

# **BMEP Assessment Taskforce Recommendations**

## **ACKNOWLEDGEMENTS**

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## **OVERVIEW AND PURPOSE**

The purpose of the Bilingual Multicultural Education Program (BMEP) Assessment Taskforce was to assist the New Mexico (NM) Public Education Department (PED) in the creation of a recommendation package on a Spanish language proficiency assessment necessary to support Spanish language learners within our state's BMEPs. The BMEP Assessment Taskforce members worked in coordination with the state—via direct advisement to the Language and Culture Bureau (LCB)—on the following tasks:

1. research, review and identify assessments for Spanish language proficiency (Speaking, Reading, Writing and Listening) in order to develop a recommendation package on one K-12 assessment that is rigorous and meets the states' guidelines for implementing BMEPs and any applicable Federal Every Student Succeeds Act (ESSA) requirements; and
2. provide actionable recommendations from its research and review process for LCB to inform statewide policy and decision-making on the matter.

## **PROCESS AND METHODS**

1. The taskforce developed fifteen survey questions (**APPENDIX A**). The survey questions were distributed by the NMPED to stakeholders in BMEPs in New Mexico. Survey results were reviewed and analyzed by taskforce (**APPENDIX B**). The survey data was used to generate the rubric for assessment evaluations (**APPENDIX C**).

2. The taskforce reviewed state approved language proficiency assessments (Avant STAMP 4Se, Avant STAMP 4S, IDEA Proficiency Test, LAS Links, Woodcock-Muñoz).
3. The taskforce identified and researched the following assessments based on survey results and online searches: EMC ELPAC (EMC Language Proficiency Assessments by CARLA) and AAPPL (ACTFL Assessment of Performance toward Proficiency in Languages).
4. Based on this research, the taskforce contacted relevant assessment companies to present on their assessments. We sent a list of 14 preliminary questions for each vendor and their responses are included in **APPENDICES E AND F**. The following companies presented to the taskforce: LAS Links, AVANT, and ACTFL.

## **SURVEY OF STAKEHOLDERS**

The taskforce determined that we needed stakeholder input in making crucial decisions on a state level. We developed a survey in order to gather input from colleagues in the field. These stakeholders included current BMEP teachers, principals, coordinators, and program directors. We received over 300 responses. This information was utilized to guide our considerations in reviewing the various Spanish language proficiency assessments (**SEE APPENDIX A**).

## **GENERAL CONSIDERATIONS**

Assessment in BMEP continues to be a complex issue when trying to value and validate the perspectives of all stakeholders while assuring that the assessment is valid and reliable. Below are some of the main considerations that were considered when making our recommendation:

1. Access to data and reports and interpretation for all stakeholders.
2. Accommodations for special education students.
3. Assessment covers the four language domains and reports proficiency levels of each.
4. Assessment is adaptive to student performance on test.
5. Assessment is aligned to recognized standards (ACTFL, Spanish Language Development (SLD), Common Core State Standards (CCSS), etc).
6. Culturally and linguistically responsiveness.
7. Online assessment with paper option for accommodations.
8. Efficiency in administration process by using online assessments.
9. Cost effective.
10. Company support for development, training, and administration.
11. How does the assessment inform instruction.

## **CURRENT CHALLENGES**

Based on the survey results and taskforce discussions, multiple challenges were identified for the proficiency assessment component of BMEPs. A brief list of the current challenges includes:

1. The current language proficiency assessments do not accurately measure students' language ability.
2. Results of assessments are not received in a timely manner for all stakeholders: students, parents, and teachers.
3. Excessive time is spent administering and scoring current assessments.

4. There is a lack of clarity in understanding the rationale for current assessments.
5. The data derived from current assessments is not useful, well understood, and/or stakeholders are not trained to interpret and utilize reports to drive instruction.
6. Test data and scores are often used only for state reporting.
7. Confusion exists between assessing content knowledge and language proficiency, along with which standards are being assessed.

#### **ASSESSMENTS REVIEWED (See APPENDIX D)**

<b>Assessment</b>	<b>Presentation by Vendor</b>	<b>Score of Presentation Based on Rubric</b>	<b>Rationale of Score</b>
<b>AAPPL</b>	<b>YES</b>	<b>37/56</b>	<b>Not adaptive test, instructions and reports are not in Spanish.</b>
<b>IPT (Idea Proficiency Test)/ IDEA</b>	<b>NO</b>	<b>N/A</b>	<b>Format and questions remain the same yearly.</b>
<b>LAS Links</b>	<b>YES</b>	<b>40/56</b>	<b>Not adaptive test, does not fit all students' language needs.</b>
<b>Woodcock-Muñoz</b>	<b>NO</b>	<b>N/A</b>	<b>Diagnostic test, not proficiency test.</b>
<b>AVANT Stamp 4S STandards-based Measurement of Proficiency, (2-6) (STAMP) and 4Se (7-16)</b>	<b>YES</b>	<b>52/56</b>	<b>Instructions and questions currently not in Spanish. The new version will have instructions in both languages, but NOT the questions.</b>
<b>EMC-ELPAC</b>	<b>NO</b>	<b>N/A</b>	<b>Based on initial contact via email, the taskforce determined that this assessment did not cover a range of proficiency levels.</b>

**\*WIDA (World-class Instructional Design and Assessment) K-2 (Prueba Óptima del Desarrollo del Español Realizado) Poder - shelved not available for review and/or consideration at this time**

#### **SUMMARY OF FINDINGS**

After a careful and thorough review of the various assessments, the task force recommends the following characteristics in the adoption of a Spanish language proficiency assessment. The task force believes that AVANT Stamp is currently the best available Spanish language assessment. AVANT is releasing an updated version of the STAMP 4S (7th -12th ) and 4Se (\*K-6th) in August 2018 which will enhance the current assessment. This includes directions in English and

Spanish, but NOT the questions in Spanish. The characteristics that are most important to the taskforce are underlined.

1. AVANT Stamp accurately measures language proficiency based on ACTFL (American Council on the Teaching of Foreign Languages) standards. ACTFL standards are national standards for language proficiency that are used for K-16. AVANT also aligns with other national Spanish language proficiency scales. **(Appendix B)**.
2. AVANT Stamp scores the test and delivers results electronically within 7 business days. This allows for the data to be utilized for driving instruction and making program decisions.
3. The time required to administer the four domains is about 2 hours in a group setting which is significantly less than current assessments.
4. AVANT Stamp reports clearly identifies student proficiency levels across the four domains, provides composite and scaled scores, which allows teachers to make informed decisions about instruction. These reports also include access to the students' individual responses which can be included in conversations with students and parents.
5. AVANT Stamp is an adaptive test, and the writing and the speaking tasks change annually. This is the only adaptive test we found in our search.
6. AVANT Stamp is an approved assessment for the State of New Mexico Diploma of Excellence Bilingual and Biliteracy Seal.
7. AVANT has partnered with the Center for Applied Linguistics.
8. **The taskforce strongly recommends that PED works with AVANT in the creation of a monolingual Spanish language proficiency assessment. The modifications being made to AVANT to translate instructions to Spanish, while important, still leave monolingual Spanish speakers and early English Language Learners at a disadvantage because test questions and response choices remain in English. AVANT has provide a sample of what this assessment would look like on pages 13-17 of the Appendix G, page 84-88 of the pdf file.**
9. If PED accepts the recommendation to work with AVANT on the creation of a monolingual Spanish language proficiency assessment, the current taskforce members would like to participate in the review and field test of this assessment.
10. Future work as a result of this taskforce should include a more balanced representation of elementary and secondary teachers.

\*Vendor works with states that utilize Avant Stamp 4Se for 1st grade with the recommendation to use the speaking and listening components only. The taskforce believes these listening and speaking components could also be used to establish a baseline for kindergarten.

## **RECOMMENDATIONS FOR IMPLEMENTATION OF SPANISH PROFICIENCY ASSESSMENT**

The task force recommends that the following guidelines be adopted in order to accurately measure growth of student progress in BMEPs and effectively drive instruction, which will increase the value of the assessment for all stakeholders in BMEPs.



- A. Grades 2nd through 12th will administer all four domains of the AVANT Stamp 4Se/S.
- B. Kindergarten and 1st grade will only administer the Listening and Speaking portions for reporting. Districts will have the option to administer all 4 domains. Feedback from several kindergarten and first grade teachers was encouraging; however, more input from these stakeholders is recommended.
- C. The PED should negotiate a state contract with AVANT to provide the best price for all districts in the state. AVANT stated that the price for the test will be the same across district.
- D. BMEPs should move the testing window to uniformly administer AVANT Stamp in the fall in order to effectively use proficiency data to drive instruction during the year. A spring testing window does not support the use of this test to drive instruction.
- E. New students entering a BMEP should be tested upon entrance to the program within 20 days of enrollment.
- F. The PED should create a way for BMEP students' language proficiency scores to be accessed statewide by districts in STARS in order to appropriately place students in program and drive instruction. This will be more cost and time effective.
- G. Recommend AVANT Stamp be placed under the Assessment Bureau in order to maintain equity and importance of the assessment. It should be added to the State Assessment Calendar.

## **RECOMMENDATIONS FOR TRAINING**

- A. PED should share the rationale for adoption of AVANT and its usefulness in measuring proficiency and driving instruction.
- B. AVANT has offered to provide training to BMEP staff, including assessment goals, test administration, and how to interpret the results. We recommend they offer face-to-face and virtual trainings.
- C. The taskforce recommends AVANT share other relevant resources (placement test, formative assessments, and writing tool) for use by BMEPs at their discretion.
- D. PED should create a link on their website which explains the rationale for the assessment and the same support items as for other state mandated assessments, including how to interpret data for teachers, parents, and students.
- E. PED should offer training on ACTFL standards and their correlation to the various standards used in BMEP curriculum such as WIDA, SLA, and CCSS.
- F. PED should move the September 30th Director's Report to October 15th in order to gather and analyze current year proficiency data and set program goals. The current window does not allow sufficient time for authentic program evaluation.
- G. Districts should be able to use AVANT Stamp in the 2018-2019 school year if they so choose, considering that the changes to the assessment made by AVANT might not be ready for fall implementation. Districts should develop their local transition plan. IT Departments should assess and prepare for online administration of AVANT.
- H. For the 2019-2020 school year, all districts should utilize the updated AVANT assessment if possible. For the 2020-2021 school year, all districts must utilize new assessment with the recommended guidelines.

## **RECOMMENDATIONS BEYOND THE SCOPE OF TASKFORCE WORK**

- A. Clarify differences between Bilingual and World Language classes and how these classes are utilized consistently within an effective BMEP.
- B. Recommend changing from End of Course (EOC) (currently used in some Enrichment models along with the BMEP tests), to only the adopted proficiency assessments.
- C. Recommend Taskforce to create formative assessments aligned with adopted language proficiency assessments to just for Spanish Language Arts in K-12
- D. Training for all teachers working with students enrolled in BMEP programs to learn about ACTFL, SLD, Spanish Language Arts (SLA) standards.
- E. Language Acquisition training for all teachers regarding best practice teaching of languages (e.g., second, third language, etc.).
- F. Create statewide database to track and monitor student language proficiency and program placement.

## **APPENDICES**

Appendix A Spanish Language Assessment Survey Questions

Appendix B Spanish Language Assessment Survey Results

Appendix C Rubric to Evaluate Language Assessment based on Vendor Presentation

Appendix D Completed Rubric to Evaluate Language Assessment based on Vendor Presentation

Appendix E Preliminary Questions for Companies

Appendix F Preliminary Answers from Testing Companies

- a. AAPPL
- b. AVANT Stamp 4S and 4Se
- c. EMC
- d. LAS Link

Appendix G Avant Assessment PowerPoint for New Mexico Bilingual & Multicultural Education Taskforce June 5, 2018

## APPENDIX A

### Spanish Language Assessment Taskforce Survey

⊕ PAGE TITLE

\* 1. At what district are you employed?

\* 2. What is your role in your district?

- |  |   |
|--|---|
| <input type="radio"/> Teacher in Bilingual Multicultural Program | <input type="radio"/> Principal/Administrator |
| <input type="radio"/> Testing Coordinator                        | <input type="radio"/> Other                   |
| <input type="radio"/> Program Director                           |   |

\* 3. Grade level(s) served/supported

- ☐ Elementary
- ☐ Secondary
- ☐ Both

\* 4. Spanish course(s) taught:

- ☐ Spanish Language Arts
- ☐ Spanish as a Foreign Language
- ☐ Other Content in Spanish

\* 5. How many years of educator experience do you have working in Bilingual Multicultural Education Programs?

- ☐ 0-5
- ☐ 6-15
- ☐ 16+

\* 6. What endorsement(s) do you have? Check all that apply.

- ☐ Bilingual
- ☐ TESOL
- ☐ Modern and Classical Native Languages
- ☐ Language Arts

\* 7. What grade level(s) do you teach or serve? Check all that apply.

- |                            |                                |
|----------------------------|--------------------------------|
| <input type="checkbox"/> K | <input type="checkbox"/> 7     |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 8     |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 9     |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 10    |
| <input type="checkbox"/> 4 | <input type="checkbox"/> 11    |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 12    |
| <input type="checkbox"/> 6 | <input type="checkbox"/> Pre-K |

\* 8. What course(s) do you teach or evaluate? Check all that apply.

- |  |   |
|--|---|
| <input type="checkbox"/> Spanish 1-5   | <input type="checkbox"/> AP Spanish Language and Culture                        |
| <input type="checkbox"/> Spanish Language Arts (Heritage for Native Speakers)1,2,3 | <input type="checkbox"/> Elementary Spanish Courses                             |
| <input type="checkbox"/> AP Spanish Literature and Culture                         | <input type="checkbox"/> Middle School English Language Arts or Spanish Courses |
| <input type="checkbox"/> Option not listed: Explain:                               |   |

\_\_\_\_\_

\* 9. What formal Spanish language proficiency assessment does your district currently use for Bilingual Multicultural Education reporting?

- |   |  |
|---|--|
| <input type="radio"/> LAS Links- paper    | <input type="radio"/> Avant STAMP 4se (2nd-6th)  |
| <input type="radio"/> LAS links -computer | <input type="radio"/> Avant STAMP 4s (7th-Adult) |
| <input type="radio"/> IPT                 | <input type="radio"/> I don't know               |
| <input type="radio"/> Woodcock- Munoz     | <input type="radio"/> other                      |

\* 10. What do you think is the main purpose of your current Spanish language proficiency assessment?

- |  |  |
|--|--|
| <input type="checkbox"/> Reporting to the State/Program Evaluation | <input type="checkbox"/> Placement of Students |
| <input type="checkbox"/> Driving Instruction                       | <input type="checkbox"/> Teacher Evaluation    |
| <input type="checkbox"/> Curriculum decisions                      | <input type="checkbox"/> I don't know          |
| <input type="checkbox"/> Other (please specify)                    |  |

\* 11. What do you find most useful in a Spanish language proficiency assessment? Check all that apply

- ☐ Computer based
- ☐ Individually administered
- ☐ Time efficient
- ☐ Proficiency level given in all 4 domains (Listening, Speaking, Reading, Writing)
- ☐ Rigorous
- ☐ Aligned to standards (Spanish Language Development, Common Core, ACTFL World Readiness Standards)
- ☐ Adaptability within the assessment
- ☐ Used for Course Placement
- ☐ Useful for Parent Feedback
- ☐ Useful for Student Feedback
- ☐ Used for Driving Instruction
- ☐ Other (please specify)

\* 12. Do you currently use your Spanish language proficiency assessment to guide instruction?

- ☐ Yes
- ☐ No

\* 13. What would you like to see in any future Spanish language proficiency assessments adopted by the state? Check the **5 most** important

- |   |   |
|---|---|
| <input type="checkbox"/> Test that adapts to the student's performance during testing | <input type="checkbox"/> Informs instruction  |
| <input type="checkbox"/> Aligned to Standards   | <input type="checkbox"/> Informs programming  |
| <input type="checkbox"/> Diverse and relevant texts across content areas              | <input type="checkbox"/> Students can get immediate support for their language learning               |
| <input type="checkbox"/> Timely results   | <input type="checkbox"/> Testing company willing to adapt test to state needs and recommendations     |
| <input type="checkbox"/> Efficient administration                                     | <input type="checkbox"/> Measures the four domains separately (Listening, Speaking, Reading, Writing) |
| <input type="checkbox"/> Online   | <input type="checkbox"/> Informs student placement  |
| <input type="checkbox"/> Paper based  | <input type="checkbox"/> Progress monitoring component  |

14. Which current Spanish language assessment from question 9 would you recommend for statewide use? If none, do you recommend any other assessment?

15. Additional Comment or concerns

## Q1 At what district are you employed?

Answered: 347 Skipped: 0

#	RESPONSES	DATE
1	RISD	5/2/2018 3:02 PM
2	RISD	5/1/2018 9:24 AM
3	Santa Fe Public Schools	5/1/2018 9:05 AM
4	DEMING PUBLIC SCHOOLS	5/1/2018 8:46 AM
5	Clovis	4/30/2018 10:21 PM
6	Roswell Independent School District	4/30/2018 2:36 PM
7	Roswell Independent School district	4/30/2018 1:41 PM
8	Roswell Independent School District	4/30/2018 11:06 AM
9	santa fe public schools	4/30/2018 10:29 AM
10	Santa Fe Public Schools	4/30/2018 9:25 AM
11	SFPS	4/30/2018 9:19 AM
12	SFPS	4/30/2018 7:56 AM
13	APS	4/30/2018 7:51 AM
14	SFPS	4/29/2018 7:49 PM
15	Portales	4/29/2018 5:52 PM
16	Santa Fe Public Schools	4/29/2018 5:37 PM
17	Albuquerque Public Schools	4/29/2018 8:51 AM
18	LCPS	4/28/2018 6:53 AM
19	APS	4/27/2018 4:14 PM
20	Las Cruces Public Schools	4/27/2018 3:56 PM
21	Albuquerque Public School	4/27/2018 2:40 PM
22	APS	4/27/2018 10:28 AM
23	Deming Public Schools	4/27/2018 10:03 AM
24	Farmington Municipal School	4/27/2018 9:51 AM
25	APS	4/27/2018 9:15 AM
26	Albuquerque	4/27/2018 7:02 AM
27	Rio Rancho Public Schools	4/26/2018 1:24 PM
28	Albuquerque Public Schools	4/26/2018 11:53 AM
29	Gadsden ISD	4/26/2018 9:22 AM
30	APS	4/26/2018 8:32 AM
31	APS	4/26/2018 8:25 AM
32	Rio Rancho Public Schools	4/26/2018 7:54 AM
33	aps	4/26/2018 7:06 AM
34	RRPS	4/25/2018 10:53 PM
35	Aps	4/25/2018 8:28 PM



36	APS	4/25/2018 7:22 PM
37	Colinas Del Norte Elementary	4/25/2018 6:25 PM
38	RISD	4/25/2018 5:26 PM
39	Portales	4/25/2018 3:54 PM
40	Hobbs, New Mexico	4/25/2018 3:02 PM
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44	Hobbs	4/25/2018 12:20 PM
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46	APS	4/25/2018 11:20 AM
47	Santa Fe Public Schools	4/25/2018 10:45 AM
48	Hatch Valley School District	4/25/2018 10:25 AM
49	Dulce ISD	4/25/2018 9:52 AM
50	Hobbs Municipal Schools.	4/25/2018 9:50 AM
51	Raton Public Schools	4/25/2018 9:38 AM
52	ATC Academy for the Technology and the Classics	4/25/2018 9:30 AM
53	hobbs	4/25/2018 9:29 AM
54	Clovis	4/25/2018 9:05 AM
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62	Deming Public Schools	4/24/2018 9:13 PM
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66	Albuquerque Public Schools	4/24/2018 7:31 PM
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68	Penasco Independent School District	4/24/2018 6:30 PM
69	Deming Public Schools	4/24/2018 4:55 PM
70	Albuquerque Public School	4/24/2018 4:45 PM
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75	Albuquerque Public Schools	4/24/2018 3:44 PM
76	APS	4/24/2018 2:58 PM

