



Life changing. World changing.

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About CAIS

- In San Francisco
- 50/50 partial immersion, independent PreK-8
- Established in 1981
- 3 campuses
- Key features: integrated curriculum- across languages, disciplines, DEI, Arts and Design; robust international programs

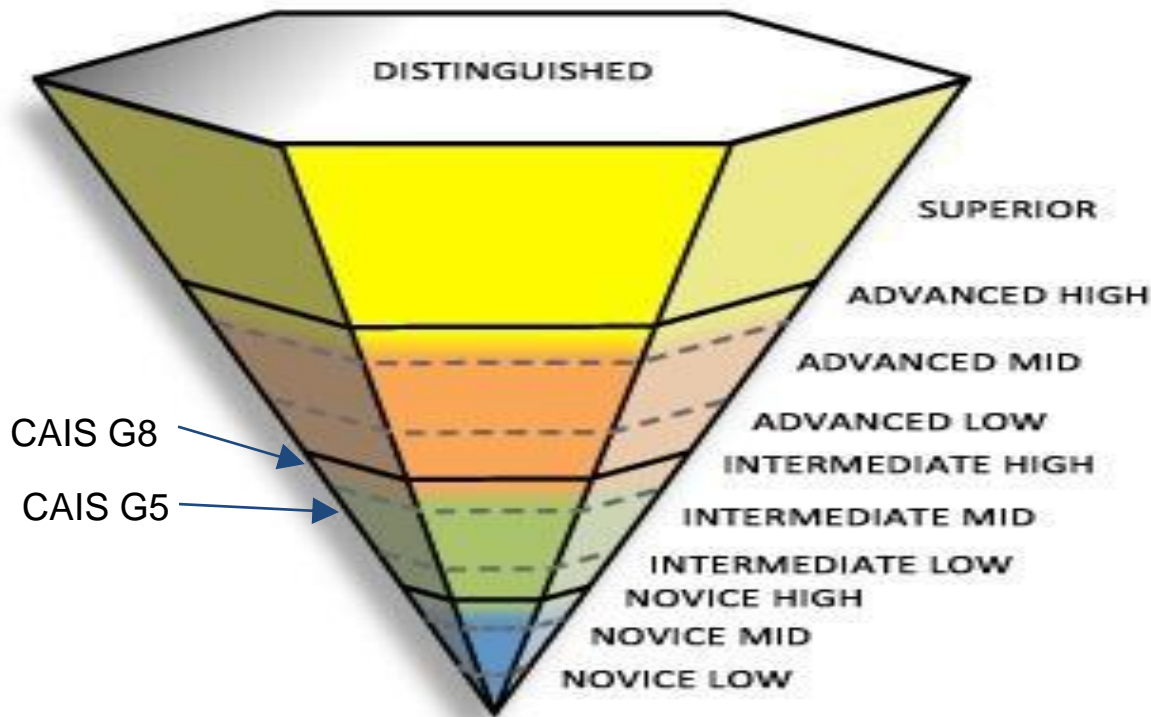


What is CAIS's Approach to Language Assessment?

- Our own **internal** assessment provides critical data about student learning
- We want to measure language proficiency using a credible **external** system, not by comparison
- Assessment is one piece of information about student learning
- We want assessment to be formative assessment



Step 1: Benchmark Language Proficiency



We decided to benchmark our language proficiency against ACTFL guidelines



Step 2: Get Teachers Trained



Why and How?

- 2003-2007, CAIS already had 5 certified OPI testers
- In 2011, 16 CAIS teachers were certified as OPI testers
- In 2014, CAIS ran WPT training; 9 teachers certified as raters
- In 2015, 3rd round of OPI training, CAIS had 13 OPI testers
- Continuous PD for norming, testing skills, instruction, etc.



Step 3: Communicate with the Community

- We need a reliable assessment to measure language proficiency
- Teachers are trained to administer the assessment
- Explain the pros and cons of these assessments
- Emphasize that assessment is ONE piece of information
- We have data contents, not just the results
- How we use the data



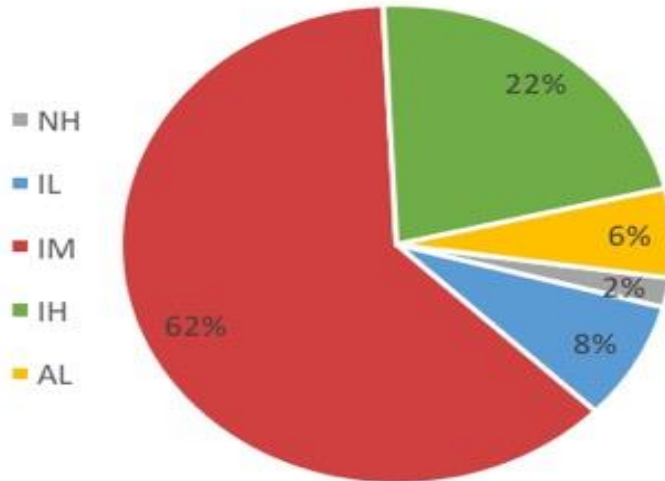
Step 4: Run Assessments

- OPI:
 - 8th grade in April
 - 5th grade in May
- WPT:
 - Whole school in May
 - 2017-18, change to quarterly, one focus each quarter
- STAMP 4Se:
 - In March, grade 3-5



