

Programmatic: Dual Language Immersion

WHAT IS THE DEFINITION AND PURPOSE?

Students learning languages other than English are administered a language proficiency assessment. Students participating in CUSD's dual language immersion program will be administered the assessment. High school students who would like to qualify for the Seal of Biliteracy may take the assessment. The purpose of the test is to:

1. Determine the overall language proficiency in reading, writing, listening and speaking skills in the target language.
2. Determine the effectiveness of the language program.

WHEN IS THIS ASSESSMENT ADMINISTERED?

Dual language immersion program students are administered the assessment annually in May, with the exception of grade 3 students who will also take a pre-test at the beginning of the year. High school students who would like to qualify for the Seal of Biliteracy have the opportunity to test in the spring.

WHAT DATA DO THESE ASSESSMENTS PROVIDE?

Quantitative data on a student's language proficiency.

WHAT DUAL LANGUAGE IMMERSION TEST DOES CUSD UTILIZE?

CUSD administers the STAMP (STAndards-based Measurement of Proficiency). More details regarding the [Dual Language Immersion program](#). Additionally, the STAMP is administered for students interested in receiving the [Seal of Biliteracy](#).

WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
Student	Set a goal for language proficiency	<ul style="list-style-type: none"> • What is my overall proficiency level? • What are my strengths in the language I'm learning? • What areas do I need to improve in the language I'm learning?
Family	Receive score report	<ul style="list-style-type: none"> • What is my student's overall proficiency level? • What are my student's strengths in the language s/he is learning? • What areas does my student need to improve in the language s/he is learning?
Teacher	Use data to guide instructional decisions	<ul style="list-style-type: none"> • At the beginning of the year, review prior year assessments for: <ul style="list-style-type: none"> ◦ What are my students' overall proficiency levels? ◦ What are my students' strengths in the language they are learning? ◦ What areas do my students need to improve in the language they are learning? ◦ Are there any language domains that need additional support? • At the end of the year, review post-test assessment for: <ul style="list-style-type: none"> ◦ How did my students grow compared to prior year? ◦ What percentage of my students are proficient and/or reaching their proficiency goal? • Did my students approach, meet, exceed or far exceed the district's recommended proficiency targets? • Did my pacing allow sufficient time for students to master content? • Does my future instruction need refinement/adjustments?



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Who	Action	How
Site Student Support Professionals (e.g., reading/math specialist)	Review score report	<ul style="list-style-type: none"> Review data: <ul style="list-style-type: none"> What does this data reveal about the strengths and areas of improvement of our students? What does this data reveal about our instructional practices? How can I best support students and colleagues? Identify which students would benefit from additional supports.
	Analyze assessment data	<ul style="list-style-type: none"> Did the students approach, meet, exceed or far exceed the district's recommended proficiency targets? Which teachers may need additional supports and/or resources to meet the needs of their students?
	Support teachers to increase proficiency	<ul style="list-style-type: none"> Identify eligible students. Support sites in analyzing student-level data.
	Review school- and district-level data aggregated and disaggregated	<ul style="list-style-type: none"> What district trends are evident in the data? What school trends are evident in the data? Which sites may need additional supports and/or resources to meet the needs of their students?

Who	Action	How
District Administration	Review school- and district-level data aggregated and disaggregated	<ul style="list-style-type: none"> What district trends are evident in the data? What school trends are evident in the data? Which sites may need additional supports and/or resources to meet the needs of their students?