77	APS	4/24/2018 2:56 PM
78	Artesia Public Schools	4/24/2018 2:54 PM
79	APS	4/24/2018 2:18 PM
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81	APS Albuquerque Public School	4/24/2018 1:18 PM
82	Albuquerque Public Schools	4/24/2018 1:06 PM
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89	Albuquerque public schools	4/24/2018 11:23 AM
90	APS	4/24/2018 11:17 AM
91	APS	4/24/2018 11:06 AM
92	Deming	4/24/2018 10:57 AM
93	Albuquerque Public Schools	4/24/2018 10:53 AM
94	Albuquerque Public Schools	4/24/2018 10:51 AM
95	Socorro Consolidated schools	4/24/2018 10:35 AM
96	APS	4/24/2018 10:30 AM
97	Española public schools	4/24/2018 10:24 AM
98	Albuquerque Public Schools	4/24/2018 10:12 AM
99	Albuquerque	4/24/2018 10:11 AM
100	Gadsden Independent Schools	4/24/2018 10:07 AM
101	APS	4/24/2018 10:04 AM
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103	Rio Rancho Public Schools	4/24/2018 9:48 AM
104	Albuquerque Public Schools	4/24/2018 9:38 AM
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110	Hobbs Municipal Schools	4/24/2018 9:03 AM
111	Hobbs municipal Schools	4/24/2018 9:03 AM
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122	Hobbs	4/24/2018 8:23 AM
123	APS	4/24/2018 8:20 AM
124	Albuquerque	4/24/2018 8:20 AM
125	portales municipal	4/24/2018 8:17 AM
126	Albuquerque Public Schools	4/24/2018 8:15 AM
127	Deming	4/24/2018 8:14 AM
128	Deming	4/24/2018 8:12 AM
129	Albuquerque Public Schools	4/24/2018 8:11 AM
130	Deming Public Schools	4/24/2018 8:09 AM
131	Hobbs Municipal Schools	4/24/2018 8:09 AM
132	APS	4/24/2018 8:07 AM
133	Albuquerque Public Schools	4/24/2018 8:06 AM
134	APS	4/24/2018 8:04 AM
135	Albuquerque Public Schools	4/24/2018 7:57 AM
136	Albuquerque Public Schools	4/24/2018 7:56 AM
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138	Hobbs Municipal	4/24/2018 7:50 AM
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167	Alamogordo Public Schools	4/23/2018 8:18 PM
168	Lcps	4/23/2018 8:12 PM
169	APS	4/23/2018 8:09 PM
170	Sandoval Academy of Bilingual Education	4/23/2018 7:45 PM
171	Deming	4/23/2018 7:26 PM
172	Farmington Municipal School District	4/23/2018 7:24 PM
173	Albuquerque Public Schools	4/23/2018 6:37 PM
174	Albuquerque Public Schools	4/23/2018 6:32 PM
175	Albuquerque Public Schools	4/23/2018 6:22 PM
176	GISD	4/23/2018 6:20 PM
177	Albuquerque Public Schools	4/23/2018 5:35 PM
178	Monte del Sol Charter School (own district)	4/23/2018 5:24 PM
179	aps	4/23/2018 5:18 PM
180	APS	4/23/2018 5:14 PM
181	Hobbs	4/23/2018 5:00 PM
182	APS	4/23/2018 4:50 PM
183	Taos	4/23/2018 4:44 PM
184	Deming Public Schools	4/23/2018 4:30 PM
185	Roswell Independent School District	4/23/2018 4:25 PM
186	Bernalillo Public Schools	4/23/2018 4:19 PM
187	Aps	4/23/2018 4:12 PM
188	Albuquerque Public Schools	4/23/2018 3:59 PM
189	Las Cruces Public Schools	4/23/2018 3:57 PM
190	Bernalillo	4/23/2018 3:54 PM
191	Albuquerque	4/23/2018 3:52 PM
192	Clovis Municipal District	4/23/2018 3:52 PM
193	Hatch Valley Public Schools	4/23/2018 3:50 PM
194	lovington	4/23/2018 3:43 PM
195	Deming	4/23/2018 3:40 PM
196	Truth or Consequences Municipal Schools	4/23/2018 3:37 PM
197	Hatch Valley Public Schools	4/23/2018 3:29 PM
198	0333	4/23/2018 3:18 PM
199	gadsden	4/23/2018 3:02 PM

200	Monte del Sol Charter School	4/23/2018 2:56 PM
201	Las Cruces Public Schools	4/23/2018 2:54 PM
202	Albuquerque Public Schools	4/23/2018 2:50 PM
203	Hobbs	4/23/2018 2:46 PM
204	Las Cruces Public School	4/23/2018 2:44 PM
205	Rio Rancho Public Schools	4/23/2018 2:44 PM
206	Las Cruces Public Schools	4/23/2018 2:40 PM
207	Hobbs	4/23/2018 2:40 PM
208	Las Cruces Public Schools	4/23/2018 2:39 PM
209	Deming Public Schools	4/23/2018 2:31 PM
210	APS	4/23/2018 2:28 PM
211	Albuquerque Public Schools	4/23/2018 2:25 PM
212	Cobre	4/23/2018 2:23 PM
213	APS	4/23/2018 2:21 PM
214	LCPS	4/23/2018 2:16 PM
215	Dona Ana	4/23/2018 2:13 PM
216	Gadsden Distrist	4/23/2018 2:05 PM
217	Albuquerque Public Schools	4/23/2018 1:50 PM
218	aps	4/23/2018 1:47 PM
219	Albuquerque Public Schools	4/23/2018 1:45 PM
220	Aps	4/23/2018 1:34 PM
221	New Mexico International School APS Charter	4/23/2018 1:33 PM
222	APS	4/23/2018 1:31 PM
223	Tucumcari	4/23/2018 1:28 PM
224	APS	4/23/2018 1:27 PM
225	Gadsden ISD	4/23/2018 1:27 PM
226	Turquoise Trail Charter School	4/23/2018 1:25 PM
227	Lovington New Mexico	4/23/2018 1:25 PM
228	Ruidoso Municipal Schools	4/23/2018 1:23 PM
229	Pojoaque Valley School District	4/23/2018 1:23 PM
230	Roswell Independent School District	4/23/2018 1:21 PM
231	Las Cruces Public Schools	4/23/2018 1:16 PM
232	APS	4/23/2018 1:12 PM
233	Boomfield Schools	4/23/2018 1:12 PM
234	Yes	4/23/2018 1:12 PM
235	Dexter	4/23/2018 1:09 PM
236	Bloomfield Schools	4/23/2018 1:07 PM
237	APS	4/23/2018 1:04 PM
238	Las Cruces Public Schools	4/23/2018 1:01 PM
239	Aps	4/23/2018 12:58 PM
240	Albuquerque Public Schools	4/23/2018 12:52 PM

241	Albuquerque Public Schools	4/23/2018 12:51 PM
242	Socorro Consolidated Schools	4/23/2018 12:50 PM
243	Wherry	4/23/2018 12:45 PM
244	APS	4/23/2018 12:41 PM
245	Alamogordo Public Schools	4/23/2018 12:36 PM
246	APS	4/23/2018 12:34 PM
247	roswell	4/23/2018 12:32 PM
248	APS	4/23/2018 12:30 PM
249	Las Cruces Public Schools	4/23/2018 12:27 PM
250	Albuquerque Public Schools	4/23/2018 12:27 PM
251	Albuquerque	4/23/2018 12:26 PM
252	Albuquerque public schools	4/23/2018 12:23 PM
253	APS	4/23/2018 12:22 PM
254	Albuquerque Public Schools	4/23/2018 12:17 PM
255	GISD	4/23/2018 12:15 PM
256	GISD	4/23/2018 12:11 PM
257	Hatch Valley Public Schools	4/23/2018 12:08 PM
258	Albuquerque Public Schools	4/23/2018 12:03 PM
259	APS	4/23/2018 12:02 PM
260	Gadsden	4/23/2018 12:01 PM
261	Chama Valley #19	4/23/2018 12:00 PM
262	Albuquerque Public Schools	4/23/2018 11:54 AM
263	APS	4/23/2018 11:54 AM
264	Albuquerque Public Schools	4/23/2018 11:49 AM
265	Albuquerque Public Schools	4/23/2018 11:37 AM
266	Las Cruces Public Schools	4/23/2018 11:37 AM
267	APS	4/23/2018 11:37 AM
268	LCPS	4/23/2018 11:35 AM
269	Las Cruces Public Schools	4/23/2018 11:31 AM
270	Albuquerque Public Schools	4/23/2018 11:30 AM
271	Albuquerque Public Schools (APS)	4/23/2018 11:27 AM
272	Portales	4/23/2018 11:26 AM
273	Tucumcari Schools	4/23/2018 11:25 AM
274	Albuquerque Public Schools	4/23/2018 11:19 AM
275	Pojoaque	4/23/2018 11:18 AM
276	Deming Public Schools	4/23/2018 11:18 AM
277	Albuquerque Public Schools	4/23/2018 11:14 AM
278	APS	4/23/2018 11:14 AM
279	RISD	4/23/2018 11:13 AM
280	Las Cruces Public Schools	4/23/2018 11:13 AM
281	Hobbs	4/23/2018 11:11 AM

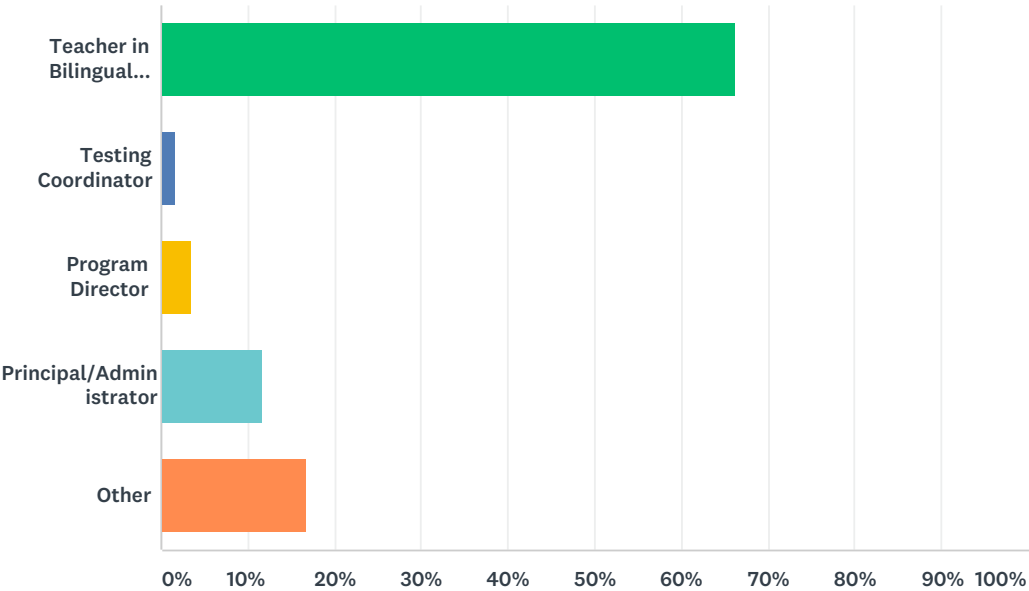
282	Deming	4/23/2018 11:11 AM
283	Cuba Independent School District	4/23/2018 11:11 AM
284	Portales Municipal Schools	4/23/2018 11:09 AM
285	Gadsden ISD	4/23/2018 11:07 AM
286	Gadsden ISD	4/23/2018 11:07 AM
287	Albuquerque Public Schools	4/23/2018 11:03 AM
288	APS	4/23/2018 11:01 AM
289	Albuquerque Public School	4/23/2018 11:01 AM
290	District #560: La Academia Dolores(State Charter MS)	4/23/2018 10:58 AM
291	Albuquerque Public Schools	4/23/2018 10:58 AM
292	Gadsden ISD	4/23/2018 10:56 AM
293	Albuquerque Public Schools	4/23/2018 10:51 AM
294	Albuquerque Public Schools	4/23/2018 10:50 AM
295	Eunice Public Schoools	4/23/2018 10:49 AM
296	NM Charter school	4/23/2018 10:46 AM
297	Albuquerque Public Schools	4/23/2018 10:46 AM
298	Bloomfield	4/23/2018 10:40 AM
299	APS	4/23/2018 10:34 AM
300	Taos Municipal Charter	4/23/2018 10:33 AM
301	Albuquerque Public Schools	4/23/2018 10:32 AM
302	deming public schools	4/23/2018 10:31 AM
303	Albuquerque Public Schools	4/23/2018 10:31 AM
304	Ruidoso Municipal School District	4/23/2018 10:30 AM
305	APS	4/23/2018 10:29 AM
306	Las Cruces Public Schools	4/23/2018 10:27 AM
307	Ruidoso Municipal Schools	4/23/2018 10:25 AM
308	chama valley schools	4/23/2018 10:17 AM
309	Las Montañas Charter High School	4/23/2018 10:17 AM
310	Deming Public Schools	4/23/2018 10:16 AM
311	DPS	4/23/2018 10:15 AM
312	Deming Public Scool	4/23/2018 10:15 AM
313	deming	4/23/2018 10:15 AM
314	Gadsden ISD	4/23/2018 10:14 AM
315	Deming High School	4/23/2018 10:12 AM
316	Deming Public Schools	4/23/2018 10:11 AM
317	APS- Cien Aguas International School	4/23/2018 9:58 AM
318	Chama Valley ISD	4/23/2018 9:58 AM
319	Gadsden ISD	4/23/2018 9:57 AM
320	APS - RFK CHARTER SCHOOL	4/23/2018 9:54 AM
321	LCPS	4/23/2018 9:54 AM
322	APS	4/23/2018 9:51 AM

323	APS	4/23/2018 9:49 AM
324	Cuba Independent School	4/23/2018 9:48 AM
325	Silver Consolidated Schools	4/23/2018 9:48 AM
326	Questa Independent School District	4/23/2018 9:46 AM
327	Clovis Municipal Schools	4/23/2018 9:44 AM
328	Gadsden ISD	4/23/2018 9:42 AM
329	APS	4/23/2018 9:41 AM
330	Gadsden ISD	4/23/2018 9:40 AM
331	GADSDEN ISD	4/23/2018 9:39 AM
332	Roswell	4/23/2018 9:35 AM
333	Roswell ISD	4/23/2018 9:34 AM
334	Roswell	4/23/2018 9:33 AM
335	APS	4/23/2018 9:33 AM
336	RRPS	4/23/2018 9:31 AM
337	Albuquerque Public Schools	4/23/2018 9:30 AM
338	Lovington Municipal Schools (Have worked at 5 different New Mexico Districts)	4/23/2018 9:29 AM
339	HVMS	4/23/2018 9:24 AM
340	Rio Rancho Public Schools	4/23/2018 9:22 AM
341	Cobre Consolidated School District	4/23/2018 9:21 AM
342	Chama Valley School District	4/23/2018 9:20 AM
343	Questa Independent Schools	4/23/2018 9:19 AM
344	APS	4/23/2018 9:17 AM
345	Ruidoso Municipal School District	4/23/2018 9:16 AM
346	Questa	4/23/2018 9:08 AM
347	Chama Valley Schools	4/23/2018 9:05 AM



Q2 What is your role in your district?

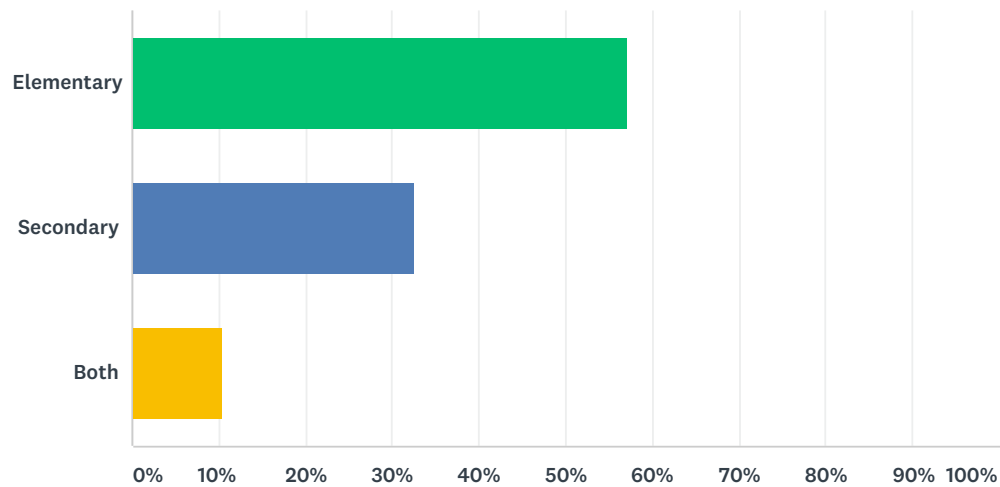
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ANSWER CHOICES		RESPONSES	
Teacher in Bilingual Multicultural Program		66.28%	230
Testing Coordinator		1.73%	6
Program Director		3.46%	12
Principal/Administrator		11.82%	41
Other		16.71%	58
TOTAL			347

Q3 Grade level(s) served/supported

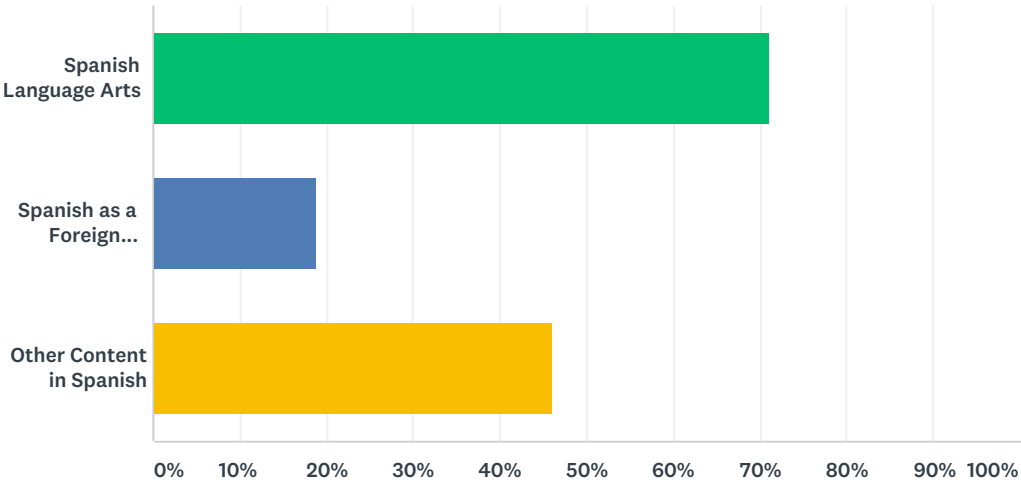
Answered: 347    Skipped: 0



ANSWER CHOICES	RESPONSES	
Elementary	57.06%	198
Secondary	32.56%	113
Both	10.37%	36
TOTAL		347

Q4 Spanish course(s) taught:

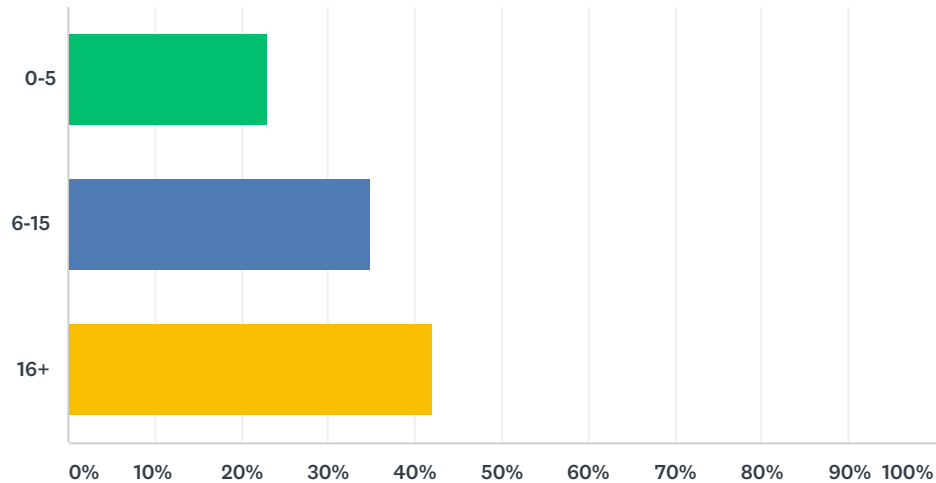
Answered: 347    Skipped: 0



ANSWER CHOICES	RESPONSES	
Spanish Language Arts	71.18%	247
Spanish as a Foreign Language	18.73%	65
Other Content in Spanish	46.11%	160
Total Respondents: 347		

Q5 How many years of educator experience do you have working in Bilingual Multicultural Education Programs?