Step 5: Collect and Analyze Data

2016-2017 6th Grade OPI Result



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NH	1
IL	4
IM	31
IH	11
AL	3

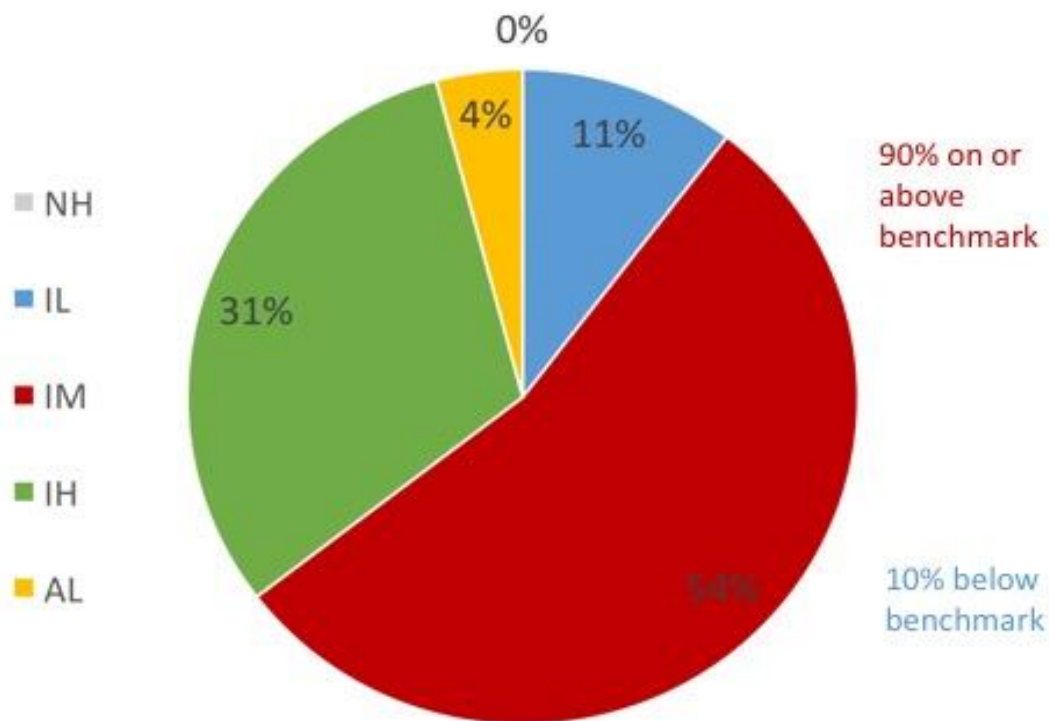
90% on or above target

10% below target

2016-2017 5th Grade OPI Result



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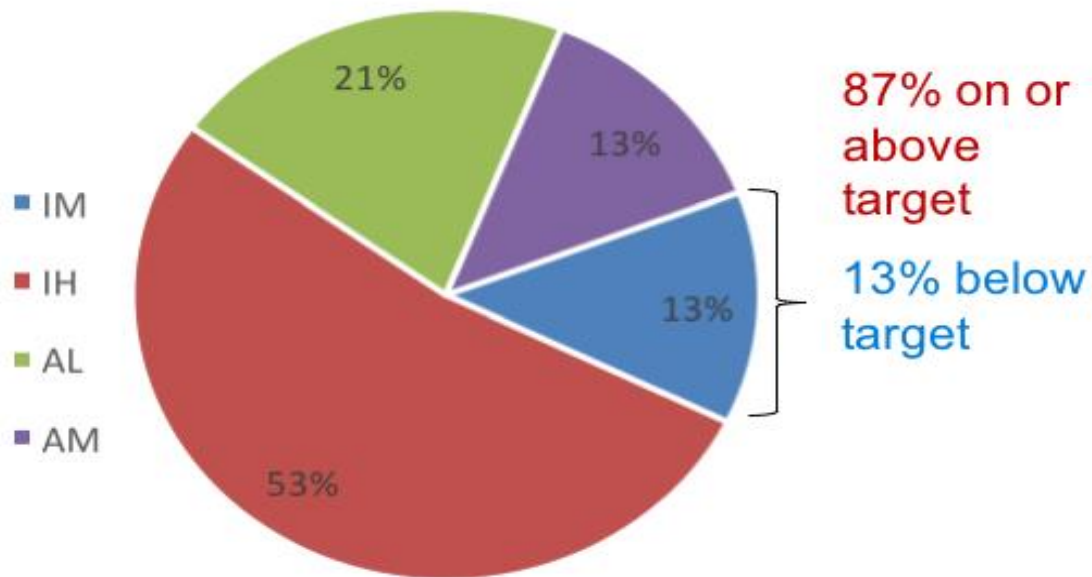


