

FLAP Grant Evaluation & Assessment Plan

This plan is based on the evaluation section of the FLAP grant as discussed and agreed on by the principals of the three participating elementary schools.

Key Terms:

ELLOPA – Early Language Listening & Oral Proficiency Assessment (developed by CAL, Center for Applied Linguistics, appropriate for young learners about grades K-1; involves a structured interview with a pair of students and an adult interviewer and rater; interviews take about 20 minutes)

ELLOPA-TOM – Early Language Listening & Oral Proficiency Assessment Teacher Observations Matrix (developed by CAL, appropriate for young learners about grades K-1; involves the language teacher evaluating her own students using the same scale as the ELLOPA)

SOPA – Student Oral Proficiency Assessment (developed by CAL, appropriate for elementary to middle school language learners; involves a structured interview with a pair of students and an adult interviewer and rater; interviews take about 20 minutes)

Program Evaluation Plan

The original plan was reviewed by the principals of Beacon Hill, Graham Hill, John Muir on April 27, 2007. The Year 1 plan below has been updated to reflect what actually took place.

Year 1 – 2006-2007 (Revised 7/30/2007)

What?	When?
Chinese Language Assessment	
<ul style="list-style-type: none"> Pre-Assessment Interviews of K-1 students in Chinese program 	Feb - Mar - Complete
<ul style="list-style-type: none"> ELLOPA/SOPA Overview Training with CAL Note: reduced to one day due to scheduling conflict with CAL; plan is to offer further rating and interviewing practice next fall 	May 22 - Complete
<ul style="list-style-type: none"> Language Post-Assessment Planning & Training (training/meeting with Chinese teachers involved in conducting the assessment) 	June 8 - Complete
<ul style="list-style-type: none"> Post-Assessment Interviews (by trained Chinese teachers) Note: In this first year of the program, students were not ready for the ELLOPA interview. Kristin Calaff worked with the Chinese teachers to create a Post-Assessment (similar to the Pre-Assessment) to use this year. Several Chinese teachers who attended the CAL training in May came to help administer the assessment. 	June 11-15 - Complete
<ul style="list-style-type: none"> Teacher Observations (by Chinese teachers) Note: Rather than using the ELLOPA-TOM, we added several comments to the Post-Assessment that the Chinese teachers could check off for their students. The comments pertained to classroom behavior (participation) and speaking. 	June 11-15 - Complete
<ul style="list-style-type: none"> Student Comments (on Parent Survey) (by K-1 students) Note: We included questions on the Parent/Family survey that asked parents to reflect on what their children were saying about the Chinese class. 	June 15 - Complete
<ul style="list-style-type: none"> Progress Reports for Chinese (for K-1 students) Note: We generated individual progress reports from the Post-Assessments and teacher comments to send home with students on the last day of class. 	June 22 - Complete
<ul style="list-style-type: none"> Data Collation and Statistical Analysis (by Michele) 	June 20-July 31 - Complete

What?	When?
Program Evaluation	
<i>Attitudinal Results</i>	
<ul style="list-style-type: none"> Survey of parents/families of participating K-1 students (brief, easy-to-understand paper survey in multiple languages to be sent home with students or given out at school event, such as the K graduation or Food Fair) 	June - Complete
<ul style="list-style-type: none"> Survey of other teachers at the schools (15 minutes at a staff meeting, plus paper survey available) 	June - Complete
<ul style="list-style-type: none"> Focus group with K-1 teachers (to get more in-depth view of their experience) 	June - Complete
<i>Alignment to Standards</i>	
<ul style="list-style-type: none"> Review alignment of curriculum for Chinese language program in relation to the Standards for Foreign Language (<i>Kristin/Michele</i>) 	May-August - Complete for Graham Hill

Year 2 – 2007-2008

What?	When?
Chinese Language Assessment	
<ul style="list-style-type: none"> Pre-Assessment of K students in Chinese program (and new students in grades 1-2) 	September
<ul style="list-style-type: none"> Language Assessment Overview & Planning (training) 	October
<ul style="list-style-type: none"> Online SOPA Training from CAL (focus on rating) Additional Rating and Interviewing Practice 	October-December
<ul style="list-style-type: none"> Progress Reports to families on what children are learning 	January
<ul style="list-style-type: none"> Preps for ELLOPA/SOPAs (script, props, etc.) 	April
<ul style="list-style-type: none"> ELLOPA/SOPA Training (as needed, with local resources) 	Late April, Early May
<ul style="list-style-type: none"> ELLOPA/SOPA Teacher Observation Matrix (by teachers) 	Late May
<ul style="list-style-type: none"> ELLOPA/SOPA Interviews (by trained Chinese teachers) 	Late May, Early June
<ul style="list-style-type: none"> Data Collation and Statistical Analysis (by Michele) 	June 20-July 31
<ul style="list-style-type: none"> Progress Reports to families on what children are learning 	June
Program Evaluation	
<i>Attitudinal Results</i>	
<ul style="list-style-type: none"> Survey of parents of participating students (at school event or paper survey) 	May or June
<ul style="list-style-type: none"> Survey of other teachers at the schools 	May or June
<ul style="list-style-type: none"> Focus group with K-2 teachers (to get more in-depth view of their experience) 	May or June
<i>Alignment to Standards</i>	
<ul style="list-style-type: none"> Review alignment of curriculum for Chinese language program in relation to the Standards for Foreign Language (<i>Kristin/Michele</i>) 	January (for fall) June (for winter)

Year 3 – 2008-2009

What?	When?
Chinese Language Assessment	
<ul style="list-style-type: none"> Pre-Assessment of K students in Chinese program (and new students in grades 1-3) 	September
<ul style="list-style-type: none"> Language Assessment Overview & Planning (training) 	October
<ul style="list-style-type: none"> Online SOPA Training from CAL (focus on rating) as needed 	October-December
<ul style="list-style-type: none"> Progress Reports to families on what children are learning 	January
<ul style="list-style-type: none"> Preps for ELLOPA/SOPAs (script, props, etc.) 	April
<ul style="list-style-type: none"> ELLOPA/SOPA Training (as needed, with local resources) 	Late April, Early May
<ul style="list-style-type: none"> ELLOPA/SOPA Teacher Observation Matrix (by teachers) 	Late May
<ul style="list-style-type: none"> ELLOPA/SOPA Interviews (by trained Chinese teachers) 	Late May, Early June
<ul style="list-style-type: none"> Data Collation and Statistical Analysis (by Michele) 	June 20-July 31
<ul style="list-style-type: none"> Progress Reports to families on what children are learning 	June
Program Evaluation	
<i>Attitudinal Results</i>	
<ul style="list-style-type: none"> Survey of parents of participating students (at school event or paper survey) 	May or June
<ul style="list-style-type: none"> Survey of other teachers at the schools 	May or June
<ul style="list-style-type: none"> Focus group with K-3 teachers (to get more in-depth view of their experience) 	May or June
<i>Alignment to Standards</i>	
<ul style="list-style-type: none"> Review alignment of curriculum for Chinese language program in relation to the Standards for Foreign Language (<i>Kristin/Michele</i>) 	January (for fall) June (for winter)