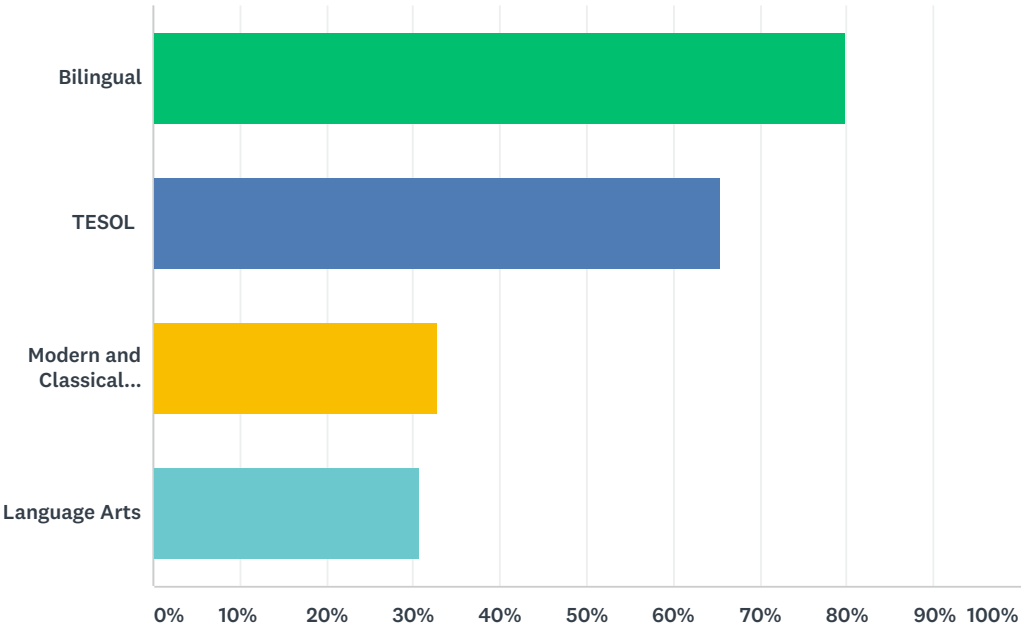
Answered: 347 Skipped: 0



ANSWER CHOICES	RESPONSES	
0-5	23.05%	80
6-15	34.87%	121
16+	42.07%	146
TOTAL		347

Q6 What endorsement(s) do you have? Check all that apply.

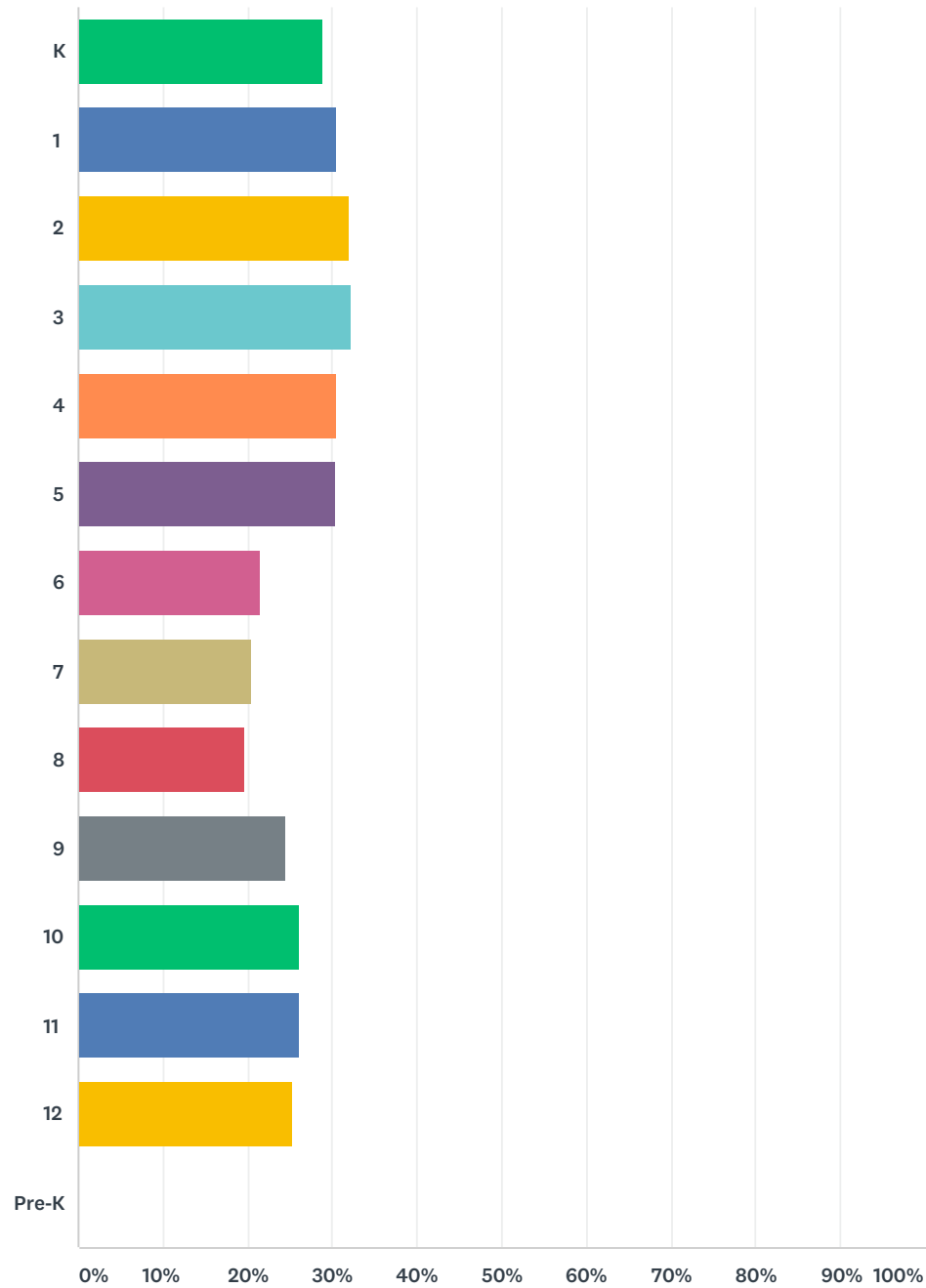
Answered: 347 Skipped: 0



ANSWER CHOICES	RESPONSES	
Bilingual	79.83%	277
TESOL	65.42%	227
Modern and Classical Native Languages	32.85%	114
Language Arts	30.84%	107
Total Respondents: 347		

Q7 What grade level(s) do you teach or serve? Check all that apply.

Answered: 347 Skipped: 0

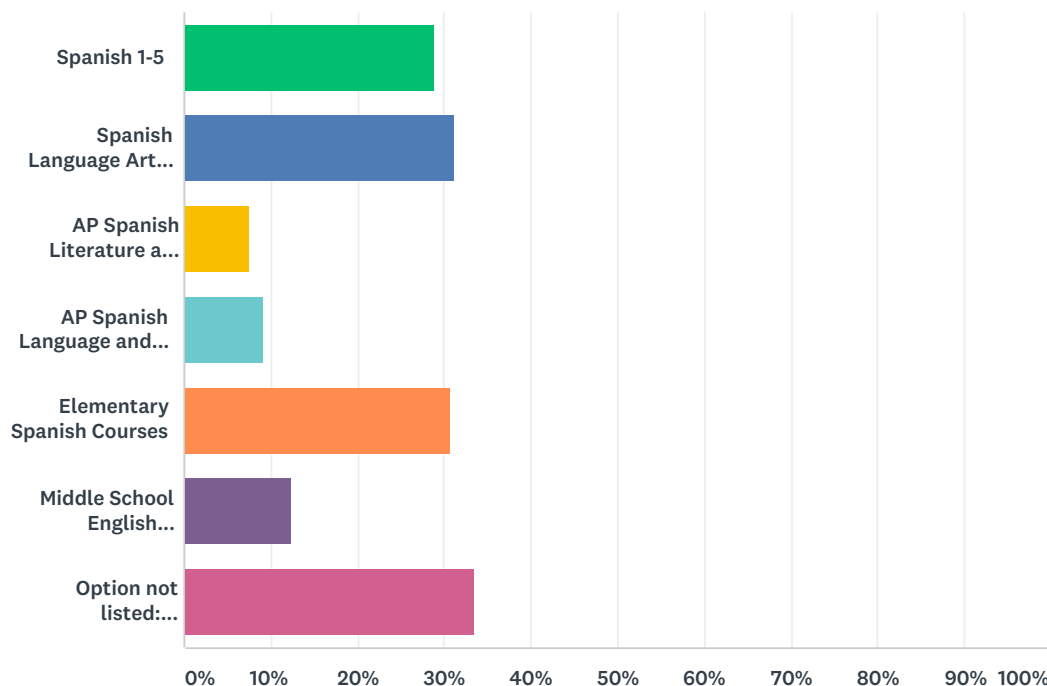


ANSWER CHOICES	RESPONSES	
K	28.82%	100
1	30.55%	106
2	31.99%	111
3	32.28%	112
4	30.55%	106

5	30.26%	105
6	21.61%	75
7	20.46%	71
8	19.60%	68
9	24.50%	85
10	26.22%	91
11	26.22%	91
12	25.36%	88
Pre-K	0.29%	1
Total Respondents: 347		

## Q8 What course(s) do you teach or evaluate? Check all that apply.

Answered: 347 Skipped: 0



ANSWER CHOICES	RESPONSES	
Spanish 1-5	28.82%	100
Spanish Language Arts (Heritage for Native Speakers)1,2,3	31.12%	108
AP Spanish Literature and Culture	7.49%	26
AP Spanish Language and Culture	9.22%	32
Elementary Spanish Courses	30.84%	107
Middle School English Language Arts or Spanish Courses	12.39%	43
Option not listed: Explain:	33.43%	116
Total Respondents: 347		

#	OPTION NOT LISTED: EXPLAIN:	DATE
1	Content area in English	5/1/2018 9:05 AM
2	ESL	4/30/2018 10:29 AM
3	Special Education Bilingual	4/30/2018 9:25 AM
4	Band	4/30/2018 9:19 AM
5	All subjects. 50/50 model	4/29/2018 5:37 PM
6	teach in an elementary dual language class	4/28/2018 6:53 AM
7	Spanish non-natives	4/27/2018 3:56 PM
8	Spanish Math	4/26/2018 11:53 AM
9	Native Spanish and Non Native Spanish	4/26/2018 9:22 AM



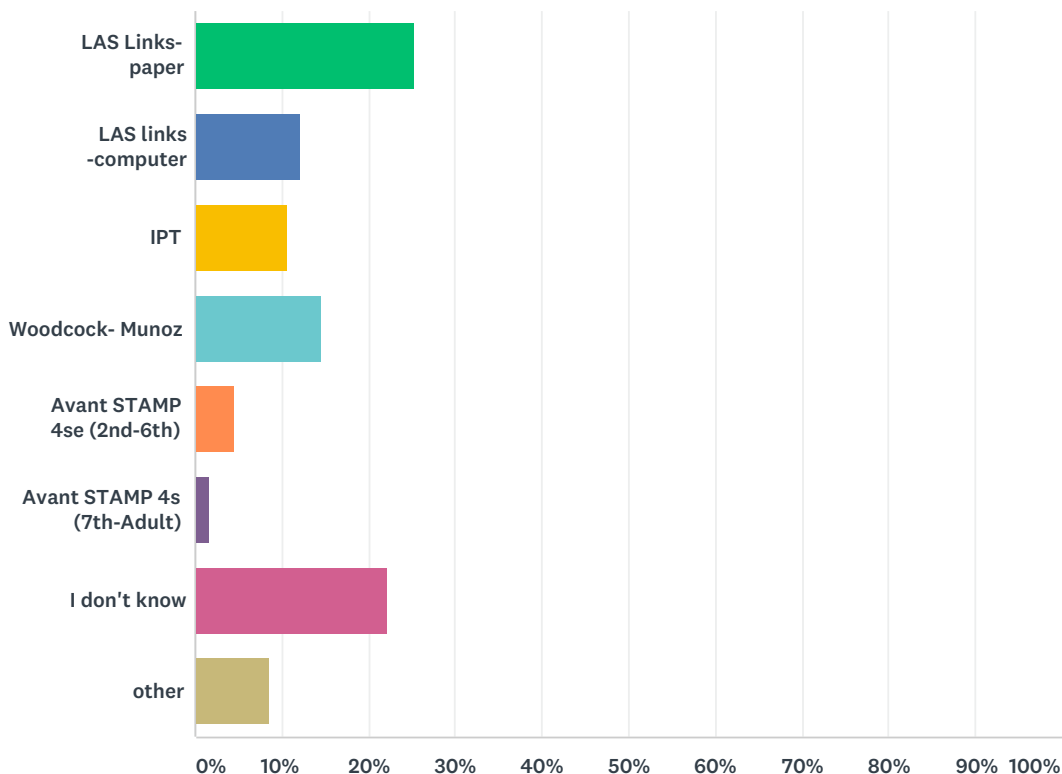
10	Early Childhood Spanish Language Development	4/26/2018 7:54 AM
11	Kindergarten-ELA, Math, Science, Soc. Studies	4/26/2018 7:06 AM
12	Elementary ELL students with SPED needs	4/25/2018 10:53 PM
13	4th grade elementary education in English	4/25/2018 5:26 PM
14	District Spanish Language Proficiency and (WIDA) and (W-APT)	4/25/2018 3:54 PM
15	Spanish mathematics	4/25/2018 12:32 PM
16	English, Orton-Gillingham	4/25/2018 11:20 AM
17	General education	4/25/2018 9:38 AM
18	I am the Bilingual Coordinator for the district.	4/25/2018 9:05 AM
19	Bilingual (Spanish and English)	4/25/2018 8:22 AM
20	I monitor their fluency, comprehension (oral and written), grammar, writing, and oral language development.	4/25/2018 7:34 AM
21	90/10 model ccss in Spanish	4/24/2018 9:32 PM
22	Math (spanish)daily	4/24/2018 9:13 PM
23	Spanish Lang for Kindergarten	4/24/2018 8:00 PM
24	Bilingual Social Studies	4/24/2018 7:31 PM
25	No longer teaching Spanish, teaching Special Educ courses	4/24/2018 6:30 PM
26	Bilingual Math	4/24/2018 4:45 PM
27	Elementary	4/24/2018 3:48 PM
28	Teach 2nd grade SLA and Spanish Lang. Reading Interventions	4/24/2018 2:58 PM
29	Dual Language Program	4/24/2018 1:18 PM
30	Bilingual tutoring	4/24/2018 1:06 PM
31	Bilingual Science & Bilingual Health	4/24/2018 12:50 PM
32	kinder	4/24/2018 12:40 PM
33	Any course related to Bilingual Education, EL and the Bilingualism-Biliteracy SEAL Program	4/24/2018 11:26 AM
34	MATH	4/24/2018 10:04 AM
35	Exploratory Sp, Intro to Sp, Sp I, (Total Immersion:Heritage 6th, Heritage7th, Heritage 8)	4/24/2018 9:48 AM
36	I do not supervise these departments this year	4/24/2018 9:22 AM
37	Geometry and Algebra 1 in Spanish	4/24/2018 9:19 AM
38	US History	4/24/2018 9:05 AM
39	Biology,Physics	4/24/2018 9:02 AM
40	US History Bilingual	4/24/2018 8:25 AM
41	APWH and APUSH bilingual	4/24/2018 8:23 AM
42	Dual	4/24/2018 8:23 AM
43	High School English Language Arts	4/24/2018 8:14 AM
44	Bilingual Psychology	4/24/2018 8:12 AM
45	Elementary content (ALL) in Eng and Spa (immersion)	4/24/2018 8:11 AM
46	ELD 2	4/24/2018 7:47 AM
47	Social Studies	4/24/2018 7:40 AM
48	Intervention	4/24/2018 7:11 AM
49	Edgenuity Spanish Classes	4/24/2018 6:41 AM

50	TESOL endorses only	4/23/2018 10:53 PM
51	Science	4/23/2018 10:16 PM
52	Bi lingual history	4/23/2018 10:06 PM
53	Bilingual Intro to Engineering Design	4/23/2018 9:37 PM
54	IPT IDEA PROFICIENCY TEST: Oral, Reading & Writing	4/23/2018 9:04 PM
55	English strand	4/23/2018 8:58 PM
56	Dual Immersion Program	4/23/2018 8:49 PM
57	General Education	4/23/2018 8:35 PM
58	Gifted Facilitator	4/23/2018 8:12 PM
59	English 1	4/23/2018 5:00 PM
60	Technology	4/23/2018 4:12 PM
61	ESL	4/23/2018 3:52 PM
62	I teach Spanish Language Arts, Spanish Mathematics, Spanish Science, & Spanish Social Studies.	4/23/2018 3:52 PM
63	Saxon Phonics, Eng. component as well	4/23/2018 3:29 PM
64	ELL support - not a class	4/23/2018 2:46 PM
65	not listed	4/23/2018 2:44 PM
66	Administrator	4/23/2018 2:40 PM
67	Math; at times I need to interpret in spanish	4/23/2018 2:39 PM
68	Kinder and First dual language	4/23/2018 2:31 PM
69	ESL	4/23/2018 2:23 PM
70	Help Students in ISS	4/23/2018 1:28 PM
71	Schedule did not allow for inclusion of a specific Spanish course; therefore, it was more elementary-level Spanish	4/23/2018 1:07 PM
72	Spanish Reading Intervention	4/23/2018 12:58 PM
73	Middle School Math 7th. grade Dual Language	4/23/2018 12:52 PM
74	N/a	4/23/2018 12:45 PM
75	I teach every content area in Spanish at the elementary level, including language arts, science, social studies and math.	4/23/2018 12:27 PM
76	Science	4/23/2018 12:22 PM
77	dual language program (80/20 model)	4/23/2018 12:17 PM
78	Reading Intervention K-2	4/23/2018 12:15 PM
79	Monolingual English class (Many students' first year in English classes)	4/23/2018 12:11 PM
80	Content area of science and social studies and listening, speaking, reading and writing	4/23/2018 12:03 PM
81	Heritage Model SLA for 4th Grade	4/23/2018 12:02 PM
82	Content courses taught in Spanish: World History, US History, USGovernment & Economics	4/23/2018 11:30 AM
83	Spanish Social Studies	4/23/2018 11:27 AM
84	English Language Learners 1-4, U.S. History	4/23/2018 11:26 AM
85	Reading	4/23/2018 11:25 AM
86	Special Education	4/23/2018 11:18 AM
87	ELD 3/4 English	4/23/2018 11:14 AM
88	bil. Math	4/23/2018 11:14 AM

89	NONE	4/23/2018 11:13 AM
90	ELD, Bilingual (transitional)	4/23/2018 11:11 AM
91	Not teaching at this time, but supporting Spanish Language	4/23/2018 11:11 AM
92	Spanish LA 10th grade	4/23/2018 11:01 AM
93	World history (Spanish)	4/23/2018 11:01 AM
94	ELD/ ELD-ELA	4/23/2018 10:58 AM
95	Bilingual Math	4/23/2018 10:58 AM
96	Integrated content (Science/Social Studies) and Math. We have a Dual Language program	4/23/2018 10:50 AM
97	Regular Ed. classroom	4/23/2018 10:40 AM
98	Testing Coordinator-no Spanish taught	4/23/2018 10:34 AM
99	native-language social studies	4/23/2018 10:31 AM
100	ELD High School	4/23/2018 10:31 AM
101	Social Studies	4/23/2018 10:29 AM
102	Dual-credit Span. 101-102, High Sch. Span. I, Sp 101-102 @ ENMU-Ruidoso	4/23/2018 10:25 AM
103	Bilingual science classes	4/23/2018 10:16 AM
104	N/A	4/23/2018 10:15 AM
105	SPANISH AS A FORIEGN LANGAUGE	4/23/2018 9:54 AM
106	ELL Advisor	4/23/2018 9:54 AM
107	Math and Algebra 1	4/23/2018 9:51 AM
108	ELD classes	4/23/2018 9:48 AM
109	Spanish (K and 1st)	4/23/2018 9:46 AM
110	Math in Spanish	4/23/2018 9:44 AM
111	I do not teach. I am the district coordinator for EL and Bilingual testing.	4/23/2018 9:41 AM
112	Our teachers are evaluated in their English ELA block	4/23/2018 9:35 AM
113	Bilingual Algebra/ Geometry	4/23/2018 9:29 AM
114	ESL and Spanish Language Arts	4/23/2018 9:24 AM
115	Math Coach	4/23/2018 9:21 AM
116	ELD/ELA 9-12	4/23/2018 9:19 AM

## Q9 What formal Spanish language proficiency assessment does your district currently use for Bilingual Multicultural Education reporting?