NH	0
IL	5
IM	26
IH	15
AL	2

2015-2016 8th Grade OPI Result



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IM	5
IH	20
AL	8
AM	5
Total Student	38

Whole-School Writing Assessment

- Based on WPT
- Sample prompt
- Writing sample

梅瑰 #11

亲爱的丽丽：

你好！你怎么样？你喜欢你的学校吗？我叫做梅瑰，我住在美国，旧金山。我有黄色的头发，蓝蓝的眼睛，我还有一个大大的最！说呀，说！不停的聊天！我有一双眼睛，因为我特别喜欢读书！我也很喜欢些故事。我不高也不矮，可是我跳舞时，表演真棒！我姐姐比我高，高很多！她也比我老，比我聪明。可是她在七年级，我就在五年级。我很爱我的姐姐，可是有时候我们会吵架。


我去中美国际学校；我们半天在中文课，半天在英文课。我的中文老师叫刘老师，我很喜欢她！我们也有金老师，我也很喜欢他！很多同学不喜欢中文课，但是我特别喜欢中文课！因为刘老师总有一个很好玩的课！如果你有刘老师数学，读书和写文都很有趣！我也很喜欢英文课，我有Mr.Masconi，也有Ms.Bonchora。我很喜欢Mr.Masconi，因为每天他让我们玩一个活动，就是五到十分钟的活动可是很好玩。

你喜欢你的老师吗？你喜欢做什么活动？你可不可以给我写一个信像这个所以我可以知道你是什么样的？

如果你到旧金山我们可以去金门桥，和金门公园。那里特别好玩！如果我到中国我们可以做什么？

据你身体好！

十月十九日二零一七年

你的朋友，
梅瑰 



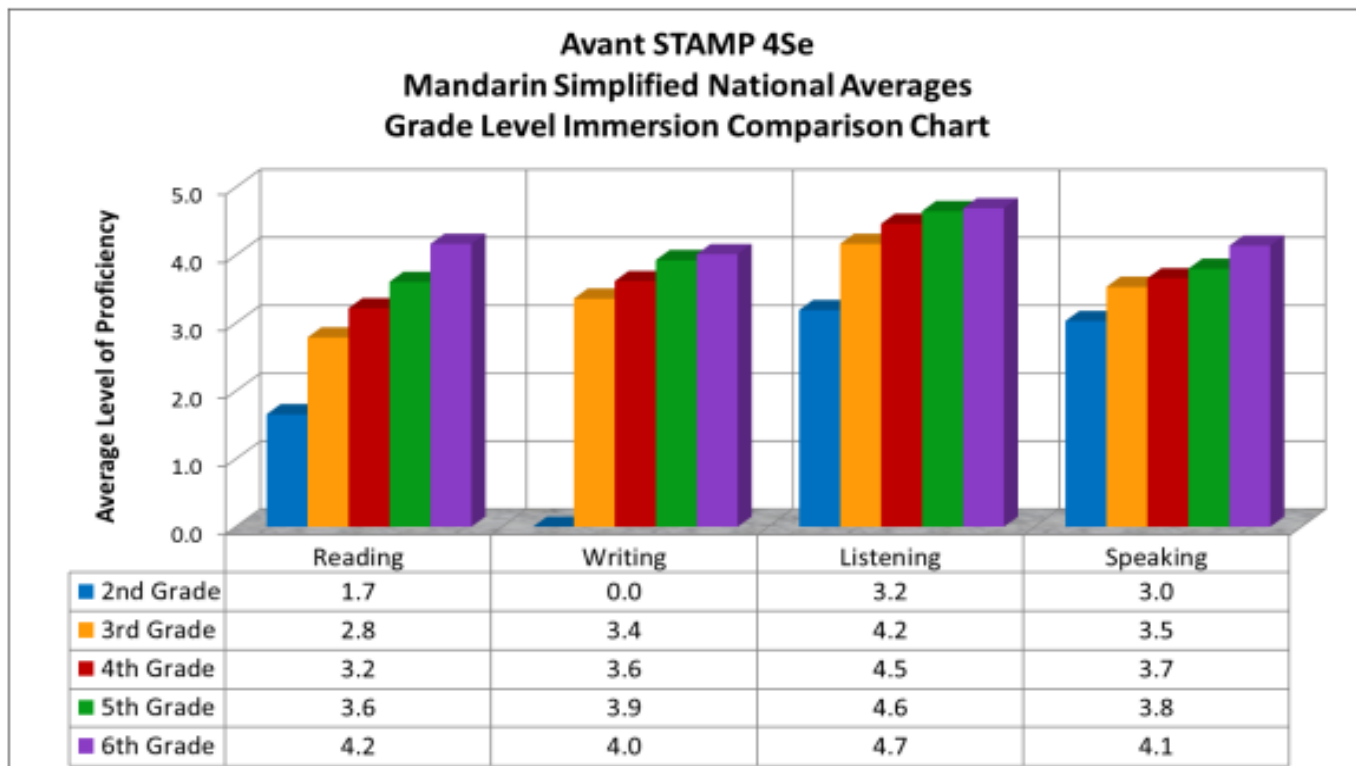
Our Students' Reading/Writing Levels 2016

