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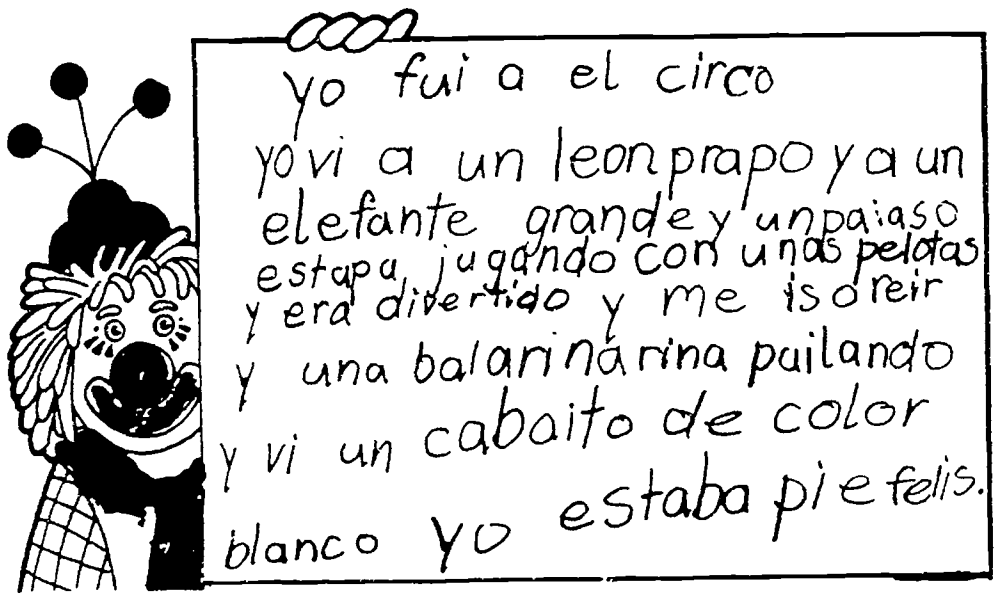
ABSTRACT

The partial immersion program at Key Elementary School (Arlington, Virginia), where half the instruction is in English and half in Spanish, has completed its sixth year. The program review, including classroom observation, interviews with or surveys of students, teachers, parents, and staff, and student assessment, revealed a highly successful educational program for grades K-5. Program success is attributed to the dedication of principal, teachers, and staff; innovations in English- and Spanish-medium instruction, especially approaches to reading and writing; active parent involvement; and continued central office English- and native Spanish-speaking students. (MSE) well as or better than other students in their grade level. Three major recommendations are made for the coming year: (1) continued expansion and refinement of teaching techniques and strategies; (2) increased opportunities for teachers to continue training through in-service workshops and conferences on student cultural needs and instructional strategies; and (3) improved articulation between elementary and secondary school partial immersion programs. Overall student performance in this program confirms results of other partial immersion programs and verifies that the model is appropriate for educating both native English- and native Spanish-speaking students. (Author/MSE)

Review of the Sixth Year of the Partial Immersion Program at Key Elementary School Arlington, Virginia



Susan C. Barfield and Nancy C. Rhodes
August 1992
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Review of the Sixth Year of the Partial Immersion Program
at Key Elementary School, 1991-92
Arlington, Virginia

ABSTRACT

The partial immersion program at Key Elementary School, where half the day is taught in English and half in Spanish, has completed its sixth year. The review of the program, which included classroom observations, interviews with or surveys of students, teachers, parents, and staff, and student assessment, revealed a highly successful educational program for grades K-5.

Some of the reasons the program has been successful are: the dedication of the principal, teachers, and staff; the innovations in both the English and Spanish portions of the day, especially in the approaches to reading and writing; the active involvement of the parents; and the continual support of the program from the central office.

Test results have shown that the students in the partial immersion program have progressed in academic areas as well as or better than other students at their grade level. Students are continuing to improve their Spanish and English skills, as measured by the Language Assessment Scales (LAS) test, and students' oral skills in Spanish continue to improve from year by year, as measured by the Student Oral Proficiency Rating (SOPR) scale. Not only did the third, fourth, and fifth grade immersion classes score higher than other third, fourth, and fifth grade classes at Key on the county-wide "Assessment of Writing," but they also made expected gains from the fall to spring. In addition, achievement test results in all subject areas show that students participating in the immersion program at the fourth garde level are performing academically as well or better than those students in the regular classrooms.

We have three major recommendations for this coming year: (1) that the Key immersion teachers continue to expand and refine their teaching techniques and strategies, (2) that the immersion teachers be offered opportunities to continue their training by attending in-service workshops and conferences to gain additional knowledge on the cultural background and needs of the students to improve instructional strategies, and (3) that articulation between the elementary and middle school/high school partial immersion programs be strengthened.

The overall performance of students in grades kindergarten thrcugh five confirms results of other partial immersion programs with both native English and native Spanish speakers and verifies that Key School's model is an appropriate one for educating both English- and Spanish-speaking children.

Table of Contents

Review of the Sixth Year of the Partial Immersion Program at Key Elementary School, Arlington, VA
1991-92

I. Introduction

The Center for Applied Linguistics has been involved in a review of the partial immersion program at Key School in Arlington since the program began six years ago. The annual review has included observing the partial immersion classes on a regular basis, interviewing students, teachers, other school staff and parents, and recommending student assessments so that the students' achievement can be measured in both Spanish and English (standardized tests, oral language assessments, and teacher evaluations).

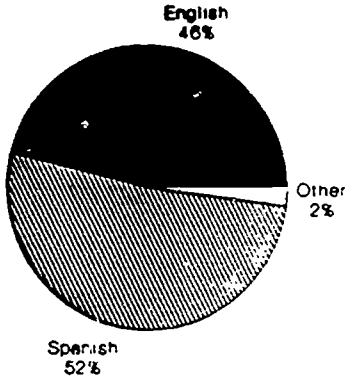
A. Program Design

In the partial immersion program at Key School, classes are taught approximately half the day in English and hal. the day in Spanish. Since its inception at the first grade level, the program has added one grade per year, and in its sixth year has expanded to grades K - 5. Two kindergarten classes were added this year with support from a Title VII grant. Each class contains both native Spanish speakers and native English speakers, as well as a few who speak another language natively (see Figure 1).

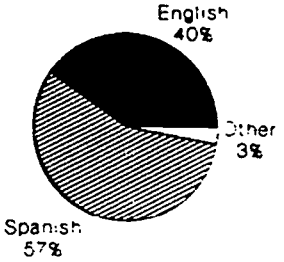
Kindergarten students attend the partial immersion program for half the day, and regular English kindergarten classes the other half of the day. Students in the kindergarten classes, one of the grade 1 classes, and in both the grade 2 classes change classrooms at noon, changing teachers and language of instruction. Students in the other grade 1 class and in grades 3, 4, and 5 have the same teachers all day, for both Spanish and English sessions. The program for grades 1 - 5 is set up as follows:

FIGURE 1

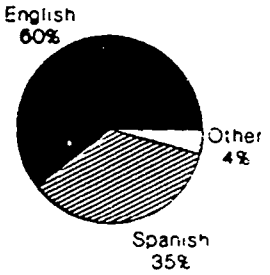
PARTIAL IMMERSION PROGRAM
NATIVE LANGUAGE OF STUDENTS



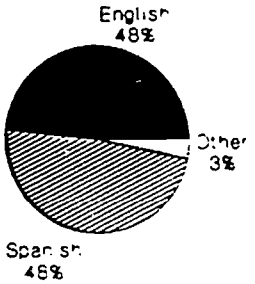
TOTAL PROGRAM



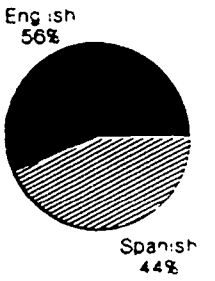
KINDERGARTEN



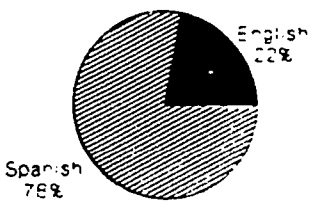
FIRST GRADE



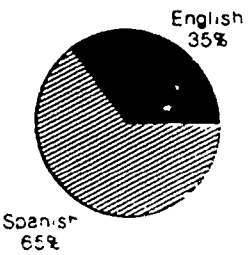
SECOND GRADE



THIRD GRADE



FOURTH GRADE



FIFTH GRADE

		A.M.		P.M.
Grade 1	**SPANISH**	Language Arts Social Studies Science/Health (Ms. Macia)	**ENGLISH**	Language Arts Math (Ms. Bretz)
Grade 1	**SPANISH**	Language Arts Social Studies Science/Health (Ms. Hudecek)	**ENGLISH**	Language Arts Math (Ms. Hudecek)
Grade 2	**ENGLISH**	Language Arts Math (Ms. Bretz)	**SPANISH**	Language Arts Social Studies Science/Health (Ms. Macia)
Grade 2	**ENGLISH**	Language Arts Math (Ms. Bretz)	**SPANISH**	Language Arts Social Studies Science/Health (Ms. Heidig)
Grade 3	**ENGLISH**	Language Arts Math (Ms. Kirsch)	**SPANISH**	Language Arts Social Studies Science/Health (Ms. Kirsch)
Grade 4	**ENGLISH**	Language Arts Social Studies (Ms. Fernández)	**SPANISH**	Language Arts Math Science/Health (Ms. Fernández)
Grade 5	**ENGLISH**	Language Arts Social Studies (Ms. Pawling)	**SPANISH**	Language Arts Math Science/Health (Ms. Pawling)

The "special" classes (music, physical education, and library) are typically conducted in English, but there has been an increased awareness of Spanish language activities overall throughout the school and other teachers have incorporated Spanish language and culture into their lessons.

B. Personnel

New to the immersion program but an experienced teacher, **Gladys Landing** taught both the new kindergarten classes, one in the morning and the other each afternoon. Returning teacher **Olga Hudecek** taught both the English and Spanish portions of one of the first grades. New to the Key partial immersion program,

Lourdes Macia, taught the Spanish portion of the day to one first grade and one second grade class. Returning teacher **Irma Heidig** taught the Spanish portion to the other second grade class. As in the previous year, **Ellen Bretz** taught the English portion of the day for both the first and second grade immersion classes. **Carmen Kirsch**, in her third year with the program, again taught the third grade for both the English and Spanish portions of the day. Experienced immersion teacher **Evelyn Fernandez** taught both the Spanish and English portions of the fourth grade. Rounding out the group, **Isabel Pawling**, a second year teacher, taught the fifth grade. All eight teachers of Spanish have native-like fluency in Spanish and English, representing the cultures of Spain, Cuba, Bolivia, Chile, and the Dominican Republic.

The principal, **Katharine Panfil**, has extensive experience in foreign language education and administration in the school system. As Arlington's foreign language supervisor and Director of Special Projects, she was instrumental in the development of the program at Key. Ms. Panfil, **Jan Spees**, Reading Specialist, and **Marcela von Vacano** in her role as Immersion Resource Specialist and Title VII Project Coordinator at Key gave ongoing support to the teachers and students in the program. In addition, the Arlington County Public Schools Foreign Language Supervisor, Mary Ann Ullrich, assisted at the county level through support for staff and curriculum development.

C. Class Composition

The fifth grade immersion class had 20 students at the end of the year. Of these, 13 were native Spanish speakers and 7 were native English speakers. Seventeen of the 20 students had been in the immersion class the previous year. The two students who did not return moved out of the area.

The fourth grade class had 23 students: 18 native Spanish speakers and 5 native English speakers. All twenty-one students who had been in the immersion class the previous year returned, and the two new students entering the program were native Spanish speakers.

In the third grade class there were 25 students: 11 native Spanish speakers and 14 native English speakers. Twenty-two of the 25 students had been in the class the previous year. The one not returning from last year was placed in another program at Key School because of special needs. Of the two new students entering the program, one was recommended by last year's HILT teacher and the other is a gifted student.

The two second grade classes had 29 students: 14 native Spanish speakers, 14 native English speakers, and one with Arabic as her native language. Twenty-six of the students had been in immersion the previous year. Five of last year's class did not return: three moved out of the area and two stayed at Key but switched into all English classes because of special needs.

The first grade had 48 students in two classes: 17 native Spanish speakers, 29 native English speakers, and 2 native speakers of other languages.

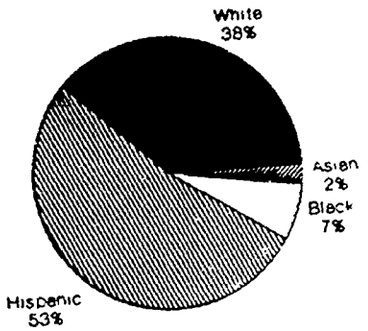
There were 35 students in the new kindergarten partial immersion program, 20 native Spanish speakers, 14 native English speakers, and one native speaker of another language.

It can be noted that while the primary grades have a more even distribution regarding native English and native Spanish speakers, the fourth and fifth grades are predominantly native Spanish speakers. This should be looked at each year to see if this is a trend. If so, possibly the reason for more native Spanish speakers in the higher grades is due to the fact that any new entering students into the fourth and fifth grades need to be native Spanish speaking. Since it is very difficult to find native English speakers who are proficient in Spanish, most of the students entering the program in the upper grades are native Spanish speakers.

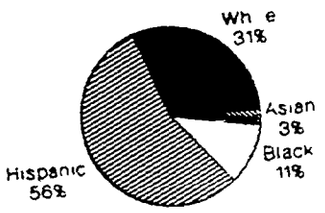
While the percentages for ethnicity in the program mirror the native language figures, it should be noted that there are few Asian and Black students currently enrolled in this program. Total Black enrollment is seven per cent and total Asian is two per cent (See Figure 2).