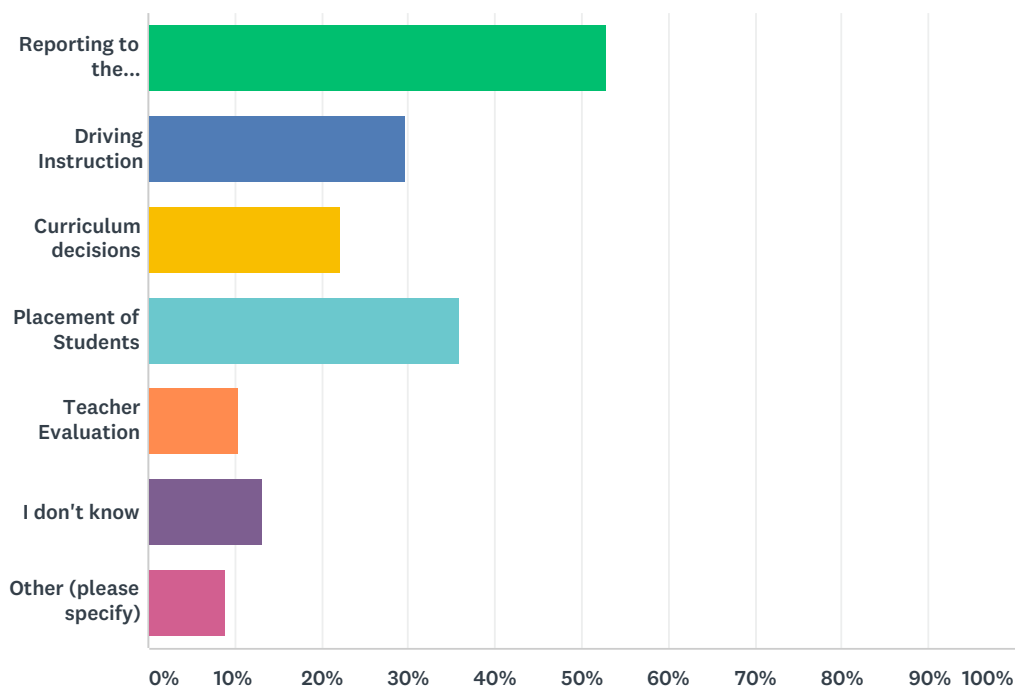
Answered: 347 Skipped: 0



ANSWER CHOICES	RESPONSES	
LAS Links- paper	25.36%	88
LAS links -computer	12.10%	42
IPT	10.66%	37
Woodcock- Munoz	14.70%	51
Avant STAMP 4se (2nd-6th)	4.61%	16
Avant STAMP 4s (7th-Adult)	1.73%	6
I don't know	22.19%	77
other	8.65%	30
<b>TOTAL</b>		<b>347</b>

## Q10 What do you think is the main purpose of your current Spanish language proficiency assessment?

Answered: 347 Skipped: 0



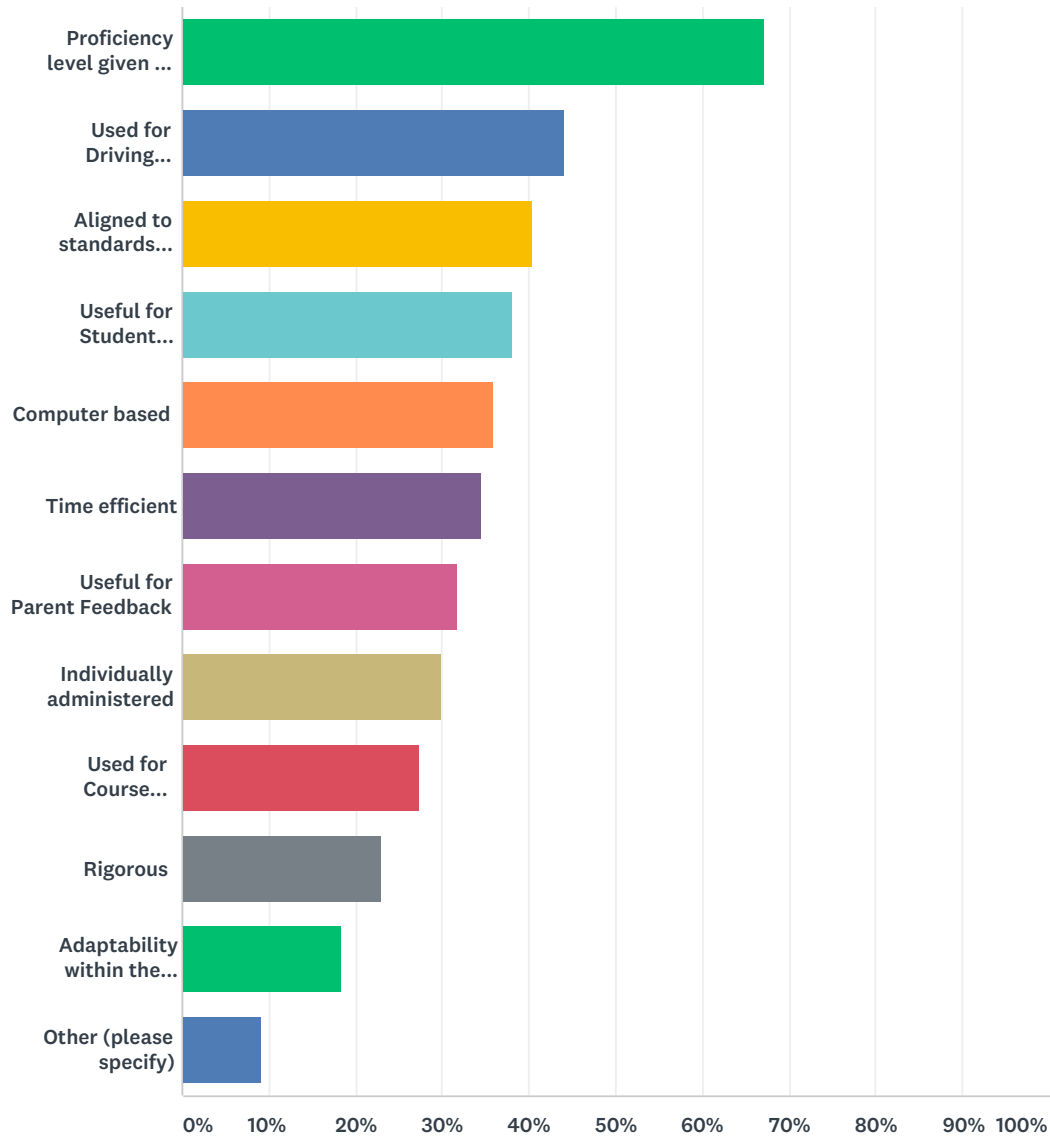
ANSWER CHOICES	RESPONSES	
Reporting to the State/Program Evaluation	53.03%	184
Driving Instruction	29.68%	103
Curriculum decisions	22.19%	77
Placement of Students	36.02%	125
Teacher Evaluation	10.37%	36
I don't know	13.26%	46
Other (please specify)	8.93%	31
Total Respondents: 347		

#	OTHER (PLEASE SPECIFY)	DATE
1	I believe is suppose to drive instruction and be used for curriculum decision, but we hardly get to see the results of the scores. It's hard to find those scores.	4/27/2018 4:14 PM
2	Should drive instruction better	4/25/2018 8:28 PM
3	Celebrate their accomplishments.Also, identify the areas that are strong and weak to make proper adjustments in instruction and use of resources.	4/25/2018 7:34 AM
4	The purpose is to assess student progress in learning spanish	4/24/2018 9:13 PM
5	Teach my students spanish	4/24/2018 7:44 PM

6	Specifically, only some of my students take the LAS-Links test. I don't get to see data that drive instruction. I wish that we had the Brigance in Spanish, like in "the olden days" of APS (i.e. 1990s). I feel that the Spanish Brigance would be like iReady for Spanish Language Arts classes.	4/24/2018 3:44 PM
7	I am not sure that the teachers and most administrative staff know the purpose of the IPT, making this assessment tool useless to most for guiding instruction or for making critical educational decisions	4/24/2018 11:26 AM
8	FEDERAL AND STATE FUNDING	4/24/2018 9:48 AM
9	Support Student Proficiency requirements	4/24/2018 8:29 AM
10	Make more students/people bilingual socially and academically partially for heritage purposes.	4/24/2018 8:15 AM
11	Compliance	4/24/2018 8:06 AM
12	Identify dominant language	4/23/2018 9:04 PM
13	Knowledge of language skills of students	4/23/2018 8:49 PM
14	Notifies teacher of primary language skills.	4/23/2018 8:18 PM
15	Student self-evaluation	4/23/2018 4:44 PM
16	to determine the level of support needed for ELL students to be successful in graduating from HS	4/23/2018 2:46 PM
17	To determine if Dual Language students are making gains in Spanish Language as we have the ACCESS testing to monitor English proficiency.	4/23/2018 2:44 PM
18	Helping Students in ISS	4/23/2018 1:28 PM
19	As a teacher it gives me information about my students abilities in Spanish. It allows me to make curriculum decisions. It can also help me drive instruction and I can also use it to determine how I group kids within my classroom.	4/23/2018 12:58 PM
20	I personally am not aware of the purpose other than to place students.	4/23/2018 12:50 PM
21	Bilingualism	4/23/2018 12:41 PM
22	New Mexico Bilingual Seal requirement	4/23/2018 12:30 PM
23	At my school, the purpose is for state reporting purposes at this point. No data analysis is conducted after the test to drive instruction and make prompt curriculum decisions.	4/23/2018 12:27 PM
24	We do use the scores we have to plan for language goals. However, since we don't have scores for all students it is not so useful to use these scores to plan	4/23/2018 12:03 PM
25	Although we SHOULD use it to drive instruction, we really don't do a great job.	4/23/2018 11:13 AM
26	it for students are less the 3 years at USA	4/23/2018 10:29 AM
27	Monitoring our students growth	4/23/2018 9:58 AM
28	INFORMS DESIGN OF FORMATIVE ASSESSMENTS	4/23/2018 9:54 AM
29	fulfill the Heritage Program requirements	4/23/2018 9:48 AM
30	For the district to collect money. (HATE to be sarcastic, BUT...)	4/23/2018 9:35 AM
31	It is not used appropriately. We need to move online and away from LAS	4/23/2018 9:17 AM

Q11 What do you find most useful in a Spanish language proficiency assessment? Check all that apply

Answered: 347 Skipped: 0



ANSWER CHOICES	RESPONSES	
Proficiency level given in all 4 domains (Listening, Speaking, Reading, Writing)	67.15%	233
Used for Driving Instruction	44.09%	153
Aligned to standards (Spanish Language Development, Common Core, ACTFL World Readiness Standards)	40.35%	140
Useful for Student Feedback	38.04%	132
Computer based	36.02%	125
Time efficient	34.58%	120
Useful for Parent Feedback	31.70%	110

Individually administered	29.97%	104
Used for Course Placement	27.38%	95
Rigorous	23.05%	80
Adaptability within the assessment	18.44%	64
Other (please specify)	9.22%	32
Total Respondents: 347		

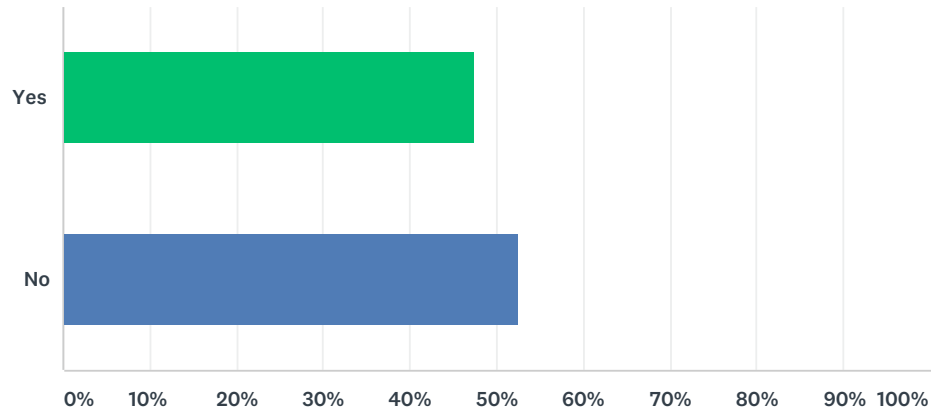
#	OTHER (PLEASE SPECIFY)	DATE
1	very disappointed with AVANT stamp	4/30/2018 1:41 PM
2	Computer based for all but writing	4/28/2018 6:53 AM
3	Able to show growth rather than just proficient or not	4/26/2018 1:24 PM
4	Individually administered by someone the student is comfortable with in order to get most accurate results	4/26/2018 11:53 AM
5	Give input during IEPs	4/26/2018 7:54 AM
6	I do not find a Spanish language proficiency to be useful	4/25/2018 5:26 PM
7	Important to obtain the Placement tests and the proficiency test from same company to maintain a complete linguistic profile. We need to use an assessment that can be administered quickly and accurately. Definitely make assessment security a high priority. Our stakeholders can use the data to target instructional needs during the year. It would be great if the scores would be comparable to the WIDA ACCESS for ELLs English language proficiency assessment. Also, the assessment must incorporate the Kindergarten level by itself and avoid the evaluation compared to 1st grade. Best thing WIDA ever did was isolate the separate clusters.	4/25/2018 3:54 PM
8	Do they know their first language, if not why?	4/25/2018 11:20 AM
9	Work in native community	4/25/2018 7:58 AM
10	none	4/24/2018 3:48 PM
11	That you get the same data regardless of who administers the test (true for Brigance)	4/24/2018 3:44 PM
12	Use in determination of Proficiency	4/24/2018 8:29 AM
13	We see results late in year, someone else implements-it is not useful as a guide for instruction as it is implemented	4/24/2018 8:11 AM
14	I do not find this assessment helpful in any way. It does not provide me with any immediate feedback for direct instruction and often times it just sits in the cum folder and is very hard to access.	4/24/2018 7:21 AM
15	It would be helpful to monitor instruction throughout the year.	4/23/2018 10:53 PM
16	It would be nice to have it match the state assessment in English like WIDA	4/23/2018 9:04 PM
17	Idk, I teach the English portion of our bilingual program.	4/23/2018 8:58 PM
18	I'm not sure what the assessment is.	4/23/2018 4:30 PM
19	It tells me their proficiency in academic Spanish language.	4/23/2018 2:44 PM
20	I don't use this assessment.	4/23/2018 2:39 PM
21	The students see the assessment as a means to exit the ESL class.	4/23/2018 2:23 PM
22	We currently don't have a Spanish proficiency assessment.	4/23/2018 1:23 PM
23	I do not find it useful	4/23/2018 1:12 PM
24	Relevant	4/23/2018 12:36 PM
25	Cost of only \$20 per student	4/23/2018 12:30 PM



26	Digitally scored, printable scores and reports in PDF in English and Spanish, scores stored in a database that could be accessed (at the beginning of the year and end of the year) by previous teacher and future teacher. Also, to score per tier levels and provide differentiated activities to target the skill. Reports for students and parents should be explained in different text, with the students' version including pictures and simple graphs.	4/23/2018 12:27 PM
27	I would love it if we could give it to all our students in Dual Language Programs	4/23/2018 12:03 PM
28	If used for original intent, we would have bilingual classrooms for content areas	4/23/2018 11:18 AM
29	Although we SHOULD use this data to drive instruction, we really don't.	4/23/2018 11:13 AM
30	Takes time away from instruction	4/23/2018 11:01 AM
31	Takes into account Spanish dialects	4/23/2018 10:50 AM
32	Its pointless, waist of money for things we already do.	4/23/2018 9:29 AM

Q12 Do you currently use your Spanish language proficiency assessment to guide instruction?

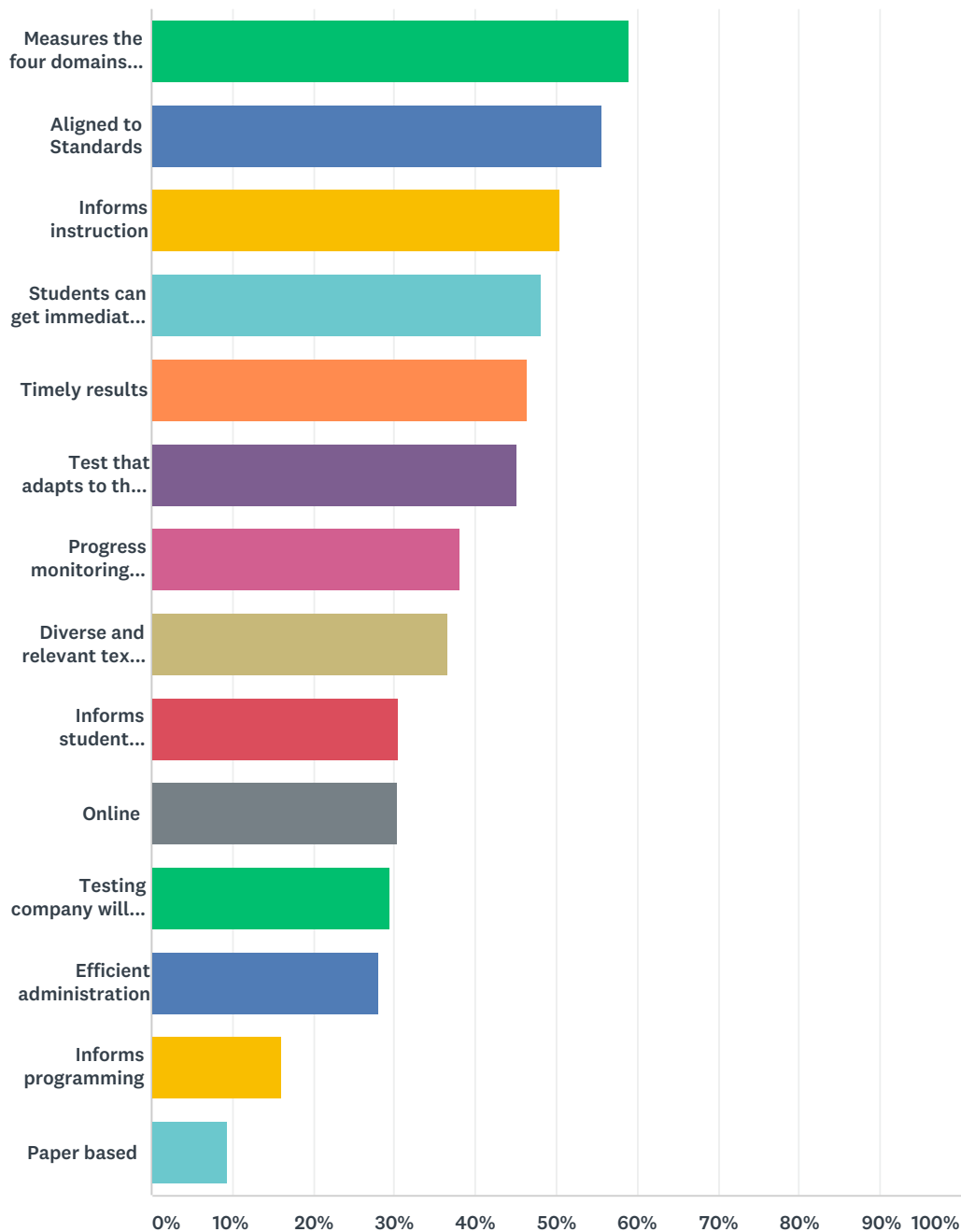
Answered: 347 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	47.55%	165
No	52.45%	182
TOTAL		347

## Q13 What would you like to see in any future Spanish language proficiency assessments adopted by the state? Check the 5 most important

Answered: 347 Skipped: 0



ANSWER CHOICES	RESPONSES	
Measures the four domains separately (Listening, Speaking, Reading, Writing)	59.08%	205
Aligned to Standards	55.62%	193
Informs instruction	50.43%	175

Students can get immediate support for their language learning	48.13%	167
Timely results	46.40%	161
Test that adapts to the student's performance during testing	45.24%	157
Progress monitoring component	38.04%	132
Diverse and relevant texts across content areas	36.60%	127
Informs student placement	30.55%	106
Online	30.26%	105
Testing company willing to adapt test to state needs and recommendations	29.39%	102
Efficient administration	27.95%	97
Informs programming	16.14%	56
Paper based	9.51%	33
Total Respondents: 347		

## Q14 Which current Spanish language assessment from question 9 would you recommend for statewide use? If none, do you recommend any other assessment?

