



# Fifth-Grade Native English Speakers' Performance on STAMP 4Se, Spanish-Language Proficiency Assessment

Austin Independent School District, 2017

This report documents how native English speakers enrolled in the two-way dual language (2-way DL) program at Austin Independent School District (AISD) performed on STAMP 4Se, a Spanish-language proficiency test.

The test was administered in December 2016 and January 2017 to 155 5<sup>th</sup>-graders at 12 elementary schools (Becker, Blanton, Brentwood, Casey, Maplewood, Menchaca, Oak Hill, Perez, Ridgetop, Sunset Valley, Travis Heights, and Wooten).

STAMP 4Se is a web-based test designed for children in grades 3 through 6. Test items are situated within the context of daily school life and characters mentioned in the test items are attending a fictitious elementary school in the United States. STAMP 4Se is composed of four domains:

- Interpretive reading, which consists of a series of dialogues and monologues in Spanish, followed by a question phrased in Spanish.
- Reading comprehension, which consists of passages that are designed to mimic authentic reading tasks (e.g., reading signs, journal entries, or classroom materials), followed by a question that evaluates the students' ability to scan passages for the main topic as well as to extract detailed information.
- Presentational writing, which consists of two short tasks that are presented to the students aurally in English and are designed to test the students' ability to express themselves in written Spanish.
- Presentational speaking, which also consists of two tasks presented aurally in English that are designed to test the students' ability to express themselves in spoken Spanish.

STAMP 4Se is designed to give a general snapshot of proficiency, with a fairly limited number of items. This allows the test to be used as a dynamic tool to inform teachers, parents, and administrators about students' language learning progress. However, as with any test, STAMP 4Se scores should be considered as one piece of evidence of a child's proficiency. In addition, it should be noted that students, especially young ones, can perform differently on different days, due to a variety of factors. More information about STAMP 4Se can be obtained at [www.avantassessment.com](http://www.avantassessment.com).

An interpretation guide describing a typical student at each proficiency level is provided in the appendix.

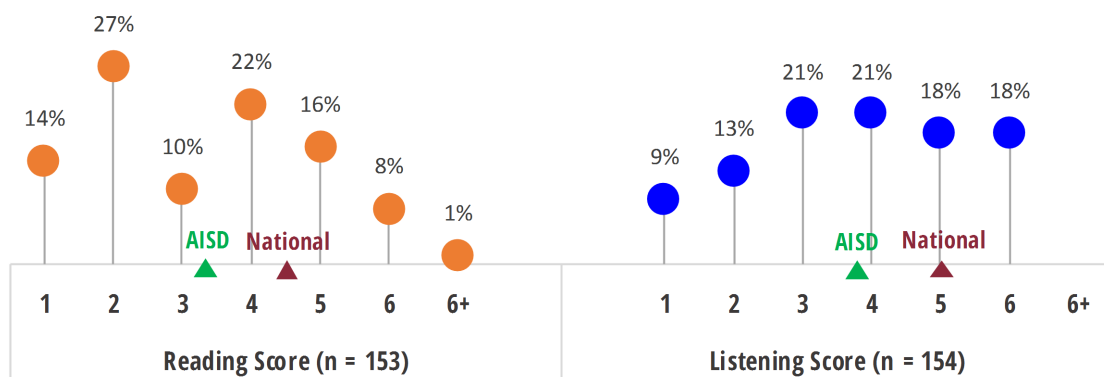
## Results

On average, AISD students received scores of 3.3, indicating a novice-high proficiency level in the reading domain, 3.8 in the listening domain indicating students were approaching an intermediate-low level of proficiency in this domain, and 3.1 in the writing and speaking domains, indicating an novice-high proficiency level in these domains. In 2015–2016, the STAMP 4Se national average for 5<sup>th</sup> graders in Spanish immersion programs (predominantly 50/50 2-way DL) was 4.6 in reading, 5.0 in listening, 3.9 in writing, and 3.7 in speaking. AISD averages are represented in Figures 1 through 4 as a **green triangle**, whereas national averages are represented as a **red triangle**. The slightly lower averages at AISD than at the national level may simply reflect the small number of AISD students tested; therefore, it is helpful to look at the distribution of students across proficiency levels.

Figures 1 and 2 show the percentage of AISD students at each proficiency level for each domain. These results show that the majority of AISD students performed at novice high or above in all of STAMP 4Se domains, indicating that in 5<sup>th</sup> grade, students were typically approaching or already at intermediate proficiency levels.

Figure 1.

**Forty-seven percent** and **57%** of the 5<sup>th</sup>-grade two-way dual language program English speakers performed at intermediate level or higher on the **reading** and **listening** domains of STAMP, respectively.