FIGURE 2

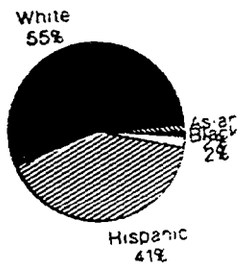
PARTIAL IMMERSION PROGRAM
ETHNICITY



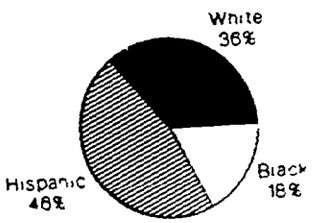
TOTAL PROGRAM



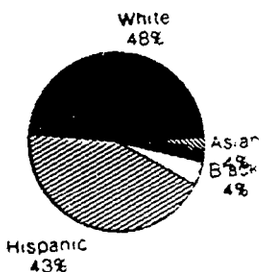
KINDERGARTEN



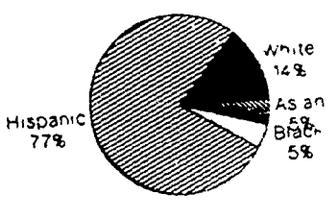
FIRST GRADE



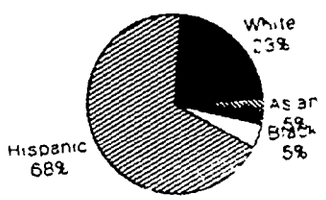
SECOND GRADE



THIRD GRADE



FOURTH GRADE



FIFTH GRADE

The philosophy of Key School is that the immersion program is open to any child who is interested. The principal does highly recommend, however, that children who lack previous schooling enter another program in the school. Overall, there are a few more gifted and talented students in the immersion classes than in the regular classes. Currently, there are approximately 3 - 5 gifted students in each immersion class and 2-3 in each non-immersion class at Key School. The immersion program also includes several learning disabled children, and several students who receive speech therapy. The number of children with learning disabilities and those receiving speech therapy in immersion is not as high as those in non-immersion classes, however. The number of students in each immersion class is approximately the same as the number of students in the other classes at Key although this year's two second grade immersion classes are smaller than the non-immersion second grade classes.

The total partial immersion program is comprised of 48% males and 52% females (see Figure 3). Only the fourth grade had a disproportionate ratio, 70% females and 30% males.

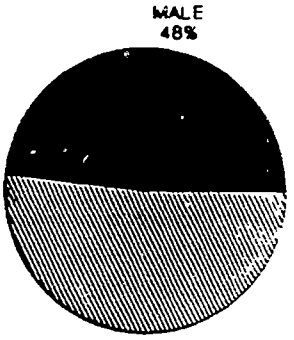
Socio-economic status for this report is determined by students' participation in the free and reduced lunch programs. It should be noted that this is not as valid as other measures due to the fact that participation is voluntary. However, it is acceptable for school program evaluations. Thirty-five per cent of the children involved in the partial immersion program at Key had free lunches, six per cent had reduced (see Figure 4). For school year 1991-92, forty-five per cent of all Key students had free lunches, and six per cent had reduced.

II. Evaluation Procedures

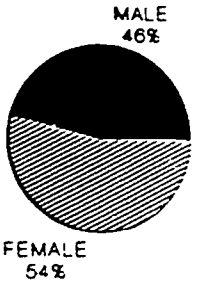
The Arlington school district requested that CAL provide an evaluation of the immersion program's sixth year of operation, specifically to meet federal regulations regarding the Title VII requirement. CAL staff who participated in the project included Nancy Rhodes and Donna Christian. Susan Barfield, a doctoral

FIGURE 3

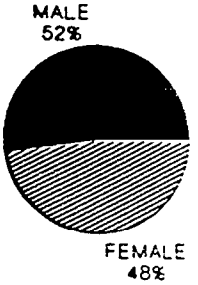
PARTIAL IMMERSION PROGRAM
GENDER



TOTAL PROGRAM



KINDERGARTEN



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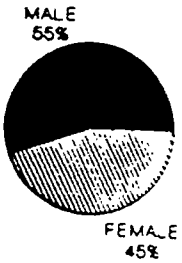
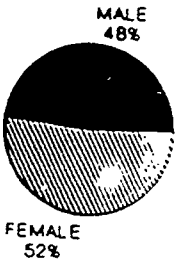
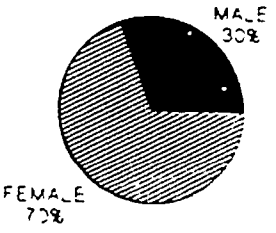


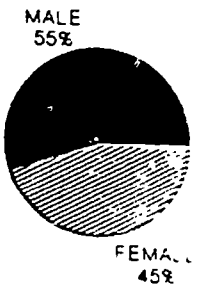
SECOND GRADE



THIRD GRADE



FOURTH GRADE



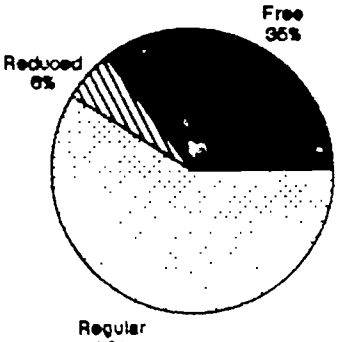
FIFTH GRADE

FIGURE 4

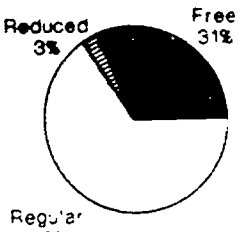
PARTIAL IMMERSION PROGRAM

Socio-Economic Status

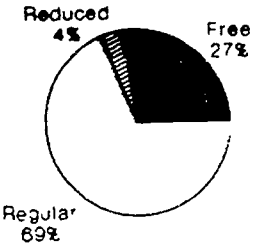
(Free & Reduced Lunches)



TOTAL PROGRAM



KINDERGARTEN



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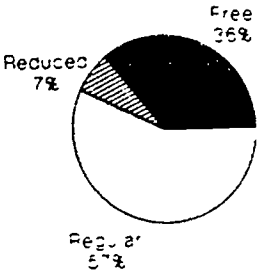

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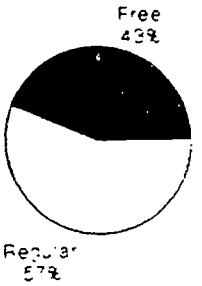

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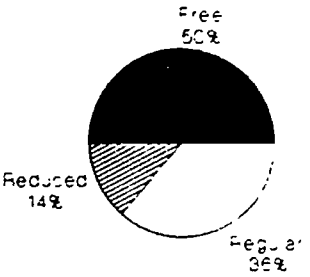

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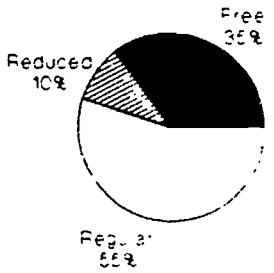


FIFTH GRADE

student at George Mason University and a CAL consultant, collected the data, conducted the statistical analysis and evaluation of the data, and drafted the evaluation report. Barbara Craig, a Ph.D. candidate at Georgetown University, conducted the survey of parents of children in the Key School immersion program. Her results are included in this report. The evaluation was planned as a follow-up to the first through fifth year evaluations and addressed the following questions:

1. What is the English and Spanish proficiency of students in the immersion program, and how does it change from year to year?

2. How well do the immersion students do in content area subjects? Do they make academic progress comparable to their peers in the same grade?

3. How might the program be improved?

As Key School has a transient population, it is not possible to have a comparison group which could be used on a yearly basis. Thus the comparison groups used will be the national standards for standardized assessments, as well as local statistics on non-immersion classes at Key and in Arlington County.

Because this is the first year that Key School is participating in the Title VII Developmental Bilingual Education Program (DBE), 1991-92 test scores will be considered the Pre-test Scores, and Post-test scores will follow in school year 1992-93.

As in the past five years, several types of information were collected for this review of the program. From January through May, CAL staff conducted classroom observations of the immersion classes. Staff members spent time observing both the English and Spanish portions of the day in all six grade levels. CAL staff also had other opportunities to visit classes before and after the observation period and to talk informally with the immersion teachers, students, and other Key School staff. They also attended parent meetings and student performances for parents

which allowed informal interaction with parents as well. Teachers in the program and the Program Coordinator were interviewed during the course of the year to find out their opinions of the program as well as completing a Title VII Staff Background questionnaire. In addition, for the first time this year, immersion parents were surveyed by written questionnaire concerning their views of the immersion program and of their child's education (see Appendix A and B).

Several kinds of test data were collected on the students to assess their academic progress and language development. Subtests of the Language Assessment Scales (LAS) were administered in the spring to the second and third graders in the program to provide a measure of both English and Spanish proficiency for immersion students. The PRE-LAS was given to the first graders. For the first time at Key, a sample of fourth and fifth grade students took the CAL Oral Proficiency Exam (COPE). The Student Oral Proficiency Rating (SOPR) was used by the teachers to assess Spanish speaking proficiency for grades one through five. The Boehm R Test of Basic Concepts was administered to the first graders again this year to assess the students' conceptual development in English and Spanish. All students in Arlington County Public Schools are required to take the Cognitive Abilities Test (CogAT) in first grade and the Iowa Test of Basic Skills (ITBS) in fourth. Key School has chosen to have students in grades three through five take the English Assessment for Writing. A self-concept assessment, the Perceived Competence Rating Form, was administered for the first time this year to the fourth grade class. Lastly, the students' mastery of content area subjects was examined from scores on end-of-unit tests and/or teacher assessment in social studies, science, and reading.

The results of these information collection efforts are described in the following sections.

III. Student Progress

Student progress was measured in English and Spanish language development, Spanish oral skills, conceptual development, cognitive abilities, writing, self concept, and academic achievement.

Kindergarten report cards indicate little differences between native English and native Spanish speakers. Although three students appear to need more time in learning basic math, all partial immersion students made expected progress in science, health, and social studies. It is important to note, however, that these kindergarten students not only attend half a day in the partial immersion program, but also attend regular kindergarten classes for the other half of the day. This should significantly impact their results, as most kindergarten students in Arlington County attend only half days.

A. English and Spanish Language Development

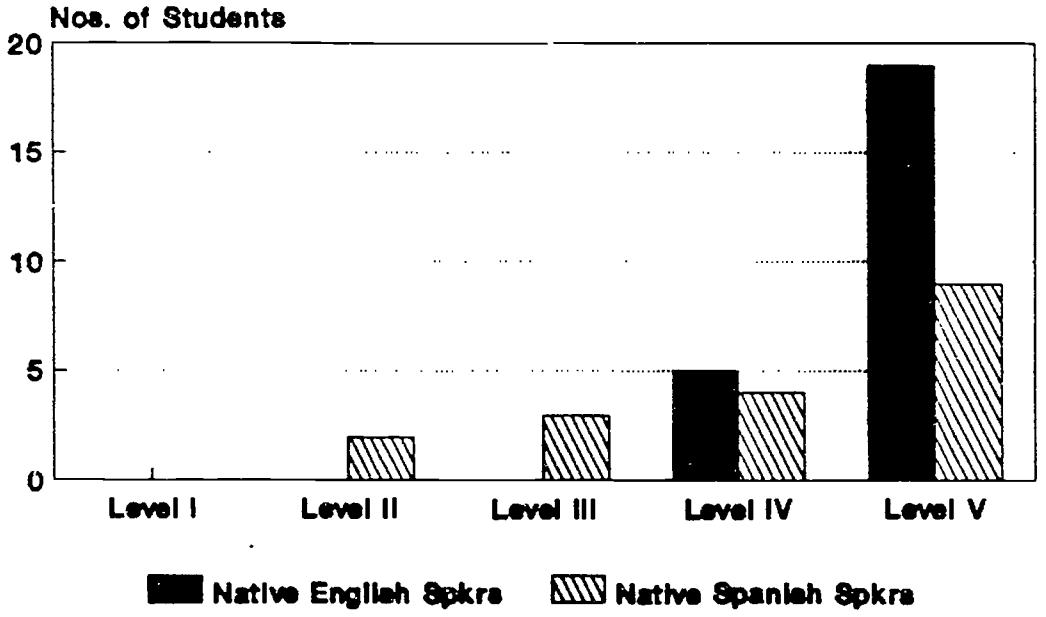
The Language Assessment Scales (LAS) and the PRE-LAS are used to measure English and Spanish language development. This year students in first grade were given the PRE-LAS and second and third graders the vocabulary and listening comprehension subtests of the LAS (see Figure 5).

As might be anticipated, there was a significant difference between the native English and native Spanish speakers on the English PRE-LAS, with the native English speakers scoring significantly higher. Differences were even more dramatic when comparing native Spanish and native English speakers on the Spanish PRE-LAS (spring 1992). The native Spanish speakers scored much higher than their native English counterparts. There were no significant differences between males and females on the PRE-LAS Spanish spring testing.

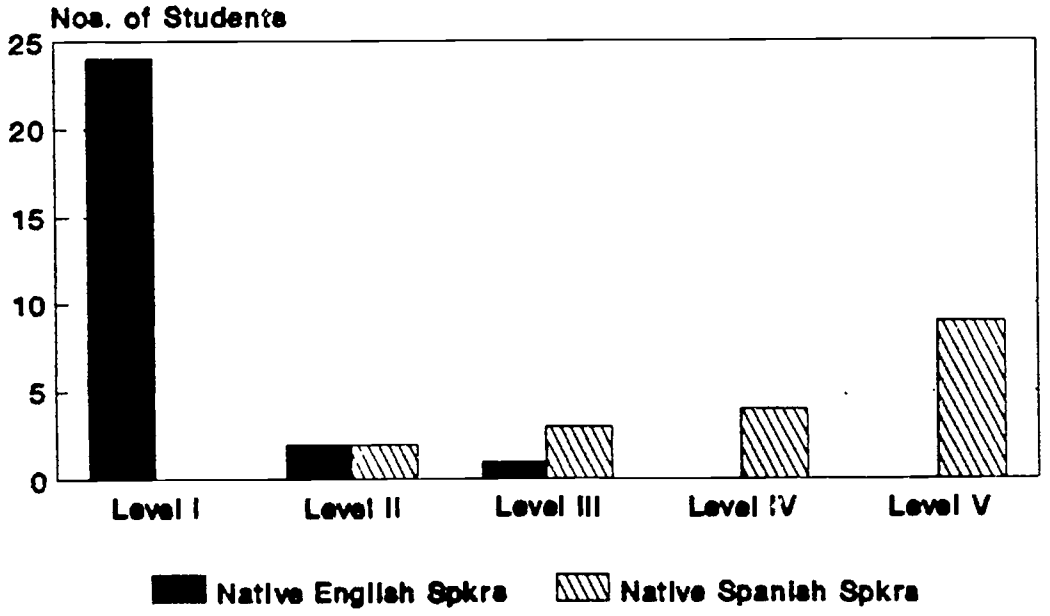
The vocabulary and listening comprehension subtests of the LAS indicated both native English and native Spanish speakers scored well, with 96% of the second and third graders scoring at the highest level, V, on the English LAS. However, there was more discrimination on the Spanish LAS subtests, ranging from

FIGURE 5

PRE-LAS English
School Year 1991-92
(First Grade)



PRE-LAS Spanish
School Year 1991-92
(First Grade)



nine native English speakers at level I to nine native Spanish speakers at level V.