Answered: 256 Skipped: 91

#	RESPONSES	DATE
1	LAS Links on computer seems fine to me	5/2/2018 3:02 PM
2	LAS links is good	5/1/2018 9:24 AM
3	Don't know any other than laslinks	4/30/2018 10:21 PM
4	Not sure	4/30/2018 2:36 PM
5	no recommendation	4/30/2018 1:41 PM
6	none	4/30/2018 11:06 AM
7	Imagine Learning	4/30/2018 10:29 AM
8	Not Sure	4/30/2018 9:25 AM
9	Online	4/30/2018 9:19 AM
10	I don't know	4/30/2018 7:56 AM
11	None	4/30/2018 7:51 AM
12	IStation	4/29/2018 7:49 PM
13	Las Links Computer	4/29/2018 5:52 PM
14	I don't know	4/29/2018 5:37 PM
15	IPT online would be acceptable if the Writing portion for all grade levels were paper-based. Research shows that students write more and better when their work is handwritten.	4/28/2018 6:53 AM
16	IPT	4/27/2018 3:56 PM
17	none?	4/27/2018 10:03 AM
18	None, no	4/27/2018 9:15 AM
19	not sure, only have used IPT	4/26/2018 1:24 PM
20	I am not familiar with any.	4/26/2018 11:53 AM
21	The LAS	4/26/2018 9:22 AM
22	LAS	4/26/2018 8:32 AM
23	n/a	4/26/2018 8:25 AM
24	I am not familiar with all of them. I would like the assessment include an early childhood/prek level.	4/26/2018 7:54 AM
25	Logramos 2nd edition -riverside publishing	4/25/2018 8:28 PM
26	-	4/25/2018 7:22 PM
27	Something not so easy or general.	4/25/2018 6:25 PM
28	At this point, my district has not provided clear expectations for a bilingual program, resources to teach in Spanish, nor does my school have the proper program to meet the needs of our students. I currently do not believe a Spanish language assessment would benefit my students.	4/25/2018 5:26 PM
29	We use the LAS LINKS for the Spanish Language Proficiency Annual Assessment and the AVANT for the Bilingual Seal determination.	4/25/2018 3:54 PM
30	The only assessment I know is the LAS-Links on paper, it would be better to have it on computer and graded in a similar form as the WIDA Assessment.	4/25/2018 3:02 PM

31	LAS testing	4/25/2018 2:43 PM
32	AVANT	4/25/2018 1:40 PM
33	SBA	4/25/2018 12:32 PM
34	N/A	4/25/2018 11:20 AM
35	ISIP Lectura	4/25/2018 10:25 AM
36	Aligned to Standards	4/25/2018 9:52 AM
37	las links computer	4/25/2018 9:50 AM
38	WIDA	4/25/2018 9:38 AM
39	Focus in Reading and Speaking	4/25/2018 9:30 AM
40	none	4/25/2018 9:29 AM
41	LAS Links computer is more rigorous than Avant. We have used them both.	4/25/2018 9:05 AM
42	don't know	4/25/2018 8:58 AM
43	Avant	4/25/2018 8:22 AM
44	La Prueba, NM.	4/25/2018 8:08 AM
45	no	4/25/2018 7:58 AM
46	I'm not sure	4/24/2018 11:50 PM
47	Las	4/24/2018 9:32 PM
48	LAS	4/24/2018 9:13 PM
49	dra/edl	4/24/2018 8:00 PM
50	don't know	4/24/2018 7:31 PM
51	n/a	4/24/2018 7:07 PM
52	LAS - computer	4/24/2018 6:30 PM
53	Elementary Spanish Courses	4/24/2018 4:55 PM
54	LAS-links computer	4/24/2018 4:45 PM
55	I don't know without being able to compare them side by side.	4/24/2018 4:13 PM
56	Spanish I station	4/24/2018 4:06 PM
57	I haven't administered any tests, I never receive results, so I lack any knowledge of Spanish Language Assessment results.	4/24/2018 3:48 PM
58	Spanish Brigance. It has the added bonus of accurately measuring current levels of performance for students with learning disabilities.	4/24/2018 3:44 PM
59	Not familiar with the Spanish language assessments other than the Las Links Español.	4/24/2018 2:58 PM
60	Aligned to ELA CC State standards	4/24/2018 2:54 PM
61	computer	4/24/2018 2:18 PM
62	LAS Links - Computer based	4/24/2018 1:25 PM
63	We currently only do End of Course exams and Final exams.	4/24/2018 1:06 PM
64	I don't know any	4/24/2018 1:06 PM
65	I am not sure which one is the best assessment for students taking Spanish in NM	4/24/2018 12:50 PM
66	Las Links or Avant STAMP	4/24/2018 12:40 PM
67	LAS Links - computer based	4/24/2018 12:31 PM
68	Not too sure that all options/programs are available to make that call.	4/24/2018 11:49 AM

69	Would need to do some research on current studies/results in the field, and "best practices" in assessing Spanish proficiency before making this recommendation.	4/24/2018 11:26 AM
70	Not familiar with them	4/24/2018 11:17 AM
71	I don't know	4/24/2018 11:06 AM
72	Yes	4/24/2018 10:53 AM
73	None	4/24/2018 10:51 AM
74	Students getting immediate support	4/24/2018 10:35 AM
75	I am not familiar with the testing, but I would like one that is administered to each student.	4/24/2018 10:30 AM
76	Wood munoz	4/24/2018 10:24 AM
77	LAS is okay if there was more training available for teachers and reports were given on a timely manner not a year later.	4/24/2018 10:12 AM
78	no	4/24/2018 10:11 AM
79	Woodcock-Munoz	4/24/2018 10:07 AM
80	IPT	4/24/2018 10:03 AM
81	# 1 We need a curriculum map to drive instruction for heritage students. #2 It needs to be aligned to the national standards #3 IPT is working now that the Rio Rancho Public Schools have put it online. #4 I don't know of any other assessment. I heard of Woodcock Munuz. Is this test sent off to be scored. Too much teachers autonomy on the Spanish IPT. The speaking does not reflect the writing quality and reading comprehension.	4/24/2018 9:48 AM
82	Measures the four domains separately	4/24/2018 9:38 AM
83	IPT	4/24/2018 9:07 AM
84	I don't know enough about them to recommend one.	4/24/2018 9:05 AM
85	N/A	4/24/2018 9:03 AM
86	no	4/24/2018 9:02 AM
87	na	4/24/2018 9:01 AM
88	Not sure what is available	4/24/2018 8:44 AM
89	N/a	4/24/2018 8:40 AM
90	LAS online	4/24/2018 8:39 AM
91	AVANT 4S	4/24/2018 8:29 AM
92	LAS Link Computer ??	4/24/2018 8:25 AM
93	?	4/24/2018 8:23 AM
94	computer	4/24/2018 8:23 AM
95	I honestly am not familiar enough with the all the assessments to make a recommendation.	4/24/2018 8:20 AM
96	I don't know	4/24/2018 8:20 AM
97	LAS LINKS COMPUTER	4/24/2018 8:17 AM
98	LAS	4/24/2018 8:15 AM
99	Unsure at this time	4/24/2018 8:14 AM
100	I don't know.	4/24/2018 8:11 AM
101	An assessment that is concordant to the needs and academic level of the students as well as being spear-headed to trigger second language acquisition.	4/24/2018 8:09 AM
102	I really can't say. There are several out there but, have not looked deep in to them.	4/24/2018 8:09 AM
103	None. I have previously used the IPT, however, I have found it very ineffective and time consuming and laborious.	4/24/2018 8:07 AM
104	Educators need to be knowledgeable in the various assessments in order to answer this question.	4/24/2018 8:06 AM

105	I am unfamiliar with the available Spanish language assessments.	4/24/2018 7:57 AM
106	LAS links- computer	4/24/2018 7:56 AM
107	AVANT	4/24/2018 7:49 AM
108	Something other than the ACCESS test.	4/24/2018 7:47 AM
109	N/A	4/24/2018 7:40 AM
110	Woodcock Munoz	4/24/2018 7:25 AM
111	I am not familiar with any other Spanish language assessments.	4/24/2018 7:21 AM
112	AVANT	4/24/2018 7:07 AM
113	Using IPT is fine, if only the reading part that connects with writing gets fix it has been a BIG problem when it comes to getting reading and writing scores.	4/24/2018 6:48 AM
114	ACCESS	4/24/2018 6:41 AM
115	WIDA	4/24/2018 5:08 AM
116	Tips	4/23/2018 11:23 PM
117	Online LAS or AVONT	4/23/2018 10:53 PM
118	LAS	4/23/2018 10:16 PM
119	I don't know	4/23/2018 10:06 PM
120	Not sure	4/23/2018 9:41 PM
121	I don't know much about the other assessments. We use Las Links but it is paper based and takes an extensive amount to score. This takes away from instructional time, there should be an alternative. Either fund someone to score it or come up with a better way to get results.	4/23/2018 9:30 PM
122	Avant 4s and 4Se	4/23/2018 9:09 PM
123	NA	4/23/2018 9:05 PM
124	WIDA in Spanish	4/23/2018 9:04 PM
125	Not sure... I would like to see what is available and how they all work.	4/23/2018 8:49 PM
126	We need an assessment that is grade level Spanish. Current test, i-station in Spanish above grade level.	4/23/2018 8:46 PM
127	Don't know	4/23/2018 8:35 PM
128	Not sure what is currently available.	4/23/2018 8:18 PM
129	IPT It comes in either Spanish or English, and is aligned with standards. Also it is easy to score.	4/23/2018 8:09 PM
130	We use Istation, I like it but maybe there is something better out there.	4/23/2018 7:45 PM
131	LAS links- computer	4/23/2018 7:24 PM
132	Testing company willing to adapt test to state needs and recommendations.	4/23/2018 6:37 PM
133	None. We do not have access to looking at other Spanish assessments.	4/23/2018 6:32 PM
134	LAS	4/23/2018 6:22 PM
135	Woodcock Muñoz	4/23/2018 6:20 PM
136	AVANT	4/23/2018 5:24 PM
137	Avanti	4/23/2018 5:18 PM
138	I do not have a clear answer for this.	4/23/2018 4:50 PM



139	Since our school first piloted STAMP 4Se and 4S in 2016, we have found that it has several advantages and some limitations. With our Kindergarten - 2nd grade students we have continued to use WMLS, believing that the 1-on-1 format is more valid than an individual computer-based format for our youngest learners. It is possible that 2nd graders could also handle STAMP 4Se, but I would not recommend it for K-1 because the technical challenges of speaking into microphones and typing responses is beyond the skill set of these young learners. Indeed, for all learners, occasionally technological glitches like microphone adjustments and dropped wifi can impact the validity of the results. The high recurring cost is a load on our school's tight budget as well. For our 7th and 8th grade students (i.e. taking the 4S not the 4Se version), the intense academic content of the reading selections is overwhelming. For our older learners, STAMP has multiple advantages. The adaptive aspect results in lower frustration than a test such as LAS Links, which we have also administered in the past, and increases the validity of the results. We also appreciate the reduction in lost instructional time due to testing being simultaneous and in a short timeframe. The test's alignment with ACTFL standards gives students a sense of the larger trajectory of language learning, which is a motivator for both them and me. Overall I would recommend the adoption of STAMP for grades 2-12. Thank you.	4/23/2018 4:44 PM
140	LAS- Online also Paper pencil for lower grades	4/23/2018 4:25 PM
141	AVANT	4/23/2018 4:19 PM
142	Speaking	4/23/2018 4:12 PM
143	i-Ready in Spanish for K-5.	4/23/2018 3:59 PM
144	All I know of is the IPT. I would like more information about the other Spanish assessments.	4/23/2018 3:57 PM
145	Avant	4/23/2018 3:52 PM
146	I am not familiar with any other except the Woodcock Munoz. So, I can't really give a suggestion.	4/23/2018 3:50 PM
147	Not familiar with the other assessments. The listening portion of the Woodcock-Muñoz is currently too confusing and is not an accurate assessment. At the moment, I cannot recommend any other assessment but would like to have a computerized version where we could see the results.	4/23/2018 3:40 PM
148	ON Line	4/23/2018 3:37 PM
149	Wood-cock Munoz	4/23/2018 3:29 PM
150	Sorry I don't know	4/23/2018 3:18 PM
151	DRA	4/23/2018 3:02 PM
152	I only know IPT	4/23/2018 2:54 PM
153	Not enough information to recommend	4/23/2018 2:50 PM
154	no recommendation as I am not familiar with other assessments	4/23/2018 2:46 PM
155	IPT	4/23/2018 2:44 PM
156	Not sure	4/23/2018 2:44 PM
157	I only know the IPT and not enough about the others to make a decision.	4/23/2018 2:40 PM
158	No	4/23/2018 2:40 PM
159	I don't know.	4/23/2018 2:39 PM
160	LAS would be good.	4/23/2018 2:28 PM
161	LAS Links	4/23/2018 2:25 PM
162	NO	4/23/2018 2:23 PM
163	None- Every teacher or school should design their own test.	4/23/2018 2:13 PM
164	Istation (Español)	4/23/2018 2:05 PM
165	I am not familiar with any Spanish language assessments at this time.	4/23/2018 1:50 PM
166	N/A	4/23/2018 1:47 PM
167	Not sure	4/23/2018 1:34 PM
168	The four domains separately Listening, speaking, reading and writing	4/23/2018 1:31 PM

169	NA	4/23/2018 1:28 PM
170	NOT SURE	4/23/2018 1:27 PM
171	I have experience only with IPT, so I don't have another one in mind. I would like to try something different that is not the same every year.	4/23/2018 1:25 PM
172	None	4/23/2018 1:23 PM
173	n/a	4/23/2018 1:23 PM
174	Avant stamp	4/23/2018 1:21 PM
175	There are not that I am aware of that I would deem worthy of recommendation.	4/23/2018 1:12 PM
176	I am only familiar with the Woodcock-Munoz, so I can't answer this.	4/23/2018 1:12 PM
177	Wood-cock Muñoz	4/23/2018 1:09 PM
178	I am new to administering the Woodcock-Muñoz but I do like when it test the 4 domains (reading, writing, speaking, and listening). I recommend using what is currently used instead of changing AGAIN. Data needs to be consistent for years not months in order to be useful and show growth.	4/23/2018 1:07 PM
179	Not sure	4/23/2018 1:01 PM
180	I believe we as a district use LAS testing.	4/23/2018 12:58 PM
181	Timely results	4/23/2018 12:52 PM
182	woodcock- Munoz	4/23/2018 12:51 PM
183	Students can get immediate support for their language learning	4/23/2018 12:50 PM
184	N/A	4/23/2018 12:45 PM
185	I don't know	4/23/2018 12:41 PM
186	I recommend assessments made by district or school.	4/23/2018 12:36 PM
187	NOT SURE	4/23/2018 12:34 PM
188	AAPPL	4/23/2018 12:30 PM
189	I'm not familiar with LAS or AVANT. We use IPT, so at this point it won't be fair to recommend one in particular. I only wish that whichever test we decide to use, (a) there's PD prior facilitating it, (b) teachers are given time to read the entire manual within school hours, (c) adequate and enough technology is provided to conduct it, and (d) that it gives us immediate printable scores and reports for students, and parents.	4/23/2018 12:27 PM
190	Access Testing	4/23/2018 12:26 PM
191	Informs instruction	4/23/2018 12:15 PM
192	Relevancy	4/23/2018 12:11 PM
193	In order to answer this honestly, I'd have to say that I would have to look at and explore the other assessments so that I may form an unbiased opinion.	4/23/2018 12:08 PM
194	Aligned to standards	4/23/2018 12:03 PM
195	Not sure	4/23/2018 12:02 PM
196	I' not familiar with too many Spanish Lang Assessments	4/23/2018 12:01 PM
197	I station or I ready in Spanish	4/23/2018 11:54 AM
198	no	4/23/2018 11:54 AM
199	None. I would like to see something that is connected with standards and PARCC to monitor student progress. Something like i-ready which can give feedback and drive instruction.	4/23/2018 11:49 AM
200	Guiding Instruction. As a teacher, I never see the results from the test. I think that this would be a great way to guide instruction for interventions or to challenge students.	4/23/2018 11:37 AM
201	I'm only familiar with IPT and WIDA	4/23/2018 11:37 AM
202	No	4/23/2018 11:37 AM

203	Woodcock-Muñoz	4/23/2018 11:35 AM
204	I am not familiar with any of the other assessments just the IPT.	4/23/2018 11:31 AM
205	online assessment	4/23/2018 11:30 AM
206	I don't know of any.	4/23/2018 11:26 AM
207	Not sure	4/23/2018 11:25 AM
208	ELD2	4/23/2018 11:19 AM
209	na	4/23/2018 11:18 AM
210	I don't know.	4/23/2018 11:14 AM
211	A truly bilingual program	4/23/2018 11:13 AM
212	I am not familiar with any of the other assessments. But I know we need something for K-12 and that is aligned to standards!	4/23/2018 11:13 AM
213	WIDA Screener	4/23/2018 11:11 AM
214	IDEL	4/23/2018 11:11 AM
215	SLD-like what is available K-2	4/23/2018 11:09 AM
216	Don't know	4/23/2018 11:07 AM
217	WMLS as that is what I am familiar with.	4/23/2018 11:07 AM
218	online	4/23/2018 11:03 AM
219	The State of New York has develop tests, curriculum, sequence and pace, curriculum maps, etc.	4/23/2018 11:01 AM
220	I am only familiar with Online IPT as a secondary assessment. I have administered and scored both the paper and online versions for secondary since 2003.	4/23/2018 10:58 AM
221	Aligned Standards, Measures the four domains separately, and is relevant across content areas.	4/23/2018 10:56 AM
222	I do not know	4/23/2018 10:51 AM
223	Not at this time	4/23/2018 10:50 AM
224	woodcock munoz	4/23/2018 10:49 AM
225	?	4/23/2018 10:46 AM
226	Not informed enough to comment	4/23/2018 10:40 AM
227	Avant	4/23/2018 10:32 AM
228	AAPPL	4/23/2018 10:31 AM
229	The first we need a program and resources to teach is Spanish.	4/23/2018 10:29 AM
230	My experience with the LCPS district has been limited to IPT. I do not know about the other assessments. It would be good to have some glimpse of each as to be informed and knowledgeable.	4/23/2018 10:27 AM
231	stamp	4/23/2018 10:17 AM
232	IPT	4/23/2018 10:17 AM
233	...	4/23/2018 10:15 AM
234	AVANT	4/23/2018 10:15 AM
235	no	4/23/2018 10:15 AM
236	woodcock Munoz	4/23/2018 10:14 AM
237	AP Language and Culture	4/23/2018 10:12 AM
238	I only know IPT and LAS. Out of those two I prefer IPT	4/23/2018 9:58 AM
239	CURRENTLY USE WOODCOCK MUNOZ BUT AM RESEARCHING IPT	4/23/2018 9:54 AM
240	IPT	4/23/2018 9:54 AM

241	No	4/23/2018 9:49 AM
242	no	4/23/2018 9:46 AM
243	I don't remember.	4/23/2018 9:44 AM
244	WIDA	4/23/2018 9:40 AM
245	woodcock munoz	4/23/2018 9:39 AM
246	LAS Links Computer	4/23/2018 9:34 AM
247	STAMP or AAPPL	4/23/2018 9:31 AM
248	AVANT	4/23/2018 9:30 AM
249	None they are all useless.	4/23/2018 9:29 AM
250	Diverse and relevant texts across learning areas. Also providing material in Spanish for content areas.	4/23/2018 9:24 AM
251	Avant Stamp 4se	4/23/2018 9:20 AM
252	Not sure	4/23/2018 9:19 AM
253	STAMP	4/23/2018 9:17 AM
254	Not sure, we have used LAS-Links for several years and it does not reflect an accurate picture of our students' fluency in Spanish	4/23/2018 9:16 AM
255	AVANT	4/23/2018 9:08 AM
256	STAMP	4/23/2018 9:05 AM

## Q15 Additional Comment or concerns

Answered: 108 Skipped: 239

#	RESPONSES	DATE
1	None	5/2/2018 3:02 PM
2	none	4/30/2018 10:21 PM
3	NA	4/30/2018 2:36 PM
4	NO	4/30/2018 10:29 AM
5	We want the same resources than monolingual teachers have and differentiation to evaluate our students when they are bilingual not the same test for everyone since they are to the same level (in lowest grades mainly) because it take time to be bilingual and it's unfair for the students.	4/29/2018 7:49 PM
6	We need something that can be done quickly efficiently with minimal disruption to classtime. Teachers have to be pulled from classrooms to administer the assessment and then to score the assessment. I was out of my classroom for two days scoring the test.	4/29/2018 5:52 PM
7	None	4/27/2018 3:56 PM
8	N/A	4/27/2018 9:15 AM
9	Would like for the assessment to measure students where they are, especially if they are not native speakers.	4/26/2018 1:24 PM
10	Thank you for seeking teacher input!	4/26/2018 11:53 AM
11	That state assessments for Native Spanish Language Arts be computerized.	4/26/2018 9:22 AM
12	N/A	4/26/2018 8:32 AM
13	Making sure the assessment flows for k-12th grade and aligns to standards	4/25/2018 8:28 PM
14	I would like result as soon as possible not months later or the following year.	4/25/2018 7:22 PM
15	Question #4 will not be accurate because I do NOT teach any subject in Spanish.	4/25/2018 5:26 PM
16	Important to obtain the Placement tests and the proficiency test from same company to maintain a complete linguistic profile. Make assessment security a high priority. It would be great if the scores would be comparable to the WIDA ACCESS for ELLs English language proficiency assessment. Isolate the Kindergarten cluster from 1st grade; kept as individual clusters.	4/25/2018 3:54 PM
17	n/a	4/25/2018 2:43 PM
18	As a New Mexico licensed foreign language instructor with the TESOL, I wish that more foreign languages were offered in New Mexico public schools; it has been proven with data to back it up that learning a foreign language helps students do better academically.	4/25/2018 9:52 AM
19	An assessment that measures students progress in language acquisition according to programs uses in district. Where teachers and schools are not penalized for low performing students in the bilingual program	4/25/2018 9:50 AM
20	none	4/25/2018 9:29 AM
21	none	4/25/2018 8:58 AM
22	none	4/25/2018 8:22 AM
23	I use the results of my students' English iReady tests to drive instruction regarding their abilities with phonics, vocabulary, and reading comprehension. Unfortunately, that means I do not have reliable iReady data for students in beginning ESL. Additionally, many of my students are testing significantly higher in Spanish than on English (based on reading mazes that I created and administered to my classes). Many of my seventh and eighth graders are reading two grade levels or more higher than their current grade level (i.e. seventh graders reading at a ninth grade level).	4/24/2018 3:44 PM
24	Would like to see the other Spanish language tests available.	4/24/2018 2:58 PM