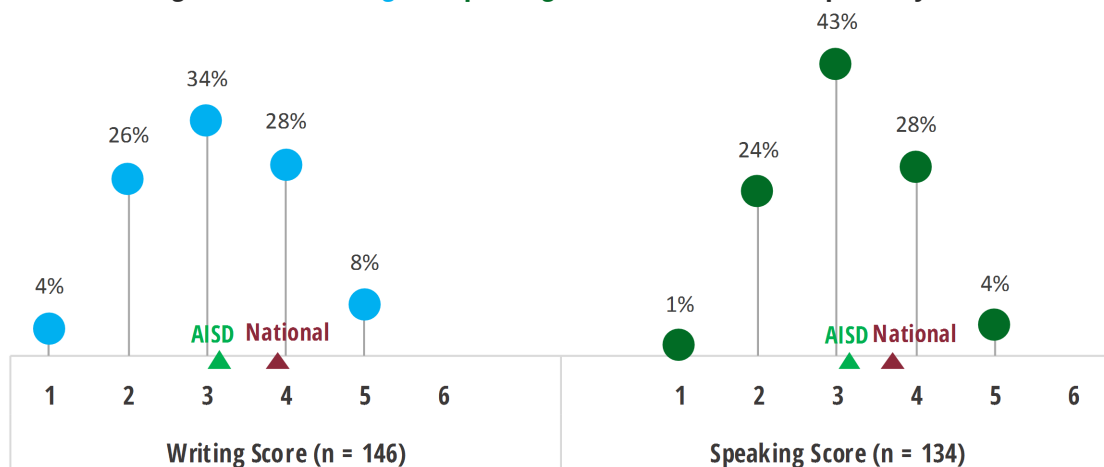


Source. AISD STAMP assessment records, 2016 – 2017 school year

Note. Not all 155 students completed the reading or listening assessments.

Figure 2.

**Thirty-six percent** and **32%** of the 5<sup>th</sup> grade two-way dual language program English speakers performed at intermediate level or higher on the **writing** and **speaking** domains of STAMP, respectively.

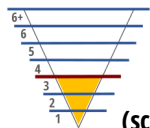
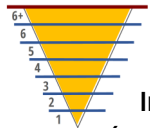


Source. AISD STAMP assessment records, 2016 – 2017 school year

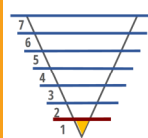
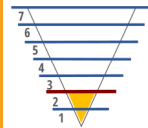
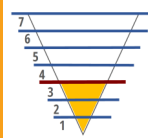
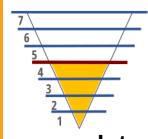
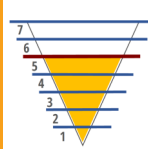
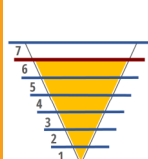
Note. Not all 155 students completed the writing or speaking assessments.

## Appendix

### Guide for Interpreting Reading and Listening Scores

|  |   |
|--|---|
|  <p><b>Novice</b><br/>(scores: 1 to 3)</p>        | <ul style="list-style-type: none"> <li>• Reliance of learned phrases and basic vocabulary.</li> <li>• Ability to recognize the purpose of basic texts.</li> <li>• Can understand a core of simple, formulaic expressions, such as “I don’t know” or “how do you do?”</li> </ul>   |
|  <p><b>Intermediate</b><br/>(scores: 4 to 6+)</p> | <ul style="list-style-type: none"> <li>• In reading, ability to understand the main ideas and explicit detail in everyday language.</li> <li>• Ability to use language knowledge to understand information in everyday materials.</li> <li>• Can follow short conversations and announcements on common topics and answer questions about the main idea and explicitly stated details.</li> </ul> |

### Guide for Interpreting Writing and Speaking Scores

|  | Text characteristics   | Language control  |
|--|--|---|
|  <p><b>Novice-low</b><br/>(score = 1)</p>                | <p>Produces words in target language with no connection. Does not have enough vocabulary or the ability necessary to formulate even simple phrases to address the prompt.</p>  | <p>Limited language control. Inability to create more than individual words. L1 (first language) influence may be strong. Errors are expected at this level, but the student must be able to produce at least two comprehensible words.</p>   |
|  <p><b>Novice-mid</b><br/>(score = 2)</p>               | <p>Language production is beyond individual words but clearly shows the lack of ability to construct more than phrases. May include one simple sentence, but incapable of showing more.</p>  | <p>May make frequent errors, but usually comprehensible to a sympathetic reader/listener. L1 (first language) influence may be present.</p>   |
|  <p><b>Novice-high</b><br/>(score = 3)</p>             | <p>Short, common expressions or memorized statements that may be combined together. Able to create at least 2 different simple sentences.</p>  | <p>Good accuracy for high frequency expressions. Usually comprehensible to a sympathetic reader/listener. Grammatical (syntax, spelling, conjugation) errors are expected at this level but sentences must make sense to be acceptable.</p>   |
|  <p><b>Intermediate-low</b><br/>(score = 4)</p>        | <p>Variety of sentences that utilize different verbs to create independent thoughts, mostly composed of a recombination of learned simple sentences with added detail in the form of prepositional phrases and verbal phrases.</p>   | <p>Good accuracy with formulaic sentences with some added detail. Errors may occur as student attempts higher level skills. Good Language Control is expected with the majority of the response.</p>  |
|  <p><b>Intermediate –mid</b><br/>(score = 5)</p>       | <p>Logical organization of ideas and flow of sentences or statements. Contains at least 2 unique and non-formulaic sentences intermixed with a variety of sentences creating ‘groupings of sentences showing connectedness.</p>  | <p>Good accuracy evident with possible errors that don’t affect the overall meaning. Delivery may be somewhat choppy. May have repetitive use of concrete vocabulary with occasional use of expanding terms. Accuracy for complex sentences is emerging.</p>                            |
|  <p><b>Intermediate-high</b><br/>(score = 6 or 6+)</p> | <p>Able to demonstrate an Intermediate-High control of the language. Complexity is evident. Transition words and connectors are used correctly and efficiently a majority of the time to create a flow within the response. Groups of sentences focus on different aspects of the prompt and include transition words or phrases to introduce next concept. Does not have Advanced vocabulary or language to move into the Advanced level.</p> | <p>Response is well constructed. Intermediate-High sentence structures can be found throughout response. Demonstrates beginning ability to create a coherent response with increased use of complexity as well as transition words and phrases. No evidence of advanced vocabulary.</p> |