B. Spanish Oral Language Skills

As in the past four years, the Student Oral Proficiency Rating (SOPR) was used by the teachers to assess their students' Spanish speaking skills (see Appendix C). The SOPR provides a measure of a student's ability to understand, speak, and be understood by others in the language he or she is learning. It is focused on oral communication ability considered apart from the ability to read or write in the language. Instead of rating the students during a specific testing time, the teachers use their observations over the year as the basis for rating a student's level of ability. Each student is rated on five categories of oral language proficiency: comprehension, fluency, vocabulary, pronunciation, and grammar. For each category, the student is rated in one of five levels, ranging from 1, indicating little or no ability, to 5, indicating a level of ability equivalent to that of a native speaker of the language of the same age. The scores reported below are the averages for the five categories (see Figures 6 and 7).

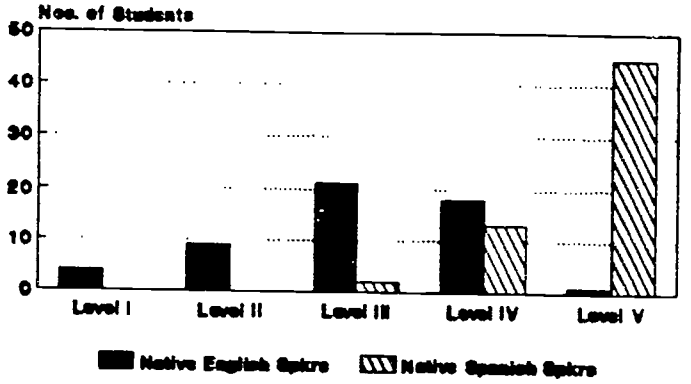
FIRST GRADE English speakers. Of the fourteen native English speakers and native speakers of languages other than English or Spanish, one scored at level 1 (very limited oral), five scored at level 2 (limited oral), seven scored at level 3 (functional oral), one scored at level 4 (fluent oral), and no one scored at level 5 (native-speaker oral) during the end of the year Spanish oral proficiency testing.

FIRST GRADE Spanish speakers. Of the eleven native Spanish speakers, two scored at level 4, and nine scored at level 5.

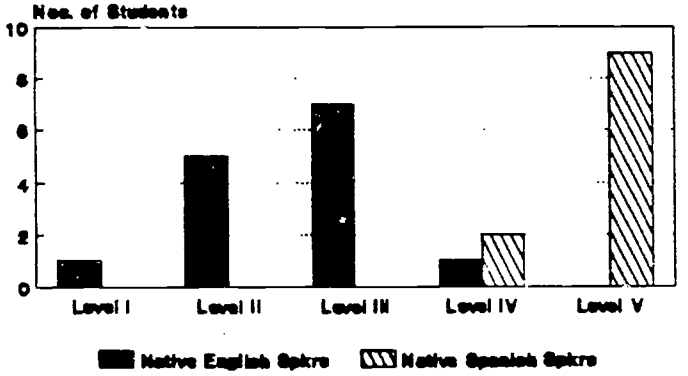
SECOND GRADE English speakers. Of the fourteen native English speakers, two scored at level 1, three scored at level 2, five scored at level 3, and three scored at level 4, and one scored at level 5.

FIGURE 6

Student Oral Proficiency Rating (SOPR - Spanish)
School Year 1991-92
(Total Program)



Student Oral Proficiency Rating (SOPR - Spanish)
School Year 1991-92
(First Grade)



Student Oral Proficiency Rating (SOPR - Spanish)
School Year 1991-92
(Second Grade)

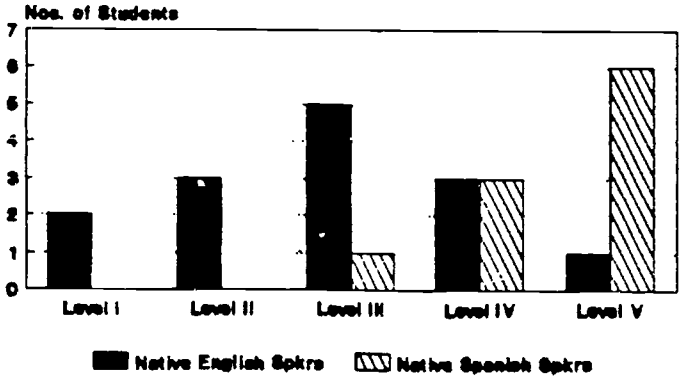
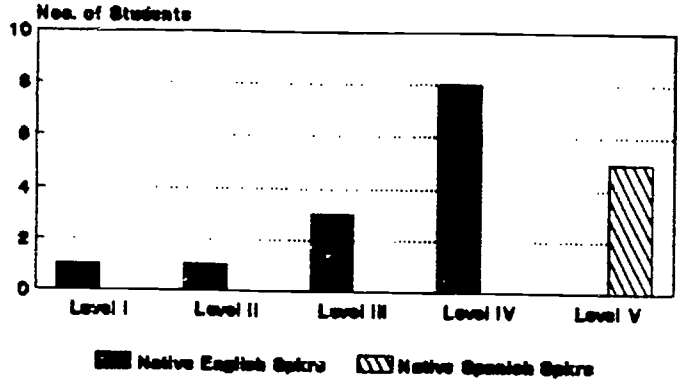
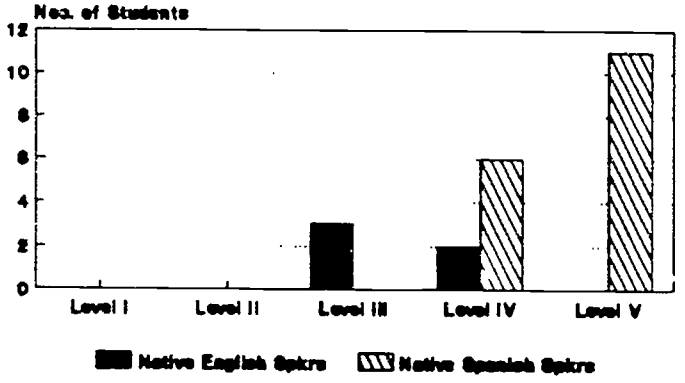


FIGURE 7

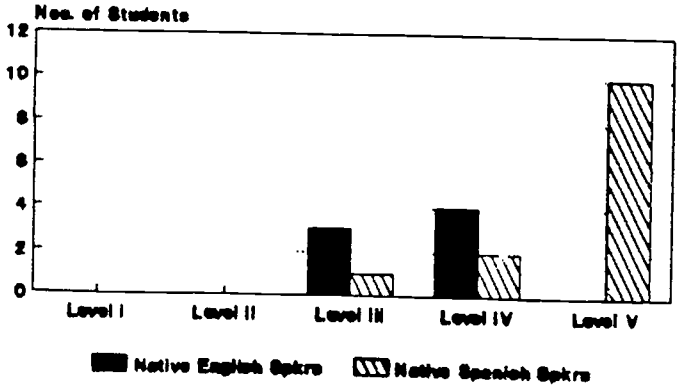
Student Oral Proficiency Rating (SOPR - Spanish)
School Year 1991-92
(Third Grade)



Student Oral Proficiency Rating (SOPR - Spanish)
School Year 1991-92
(Fourth Grade)



Student Oral Proficiency Rating (SOPR - Spanish)
School Year 1991-92
(Fifth Grade)



SECOND GRADE Spanish speakers. Of the ten native Spanish speakers, one scored at level 3, three scored at level 4, and six scored at level 5.

THIRD GRADE English speakers. Of the thirteen native English speakers, one scored at level 1, one at level 2, three scored at level 3 and eight at level 4.

THIRD GRADE Spanish speakers. All nine of the native Spanish speakers scored at level 5.

FOURTH GRADE English speakers. Of the five native English speakers, three scored at level 3 and two at level 4.

FOURTH GRADE Spanish speakers. Of the seventeen native Spanish speakers, six scored at level 4 and the remaining eleven scored at level 5.

FIFTH GRADE English speakers. Of the seven native English speakers, three scored at level 3 and four scored at level 4.

FIFTH GRADE Spanish speakers. Of the thirteen native Spanish speakers, one scored at level 3, two scored at level 4 and ten scored at level 5.

These results indicate that the teachers observed a wide range of Spanish proficiency levels at the lower grade levels and that the students improved their skill level as they continued in the program. As the students progress from first through fifth grades, there are fewer scores at the lower 1 and 2 levels and more at the higher four and five levels.

Significant differences in scores were found when comparing native and non-native Spanish speakers on the SOPR. The native Spanish speakers performed better than the English speakers at all grade levels on this Spanish oral rating scale.

Interestingly, on this teacher-rated scale there was also a statistically significant difference when comparing boys' and girls' performance. As is often found in elementary school children's language skills, the girls outperformed the boys (at a .005 probability level) in their oral Spanish skills.

Assessment of Oral Proficiency (Grades 4, 5) with the COPE

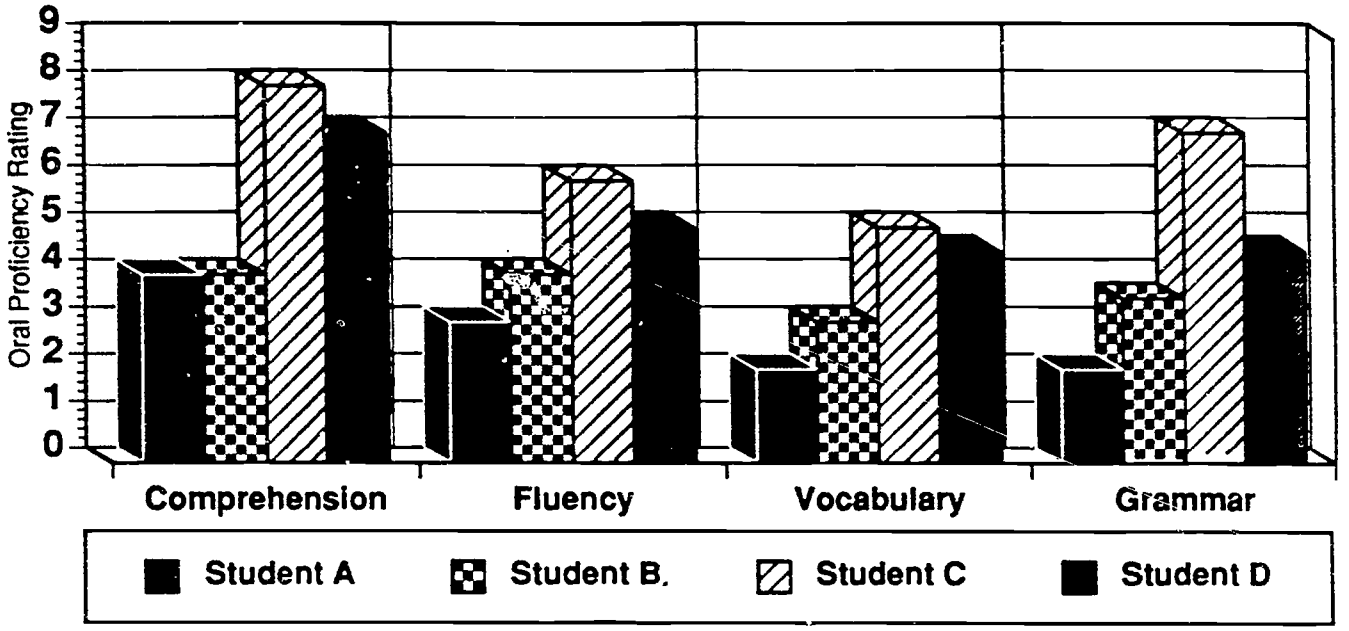
For the first time at Key School, the CAL Oral Proficiency Exam (COPE) was administered to the fourth and fifth graders to assess oral language skills in Spanish (see Appendix D). The COPE measures a student's ability to understand, speak, and be understood by others using an oral interview/role play situation with two students at a time. The test measures cognitive-academic language skills primarily (the ability to discuss subject matter effectively, such as social studies, geography, and science) as well as social language (the ability to discuss family, recreational activities, interests, etc.) Each student's proficiency is rated in terms of comprehension, fluency, vocabulary, and grammar using a simplified holistic scale based on the ACTFL Proficiency Guidelines. The 9 possible scores range from junior novice (low, mid, high); junior intermediate (low, mid, high); to junior advanced, junior advanced plus, and superior (see appendix for rating scale). The students are given a numerical rating from 1 - 9 corresponding to the appropriate level for each category. Role play/discussion topics include: greetings, program of studies, the cafeteria, timelines, using the library, fire drills, social studies trips, school buses, the movies, social life, a party, a science project, future careers, an accident, a fight, unfair rules, and science equipment.

A sample of ten students from fourth grade and ten students from fifth grade, both native English and native Spanish speakers, were administered the COPE. In an attempt to get as accurate a picture as possible of the classes' proficiency, we tested, in each class, four students whom the teacher rated as high, two whom the teacher rated as mid-level, and four whom the teacher rated as low.

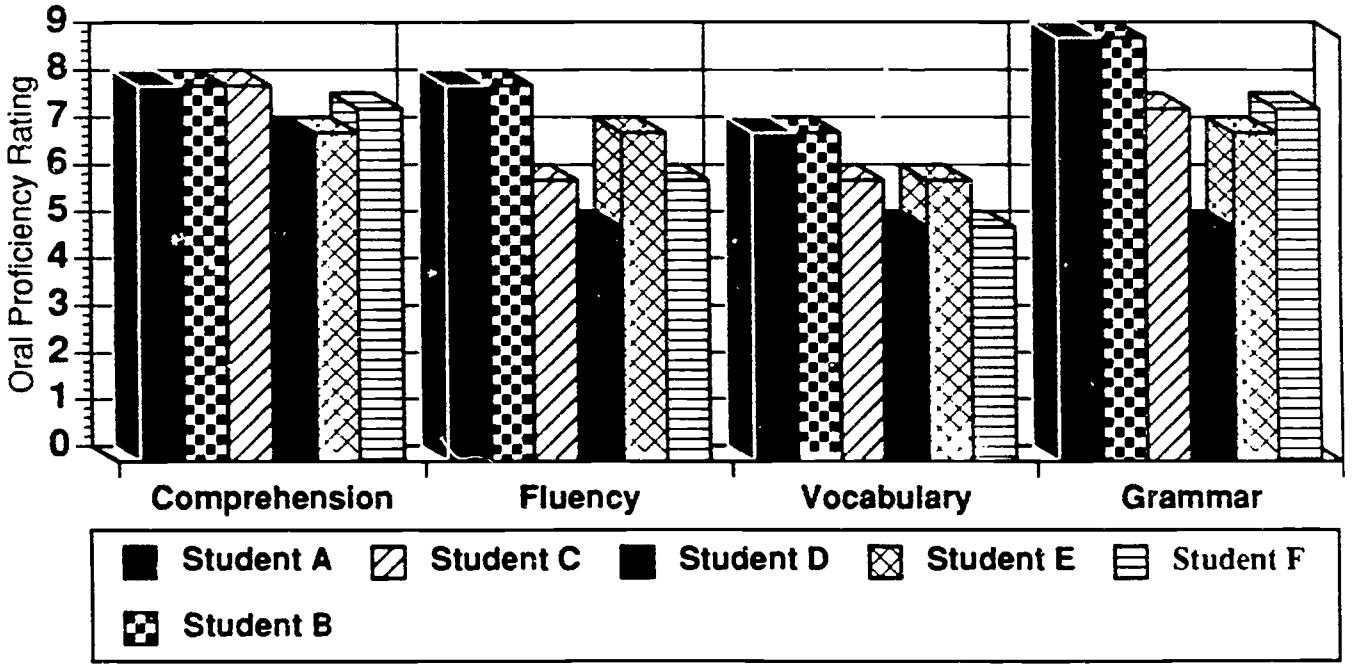
Fourth grade native English speakers. As can be seen in Figure 8, the fourth grade native English speakers had a wide range of scores, from 2 to 8 (Junior Novice Mid to Junior Advanced Plus). Their comprehension scores were higher than fluency, vocabulary, or grammar, averaging near the junior

FIGURE 8

Spanish Oral Proficiency in Grade 4 (Native English Speakers)
(COPE) 1992



Spanish Oral Proficiency in Grade 4 (Native Spanish Speakers)
(COPE) 1992



intermediate high level at which students "usually understand speech at normal speed, though some slow downs are necessary. Can request clarification verbally."