25	NA	4/24/2018 1:06 PM
26	NA	4/24/2018 12:50 PM
27	none	4/24/2018 11:49 AM
28	Computer based is important	4/24/2018 10:07 AM
29	The IPT has been used for too many years at many districts. It's time for a change and respect like other standard testing.	4/24/2018 9:48 AM
30	no	4/24/2018 9:02 AM
31	na	4/24/2018 9:01 AM
32	District needs to provide our programs with materials in Spanish that are in grade level as well as professional development for dual language teachers	4/24/2018 8:23 AM
33	I also think there needs to be more rigorous expectations for teachers' Spanish language proficiency. None of us are perfect, but we can do better. We are models of the language!	4/24/2018 8:20 AM
34	N/A	4/24/2018 8:20 AM
35	We need more support at the district level and more patience from families.	4/24/2018 8:15 AM
36	Take into consideration that the state is integrated by a diverse potpourri of Spanish speaking students that may speak the same language but come from different cultural backgrounds and needs.	4/24/2018 8:09 AM
37	It would be great to be able to have an assessment that could adjust as the student took it in order to progress monitor them. Though I do not teach in a "bilingual" setting, but teaching as a foreign language, it would be helpful to have the leveling assessments, but based on the knowledge that it is a foreign language program and not a bilingual one. Those exams should be done very differently.	4/24/2018 8:07 AM
38	It is concerning that the State is deciding which assessment we must use across all districts when not all districts are the same of even have the same needs, programs for students, courses available, etc. Districts should have autonomy with teacher input as to what works best for their students.	4/24/2018 8:06 AM
39	None	4/24/2018 7:40 AM
40	More training on Spanish language acquisition.	4/24/2018 5:08 AM
41	More support for Spanish language arts	4/23/2018 10:16 PM
42	None	4/23/2018 10:06 PM
43	Na	4/23/2018 9:41 PM
44	See comments in question 14.	4/23/2018 9:30 PM
45	NA	4/23/2018 9:05 PM
46	Idk	4/23/2018 8:58 PM
47	The amount of testing that we are currently required to do is very overwhelming.	4/23/2018 8:49 PM
48	Teachers VAM scores based on both assessments instead of students dominant language. Punitive to language learners, schools, and bilingual teachers.	4/23/2018 8:46 PM
49	I have never seen a Spanish language test given in this district.	4/23/2018 8:18 PM
50	NA	4/23/2018 8:12 PM
51	Every school needs a bilingual coordinator to help guide and help the bilingual teachers.	4/23/2018 8:09 PM
52	Currently using Istation but have encountered glitches in the program that are affecting the end scores and time spent on program.	4/23/2018 7:26 PM
53	I would like to know what our districts vision is for the Spanish bilingual programs? In all elementary schools in the district.	4/23/2018 7:24 PM
54	Tests need to be short and efficiently structured.	4/23/2018 5:24 PM

55	Just to clarify a couple points: 1) In our charter school I play a dual role as Program Director and Teacher and thus have both an on-the-ground perspective as well as the big picture. 2) Our school administers three assessments: Woodcock-Muñoz for grades K-2, STAMP 4Se for grades 3-6, and STAMP 4S for grades 7-8.	4/23/2018 4:44 PM
56	Test administration window preferably at the beginning of the year with progress monitoring throughout the school year.	4/23/2018 3:59 PM
57	Any spanish assessment used should drive instruction. I don't see that happening with our district's use if the IPT.	4/23/2018 3:57 PM
58	none	4/23/2018 3:50 PM
59	I would like for the Spanish language assessment to be a fair evaluation for students throughout the state, despite their cultural differences. I hope to find a happy medium, an assessment that would be culturally and regionally respectful.	4/23/2018 3:40 PM
60	ThANKS!	4/23/2018 3:37 PM
61	Adding any new and effective assessments that cover NM standards.	4/23/2018 3:29 PM
62	I would like more materials and resources in Spanish	4/23/2018 3:18 PM
63	Testing for Spanish proficiency is good especially at the Elementary level in a Dual Language setting however I don't see that if there is no instruction in Spanish than why are they continuing the Spanish Proficiency testing.	4/23/2018 2:44 PM
64	It would be nice to have an assessment that is given every other year. The EL students test starting in January and go through May (ACCESS, IPT, SBA Science, SBA Spanish ELA (if necessary), PARCC, and EoC. Could ACCESS be given one year and then IPT the next as it is generally the same students. If not, could one of the test be given in the Fall (ACCESS since it is given in January)?	4/23/2018 2:40 PM
65	These test are a waste of time.-	4/23/2018 2:13 PM
66	N/A	4/23/2018 1:50 PM
67	AVANT Stamp	4/23/2018 1:33 PM
68	Instead of spending so much money buying the assessment just let teachers write and come up with their own assessment.	4/23/2018 1:23 PM
69	n/a	4/23/2018 1:09 PM
70	I rather we stop testing at the elementary level, period. We need to afford our students the opportunity to gain knowledge and set solid foundational skills instead of testing them so much. Too much data is as useful as bad or no data. Our schools need a way to include Spanish LA or FL to maintain the native language while supporting English Language learning, which is the language in which they are tested. NM State PED must find a balance. We are creating stressed out children instead of students who can conquer any task placed in front of them, regardless of language.	4/23/2018 1:07 PM
71	All instructors should be informed as to students who are in need of second language instruction...or other teachers are aware. I may not have any students who are in need.	4/23/2018 12:50 PM
72	N/A	4/23/2018 12:45 PM
73	N/A	4/23/2018 12:41 PM
74	My concern is that with a state made assessment students aren't tested for what they can do, it is not an assessment of strengths, it is not an actual performance indicator. This type of assessment, state made, doesn't support differentiation for learning styles or for the different proficiency levels we deal with in the classroom. I would like to see each district be able to assess their students in a way that fits the individual student needs and provides constructive feedback both for them and their parents, and I don't believe a state made test is the answer.	4/23/2018 12:36 PM
75	NONE	4/23/2018 12:34 PM
76	I'd like to propose that any test to assess language proficiency in Spanish, should be tested in pilot schools or certain classrooms before mandating it state-wide. Lessons learned from these trials, would provide data to truly see which assessment will benefit the most to the students and their families. Let me know if you need help with anything. I'll be glad to help in any way. My name is Dr. Susana Rios (srios@lcps.net) and I teach dual-language 2nd grade in Las Cruces. Gracias	4/23/2018 12:27 PM



77	Assessment should correlate to the mastery of the Spanish language at grade level in Reading and Writing for grade level.	4/23/2018 12:15 PM
78	Please make the test available to all students in a dual language program.	4/23/2018 12:03 PM
79	We need to provide materials for upper elementary students in Spanish.	4/23/2018 12:01 PM
80	no	4/23/2018 11:54 AM
81	Can you provide curriculum that drives instruction which correlates to the test? Most times, the test does not align with state standards and it becomes a "hit or miss" type of test which also determines students placement the following year. It seems that at a secondary level students deal with a lack of opportunity far too often. This is unjust and inequitable education for our students.	4/23/2018 11:37 AM
82	I would really like for the IPT to be administered at a different time in the year and not combined with all the other assessments. This year my students had to do ACCESS make ups, IPT, CFA's, and Istations all in the same week and it really had a big impact on their scores. Many of the students were burnt out and their scores went down enormously.	4/23/2018 11:31 AM
83	Students should be assessed in Spanish to determine their proficiency in the content if they are taking content classes in Spanish.	4/23/2018 11:27 AM
84	None	4/23/2018 11:25 AM
85	It should not be another big testing company that adds stress on the teacher and student. I use ELD2 beginning, middle and end of year, and it works fine.	4/23/2018 11:19 AM
86	N/A	4/23/2018 11:14 AM
87	Thanks for letting us give input!	4/23/2018 11:13 AM
88	More resources for Spanish curriculum	4/23/2018 11:11 AM
89	My concern is the time constraints for the school wide administration of the evaluations if a Dual language. This necessitates hand correcting written tests and entering data of the same. Also, oral portion is individually administered and results may be highly subjective depending on the evaluator. The validity then is not an objective picture of student ability.	4/23/2018 10:58 AM
90	Not at this time	4/23/2018 10:50 AM
91	I would like a test that takes into consideration students in special education. There are students who, because they cannot read in English, are receiving low scores on their Spanish language test who do not speak Spanish and will continue to be tested. This seems like valuable instructional time wasted.	4/23/2018 10:34 AM
92	We need support with resources to teach	4/23/2018 10:29 AM
93	It would be good to have a uniform Spanish Language assessment across the state. This would facilitate data base when students move to another school/district within the state. Lets all speak the same "language" when assessing students.	4/23/2018 10:27 AM
94	none	4/23/2018 10:17 AM
95	no	4/23/2018 10:15 AM
96	N/A	4/23/2018 10:14 AM
97	AVANT STAMP	4/23/2018 9:58 AM
98	I only had seen Munoz, I cant recommend but I like Munoz	4/23/2018 9:57 AM
99	I learn Spanish from Pimsleur on my phone. I enjoy the frequent oral repetition.	4/23/2018 9:48 AM
100	My concerns stem from frustration from our district and the lack of material and support to implement a "program". We are working to rectify the situation, but we have been listed as a bilingual school for years, and in my first year here, have found minimal evidence of fidelity and support.	4/23/2018 9:35 AM
101	I don't use it to guide my instruction, because this is my first year in this district and I don't have the data from last year.	4/23/2018 9:34 AM



102	I do not like how the IPT is so black and white. For example, if I say "Como se llama tu amigo?" and the student replies, "Mi amigo es John" technically, that is a correct answer, but it does not follow the correct format on the IPT. The test is too rigid and does not consider what the student "can do" according to ACTFL standards. Also, because the oral exam is one-on-one with the teacher, it take weeks to administer, losing precious instructional days. We hope to find another option soon!	4/23/2018 9:31 AM
103	None	4/23/2018 9:30 AM
104	The use of standardized test is pointless for a language that we use daily. Instead focus on moving bilingual seal programs forward.	4/23/2018 9:29 AM
105	Content area materials in Spanish are essential for student learning, and for maintaining language proficiency.	4/23/2018 9:24 AM
106	N/A	4/23/2018 9:20 AM
107	None	4/23/2018 9:19 AM
108	LAS is not a well developed exam for Spanish Proficiency. There are many concerns with this exam and would not like this adopted by the State.	4/23/2018 9:17 AM

## APPENDIX C

Name:

Criteria	Ranking	Comments
Title:	0 - not evident 1 - insufficient quality 2 - mediocre quality 3 - sufficient quality 4 - high quality	Date of review: 6/4/2018
1. Access to data		
2. Types of reports		
3. Accommodations for Special Education Students		
4. Culturally and linguistically responsive		
5. paper/computer based		
6. Time needed for administration		
7. Cost		
8. Aligned to standards		
9. Company support - based on promised support and/or exp.		
10. Four domains		
11. Adaptive		
12. Proficiency levels		
13. Initial placement test/Pre-test		
14. Friendly student/parent feedback		
Total		

Material not reviewed through rubric because:

## APPENDIX D

Name: AAPPL

Criteria	Ranking	Comments
Title:	0 - not evident 1 - insufficient quality 2 - mediocre quality 3 - sufficient quality 4 - high quality	Date of review: 6/4/2018
1. Access to data	3	some
2. Types of reports	2	all in Eng.
3. Accommodations for Special Education Students	3	some technology
4. Culturally and linguistically responsive	3	No heritage language assessment
5. paper/computer based	online- no paper	what about IEPs
6. Time needed for administration	4	speaking is timed form A-30 min. form B-45 min. for writing
7. Cost	3	
8. Aligned to standards	4	ACTFL
9. Company support - based on promised support and/or exp.	4	opened to collaborate
10. Four domains	3	no composite- would need to set criteria
11. Adaptive	2	updated content each year mid-march
12. Proficiency levels	4	based on ACTFL
13. Initial placement test/Pre-test	N/A	
14. Friendly student/parent feedback	2	reports available in English willing to work to develop

Total	37	
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Material not reviewed through rubric because:

Name: **AVANT**

Criteria	Ranking	Comments
Title:	0 - not evident 1 - insufficient quality 2 - mediocre quality 3 - sufficient quality 4 - high quality	Date of review: 6/5/2018
1. Access to data	4	
2. Types of reports	4	
3. Accommodations for Special Education Students	2	
4. Culturally and linguistically responsive	3	
5. paper/computer based	4	K-1 available
6. Time needed for administration	4	2 hours plus placement
7. Cost	4	
8. Aligned to standards	3	ACTFL- world languages- no interpersonal mode
9. Company support - based on promised support and/or exp.	4	
10. Four domains	4	composite is coming
11. Adaptive	4	summative- not placement 3 stage algorithm, changing to 4 stage
12. Proficiency levels	4	ACTFL levels
13. Initial placement test/Pre-test	3	
14. Friendly student/parent feedback	4	

Total	52	
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Material not reviewed through rubric because:

Name: **LAS Links**

Criteria	Ranking	Comments
Title:	0 - not evident 1 - insufficient quality 2 - mediocre quality 3 - sufficient quality 4 - high quality	Date of review: 6/4/2018
1. Access to data	3	
2. Types of reports	4	variety and easy to access
3. Accommodations for Special Education Students	1	can be tracked but must be administered individually
4. Culturally and linguistically responsive	3	awareness of cultural diversity in scoring
5. paper/computer based	4	Has both- Kinder paper is individual
6. Time needed for administration	4	timing is good if use "on-demand" option.
7. Cost	2 return to this item after other presentations.	A la carte menu is expensive- are willing to negotiate a state contract \$32 per student...all inclusive.
8. Aligned to standards	3	report to be aligned to all of Latin America and other dialects.
9. Company support - based on promised support and/or exp.	2	experience with one district training was less than stellar
10. Four domains	4	flexibility in administering some domains not all if desired
11. Adaptive	0	
12. Proficiency levels	3	have own- ??alignment rubric to ACTFL
13. Initial placement	3	There is a paper test which



test/Pre-test		they said is not very useful, but many districts use the LAS Links as a pretest.
14. Friendly student/parent feedback	4	Parent reports and student reports are easy to interpret
Total	40	

Material not reviewed through rubric because:

## APPENDIX E

### Preliminary Questions for Vendors

1. Does your assessment report the four domains (Reading, Writing, Speaking, and Listening) separately? Are any composite scores reported?
2. What grades does your assessment assess? Are they in grade clusters or individual grades?
3. Is the assessment administered online? Is a paper assessment an option as an accommodation?
4. What is the average length of time required to administer the assessment? If the domains are administered separately, please break down the length of time per domain.
5. If the directions and/or prompts of your assessment are currently in English, can you translate them into Spanish?
6. Is your assessment aligned to Common Core, Spanish Language Development Standards, ACTFL, or another set of standards?
7. Is your assessment summative or formative?
8. If summative, do you have formative assessments that is aligned to it?
9. Do you have a placement test to go with this assessment?
10. What instructional resources do you have available to teachers to help administer the test, and interpret and share the results with students, parents and administrators.
11. Please provide a cost breakdown for your assessment.
12. What are the recurring costs associated with your assessment?
13. Is your company willing to customize the proficiency assessment to address specific cultural and linguistic needs of our student populations?
14. Please provide any additional relevant information that is not mentioned above.



## State of New Mexico Questionnaire

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5/30/2018

Prepared by

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### 1. A) Does your assessment report the four domains (Reading, Writing, Speaking, and Listening) separately?

Yes, it does.

The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) is unlike any other assessment. AAPPL Measure addresses the *World-Readiness Standards for Learning Languages* and uses today's communication media in which test takers perform tasks such as participating in a **virtual video chat, creating wikis, e-mailing, and using apps to demonstrate language ability.**

The AAPPL Measure was developed as a performance assessment based on a national consensus for language assessment and was built around the World Readiness Standard for Language Learners. In 2017, the NCSSFL-ACTFL Can-Do Statements for language were developed to clarify the Communication Standards in the World Readiness Standards. The Standards articulate “**what students need to know and be able to do**” at different levels of instruction and ability. The ACTFL performance descriptors not only describe what they can do but articulate how well.

The AAPPL addresses all 5 C's, three modes of communication and four skills in a highly interactive and engaging manner for students:

- **Interpersonal Listening/Speaking (ILS)**- unique video chat feature—recorded and rated by ACTFL raters
- **Interpretive Reading (IR)** -machine rated
- **Interpretive Listening (IL)** -machine rated
- **Presentational Writing (PW)** – rated by ACTFL raters

### B) Are any composite scores reported?

There is a **separate score for each component of AAPPL Measure**, for a total of four scores. A [full sample AAPPL Score Report is available here](#). AAPPL Measure is rated according to the [ACTFL Performance Scale](#).

ACTFL does not use composite scores on any of its assessments because proficiency is so often very different for students, depending on the skills being tested. For instance, if a student has Advanced High proficiency in their speaking and listening abilities and Novice Low in their writing and reading, a composite score of Intermediate Mid across all modes of communication would not be accurate.

### 2. What grades does your assessment assess? Are they in grade clusters or individual grades?

AAPPL Measure is designed for mid to late primary students and secondary students in 5th through 12th grades. The ILS component of AAPPL is also appropriate for students in earlier primary grades in immersion programs, assuming that students have adequate computing skills. AAPPL Measure can also be used as a placement test for incoming first-year college students.

There are **3 levels of performance** – Novice, intermediate and Advanced (with the highest level being Advanced Low)– and within these levels there are **10 sub-levels** (ei N-1, I-3, etc)

These sublevels have been identified to help learners more concretely pinpoint where they are within a particular range (that comprises a proficiency level). This is the basis of our performance-based assessment construct. Learners might not have achieved a proficiency level, but via the AAPPL, they would be able to demonstrate progress “*on the pathway to proficiency*.”

### **3. Is the assessment administered online? Is a paper assessment an option as an accommodation?**

**The AAPPL measure is administered fully online.** It provides seamless, realistic role-play scenarios using high-quality audio and video that create real-world tasks for students. Test takers are greeted by a video of their teacher who guides them through their day in a Standards-based classroom.

AAPPL Measure assesses Interpersonal Listening/Speaking (ILS), Interpretive Reading (IR), Interpretive Listening (IL), and Presentational Writing (PW) in an online format. Due to the interactive nature of the assessments, **a paper assessment is not an option**, but we do offer other accommodation for students who need it. We have a web page on our website regarding accommodations. Here’s the link: <https://www.languageTesting.com/k-12-test-accommodations>

### **4. What is the average length of time required to administer the assessment? If the domains are administered separately, please break down the length of time per domain.**

The AAPPL Measure may be administered all in one sitting, or the sections may be given separately. Different classes can take it when they please, where they please – as long as there is a proctor, of course. Each section is about 30 minutes long, with the full assessment being about 2 hours long.

Here is how the AAPPL breaks out:

- The ILS is timed. The other three sections are not timed.
- The time for the prompts for each level and form of the ILS are including below.
  - ILS Form A: 18 prompts
  - ILS Form B: 21 prompts
  - Novice level- 45 seconds per prompt.
  - Intermediate level - 75 seconds per prompt.
  - Advanced is 100 seconds per prompts.

### **5. If the directions and/or prompts of your assessment are currently in English, can you translate them into Spanish?**

At this time, due to the interactive video-based nature of the assessments, the directions cannot be translated into Spanish. The tasks are presented in English.

Please see the demos for clarification on each component of the assessment:

Here are direct links to the four **FORM B Spanish components**- each is about half an hour long but you can sample a few questions to get the feel for them.

ILS (Interpersonal Listening & Speaking) test: [Spanish ILS](#)

IL (Interpretive Listening) : [Spanish IL](#)

IR (Interpretive Reading): [Spanish IR](#)

PW (Presentational Writing): [Spanish PW](#)

### **6. Is your assessment aligned to Common Core, Spanish Language Development Standards, ACTFL, or another set of standards?**

AAPPL Measure is rated according to the [ACTFL Performance Scale](#). AAPPL scores are based on the ACTFL Performance Descriptors for Language Learners. It is important to understand that AAPPL scores are not the same as the proficiency scores associated with the [ACTFL Proficiency Guidelines](#).

