your strategy is missing.
 - Your explanation is missing or incorrect.
 - You did not use words, number and/or symbols.

Middle School Immersion Assessment

Immersion language semester exams reflect:

What students have been taught throughout the semester as well as the countywide required structures for each level.

Middle School Immersion Language Assessment

Semester Final Exams:

- Grade 6 - 1A & 1B
- Grade 7 - 2A & 2B
- Grade 8 - 3A & 3B

High School Placement

Upon successful completion of middle school immersion program and the middle school immersion final exams, students are usually placed in level 4H in high school.

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