Fourth grade native Spanish speakers. The fourth grade native Spanish speakers' scores ranged from 5 to 9 (Junior Intermediate Mid to Superior). Again, their comprehension scores were the highest, averaging between Junior Advanced and Junior Advanced Plus, where students "understand complex academic talk and highly idiomatic conversation . . ."

Fifth grade native English speakers. The fifth grade native English speakers scored higher than the fourth grade native English speakers in comprehension, fluency, and vocabulary, and scored the same in grammar (see Figure 9). The scores ranged from 3 to 7 (Junior Novice High to Junior Advanced). Their average comprehension score, the highest of the four skills, was at the Junior Advanced level where they "understand academic talk and social conversation at normal speed. . ."

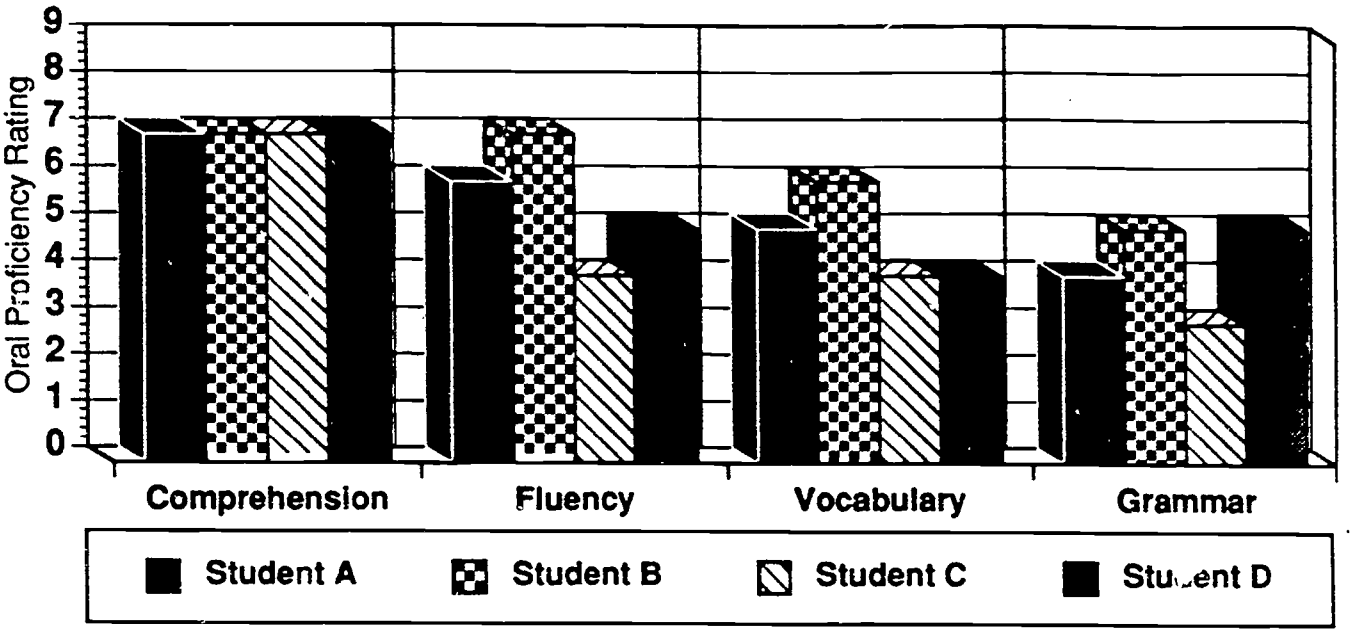
Fifth grade native Spanish speakers. The fifth grade native Spanish speakers' scores ranged from 3 to 9 (Junior Novice High to Superior). Like all the other subgroups, their highest score was in comprehension, scoring at the Junior Advanced level. They scored slightly lower than the fourth grade native Spanish speakers in all four skills.

Three major conclusions can be drawn from the COPE results. First, both fourth and fifth grade classes scored higher in *comprehension* than in vocabulary and grammar. This confirms previous research done by Swain (1982) with immersion students and by Rhodes, Thompson and Snow (1989) on previous administrations of the COPE test, that shows that immersion students develop high level listening skills.

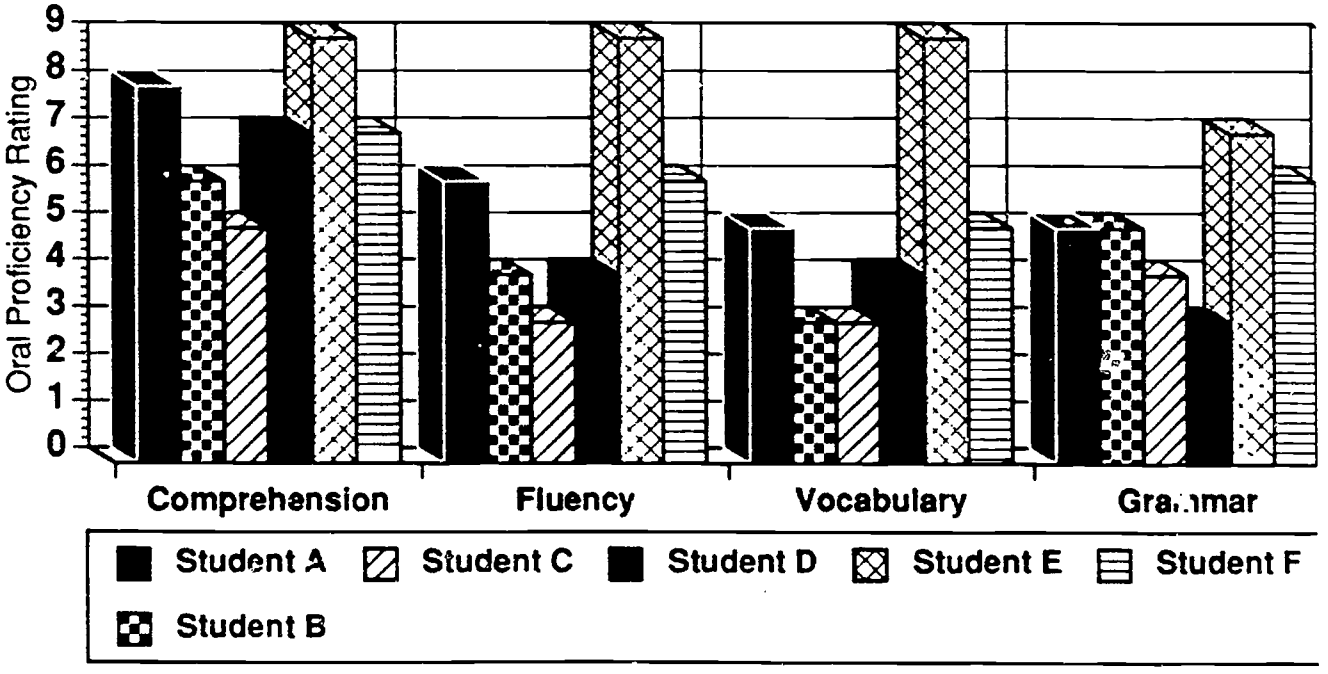
Second, most of the students scored higher in *fluency* than vocabulary and grammar. This also corroborates results from previous administrations of the COPE to similar populations (Rhodes, Thompson and Snow, 1989).

FIGURE 9

Spanish Oral Proficiency in Grade 5 (Native English Speakers)
(COPE) 1992



Spanish Oral Proficiency in Grade 5 (Native Spanish Speakers)
(COPE) 1992



Lastly, the native English speakers' Spanish improved from grade 4 to grade 5 in comprehension, fluency, and vocabulary.

The COPE results demonstrate the high level of comprehension on the part of the students and provide a clear picture of their fluency. With the exception of a few students, the fourth and fifth graders understood everything that was said to them before, during, and after the test administration, by their testing partner and by the test administrators. With regard to their fluency, the test administrators were struck by their uninhibited manner of speaking Spanish and their unselfconscious nature of tackling a grammatical form or a phrase they were unfamiliar with. They were able to talk on a variety of levels: on a personal/social level, about the school program and activities, and about academic topics such as science and geography.

The results also confirm a hierarchy of language skills acquired in the immersion setting. As found with immersion students at other schools, the students are strongest in listening comprehension, followed by fluency, and vocabulary/grammar. Although it is not possible to compare Key School's results with other schools' responses on a one-to-one basis because of differences in, for example, program design or amount of language instruction, the range of scores found in Key's program are comparable overall to those in other programs.

C. Conceptual Development

The Boehm Test of Basic Concepts is designed to measure children's mastery of concepts considered necessary for achievement in the first years of school. Boehm test results may be used both to identify children with deficiencies in this area and to identify individual concepts on which the children could profit from instruction. The test consists of 50 pictorial items arranged in approximate order of increasing difficulty. The examiner reads aloud a statement describing each set of pictures and instructs the children to mark the one that illustrates the concept being tested. The Boehm test was administered to all

Arlington County first graders in the fall and the spring. (The test is not administered to other grades.) Scores reported below represent the group averages for the immersion students.

On the **English** version of the Boehm in the fall, the immersion first graders averaged 90%. In the spring, the first graders' average increased to 94% correct. Non-immersion first grade classes averaged 67% in the fall and 85% in the spring.

On the **Spanish** version of the Boehm in the fall, the immersion first grade averaged 64% correct. By spring, the total correct increased to 84%.

The Boehm scores from fall to spring illustrate the gains of all students in understanding concepts in both languages. On the English test, both the Spanish speakers and English speakers improved their scores from fall to spring. On the Spanish test, both groups improved as well. There was more room for improvement for the English speakers in Spanish than for the Spanish speakers in English, of course, because the Spanish speakers started out the year with fairly high scores in English already. As was shown with the LAS scores, the Spanish speakers performed better in English than the English speakers performed in Spanish.

Finally, the spring Boehm scores can be compared to the spring scores of the five previous immersion first grades. These comparisons show that there are no major differences in the English or Spanish scores when comparing the first grade immersion classes for the last six years.

D. Cognitive Abilities

The **Cognitive Abilities Test (CogAT)** is given to all first grade students in Arlington County. The Multilevel Edition is organized into three batteries. The Verbal Battery consists of verbal classification, sentence completion, and verbal analogies. The Quantitative Battery measures quantitative relations, number series, and equation building. The third battery, Nonverbal,

includes figure classification, figure analogies, and figure analysis.

The partial immersion first grade classes scored significantly higher than the non-immersion classes for the school year 1991-92 (see Figure 10). National percentiles for this year's immersion class were 75% (Verbal), 79% (Quantitative) and 83% (Non-verbal). This was similar to the CogAT scores for 1989-90. However, in 1990-91 the non-immersion first grades scored higher in the Verbal and Quantitative Batteries.

Students with limited English proficiency usually score better on the Nonverbal Battery as there is some English language required for the remaining two batteries, Verbal and Quantitative. This might account for the reason that the partial immersion classes scored higher all three previous years on the Nonverbal Battery of the CogAT.

E. Social Studies, Science, and Reading Achievement

FIRST GRADE Social Studies and Science. Students in the first grade immersion classes were rated by their teachers in social studies and science/health at the end of each curriculum unit. All students made expected progress except two.

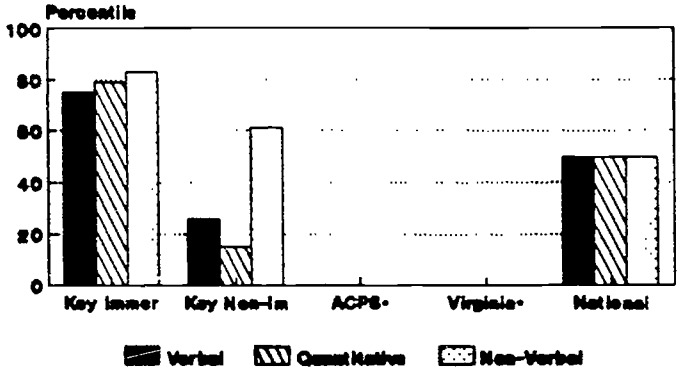
SECOND GRADE Social Studies and Science. As with the first grade students, the second grade immersion students were rated by their teacher in social studies and science (taught in Spanish) throughout the year. All students made expected progress except one.

THIRD GRADE Social Studies and Science. The third graders were tested in social studies and science in Spanish throughout the year. Two students did not make satisfactory progress.

FOURTH GRADE Social Studies, Science, and Mathematics. The fourth graders averaged 83% in social studies chapter tests (in English) and 94% in science chapter tests (in Spanish). The mathematics average grade for the class (taught and tested in Spanish) was 85%.