The following guide relates AAPPL Measure Performance Scores to the [ACTFL Proficiency Guidelines 2012](#):

ACTFL Proficiency Guidelines	ACTFL Performance Scale	AAPPL Measure Performance Score	Form	
Advanced Low	ADVANCED	A		
Intermediate High		I-5		
Intermediate Mid	INTERMEDIATE	I-4	A	B
Intermediate Mid		I-3		
Intermediate Mid		I-2		
Intermediate Low		I-1		
Novice High		N-4		
Novice Mid	NOVICE	N-3		
Novice Mid		N-2		
Novice Low		N-1		

## 7. Is your assessment summative or formative?

ACTFL recognizes the need for language teachers to assess the progress of their students for both formative and summative measures. The AAPPL assessment was built as a standards-based assessment system to evaluate 21st century language student **performance and progress** on the path towards proficiency in the K12 area.

## 8. If summative, do you have formative assessments that is aligned to it? Please see notes above.

## 9. Do you have a placement test to go with this assessment?

We do not have a placement test to accompany the AAPPL Measure. The AAPPL Measure is often administered at both the beginning of a school year and at the end for benchmarking purposes.

## 10. What instructional resources do you have available to teachers to help administer the test, and interpret and share the results with students, parents and administrators.

The goal of AAPPL Measure is to provide as much useful information to the test taker, instructor, and other stakeholders as possible. Below is a list of resources that have been created to assist in the implementation of the AAPPL assessment as well as the interpretation of and shareability of results.

- There is a separate score for each component of AAPPL Measure, for a total of four scores. Each students receives a full AAPPL Score Report (please see attached sampled) which includes the rating as well as a by narratives that describe the performance and provide recommendations for further development for each component of the test that was taken.
  - A [full sample AAPPL Score Report is available here](#).
  - The three links below lead to tables that contain the full range of scores for each section of AAPPL Measure. These comprehensive sets of score descriptions and strategies may be helpful in setting your own curriculum goals and strategies.
    - [Interpersonal Listening/Speaking](#)
    - [Interpretive Listening and Reading](#)
    - [Presentational Writing](#)

### Resources for Instructors, Proctors, Administrators

AAPPL Client Site Manual	An electronic manual which covers all aspects of successful implementation of the AAPPL Measure, with a detailed walkthrough of the client site, along with step-by-step images. Walks through logging in, ordering tests, printing labels, reviewing scores, printing certificates, technical requirements and testing & proctoring guide, as well as contact information for support.
AAPPL Testing & Proctoring Guide	Digital guide which is also in the AAPPL Client Site Manual, but which can

	separately be distributed to all teachers, administrators and individuals who will be running tests and/or proctoring tests.
AAPPL Client Site Videos	Videos which walk through the Client Site and cover the same processes that are covered in the AAPPL Client Site manual.
Dedicated West Coast LTI Point of Contact	Gitti Lindner <a href="mailto:glindner@languagetesting.com">glindner@languagetesting.com</a> Direct: 916-807-0905 800-486-8444 ext. 177
LTI Customer Care	Live customer support, available between 8:00 am and 6pm Eastern time, Monday through Friday at: (914) 963-7110 or (800) 486-8444 or by e-mail at <a href="mailto:aapplhelp@languagetesting.com">aaaplhelp@languagetesting.com</a>

### 11. Please provide a cost breakdown for your assessment.

**AAPPL**  
Assessment  
of Performance  
toward  
Proficiency in  
Languages

The ACTFL AAPPL is a performance-based assessment of standards-based language learning across the Three Modes of Communication (Interpersonal, Interpretive, and Presentational) as defined by the World-Readiness Standards for Language Learning. The AAPPL assesses Interpersonal Listening/Speaking (ILS), Interpretive Reading (IR), Interpretive Listening (IL), and Presentational Writing (PW) in an online setting.

All 4 skills: **\$20**  
Individually,

ILS: **\$10**

PW: **\$5**

IR & IL: **\$5**  
(IR & IL only offered  
together)

### 12. What are the recurring costs associated with your assessment?

There is no cost other than for the actual AAPPL Assessment. You are only billed once an assessment has been taken and rated.

Clients receive their own personal client site—from here, you are able to order the assessments and handle all aspects of the administration of the assessments, review results, download score reports as well as aggregate score data for a given classroom, school, district, state, etc.

### 13. Is your company willing to customize the proficiency assessment to address specific cultural and linguistic needs of our student populations?

The AAPPL Measure, as an ACTFL-created assessment based on rigorous research and piloting and ongoing study, is not customizable at this time.

AAPPL Measure assesses performance, the language that learners have learned and practiced within a classroom setting, providing evidence that points toward a learner's proficiency level. AAPPL Measure assesses language proficiency within a familiar classroom context.

AAPPL's original design and test framework were based on the 2006 ACTFL Assessment of Uses and Needs, a survey of over 1,600 world language instructors and administrators regarding the assessments they used and the kinds of assessments they needed. The result is the ACTFL Assessment of Performance Toward Proficiency (AAPPL), which not only includes opportunities for students to demonstrate their listening, speaking and reading ability through all three modes of communication, but also incorporates video and other real-life language performance opportunities. Based on its rigorous piloting and field testing and follow-on studies conducted for nearly a decade, the AAPPL represents effective practices in world language performance assessment. Analyses of 9,000 student performances demonstrate that the AAPPL can reliably differentiate examinee results according to different levels as described by the AAPPL performance scores. In addition, item difficulty parameters reflect the targeted proficiency levels. Thus, there is ample evidence to support the validity argument that the AAPPL can measure student performance in a reliable way.



## Avant Assessment responses for the New Mexico Bilingual and Multicultural Education Taskforce – Presented on June 5<sup>th</sup>, 2018

- Does your assessment report the four domains (Reading, Writing, Speaking, and Listening) separately? Are any composite scores reported?
- Yes, Avant currently reports scores separately for the four domains (Reading, Writing, Speaking, and Listening). We can provide composite scores upon request, outside of the system, and plan to make this a permanent feature of our reporting systems in an August 2018 update.
- What grades does your assessment assess? Are they in grade clusters or individual grades?
- Avant STAMP assesses test takers from Kindergarten through adulthood. Avant STAMP 4S has been designed to be developmentally appropriate for students in grades 7 and above. Avant STAMP 4Se is developmentally appropriate for students in grades 6 and below.
- Is the assessment administered online? Is a paper assessment an option as an accommodation?
- Avant STAMP is administered online. A paper, or handwritten, option is available as an accommodation for the Writing section of the assessment, which would typically be delivered on a keyboard.
- What is the average length of time required to administer the assessment? If the domains are administered separately, please break down the length of time per domain.
- Avant STAMP assessments are not timed. On average, it takes around 120 minutes to complete the full STAMP 4S assessment. To complete each domain, it takes approximately as follows:
  - Reading: 35-40 minutes (30 multiple choice style questions)
  - Writing: 20-25 minutes (3 questions)
  - Listening: 35-40 minutes (30 multiple choice style questions)
  - Speaking: 20-25 minutes (3 questions)
- On average, it takes around 90 minutes to complete the full STAMP 4Se assessment. To complete each domain, it takes approximately as follows:
  - Reading: 25-35 minutes (30 multiple choice style questions)
  - Writing: 10 minutes (2 questions)
  - Listening: 25-30 minutes (30 multiple choice style questions)
  - Speaking: 10 minutes (2 questions)
- If the directions and/or prompts of your assessment are currently in English, can you translate them into Spanish?
- We currently provide directions and prompts in both English and Spanish, and are committed to providing an appropriately developed testing environment for your Bilingual and Multicultural Immersion programs.
- Is your assessment aligned to Common Core, Spanish Language Development Standards, ACTFL, or another set of standards?
- Avant's STAMP assessments are aligned to ACTFL Proficiency Guidelines.
- Is your assessment summative or formative?
- Avant's STAMP assessments were developed as summative assessments.
- If summative, do you have formative assessments that is aligned to it?
- We are just releasing a tool (September) called Avant Write which allows students to practice writing in Spanish to STAMP-like tasks. The system then uses special technology to automatically score the student responses and allow the teacher to give additional feedback as well. We are also in the development stages of a performance and benchmark assessment called Avant Performance. This will allow teachers to select Integrated Performance Tasks from a range of topics at each level, Novice, Intermediate and Advanced. This system will then allow the teachers to grade the student writing and speaking responses inside of our system, utilizing our Advance rater training support to facilitate consistent and accurate rating.
- Do you have a placement test to go with this assessment?



- Yes, Avant currently offers Avant PLACE and the Avant SHL (Spanish Heritage Language) Test to serve as screening tests for incoming students. Avant PLACE and SHL Tests report suggested levels of course placement for test takers.
- What instructional resources do you have available to teachers to help administer the test, and interpret and share the results with students, parents and administrators.
- Avant provides complimentary training guides on our website, along with Sample Tests, so that Administrators, Students, and Parents can all access the information easily. We have complimentary client support available during the school days, and on Saturdays in the spring season, reachable by email or phone. Webinar trainings are provided free of charge, with On-Site trainings and other professional development offerings available for a negotiable fee. Avant's most popular Professional Development offering is our STAMP Data Review session, where we provide charts and graphs of testing data to help illustrate proficiency scores to stakeholders such as parents and administrators.
- Please provide a cost breakdown for your assessment.
- (Please see chart below)
- What are the recurring costs associated with your assessment?
- There are no additional or recurring costs associated with our assessments outside of the cost per test or the purchase of Professional Development.
- Is your company willing to customize the proficiency assessment to address specific cultural and linguistic needs of our student populations?
- Yes, Avant is committed to partnering with NM BME programs to customize the assessment in order to remain culturally and linguistically appropriate for the needs of your student populations.
- Please provide any additional relevant information that is not mentioned above.
- Fast return on scoring and reporting / Technology and Human rating processes
- Enhanced reporting and data analysis available
- Avant has a long history and track record of successful partnerships
- CAL (Center for Applied Linguistics) has agreed to pattern with Avant on this project
- Avant STAMP 4S is recognized by the state of New Mexico for assessing student language proficiency levels to award the Seal of Bilingualism and Biliteracy.

### **Avant Assessment 2018/2019 Pricing:**

We offer discounts based upon the size of your order, you can select any combination of languages to achieve the volume discount.

<b>STANDARD VOLUME DISCOUNT PRICE SCALE</b>					
<b>Assessment</b>	<b>*5 to 49</b>	<b>50 to 99</b>	<b>100 to 499</b>	<b>500 - 999</b>	<b><u>&gt;1000</u></b>
<b>STAMP 4S &amp; 4Se</b>	\$24.90/test	\$19.90/test	\$17.90/test	\$15.90/test	\$14.90/test

\*Minimum Order Requirement: 5 Assessments

-Handwritten Writing Section available for STAMP languages at a rate of \$5/test

-Special Seal of Biliteracy Discount available for districts offering their students the chance to earn that recognition - \$17.50/STAMP test

1. Does your assessment report the four domains (Reading, Writing, Speaking, and Listening) separately? Are any composite scores reported? **As you can see from my introduction above, the four domains are assessed separately, and a score is given for each assessment. Please note: the “score” simply indicates whether or not the student is at the proficiency level assessed. For example, if the student receives a 27 or higher on the CoRA Intermediate Low assessment, the student is at the Intermediate-Low level of proficiency according to the ACTFL Proficiency Guidelines. If the student scores a 25, that score ONLY tells you s/he is not at Intermediate Low; it does NOT tell you what level of proficiency the student has achieved. The cutoff scores and how they were determined is explained in detail in the attached PDF.**
2. What grades does your assessment assess? Are they in grade clusters or individual grades? **These assessments are designed to be given at the end of Level 3 or Level 4 in a high school program, as that is when most students have had time to reach these proficiency levels.**
3. Is the assessment administered online? Is a paper assessment an option as an accommodation? **The assessment is meant to be delivered under very controlled circumstances in a computer lab. Should your district decide to purchase the assessments, you would work with EMC to provide the IP address from that lab and set a window of time during which students can take the assessments. I do not know if we have a paper version as an option.**
4. What is the average length of time required to administer the assessment? If the domains are administered separately, please break down the length of time per domain. **The CoLA takes 50 minutes. I believe students are also allowed 50 minutes for the CoRA, the CoWA, and the CoSA.**
5. If the directions and/or prompts of your assessment are currently in English, can you translate them into Spanish? **We cannot make any modifications to the assessments for the reasons noted above. If a teacher makes the decision to modify any of the assessments, s/he should understand the accuracy of the scoring will be compromised.**
6. Is your assessment aligned to Common Core, Spanish Language Development Standards, ACTFL, or another set of standards? **The assessments are aligned to the ACTFL Proficiency Guidelines.**
7. Is your assessment summative or formative? **They are proficiency assessments, meant to capture a proficiency level after several years of language study.**
8. If summative, do you have formative assessments that is aligned to it? **The assessments listed show all available options.**
9. Do you have a placement test to go with this assessment? **No. I hope the reason is clear after having read all of the information in this email.**
10. What instructional resources do you have available to teachers to help administer the test, and interpret and share the results with students, parents and administrators. **Please see the accompanying PDF for an explanation of the results.**
11. Please provide a cost breakdown for your assessment. **Alex can provide this information. It can also be found on our website: <http://www.emcp.com/technology/elpac/> Use this same link to sample the various assessments.**
12. What are the recurring costs associated with your assessment? **The assessments are a one-time purchase. They are meant to be administered once to capture a proficiency level.**
13. Is your company willing to customize the proficiency assessment to address specific cultural and linguistic needs of our student populations? **We cannot make any modifications to the assessments for the reasons noted above.**
14. Please provide any additional relevant information that is not mentioned above. **Please visit the web site for more information.**





MEETING THE NEEDS OF NEW MEXICO'S  
BILINGUAL & MULTICULTURAL EDUCATIONAL PROGRAMS  
WITH LAS LINKS ESPAÑOL



**Q1: DOES YOUR ASSESSMENT REPORT THE FOUR DOMAINS (READING, WRITING, SPEAKING, AND LISTENING) SEPARATELY? ARE ANY COMPOSITE SCORES REPORTED?**

LAS Links Español provides Raw Scores, Scale Scores, and Proficiency Level data for all 4 domains (Reading, Writing, Speaking and Listening) as well as for the composite scores of Overall (R + W + S + L), Oral (S + L), Literacy (R + W), Productive (S + W) and Comprehension (R + L).

LAS Links Español Form B also provides Academic Context Language scores across the 4 domains of Reading, Writing, Speaking and Listening) in the areas of:

- Mathematics, Science and Technical Subjects (K-12)
- Language Arts, Social Studies and History (K-12)
- Foundational Skills (K-3)
- Social, Interpersonal and Instructional Communication (K-12)

[Link to LAS Links Combined Domains and the Purpose of the Composite Scores](#)

[Link to LAS Links Español Sample Reports](#)

**Q2: WHAT GRADES DOES YOUR ASSESSMENT ASSESS? ARE THEY IN GRADE CLUSTERS OR INDIVIDUAL GRADES?**

The LAS Links Español assessment is administered online in the following grade clusters: K, 1, 2-3, 4-5, 6-8, 9-12. Paper tests are administered in the grade clusters of K-1, 2-3, 4-5, 6-8, 9-12.

The capability to evaluate students' language development over time is central to the LAS Links 2nd Ed. scoring and reporting system. To show students' gains annually and as they move to different grade spans of the tests, the scores on each of the five grade spans appear on a common scale within each domain (Speaking, Listening, Reading, Writing). This allows comparing scores across grades and grade spans. For example, a student's scores in Grade 1 on the K-1 test relate meaningfully to the same student's scores in Grade 2 on the 2-3 test. The common scale is particularly suitable to a language proficiency assessment because the test results demonstrate the student's progress toward the goal of developing language skills necessary for success in the classroom.

[Link to the LAS Links Español B Interpretation Guide](#)

\*preLAS is the DRC preK3-6 (3yrs old to 6 yrs old) assessment in English and Spanish. More information regarding the preLAS is available upon request.

### Q3: IS THE ASSESSMENT ADMINISTERED ONLINE? IS A PAPER ASSESSMENT AN OPTION AS AN ACCOMMODATION?

LAS Links is provided in both online and paper formats. Districts can choose a flexible “blended” model where they utilize paper testing for some students (i.e. an accommodation) while others take the LAS Links assessment entirely online. All data is reported via the LAS Links Online Reporting System regardless of the mode used for testing.

\*LAS Links is fully online (all 4 domains) and is delivered via the DRC INSIGHT platform, the same platform used to deliver all WIDA ACCESS 2.0 online tests (throughout the nation).



*DRC INSIGHT™ Fast Facts*

#### Online Testing in the 2017–2018 School Year

ONLINE TESTING TOTALS	
<b>41+ million assessments (and counting)</b>	Total number of online tests delivered to-date in the 2017–2018 school year
ONLINE TESTING PROGRAMS	
<b>15 Statewide Contracts</b>	Large-scale, statewide online testing programs in Alaska, Connecticut, Georgia, Indiana, Louisiana, Michigan, Mississippi, Missouri, Nebraska, Nevada, New York, Pennsylvania, South Carolina, West Virginia, Wisconsin
<b>1 National Consortium</b>	English language learner (ELL) assessments for the WIDA Consortium - 40 member states, territories, and the Bureau of Indian Education
<b>3 National Assessment Products</b>	Assessment products used in 49 states, 2 territories, the District of Columbia, and international locations - Tests of Adult Basic Education (TABE®) - TASC Test Assessing Secondary Completion™ - LAS Links®
<b>50,000+ Testing Sites</b>	Online tests delivered to 50,000+ schools, districts, and testing centers
PEAK ONLINE TESTING VOLUMES	
<b>15.3 million assessments</b>	Peak number of tests delivered in a single month
<b>5.2 million assessments</b>	Peak number of tests delivered in a single week
<b>1.3 million assessments</b>	Peak number of tests delivered in a single day
<b>329,150 concurrent users</b>	Peak number of students testing at the same time
<b>7,000 responses</b>	Peak number of responses processed per second
<b>under 50 milliseconds</b>	Average speed to process a response

**Q4: WHAT IS THE AVERAGE LENGTH OF TIME REQUIRED TO ADMINISTER THE ASSESSMENT? IF THE DOMAINS ARE ADMINISTERED SEPARATELY, PLEASE BREAK DOWN THE LENGTH OF TIME PER DOMAIN.**

<b>Subtest Area</b>	<b>Estimated Time</b>
Speaking	15 minutes – all Grades
Listening	35 minutes – Grades K-1 30 minutes – Grades 2-3, 4-5, 6-8 and 9-12
Reading	35 minutes – Grades K-1, 2-3 and 4-5 45 minutes – Grades 6-8 and 9-12
Writing	30-35 minutes – Grades K-1 35 minutes – Grades 2-12

NOTE: For scheduling purposes these times are recommended to complete the administration of each subtest and does not include setup, logins, etc needing to occur before student testing can begin.

**Q5: IF THE DIRECTIONS AND/OR PROMPTS OF YOUR ASSESSMENT ARE CURRENTLY IN ENGLISH, CAN YOU TRANSLATE THEM INTO SPANISH?**

All directions and prompts are in the language of the test. LAS Links English directions and prompts are in English. LAS Links Español directions and prompts are in Español.

For a preview of the assessments online (both English and Español), please feel free to access the practice tests found at: <https://wbte.drcedirect.com/LL/portals/II>

\*Please note, the practice test must be accessed via the Chrome browser only.

**Q6: IS YOUR ASSESSMENT ALIGNED TO COMMON CORE, SPANISH LANGUAGE DEVELOPMENT STANDARDS, ACTFL, OR ANOTHER SET OF STANDARDS?**

The LAS Links Second Edition forms are aligned to the Common Core/College and Career Readiness Standards, the WIDA English Language Proficiency (ELP) Standards, the TESOL standards as well as the ACTFL proficiency levels.

[Link to LAS Links Alignments to WIDA, ACTFL, CCSS, TESOL](#)

\* The LAS Links and WIDA ELP Standards Alignment will have an additional 300-400 pages of technical details added and will be (re)published in the Fall of 2018.

**Q7: IS YOUR ASSESSMENT SUMMATIVE OR FORMATIVE? IF SUMMATIVE, DO YOU HAVE FORMATIVE ASSESSMENTS THAT IS ALIGNED TO IT?**

LAS Links is utilized as both Summative and Formative depending on the need of the entity. Multiple Uses of LAS include:





Q8: Do you have a placement test to go with this assessment?