CAIS Reading

- G3: 3.35
- G4: 4.7
- G5: 5.17

CAIS Writing

- G3: 3.59
- G4: 4.00
- G5: 4.17



KEY: The numbers 1-6 represent the following levels: 1=Novice-Low, 2= Novice-Mid, 3=Novice-High 4=Intermediate-Low, 5=Intermediate-Mid, 6= Intermediate-High

The numbers for each skill are averages for that particular test group/grade and indicate the average level of achievement for that group. A "2.7" for example, would indicate that this group is approaching Novice-High "3".

Validate How Well Students Can Perform

CAIS PK-8 Articulation Table

Grade	Expected Grade Level Expectation (GLE)				
	Oracy			Literacy	
	Listening	Presentational Speaking	Interpersonal Speaking	Reading	Writing
8	AL	IH- AL	IH-AL	IH/ Pre ADV	IH/ PreADV
7	IH-AL	IM-IH	IM-IH	IM-IH	IM-IH
6	IH	IM	IM-IH	IM	IL-IM
5	IM-IH	IL-IM	IM	IL-IM	IL
4	IM-IH	IL	IL	IL-IM	NH-IL
3	IL-IM	NH-IL	NH-IL	NH-IL	<u>NH</u>

Step 6: Interpret and Learn from the Data

听过学生这么说吗？

- 我不可以(看, 听...) 到
- 我上课在学校昨天
- 有没有.....吗?
- 可不可以.....吗?
- 我“有”做过
- 我(想)是....
- 我“去”X 年级

- ❓ 我放铅笔在桌上
- ❓ 它”是”很可爱(高兴), 他”是”10岁, 他是高
- ❓ 一(个)猫
- ❓ 和那个(东西)我(知道)他和那个(东西)
- ❓ 我不知道如果
- ❓ 用“所以”做句子的开头
- ❓ 用“和”来连接句子



教师A	教师B	教师C	教师D	教师E
很能说，语法上问题严重	有段落形成，连接词的使用不够	句子不完整，一直“嗯嗯嗯”	词汇量不够，句子偏短	每样都能描述一点点，无法深入
用“和”来连接句子	紧张，没能发挥实力	用词单一，一直用“有”	语句内夹杂英文字 like	重复使用熟悉的语词，可以，喜欢
量词	不够流畅，、看得出来正在思考	我是15岁	说东西没系统，东跳西跳	很会说一天的流程
这个这个这个	一直用“嗯”	解决问题的能力很好，但说不完整	说话自然，很爱说	对学校的话题很熟悉，对外面的话题有困难
自我介绍能力很好，但倾向英文语法	角色扮演能力强	时间太短，学生急着要走	基本的语法不应该再错了	能拐弯抹角，描述不熟悉的东西



Step 7: Set Goals and Discuss Strategies Through TCT

- Foster a Chinese-speaking environment
- Develop skills to solicitate high-quality speech or writing
 - Example:

请告诉我你的房间是什么样子？

请告诉我你的房间里有什么？



题目

作者

文体

6W:

1. 什么时候 When
2. 有谁 (人物) Who
3. 在哪里 (地方) Where
4. 发生什么事 What
5. 为什么 Why
6. 如何 How

结构:

1. 开头
2. 经过
3. 结果

重要词汇

作者目的

假设 预测 推论 比较



用 6W 来说一件事-报道发生的事

事件 (event name)	
时间 (When)	
地点 (Where)	

CAIS's Approach to Language Assessment

- Step 1: Benchmark language proficiency
- Step 2: Get teachers trained
- Step 3: Communicate with the community
- Step 4: Run assessments
- Step 5: Collect and analyze data
- Step 6: Interpret and learn from the data
- Step 7: Set goals and discuss strategies through TCT



谢谢!