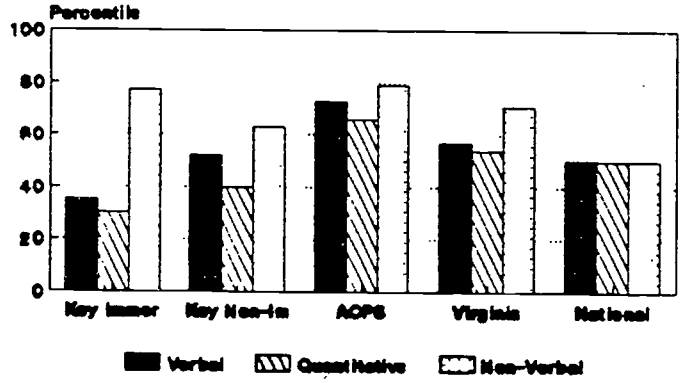
FIGURE 10

Cognitive Abilities Test
School Year 1991-92
(First Grade)

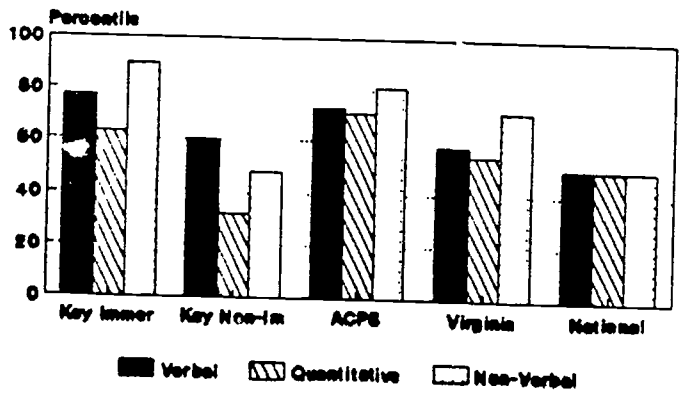


* Not Available

Cognitive Abilities Test
School Year 1990-91
(First Grade)



Cognitive Abilities Test
School Year 1989-90
(First Grade)



FIFTH GRADE Social Studies, Science, and Mathematics. The fifth graders had a "B" average in social studies (in English), a "B" average in science (in Spanish), and a "C+" average in math (in Spanish).

Overall, the students had comparable grades to the non-immersion classes in social studies, science, and mathematics. Strong conclusions cannot be made on the basis of grades alone, however, because comparison group scores are not available. Currently, all the students at Key do not take the same chapter tests graded on the same scale.

Spanish Reading. The immersion students' Spanish reading skills continue to be assessed by their progress in the McGraw-Hill literature-based *Hagamos Caminos* reading series as well as by the use of supplemental literature related to the curriculum using a whole language approach.

The first graders learned to read Spanish through the Language Experience approach, with the integration of what they read and what they write a key element to instruction. For second graders, Spanish reading ability was evaluated as part of Spanish language arts. Third, fourth, and fifth graders were given letter grades for their reading skills. Third graders averaged a "B+" in Spanish reading for the third marking period, fourth graders averaged a "B" for the year, and fifth graders averaged a "B" during the final grading period.

English Reading. Immersion students' English reading skills were assessed by their progress in the Silver-Burdett/Ginn "World of Reading" series. The series is literature-based and the reading selections encourage the students to read further on each topic, write about each topic, and explore ideas beyond what is on the written page. The children are constantly challenged to hypothesize what would happen next and are encouraged to give their opinions on the readings. The series is intended to be supplemented with material from the library.

The teachers provide a very positive learning atmosphere for the children and encourage them to be creative in their reading activities. In one **first grade** class, twelve students finished the year at the 1.1 reading level, six at the 1.2 level, one at the 2.1 level, and the remaining three at level 2.2. Assigning specific reading levels is difficult because the partial immersion program at Key School uses a Whole Language Approach to their curriculum.

However, when fourth grade immersion students were assessed in English reading comprehension on the Iowa Test of Basic Skills, the native English-speaking fourth graders ranged from the level of fourth grade (third month) to sixth grade (eighth month). The native Spanish speaking students ranged from the level of third grade (fourth month) to sixth grade (third month).

Overall, the English reading results of grades 1 through 5 showed that the Spanish immersion students, both native English/other language speakers and native Spanish speakers, scored at a comparable level to other students at Key.

F. Writing

All five grades have focused on the writing process this year, both in Spanish and in English. Both the first and second grades collected Spanish writing samples that were graded holistically. The third, fourth and fifth grades participated in the county-wide "Assessment of Writing" along with all other third, fourth, and fifth graders in Arlington County.

THIRD, FOURTH, and FIFTH GRADES. Grades three, four and five participated in the county-wide "Assessment of Writing". Students wrote a paragraph writing assignment on a given topic that was scored holistically on a scale from 1 to 8 (see Appendix E for Rubric for Assessment of Writing). The scoring system remained constant across the three grades but was not comparable to the one used in grades one and two. The third grade immersion class scored an average of 3.33 in the fall and 4.00 in the spring, showing a gain of .67 points. The fourth grade immersion

class scored an average of 3.72 in the fall and 5.04 in the spring, showing a gain of 1.32 points. The fifth grade immersion class scored an average of 4.22 in the fall and 4.83 in the spring, showing a gain of 0.61 points (see chart below).

Assessment of Writing - English (1991-92)

Grade	Fall	Spring	Gain
3	3.33	4.00	.67
4	3.72	5.04	1.32
5	4.22	4.83	.61

Not only did the third, fourth, and fifth grade immersion classes score higher than the other third, fourth, and fifth grades, but the fourth grade immersion class also made **greater gains** from the fall to the spring testing.

Keeping in mind that this writing assessment was in English, and that these classes had only been receiving half of their daily instruction in English (and thus approximately half as many assignments in English as the comparison classes), it is apparent that for this sample their Spanish study has not had any negative effect on their English writing skills. In fact, it seems that their facility in a second language has actually enhanced their English writing skills in comparison with other classes.

The fourth graders also participated in the optional state-wide "Writing Assessment," which is used as a predictor for the required sixth grade Virginia Literacy Test (see principal's letter to parents describing the assessment in Appendix F). The results validated their good performance on the Arlington "Assessment of Writing" test. The immersion class averaged 49.2 points (out of 64), which was two points below the average for all of Arlington County forth grade.

Students and teachers in grades 3-5 are also responsible for collecting material for each child's "Assessment Portfolio," so that "the child will perceive him/herself as a reader and a writer." Students are at liberty to place additional sample

writings in their portfolio, but are required to have at least one sample from the following categories: (1) Reading response samples appropriate to grade level (book lists, response logs, book cards, book reports); (2) Writing samples appropriate to grade level (poetry, letters, research projects, journals, essays, comparisons, descriptions, opinion papers); and (3) teacher/student observations (student/teacher conferences, self-evaluation, narratives, student and/or teacher checklists, peer assessments, other adult (tutor, parent) assessments). This will be important data to be used when evaluating the whole language teaching approach.

Spanish Writing. Although there were no significant differences between the males and females on either the English or Spanish writings, there were statistically significant differences between the native English and native Spanish speakers. As could be expected, the native Spanish speakers performed better than the native English speakers on the Spanish writing assessment and the native English speakers scored higher on the English writing samples than the native Spanish speakers. The difference is especially noticeable in the earlier grades. The native Spanish speaker was able to provide more detail in the description, use a wider range of vocabulary, use correct grammar and verb tenses, and provide written Spanish as might be expected of a child in a Spanish-speaking country. By spring of fifth grade, however, there is less of a gap between the two groups of native speakers in their writing ability.

G. Achievement Test Scores

All fourth graders in Arlington Public Schools were administered language arts, mathematics, science, and social studies standardized tests of the Iowa Test of Basic Skills (ITBS) in March 1992. As an immersion class they scored at the fifth or sixth grade level in all areas, and were at or above the 59th percentile in all areas when compared to a national sample.

They were at the 88nd percentile in mathematics (math concepts, problem solving, and computation), at the 76th percentile for work study skills (visual materials and reference materials), at the 72nd percentile in science, at the 77th percentile in social studies, at the 85th percentile for language (spelling, capitalization, punctuation, and word usage and expression), at the 65th percentile in reading comprehension, and at the 59th percentile in vocabulary (see Figures 11 and 12).

When the reading comprehension and vocabulary raw scores are compared for native and non-native English speakers, the native English speakers scored higher for both reading comprehension and for vocabulary.

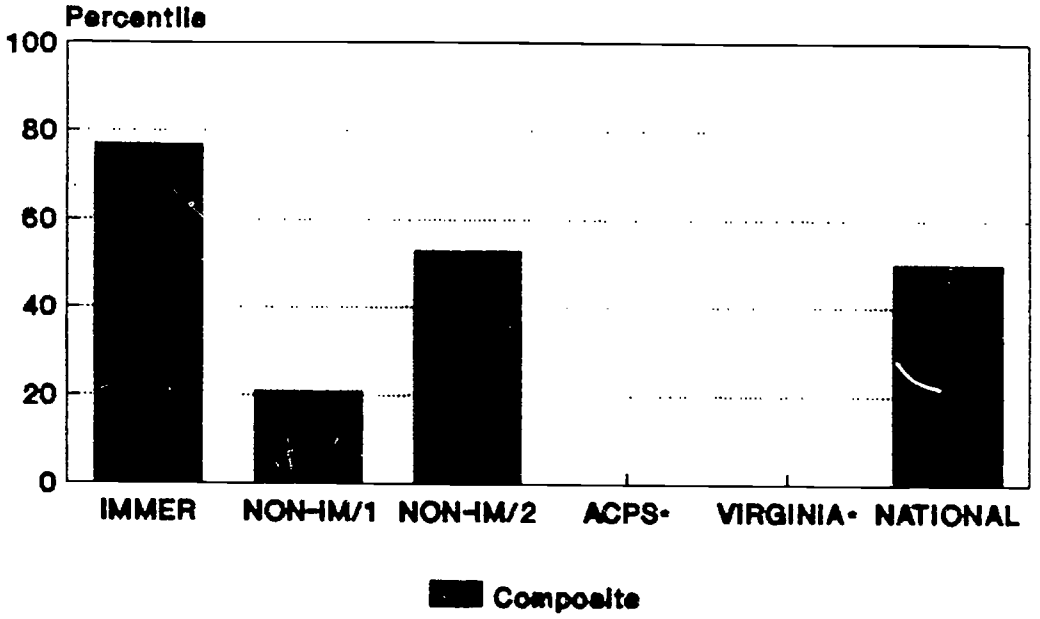
Although historically there has never been a "control" group of matched students for the immersion class because of the transient student population at Key, a comparison can be made between the 22 immersion fourth grade students and their peers in the two other fourth grade classes. When compared to the other classes (30 in one class and 12 fourth graders from a grade 4/5 combination), the immersion class scored higher in all thirteen subtests, including vocabulary, reading comprehension, capitalization, spelling, punctuation, word usage and expression, work study skills (visual), reference skills, mathematical concepts, problem solving, computation, science and social studies.

These results are especially interesting in light of the fact that the immersion students have been studying science and mathematics in Spanish, while ITBS is in English, and they are still scoring higher than their peers who were studying only in English.

Confirming last year's fourth grade scores, ITBS results show that *students participating in the immersion program at the fourth grade level are performing academically as well or better than those students in the regular classrooms, including in subjects that are being taught in Spanish.*

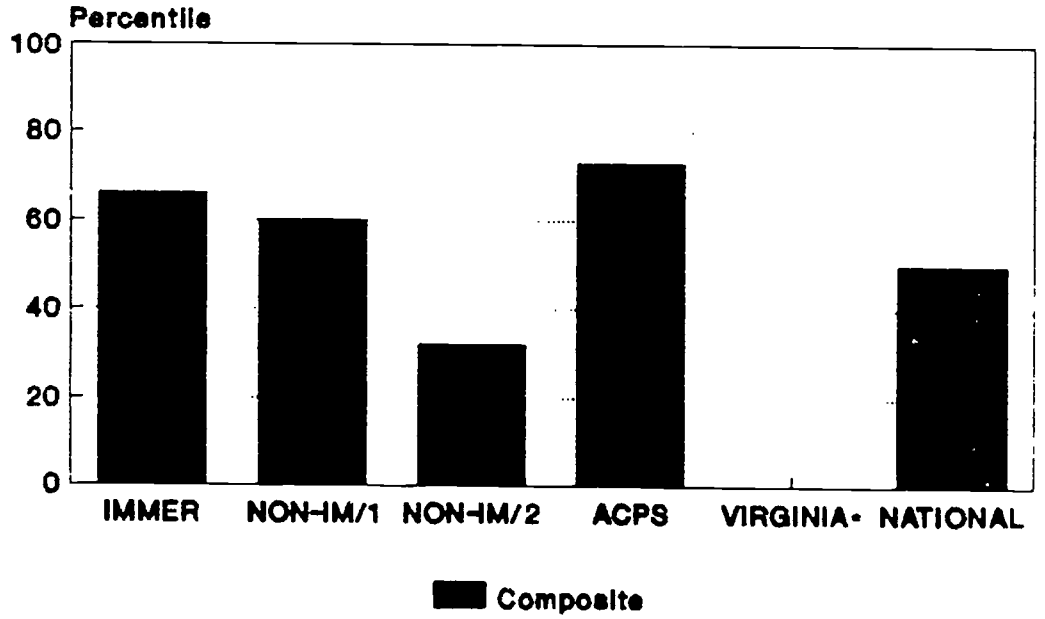
FIGURE 11

Iowa Test of Basic Skills
School Year 1991-92
(Fourth Grade)



* Not Available

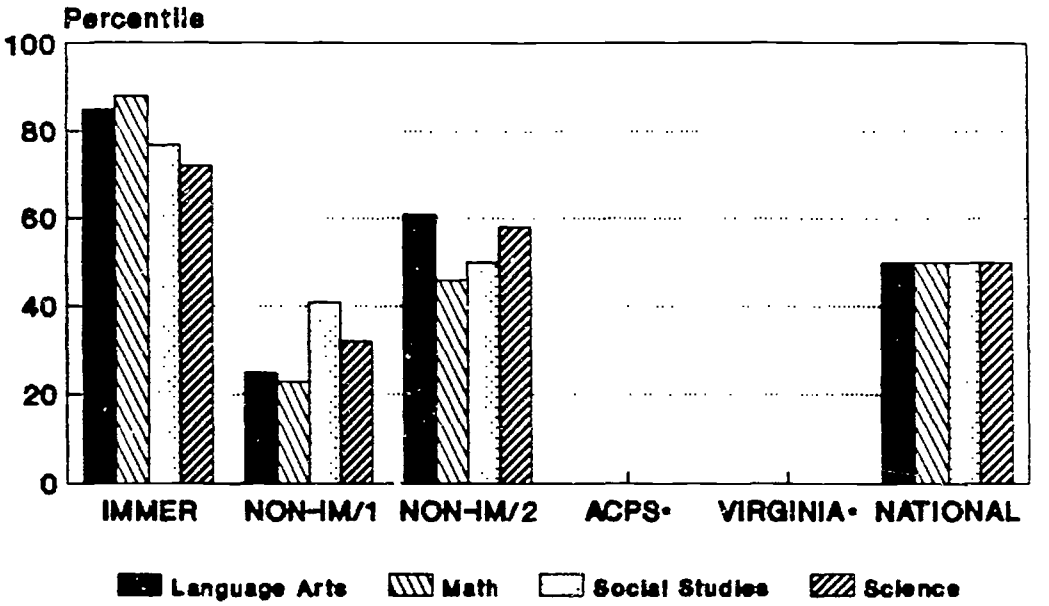
Iowa Test of Basic Skills
School Year 1990-91
(Fourth Grade)



* Not Available

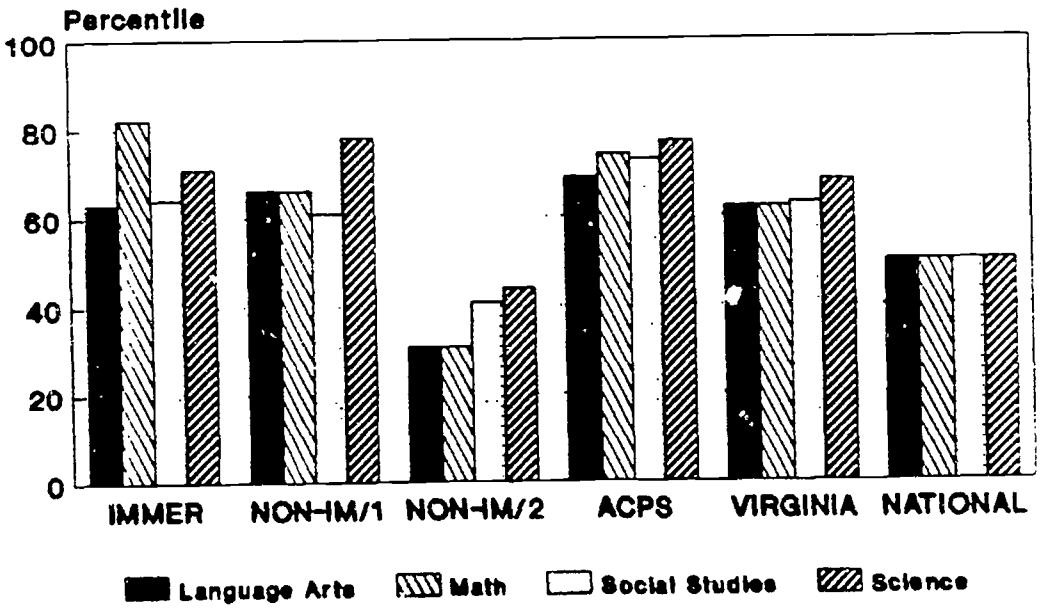
FIGURE 12

Iowa Test of Basic Skills
School Year 1991-92
(Fourth Grade)



* Not Available

Iowa Test of Basic Skills
School Year 1990-91
(Fourth Grade)



H. Self-Concept

The Perceived Competence Rating Form (Teacher) was given to the fourth grade teacher, who rated each student on five categories: academics, socialization, physical abilities, appearance, and behavior. There were 15 statements the teacher responded to. Each response was on a Likert Scale of 1 to 4. Therefore, each category could range from three to twelve points, with a total range of 15-60 points for the entire battery.

The teacher had positive ratings for all five categories. Her strongest category was in behavior, with only four of the twenty-two students scoring a nine, one a ten, two an eleven, and the remaining fifteen the highest rating of twelve. Appearance ranged from seven to twelve, with a median of eleven. Academics and socialization also scored in the high average range, with physical abilities being rated the lowest (mean=8.68) of the five.

The students also rated themselves, and were allowed to choose the Perceived Competence Rating Form (Student) in Spanish or English. This self-rating form included academics, socialization, appearance and self-esteem as categories, consisting of 24 statements. Thus individual categories could score as low as six or as high as twenty-four. Overall rating scores could range from 24-96.

Interestingly, seven of the seventeen native Spanish speakers chose to rate themselves using the Spanish form. Overall, seventy-seven per cent of the students scored above 61, indicating positive self-concepts. Only two children appeared to have a low concept, which the teacher confirmed with her rating. There were no significant differences between native Spanish and native English speakers or between males and females of the fourth grade immersion class. Ten students rated themselves 15 or below in appearance. However, as might be expected due to their age, these students felt more critical of their appearances than with academics, socialization and self-esteem. The remaining three categories indicated positive self concepts for the immersion class in general.

I. Classroom Activities

All classes participated in the regular Key School activities, as well as several night performances and meetings (see appendices G and H). There was a special program on May 28, 1992. The Key School partial immersion program was featured in "El Tiempo Latino" Spanish newspaper. Frequent visitors from other parts of the United States and foreign countries, including Iceland, Sweden, and several African nations, have visited the immersion program. Key's children were also featured in Japanese periodicals. One first grade class had a wonderful performance of **"El Nabo Grande"** and published a book complete with original illustrations called **"El Pic-Nic de los Insectos"**. One class belonged to the Young Astronauts Club and was invited to a small convention. All classes participated in the annual Science Fair.

J. Parental Attitudes

One of the objectives of the Key School program is to "involve parents in the design, continuation, and strengthening of the program by providing them an opportunity to recommend improvements." The reason for this, of course, is to give parents a voice in their children's education. One of the ways this was accomplished this year was by conducting a survey of all the immersion parents concerning their views of the immersion program and of their child's education.

The 5-page survey (see results in Appendix B) was sent, in both English and Spanish, to the parents of children in grades K-5, with an explanatory cover letter (Appendix A). A 65% response rate was attained. The 15 questions on the survey form included Likert scale responses (categorizing opinions on a scale of 1 - 5) and open-ended responses for comments.

Overall, the parents' responses toward the immersion program were extremely positive (see complete results in appendix). The majority of the parents felt that their children: (1) very much liked learning Spanish for half the day and (2) were speaking more Spanish at home than before starting at Key School. The majority also felt that Key School had

positively influenced their children's attitudes towards children from other cultures. In addition, the parents expressed great confidence in the teachers and the atmosphere of the school. When asked if they felt that the teachers in the program were interested in making the program a success, a resounding 92% gave the highest level response -- that the teachers were "very interested." Almost all of the parents (94%) also felt that the immersion teachers were friendly when parents visit classes, have conferences, or make suggestions. One parent commented, "I feel a sense of support from the staff and interest on their part in my child that many of my friends, whose children are in private school, would envy." Finally, the learning atmosphere in the immersion program was rated above average by 95% of the parents.

The most revealing responses to the survey were the written comments from the parents where they expanded on and clarified their original responses. The following are a few comments on the *reasons they decided to enroll their child in the Key School partial immersion program.* Many of the parents expressed an appreciation for the ethnic and cultural diversity in Key's program. One parent wrote:

> We wanted our children to become bilingual. We believe in exposing our children to a multicultural environment. We have faith and trust in the excellence of the staff.

Parents also cited the advantages of learning a second language at an early age and mentioned future job opportunities for bilinguals:

> The U.S. is the only country in which other languages are not taught routinely. I am trying to learn Spanish now, and it is geometrically more difficult to learn as an adult. The western hemisphere is predominantly Hispanic -- we need to know this language.
>
> Una persona que habla dos idiomas tendra ventaja siempre, sobre los que hablan uno

> solo. [A person who speaks two languages will always have the advantage over those who speak only one.]

Lastly, a number of parents cited cultural maintenance and maintaining Hispanic heritage as a benefit of the partial immersion program:

> En primer lugar, quiero que mis hijos sepan mi lengua materna, y que no se olviden de que son hijos de hispanos para que en el futuro se sientan orgullosos. [First of all, I want my children to know my mother tongue and not forget that they are the children of Hispanics, so that in the future they will feel proud.]

These advantages -- cultural diversity, the learning of a second language at a young age, future job opportunities, and maintenance of ethnicity -- were overwhelmingly cited by the parents as the reasons for enrolling their children in the program.

As well as providing encouragement and positive feedback for the program, the parents did express a few concerns about the operation of the program. Their concerns included: a desire for larger classrooms, a need for better transportation for children in the program, and a concern that students would lose their Spanish competence once they left Key School. Parents' suggestions for the program included: offering another language in addition to Spanish and starting a club of "Who's Who for Biliterate Students" so Key students can have penpals from other immersion programs, i.e., in California.

Perhaps the most important finding of the survey is an emerging awareness that American society, at least on the local level in Arlington, is multicultural and multilingual. Both the native Spanish-speaking and native English-speaking parents viewed partial immersion as a means of satisfying the diverse educational and social needs of a multicultural school district. This is an important conclusion, and one that is very different from the traditional view that

bilingual education is a compensatory program designed for disadvantaged non-English-speaking children. Thus, the results of the survey acknowledge the fact that Arlington has a multicultural population, support the opinion that bilingualism should be viewed as a resource rather than a problem, and affirm the potential of partial immersion as a means of providing educational development and cultural enrichment for both native English-speaking and native Spanish- and other-language-speaking children.

K. Staff Questionnaires and Interviews

A Title VII DBE Project Staff Background and Instructional Program Questionnaire was filled out by each staff member involved with the partial immersion program at Key School. In addition, the evaluator held both formal and informal interviews with different staff members, including teachers and the Program Coordinator.

Everyone believed that the administration showed strong support for the program, was knowledgeable about developmental bilingual education (DBE), and was a good resource for information about program implementation and materials. Teachers felt the balance between language minority and language majority students was appropriate. Although many stated that they had enough non-English materials and necessary instructional resources to function, in several informal interviews, teachers expressed the need for additional time for planning and developing teacher-made materials and converting English lessons into Spanish ones. It appears that many of the partial immersion teachers are not sure if non-DBE teachers in their school are well informed or critical of the program, and that the immersion teachers are closest to those teachers within the partial immersion program.

Teachers also wanted additional training in the use of manipulatives and authentic assessment. Requests for

training in computers and second language development came from a couple of teachers.

Interviews indicated that the partial immersion staff overall is satisfied with the program, although they all put in many extra hours for preparation and teaching. They also believe the Program Director and Coordinator support the program and teachers. Additional materials in Spanish would be welcome.

L. Attendance

The classroom teachers reported that student attendance in all immersion classes was normal throughout the year and was comparable in attendance to other non-immersion classes (see attached DBE Table 6.4 in Title VII Data Collection and Evaluation System for specifics).

IV. Recommendations

The partial immersion program at Key School continues to be quite successful for numerous reasons: the dedication of the principal, teachers, and staff; the innovations in both the English and Spanish portions of the day, especially in the approaches to reading and writing; the active involvement of the parents; Title VII funding; and the continual support for the program from the central office.

A critical element to the long-term success of Key's program is the continuation of the program in later years. It is a credit to Key School, Williamsburg Middle School, and the school district's foreign language coordinator that the Key immersion students have continued a modified immersion program at the middle school for school year 1991-92. Immersion students in the sixth grade received social studies instruction in Spanish and also took a one period Spanish language arts class every other day. The plan for the seventh graders for school year 1992-93 is that they will have their science class taught in Spanish and continue with the Spanish language arts class. At eighth grade, it

is planned to teach one content class in Spanish plus a daily class in Spanish language arts. Articulation between the two schools will be an important element in the continued success of the program, and continued evaluation of the middle school and high school program will be critical. **We strongly recommend that a high priority be placed on the planning and implementation of a continued sequence so that the partial immersion students can continue content area language instruction throughout their secondary years.**

For this coming year, we recommend that the Key immersion teachers **continue to expand and refine their teaching techniques and strategies.** It is obvious from classroom observations that the teachers are utilizing many theme-based whole language techniques while integrating language with content instruction in their multicultural curriculum. The use of manipulatives greatly enhanced student understanding. Cooperative groups allowed essential student interaction. We encourage them to continue their innovations and implementations of child-centered multi-faceted activities.

With the addition of the two kindergarten classes, it is suggested that plans be implemented to expand the elementary partial immersion program according to enrollment each year, adding qualified teachers as necessary. Teachers' aides would lessen the burden of the additional time currently needed by teachers for planning. The school should be commended for keeping the pupil/teacher ratio as low as possible.

For next year's evaluation, several suggestions might prove helpful. Kindergarten students might be given the PRE-LAS in the fall as a diagnostic test for use by the classroom teacher. The kindergarten teacher could also rate each student using the SOPR. All teachers should continue to keep portfolios on each student, especially because of the whole language approach that is used in the classroom.

First, second and third graders should be given the LAS. It is necessary that those giving any tests are trained in the administration and scoring of those tests. All students in the fourth and fifth grades should take the COPE. It would be helpful to the teachers to have specific forms to fill out on needed student information and test scores. Another variable to be considered for school year 1992-93 is participation in summer school.

Lastly, we recommend that the immersion teachers be **offered opportunities to continue their training** by attending in-service workshops and conferences (such as Advocates for Language Learning and Second/Foreign Language Acquisition by Children) to gain additional knowledge on the cultural background and needs of the students and to improve instructional strategies.

V. Conclusion

Key Elementary School has completed the sixth year of its Spanish partial immersion program, and the students continue to succeed in all academic areas.

Test results have shown that the students in the partial immersion program have progressed in academic areas as well as or better than other students at their grade level. Students are continuing to improve their Spanish and English skills, as measured by several tests. As has been found in past years, students' oral skills in Spanish continue to improve from year by year, as measured by the SOPR test. On this teacher-rated global scale, the girls outperformed the boys in oral skills, a not uncommon phenomenon in young language learners.

All the immersion classes have concentrated on developing writing skills, focusing on the writing process and compiling student work for portfolio assessments. The third, fourth, and fifth grade immersion classes scored higher than other third, fourth, and fifth grade classes at Key on the county-wide "Assessment of Writing."

The fourth grade class had excellent results on their achievement tests in all subject areas, scoring at the fifth or sixth grade level in all subtests including vocabulary, reading comprehension, language arts, work study, social studies, science, and mathematics. Scores were highest in mathematics and language arts, where they scored at the 88th and 85th percentile nationally. ITBS results show that students participating in the immersion program at the fourth grade level are performing academically as well or better than those students in the regular classrooms, including in subjects that are being taught in Spanish.

The overall performance of students in grades kindergarten through five confirms results of other partial immersion programs with both native English and native Spanish speakers and verifies that Key School's model is an appropriate one for educating both English- and Spanish-speaking children.

APPENDIX

A. Parent Survey and Accompanying Cover Letter (Spanish and English)
B. Parent Survey Results
C. Student Oral Proficiency Rating
D. CAL Oral Proficiency Exam (COPE) Rating Scale
E. Rubric for Assessment of Writing (District-wide scale)
F. Letter to parents concerning results of statewide "Writing Assessment (June 1992)
G. "EL Tiempo Latino" newspaper, January 17, 1992
H. End-of-Year Immersion Presentation

A.

CAL Center for Applied Linguistics

January 13, 1992

Dear Parents,

We are very interested in your ideas and opinions about the Key School Partial Immersion Program and how you feel about your child's experience in the program. In order to understand your views, we ask that you complete the enclosed questionnaire.

Answering the questions should take no more than 10 or 15 minutes of your time, but any additional written comments you may want to make would be greatly appreciated. If you do have comments that you would like to share with us, please write them after the word "Comments" following each question.

In order to keep your answers confidential, it is important that you return the questionnaire to us in the enclosed stamped, ressed envelope. Because your opinions are valuable to us, we that you return the questionnaire by Friday, January 17, 1992.

If you have any questions about the questionnaire or the evaluation project, you may call Ms. Nancy Rhodes at the Center for Applied Linguistics, tel. (202) 429-9292.

Thank you for your help!

Sincerely,

Barbara Craig Nancy Rhodes

Barbara Craig Nancy Rhodes
Evaluation Team,
Center for Applied Linguistics

2nd Street NW Washington DC 20037 (202) 429-9292 Fax (202) 429-9766

A.

CAL Center for Applied Linguistics

13 de enero de 1992

Estimados padres:

Estamos muy interesados en sus ideas y opiniones acerca del Programa de Inmersión Parcial de la Escuela Key, y de la participación de su hijo en este programa. Le rogamos llenar la encuesta adjunta que nos informará sobre algunas de sus opiniones.

La contestación a las preguntas no debería tomarle más de 10 o 15 minutos, pero cualquier comentario adicional que usted quisiera hacer sería bienvenido. Si tiene algún comentario que quisiera hacer por escrito, por favor escríbalo en el espacio titulado "Comentarios" que sigue cada pregunta en la encuesta.

Para mantener sus respuestas en confianza, es importante que devuelva la encuesta dentro del sobre adjunto. Como el sobre ya tiene dirección y estampilla, está listo para enviar con su encuesta completada. Para poder tomar sus comentarios en cuenta, le rogamos enviarnos su encuesta el 17 de enero de 1992, a más tardar.

Si tiene alguna pregunta sobre la encuesta o sobre el proyecto de evaluación, puede llamarnos al Centro de Lingüística Aplicada, tel. (202) 429-9292 (la Srta. Nancy Rhodes).

Le agradecemos su participación en este proyecto.

Cordialmente,

Barbara Craig Nancy Rhodes

Barbara Craig Nancy Rhodes
Equipo de Evaluación,
Centro de Lingüística Aplicada

1118 22nd Street N.W. Washington, D.C. 20037 (202) 429-9292 Fax (202) 429-9766

B.

PARENT SURVEY

Key School Partial Immersion Program

Instructions:

To answer the questions, follow this chart:

1	means	very displeased (unhappy)
2	means	a little displeased (not very satisfied)
3	means	neutral (or no opinion)
4	means	a little pleased (generally satisfied)
5	means	very pleased (happy)

Circle the number on the line (scale) that is closest to your opinion for each question. For each question, please circle your opinion on a scale of 1 to 5.

Example:

Are you pleased with what your child is learning in the Key School partial immersion program?

1----------2----------3----------4----------5

Very displeased Neutral Very pleased

Comments:

---

additional written comments, although not required, are ...lpful in clarifying your opinions.

Now, please circle your opinion for each question:

Total number of respondents = 119

NOTE: Percentage of respondents for each answer is marked.

1. How does your child feel about learning in Spanish half a day?

1----------2----------3----------4----------5 N/A

Dislikes a lot Neutral Likes a lot

4% 8% 21% 67% 0%

Comments:

2. Has learning in Spanish half a day made your child's progress in English better or worse?

1----------2----------3----------4----------5 N/A

Worse No effect Better

1% 2% 47% 10% 36% 3%

Comments:

3. Does your child speak Spanish at home now more or less than before starting the Key School program?

1	2	3	4	5	N/A
Less Spanish		Same		More Spanish	
2%		28%	19%	49%	4%

Comments:

4. How has participating in the Key School program influenced your child's attitude towards children from other cultures?

1	2	3	4	5	N/A
Less understanding		No effect		More understanding	
		23%	15%	56%	7%

Comments:

5. In the United States, how important is it for children to maintain their home language (such as Spanish, Chinese, or Vietnamese) if it is not English?

1	2	3	4	5	N/A
Not very important		Neutral		Very important	
1%		12%	12%	73%	3%

Comments:

6. In the United States, how important is it for children to understand and use English fluently?

1	2	3	4	5	N/A
Unimportant		Neutral		Very important	
		1%	4%	94%	3%

Comments:

7. One goal of partial immersion programs is bilingual children.

a. In your opinion, do bilingual children in the U.S. feel a sense of pride in speaking two languages?

1	2	3	4	5	N/A
No		Neutral		Yes	
2%		3%	7%	84%	5%

Comments:

b. Do bilingual children in the U.S. feel accepted in society?

	1 No	2	3 Neutral	4	5 Yes	N/A
Comments:	2%	4%	9%	8%	75%	4%

c. Are bilingual children in the U.S. more understanding of people from different cultures?

	1 No	2	3 Neutral	4	5 Yes	N/A
Comments:		1%	8%	11%	77%	4%

d. Are bilingual children in the U.S. treated unfairly because they speak two languages?

	1 No	2	3 Neutral	4	5 Yes	N/A
Comments:	67%	3%	12%	3%	8%	8%

e. Are bilingual children in the U.S. more prepared to find a job in the future?

	1 No	2	3 Neutral	4	5 Yes	N/A
Comments:	3%		2%	7%	87%	3%

8. Do you feel the teachers in the Key School partial immersion program are interested in making the program a success?

	1 Not interested	2	3 Neutral	4	5 Very interested	N/A
			4%	5%	91%	1%

Comments:

9. How friendly are the partial immersion program teachers when you visit the classes, have conferences, or make suggestions?

	1 Unfriendly	2	3 Neutral	4	5 Friendly	N/A
	1%	1%	4%	11%	78%	6%

Comments:

10. How adequate are the materials used in the immersion program?

	1	2	3	4	5	N/A
	Very inadequate		Neutral		Excellent	
Comments:	1%	4%	13%	22%	50%	11%

11. In general, how is the learning atmosphere in the Key School partial immersion program?

	1	2	3	4	5	N/A
	Poor		Neutral		Good	
	1%		3%	14%	77%	4%

Comments:

12. In your own words, please describe why you decided to enroll your child in the Key School program:

How satisfied are you with your decision? (please circle:)

	1	2	3	4	5	N/A
	Very unsatisfied		Neutral		Very satisfied	
Comments:	2%		5%	8%	81%	4%

13. Do you have any other comments, concerns, or suggestions about the Key School partial immersion program or your child's participation in it?

14. Many parents use more than one language at home with their families. Please tell us what languages you use at home, and include all languages used. Circle the number closest to the percent of time you use each language:

a. Language(s) you speak to your child at home:

Spanish: 0%--------25%-------50%-------75%-------100% of time

English: 0%--------25%-------50%-------75%-------100% of time

_____: 0%--------25%-------50%-------75%-------100% of time
(other language)

b. Language(s) your child speaks at home (with you):

Spanish: 0%--------25%-------50%-------75%-------100% of time

English: 0%--------25%-------50%-------75%-------100% of time

_____: 0%--------25%-------50%-------75%-------100% of time
(other language)

c. If you have more than one child at home, language(s) your children speak to each other at home:

Spanish: 0%--------25%-------50%-------75%-------100% of time

English: 0%--------25%-------50%-------75%-------100% of time

_____: 0%--------25%-------50%-------75%-------100% of time
(other language)

Comments:

15. For each child you have enrolled in the partial immersion program, please circle the grade level:

K 1 2 3 4 5

THANK YOU! Please return this questionnaire in the attached envelope to the Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037, by Friday, January 17, 1992.

Student Oral Proficiency Rating*

Score_____

Student's Name _____ Grade_____ Language Observed _____

School _____ City_____ State_____

Rated by _____ Date_____

DIRECTIONS: For each of the 5 categories below at the left, mark an "X" across the box that best describes the student's abilities.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
A. Comprehension	Cannot understand even simple conversation.	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speed, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions without difficulty.
B. Fluency	Speech is so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday communication and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday communication and classroom discussion is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and in classroom discussions is fluent and effortless, approximating that of a native speaker.
C. Vocabulary	Vocabulary limitations are so extreme as to make conversation virtually impossible.	Misuse of words and very limited vocabulary make comprehension quite difficult.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasionally uses inappropriate terms or must rephrase ideas because of inadequate vocabulary.	Use of vocabulary and idioms approximates that of a native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible	Very hard to understand because of pronunciation problems. Must frequently repeat in order to be understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate a native speaker's.
E. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase or restrict what is said to basic patterns.	Makes frequent errors of grammar and word order which occasionally obscure meaning.	Occasionally makes grammatical or word order errors which do not obscure meaning	Grammatical usage and word order approximate a native speaker's.

4/7/87

* This form is an adaptation of the Student Oral Language Observation Matrix (SOLOM) developed by the San Jose (California) Unified School District.

Development Associates, Inc.
Arlington, Virginia

Signature of rater _____

CAL ORAL PROFICIENCY EXAM (COPE) RATING SCALE FOR SPANISH

STUDENT'S NAME _____ GRADE _____ SCHOOL _____ CITY AND STATE _____ RATED BY _____ DATE _____

	JR. NOVICE LOW	JR. NOVICE MID	JR. NOVICE HIGH	JR. INTERMEDIATE LOW	JR. INTERMEDIATE MID	JR. INTERMEDIATE HIGH	JR. ADVANCED	JR. ADVANCED PLUS	SUPERIOR
COMPREHENSION	Recognizes a few familiar questions and commands.	Understands predictable questions and commands in specified topic areas, though at slower than normal speed.	Can sometimes understand simple questions and commands when applied in new contexts. May understand familiar language at normal speed	Follows fairly normal conversation with frequent clarifications (non-verbal as well as verbal).	Comprehension problems seldom evident on everyday topics. Carries out commands without prompting. May show some difficulty on unfamiliar topics	Usually understands speech at normal speed, though some slow-downs are necessary. Can request clarification verbally.	Understands academic talk and social conversation at normal speed. May have trouble with highly idiomatic speech.	Understands complex academic talk and highly idiomatic conversation, though confusion may occur in rare instances.	Has no difficulty in conversation or in academic talk.
FLUENCY	Conversations are limited to an exchange of memorized sentences or phrases.	Operates in a limited capacity within predictable topic areas. Long pauses are common. May start sentences correctly but frequently completes them with gestures or other non-verbal means.	Uses high frequency utterances with reasonable ease. There are signs of emerging originality and spontaneity. Able to complete most sentences verbally.	Satisfies everyday social and academic needs adequately but not fully. Maintains simple conversation by answering questions.	Shows evidence of spontaneity in conversation. Maintains simple narratives. Sometimes initiates talk without relying on questions or prompts.	Maintains conversation with remarkable fluency but performance may be uneven. Uses language creatively to initiate and sustain talk.	Shows high degree of ease of speech. Reports facts easily. Explains points of view and abstract concepts in an uncomplicated fashion.	Handles most academic and social requirements with confidence.	Able to participate fully in social and academic talk. Responds with ease to highly idiomatic conversation, hypothetical situations, and discussions of abstract concepts.
VOCABULARY	Uses memorized utterances and words belonging to learned categories. Does not recognize words or phrases outside the context in which they have been learned.	Has vocabulary for common activities and objects but frequently searches for words. Recognizes known forms outside of learned contexts.	Basic formulas and words for regular activities come readily. Vocabulary adequate to minimally elaborate utterances.	Makes statements and asks questions adequately to satisfy basic social and academic needs but has difficulty explaining or elaborating them.	Permits limited discussion of topics beyond everyday social and academic needs. Attempted circumlocutions may be ineffective	Broad enough for relatively complete discussion of familiar social and simple academic topics. Sometimes achieves successful circumlocutions.	Uses a variety of idiomatic expressions. Uses circumlocutions effectively.	Complete enough to fully discuss most academic and social topics. Flow of talk is rarely interrupted by inadequate vocabulary.	Vocabulary is extensive and groping for words is rare. Shows familiarity with idiomatic expressions and facility with less common vocabulary which permit discussion of topics in unfamiliar situations.
GRAMMAR	Utterances are usually memorized forms.	Usually achieves correct grammar in familiar patterns but accuracy is easily upset. May have a high rate of self-corrections. Reliance on patterns is greater than reliance on memorized utterances.	Grammar is largely correct for simple familiar language. Isolated forms such as past tense, hai and simple connectors, and direct and indirect object pronouns may be used but cannot be generalized across grammatical structures.	Talk consists primarily of uncomplicated original sentences with correct word order. Makes little use of modifiers. Can use basic connectors such as hai and hacemos accurately. Attempts to use more complex forms are often incorrect.	Sentences show some complexity but may be inaccurate. Uses a variety of verb tenses in specific forms but does not employ the full range of possible conjugations. Pronouns still show evident inaccuracies.	Able to use the complete range of conjugations across tenses for regular verbs but does not have full control of irregular forms. Use of complex connectors, direct and indirect object pronouns usually correct.	Most forms largely but not consistently correct. Has good control of pronouns and sequencing devices— the first, hai, then, etc. Shows expanded use of adjectives and adverbs.	Uses all tenses comfortably with a high degree of accuracy, though occasional errors are evident.	Control of grammar and syntax is strong enough that no major patterns of error are revealed.

In "An Oral Assessment Instrument for Immersion Students: COPE," Rhodes, N., Thompson, L. 1990. In Foreign Language Education: Issues and Strategies. (Ed. Padilla, Fairchild, Valadez) Sage.

E.

RUBRIC FOR ASSESSMENT OF WRITING
ELEMENTARY SCHOOLS

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8 - 7

The writing demonstrates careful attention to the total effect of the piece. The thesis clearly gives the topic and the writer's point of view. The writer develops the topic by choosing related supporting details, arranging the details in the most appropriate organization, using a variety of sentence patterns, and choosing vocabulary thoughtfully. The mechanics of the piece contribute to the whole of the work. The writer demonstrates that audience understanding and interest are essential goals in writing. Relationships are clearly stated to ensure understanding. The writer strives for an original, creative, and honest approach. Language is used well with attention to flow, rhythm, and emphasis. The writing has clarity and style and is enjoyable to read.

---

6 - 5

Papers in this category show thought about the subject. The topic is clearly stated in a thesis, and the topic is supported with well-chosen evidence. The piece has no flaw glaring enough to detract from the sense of the writing. The writer uses mechanics competently. However, the writer takes no risks and primarily uses a formula for organization. In some cases, the choice of subject is unimaginative, lending itself to only the most general written discussion. There is little or no attention to the power of language, and the writer relies on simple relationships and explanations to develop the topic. The writer does not demonstrate an understanding of the total effect of a piece of writing. The writing has clarity and communicates to a reader.

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4 - 3

The writing shows an honest attempt to address a topic. However, the writer does not actually develop the topic. Supporting details are chosen randomly with some being irrelevant. The writer has a minimum of organization and often neglects to include either a thesis or conclusion. The thinking exhibited in the piece of writing is superficial so that full explanation of the topic does not occur. The writing is often stream of consciousness and egocentric with no awareness of audience. The mechanics detract from the total effectiveness and serve to cloud meaning. Occasionally, the writing may be fairly articulate, but a major flaw in thinking or usage prevents the piece from being successful. The writing has minimal clarity and presents difficulty to a reader.

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2 - 1

The writer does not narrow the topic or does not seem to understand the topic. The piece may be underdeveloped or undeveloped, but in either case, the writing is totally lacking in clarity. The piece does not include specific details that would make the writer understood, and the writer does not demonstrate organizational ability. Awareness of audience is not evident so that communication is the reader's responsibility. Inhibiting communication further is the writer's inability to use mechanics correctly. Some papers demonstrate that the writer has thought about the topic but does not have the facility with language to communicate that thinking. The writing is incoherent due to major difficulties with written expression.

F.

FRANCIS SCOTT KEY ELEMENTARY SCHOOL

ARLINGTON PUBLIC SCHOOLS

358-4210

2300 KEY BOULEVARD, ARLINGTON, VIRGINIA 22201

Dear Parent:

In February, your child participated in a writing test, and the results of that test are enclosed. For this test, your child was asked to write a short paper on a topic. That paper was read by two specially trained readers who compared it to what is expected of fourth grade students. Each reader scored the paper for five domains, which are described on your child's report.

For each of the five domains, each reader gave a rating of one to four. The rating for Composing was multiplied by three and Style was multiplied by two. (This was done to indicate that these are more important than the other three domains, Sentence Formation, Usage, and Mechanics.) The resulting score for each of these five domains is the Total Writing Score, which appears under the heading Obtained Score. The average Total Writing Obtained Score in Arlington was 48.7. The average of the two readers' ratings of your child's paper is printed in the column labeled Average Rating Score and these range from one to four.

The primary purpose for giving this test is to predict how well students will do when they take the writing portion of the Literacy Test. Your child have his or her first opportunity to take Literacy Tests in reading, writing, and math in sixth grade. All students in Virginia must pass these tests before being promoted to high school. The writing test your child has just completed is very similar to the writing portion of the Literacy Test. If your child's Total Writing Obtained Score is 40 or less, your child may have difficulty passing the writing portion of the 6th grade Literacy Test. Twenty-five percent of the 4th graders in Virginia received a 40 or lower. All students who scored 40 or lower will receive special remediation next year to help them improve their writing skills.

If you have any questions about your child's results, please phone the school office.

Sincerely,

Katharine G. Pfeil

Principal

de los derechos civiles. pág. 5

parte de la exclusiva. pág. 7

se lava un poco. pág. 13-15

ENGLISH EDITORIAL see page 6

WASHINGTON DC

El Tiempo Latino

OLA, la decisión interminable

Se cumplen dos años sin un director permanente

Hace dos años la señora Arlene Gillespie se retiró de la Oficina de Asuntos Latinos (OLA), cediendo la dirección, en calidad de interina, a Rita Cassilnsky, quien a su vez la transfirió a su actual directora, Mora López. Un año antes, en enero, la Comisión Latina de Desarrollo Comunitario (CLDC) presentó a la alcaldesa una terna de candidatos con aspiraciones a cubrir el cargo. En abril de ese año Sharon Pratt Dixon —hoy Kelly— rechazó la terna, causando malestar en los miembros de la Comisión y antagonismos hacia el interior de la comunidad. En septiembre se reabrió el proceso de búsqueda de candidatos, del que surgió en noviembre una segunda lista de nombres, nuevamente desaprobada por la alcaldesa. Desde entonces nadie ha tenido el *privilegio* de entrar en comunicación con la alcaldesa en este viejo asunto, el de la decisión interminable.

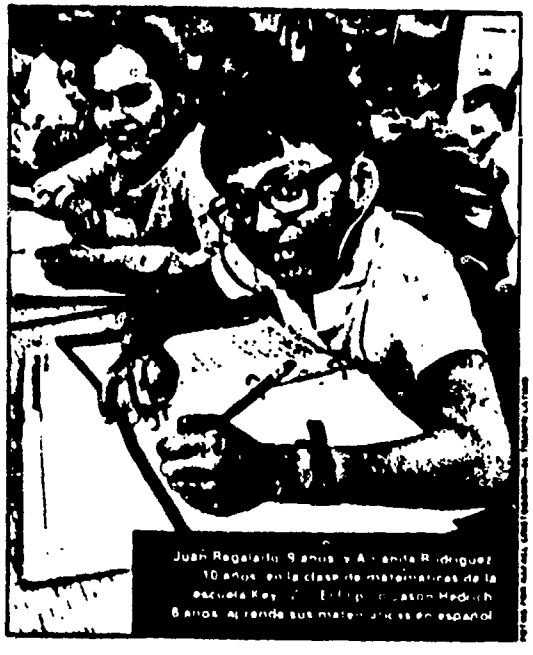
Plaza comunitaria

Por **Alonso Aguilar**
Especial para Tiempo Latino

Esta semana, sin embargo, ocurrieron un par de hechos no necesariamente ligados pero que reactivan las preocupaciones en torno a OLA. La presidenta de la Comisión Latina de Desarrollo Comunitario, Debra Delgado, envió una carta a la alcaldesa recordándole que hace más de dos meses le entregaron sus recomendaciones para cubrir el cargo, vacío desde hace dos años. En otro movimiento, Patricia Walker, asesora de OLA con la Comisión, recibió instrucciones para trasladarse al Centro Comunitario de la Alcaldía. El cambio estuvo rodeado por una completa informalidad: la notificación se hizo vía telefónica, sin la mediación de ningún documento que especificara los motivos y sin poner un establecer un período sobre el tiempo en que deberá desempeñarse en ese Centro.

Pocos días después de que la carta de Debra Delgado fuera recibida en una respuesta de la alcaldía, y de que el traslado de Patricia Walker constituyó o no un intento para desmantelar la Comisión a la víspera de renovar sus miembros a fines de mes, ¿qué es lo que quiere

Ver OLA Pág. 4



Juan Regalado, 9 años, y Alejandra Rodríguez, 10 años, en la clase de matemáticas de la escuela Key. [illegible] Gaston Hedrich, 8 años, aprende sus materias básicas en español

Sumergidos en la lengua castellana

Programa de inmersión mejora aprendizaje de alumnos de la escuela Key

Por **Santiago Tévere**
El Tiempo Latino

Para Isabel Pawling, profesora del 5to básico de la Escuela Elemental Key, de Arlington, es importante enseñar a sus alumnos a no utilizar en ningún momento el inglés cuando hablan, especialmente a la hora en que todos deben hablar español.

"¿Qué están haciendo en la computadora", pregunta a Karen Corrales, estudiante del 5to grado.

"Voy a practicar *fractions*"

"¿Practicar qué?", vuelve a preguntar

"Practicamos", se corrige la niña.

Con este simple ejemplo se puede ilustrar cómo funciona todo un programa para aprender una segunda lengua en este caso, el español que está lejos de compararse con una tradicional clase de idioma extranjero.

El programa se llama Inmersión Parcial en Español, y es el primero de su tipo que se estableció en el estado de Virginia.

Por medio de este programa, los alumnos, cuyas edades oscilan entre los 9 y 11 años, reciben sus clases normales en inglés durante la mitad del día escolar. En la siguiente mitad, se les imparte clases en español de determinados cursos, como por ejemplo artes, estudios sociales, ciencias naturales y salud.

"Inmersión quiere decir 'sumergirse' El alumno está enchufado el resto del idioma constantemente mientras sus compañeros lo corrigen cuando se equivoca", explicó la coordinadora del programa, Manuela von Vacano, nacida en Bolivia.

El proceso de aprendizaje se facilita debido a que se intenta que la mitad de los estudiantes en un salón de clases sean latinos y la otra mitad sean estadounidenses. Esto, teniendo en cuenta que los estudiantes latinos superan el 50 por ciento de la población estudiantil de la escuela.

La coordinadora nos habló sobre la importancia del aprendizaje natu-

Ver página 6

La coordinadora nos habló sobre la importancia del aprendizaje natural, práctico, basado en la experiencia, totalmente diferente al de aprender un idioma basado en un árido texto gramatical.

"Con la ayuda de videos, películas, proyectos, excursiones, ayudamos a los estudiantes a reenforzar los conceptos del otro idioma", puntualizó von Vacano. "Desde primer grado pierden el acento, porque oyen e imitan a sus compañeros y así van refinando el oído. Los niños no tienen inhibiciones de ninguna clase y el vocabulario que van aprendiendo no es aislado".

La coordinadora señaló que uno de los objetivos del programa es la de ir formando en los niños una mentalidad más amplia, la cual les permite apreciar la cultura en sus formas múltiples. Así, a medida que se van desarrollando no serán personas bilingües sino también biculturales, por las experiencias que tuvieron en la escuela.

Refiriéndose al papel de la familia en la educación, von Vacano reveló que muchos padres latinos cometen un error al considerar suficiente el hablar español en la casa para que sus hijos no pierdan el idioma vernacular. Otro error que mencionó fue el que muchos padres dejan la labor educativa a los profesores y olvidan que la primera escuela es el hogar.

La escuela Key tiene un Comité de Padres Latinos conformado por unos 300 padres, manteniéndose activos unos 80.

"No basta con que los niños hablen español en su casa", enfatizó la educadora. "Eso es sólo un elemento que es la parte oral. Pero el aprendizaje del idioma debe ser global, partiendo de experiencias concretas, de la lectura y la escritura".

"En la escuela se da la mecánica del idioma, pero la experiencia de la vida la ponen los padres. Ellos no pueden dejarle todo a la escuela. Los valores morales los aprenden en la casa", indicó von Vacano, quien durante la entrevista se le vio bastante ocupada, haciendo de intérprete para los padres latinos, atendiendo llamadas y revisando documentos. "Esto es todos los días", nos dijo en tono de disculpa.

Ver ESPAÑOL Pág. 4

ESPAÑOL

Viene de pág. 1

El programa continúa creciendo

El programa de inmersión Parcial surgió gracias a los esfuerzos del entonces director de la escuela, Paul Wireman, quien había visto el funcionamiento de un programa similar en Connecticut, Pensilvania. El director dio inicio al Programa de Inmersión Parcial en Español en 1986 con la ayuda de profesores bilingües y con una clase compuesta de apenas 22 alumnos del primer grado.

Desde entonces, el programa ha crecido enormemente. Ahora cuenta con 85 niños matriculados desde el "kinder" hasta el 5to grado. Después de los latinos, los niños anglosajones constituyen un 26 por ciento de la población estudiantil, seguidos por niños afroamericanos y de otras partes del mundo como China, Corea y Portugal, entre otros.

Otra ventaja es que los profesores son todos bilingües y suman ocho, dos de ellos anglosajones y los demás de origen latinoamericano.

En los ambientes donde funciona el programa se pueden observar la importancia que se le da a lo visual. Hay en las paredes signos y carteles que identifican figuras geométricas, animales, moluscos, colores, todos con sus nombres en español y su respectiva traducción al inglés.

Matthew Tucker, de 9 años, quien cursa el 4to grado, dijo que había aprendido bastante en el programa. Su madre es filipina y su padre es estadounidense. "Cuando entré sabía un poquito de español como 'hola' y contar del uno al diez", comentó.

Otro nativo estadounidense, Barry Buchholz, de 10 años, alumno del 5to grado, dijo que no sabía nada de español cuando entró al programa. "Era difícil al principio, pero ahora puedo leer y escribir en español".

"Mi madre me ayuda en mis tareas en español y mi hermana mayor en las tareas de inglés", contó la venezolana María Soto, de 11 años y estudiante del 5to grado.

La profesora cubana Lourdes Maola, enseña a sumar a Carolyn Forte y Eduardo Caldera, ambos de 6 años.

Similares experiencias nos contaron Luisa Suárez, de 9 años, y Amanda Rodríguez, de 11 años, ambas cursan el 4to grado.

Exitoso programa

El Centro de Lingüística Aplicada, con base en Washington, D.C., concluyó en su evaluación de agosto de 1990 que los alumnos inscritos en el programa tenían un aprovechamiento igual al de los estudiantes de otras escuelas. Además de la ventaja de saber un segundo idioma, lo cual amplía sus horizontes en oportunidades de trabajo, estudios y amistades.

El aprender un segundo idioma ha ganado bastantes adeptos en los Estados Unidos. De acuerdo a un estudio del Concejo Americano de Idiomas Extranjeros, con sede en Nueva York, en 1990 más de 4.2 millones de escolares, de las escuelas secundarias, estaban aprendiendo un segundo idioma. Es decir, un 6.1 por ciento de incremento comparado con 1985.

Existen ahora otros programas de inmersión en varias escuelas del condado de Fairfax, donde además de español se imparte japonés y francés, teniendo como modelo el programa de la escuela Key. En Maryland y el Distrito de Columbia también existen programas similares, por ejemplo, el programa de inmersión de la escuela Elemental Oyster, del D.C.

El Programa de Inmersión Parcial en Español de la Escuela Elemental Key ha tenido éxito, según reveló su directora, Katharina Panfil. "Las compañías que trabajan cerca a la escuela se dieron cuenta del programa y ahora quieren empezar un proyecto", afirmó la directora en un perfecto español. Al notar nuestra sorpresa dijo: "Aprendí español para poder conversar y ayudar a los padres de familia que no hablan inglés".

Una madre de familia, Eleanor Ripton, profesora voluntaria de la escuela quien además tiene un hijo en el primer grado, nos comentó: "No hay barreras, aquí todos trabajan juntos y comparten sus experiencias".

Bill Bliss, presidente del Consejo Consultor de Padres de Familia del Programa de Inmersión, nos contó que su esposa y él estaban estudiando español en el centro superior NOVA para así ayudar a sus dos niños, quienes están inscritos en el Programa de Inmersión. "Sentados a la mesa, después de la cena, nosotros practicamos español con los niños".

El programa de Inmersión les invita a una presentación especial el jueves, 28 de mayo de 1992 a las 7:00 p.m. en la cafetería de la Escuela Hen

Buenas Noches"

"Yo Tenía Diez Perritos"

"El Tambor y la Campana"

1st grade
Mrs. Macía

Rainforest Review

1st grade
Ms. Hudecek

"Guasita y el Regalo del Juego"

"Sonatina"

4th grade
Mrs. Fernández