LAS Links placement tests (in paper format) are available in both English and Spanish.

Q9: WHAT INSTRUCTIONAL RESOURCES DO YOU HAVE AVAILABLE TO TEACHERS TO HELP ADMINISTER THE TEST, AND INTERPRET AND SHARE THE RESULTS WITH STUDENTS, PARENTS AND ADMINISTRATORS.

DRC provides to customers the LAS Links Online Digital Library. This digital library provides a vast collection of documents and videos covering 3 key areas:

- **Assessment/Administration:** Rostering Users, Rostering Students, Student Test Experience, Scheduling Test Sessions, Scoring and Reporting
- **Technology/Installation:** Tech Specifications, Installing INSIGHT, Headset recommendations, etc.
- **Instruction/Interpretation:** Score interpretation, test scope and sequence, proficiency level descriptors, etc.

[Link to the LAS Links Digital Library](#)

In addition to the Digital Library, DRC offers on-site and webinar based professional development.

Finally, the LAS Links Online Reporting system provides home reports, lexile reports and proficiency level definitions that can be provided to the parents.

[Link to LAS Links Español Sample Reports](#)

[Link to the LAS Links Proficiency Level Definitions](#)

Q10: PLEASE PROVIDE A COST BREAKDOWN FOR YOUR ASSESSMENT.

Q11: WHAT ARE THE RECURRING COSTS ASSOCIATED WITH YOUR ASSESSMENT?

DRC provides flexible pricing to meet the needs of all districts. Pricing is available for districts who prefer to order “a la carte” and bundled pricing is available to districts who would like to bundle all services (testing, scoring, professional development) under a per student price.

[Link to LAS Links Online Order Forms](#)

**Q12: IS YOUR COMPANY WILLING TO CUSTOMIZE THE PROFICIENCY ASSESSMENT TO ADDRESS SPECIFIC CULTURAL AND LINGUISTIC NEEDS OF OUR STUDENT POPULATIONS?**

DRC currently works with many states to provide full-service, customized assessment solutions, including summative, interim/benchmark and formative assessments. DRC also works with states and districts to provide implementation and training to meet client-specific needs.

**Q13: PLEASE PROVIDE ANY ADDITIONAL RELEVANT INFORMATION THAT IS NOT MENTIONED ABOVE.**

LAS Links is utilized across the US and internationally. The following is a sample list of current LAS Links Español users (a more complete list is available upon request):

**New Mexico:**

- Roswell ISD
- La Promesa Schools
- Albuquerque Public Schools
- Hobbs Municipal School District
- Portales Municipal School District

**Texas:**

- Socorro ISD - El Paso
- Ysleta ISD - El Paso
- Austin ISD
- Corpus Christi ISD
- Brownsville ISD

**Illinois:**

- Chicago Public Schools
- Naperville School District

**Puerto Rico Department of Education (PRDE)**

- LAS Links Español is used as the Title III assessment for PRDE

**California:**

- San Bernardino City USD
- Anaheim City School District

# **Avant Assessment**

# **New Mexico Bilingual & Multicultural Education Taskforce**

Kyle Ennis  
Bonnie Buck

June 5, 2018



# Who is Avant?

- ✧ Center for Applied Second Language Studies (CASLS @ UO)
- ✧ STAMP – **S**tandards-based **M**easurement of **P**roficiency
  - \*2001 \*12 Languages 4S (7-16) \*10 Languages 4Se (2-6)
- ✧ Oregon-ELPA - First Fully Online Assessment of ELs
- ✧ PLACE – Placement Exams \*8 Languages + SHL (UH)
- ✧ Arabic Monolingual Assessments – Qatar Foundation
- ✧ High-Level Reading Tests for US Government \*20 Languages
- ✧ Avant Advance - Rater Training Program (PD)
- ✧ Avant Write - Spanish writing training tool with AI scoring
- ✧ Avant Performance - IPA/Benchmark Assessment \*Spring 2019

# STAMP4S and 4Se

Reading

Listening



Writing

Speaking

# Common Proficiency Scales

## STAMP

(STAndards-based Measurement of Proficiency)

8
7
6
5
4
3
2
1

## ACTFL

(American Council on the Teaching of FL)

Superior
Advanced-High Advanced-Mid Advanced-Low
Intermediate-High Intermediate-Mid Intermediate-Low
Novice-High Novice-Mid Novice-Low

## ILR

(Interagency Language Roundtable)

3
2+
2
1+
1
0+
0

## CEFR

(Common European Framework)

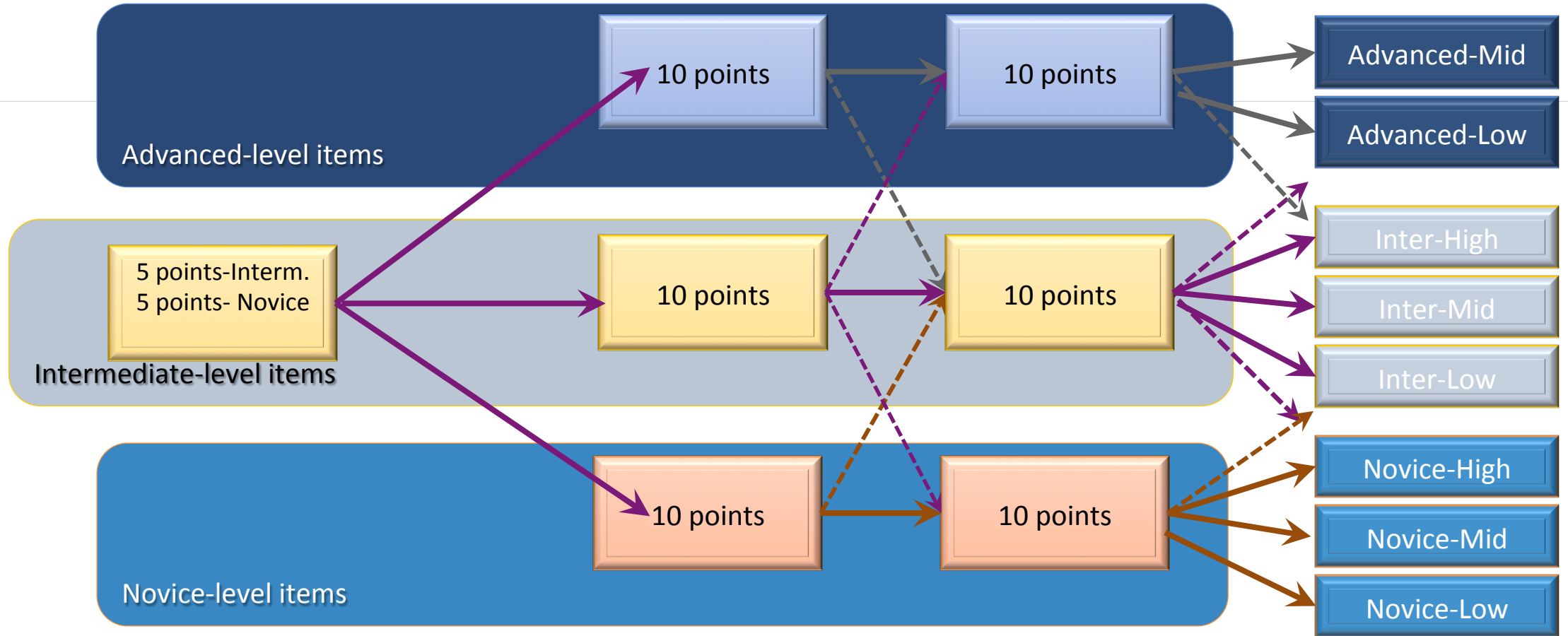
C2
C1
B2
B1
A2
A1

## CBC/AP

(College Board Continuum)

STAGE 5
STAGE 4
STAGE 3
STAGE 2
STAGE 1

# Multi-Stage Adaptive Test Engine



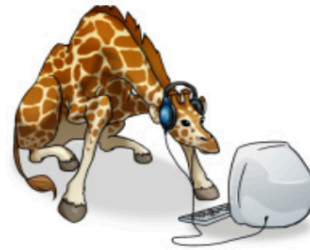
# STAMP 4Se



Reading



Writing



Listening



Speaking



# STAMP 4Se

Start the test?

You have selected the Speaking portion of the test. Are you sure you want to continue?

NO

YES



Reading



Writing



Listening



Speaking

# STAMP 4Se

**STAMP 4Se** Powered by 

LOGOUT

▶ CLICK TO LISTEN

This is the **READING** section of the test. **Read** each question and then select the best answer for each question by clicking on the picture or word for that answer.



Please ask the teacher if you have any questions.

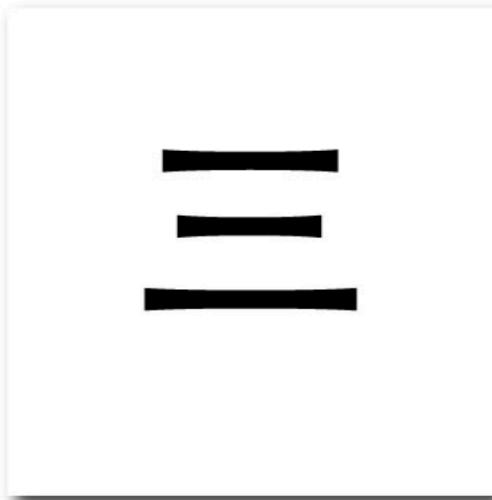
这是阅读考试。阅读每个问题，然后选该答案的图片或单词为每个问题选择最佳答案。

如果有任何问题，请咨询老师。

# STAMP 4Se

STAMP 4Se Powered by 

LOGOUT



这是几？

☐ 4

☐ 2

☐ 3

☐ 5

17691.1000000750.RT2.1000015782

# STAMP 4Se

▶ CLICK TO LISTEN

This is a PRACTICE WRITING task. Please type what day it is today in the input box. This is only a practice task; so don't spend too much time on this task. Make sure to write in Chinese! Click on the "Next" button to start the writing section.



Write your answer below.

Remember to...

- ✔ Write in Chinese Simplified characters
- ✔ Write as much as you can
- ✔ Use complete sentences
- ✔ Organize your thoughts

17693.1000000752.WS2.1000015784

# STAMP 4Se

**STAMP 4Se** Powered by 

LOGOUT

▶ CLICK TO LISTEN

This is a PRACTICE SPEAKING task. Please say what day it is today in the microphone to record your response. This is only a practice task; so don't spend too much time on this task. Click on the "Next" button to start the speaking section.



**Record your response below.**

▶ Listen
+
🗑️

Mic Strength   
**Weak**  
[Get Help](#)

**Remember to...**

- ✓ Speak in Chinese (Mandarin)
- ✓ Use complete sentences
- ✓ Say as much as you can
- ✓ Listen to your recording

17692.1000000751.SS2.1000015783

# STAMP 4S



## CREATE PROFILE

If you need to resume the test:

1. Go back to the Login Page.
2. Fill in the Test Code, Password, and Name fields with the EXACT Test Code, Password and Name you used to log into the test previously.

You entered the following Login Name: kyle4

\* Remember to type in your name as it appears above if you need to log in again and resume the test.

First name

Student id

Last name

Confirm student id

Date of birth

Grade

Have you studied another language besides Spanish and your native language?

☐ Yes

☒ No

How old were you when you began learning Spanish?

☐ 1-6 years old

☐ 7-9 years old

☐ 10-12 years old

☐ 13-17 years old

☐ 18 years old or older

Have you studied Spanish in an immersion setting?

☐ Yes

☒ No

What language did you learn as a child and speak with your family?  
(This is your first language.)

Do you plan to study Spanish after this school year?

☐ Yes

☐ No

☐ I don't know

Do any of your parents or grandparents speak Spanish as a first language?

☐ Yes

☒ No

SUBMIT

Sample Reading Item – Novice Level

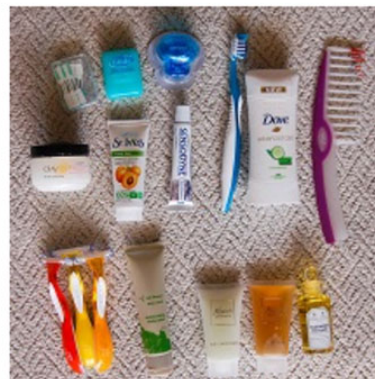
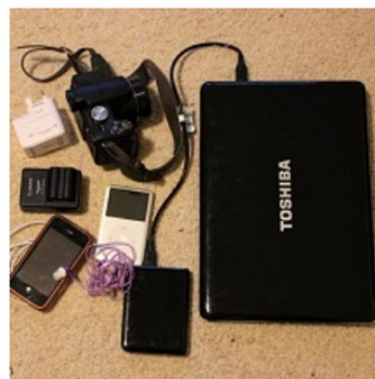
## Situación

Esta es la lista de Laura para su viaje:

- ✓ cepillo de
- ✓ dientes
- ✓ jabón
- ✓ peine
- ✓ enjuague bucal

¿Qué objetos están en la lista de Laura?

*Haz clic en la imagen correcta.*



18732.1000000759.1.1000015820



## Sample Reading Item – Novice Level

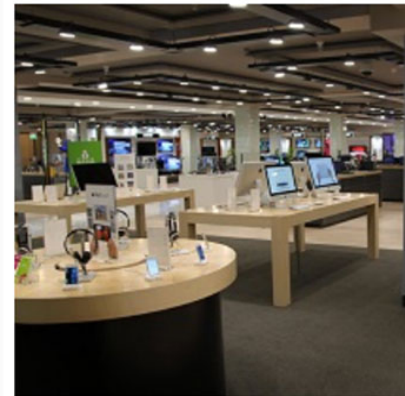
## Situación

Ves este cartel en la puerta de una tienda.



¿Qué cosas están incluidas en la venta?

*Haz clic en la imagen correcta.*



18797.1000000759.1.1000015821



Sample Reading Item – Intermediate Level

Situación

Ves esta nota en la mesa de la cocina.

Dieguito,

Hoy voy a llegar tarde a casa del trabajo. De camino a casa, tengo que pasar por la tienda y comprar algunas cosas. Por favor, limpia la cocina y pasea al perro cuando llegues a casa de la escuela. Además, ¿podrías hacer una ensalada? Hago la cena cuando llegue.

Besos,

¿Cuáles son las tres cosas que la madre quiere que Diego haga?  
Selecciona las tres respuestas más apropiadas.

- ☐ pasear al perro
- ☐ ir de compras
- ☐ hacer una ensalada
- ☐ esperar a ella en la escuela
- ☐ limpiar la cocina
- ☐ hacer la cena

## Sample Reading Item – Advanced Level

## Situación

Lees esta historia en un sitio de noticias en línea.

Dos manatíes de bajo peso, que se presumen se extraviaron en medio del devastador paso del huracán María por Puerto Rico, son buscados desde ayer por el director del Centro de Conservación de Manatíes, Antonio Mignucci, y otros tres estudiantes de la Universidad Interamericana en la isla de Santa Cruz.

Según contó el biólogo marino a endi.com, los manatíes fueron divisados por primera vez en este territorio de las Islas Vírgenes americanas en el fin de semana. De inmediato, el Servicio de Pesca y Vida Silvestre contactó al Centro para que colaboraran en la búsqueda.

Mignucci detalló que es extraña la presencia de estos animales, que están en peligro de extinción, en las Antillas Menores. Por tal razón, se cree que salieron de aguas puertorriqueñas. De hecho, mencionó que una situación como esta no se reportaba desde el 2003, cuando se rescató una manatí en la isla de Virgen Gorda.

Explicó que estos animales divisados presentan un bajo peso, causado por los problemas que han enfrentado en los pasados siete meses y medio para conseguir agua dulce para ingerir. Por tal razón

¿Qué llevó a los investigadores a creer que los manatíes venían de Puerto Rico?

*Selecciona la respuesta más apropiada*

- ☐ Los manatíes fueron rastreados por los investigadores mientras nadaban desde Puerto Rico.
- ☐ Los manatíes no se encuentran generalmente cerca de la isla de Santa Cruz.
- ☐ Los manatíes no habían sido etiquetados por investigadores del continente.
- ☐ Los manatíes son de un tipo especial que solo se encuentran en Puerto Rico.

18732.1000000759.1.1000015812

Sample Reading Item – Advanced Level

Situación

Lees esta historia en un sitio de noticias en línea.

Dos manatíes de bajo peso, que se presumen se extraviaron en medio del devastador paso del huracán María por Puerto Rico, son buscados desde ayer por el director del Centro de Conservación de Manatíes, Antonio Mignucci, y otros tres estudiantes de la Universidad Interamericana en la isla de Santa Cruz.

Según contó el biólogo marino a endi.com, los manatíes fueron divisados por primera vez en este territorio de las Islas Vírgenes americanas en el fin de semana. De inmediato, el Servicio de Pesca y Vida Silvestre contactó al Centro para que colaboraran en la búsqueda.

Mignucci detalló que es extraña la presencia de estos animales, que están en peligro de extinción, en las Antillas Menores. Por tal razón, se cree que salieron de aguas puertorriqueñas. De hecho, mencionó que una situación como esta no se reportaba desde el 2003, cuando se rescató una manatí en la isla de Virgen Gorda.

Explicó que estos animales divisados presentan un bajo peso, causado por los problemas que han enfrentado en los pasados siete meses y medio para conseguir agua dulce para ingerir. Por tal razón, estos usan la reserva de grasa para sobrevivir, detalló el biólogo.

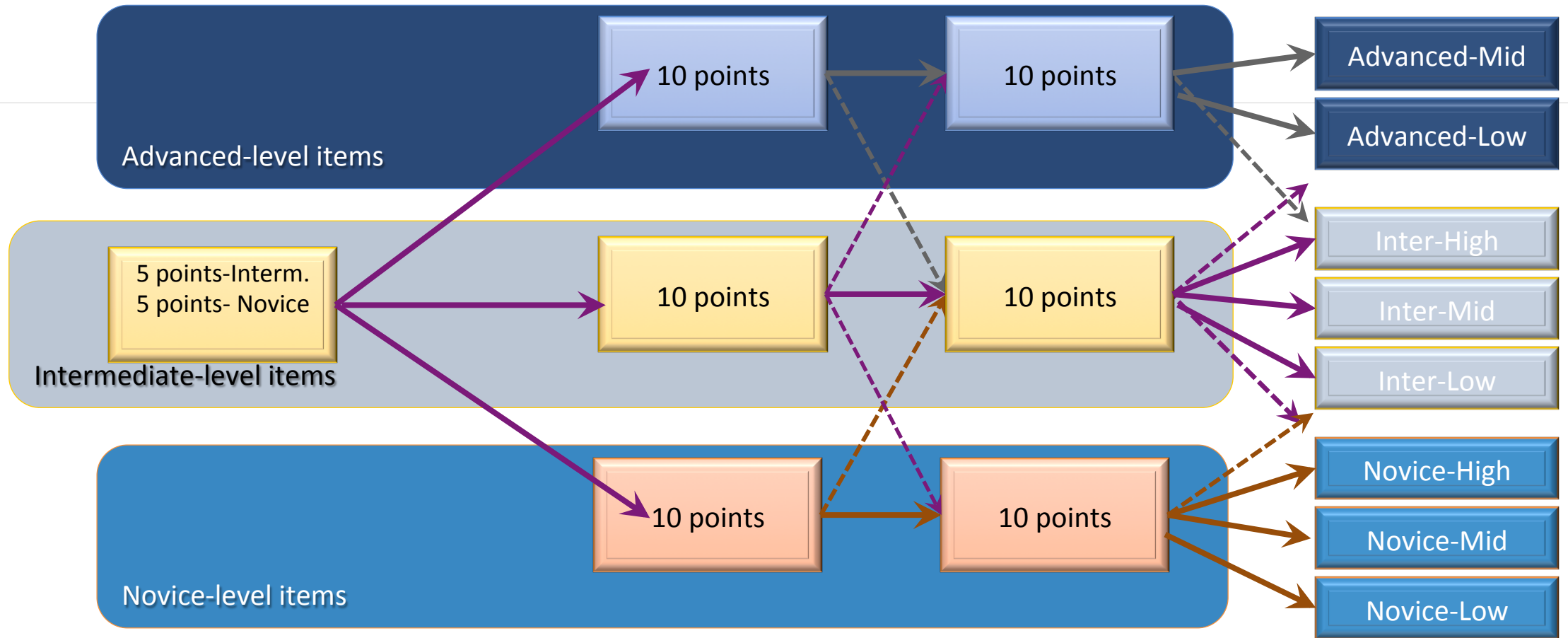
"Han perdido entre 300 a 400 libras de peso. En esa condición no van a durar mucho," expresó al indicar que principalmente fallecen

**Haz clic en la expresión del texto a la izquierda que completa esta frase de la forma más apropiada**

*El autor usa la expresión "los manatíes fueron divisados por primera vez en este territorio de las Islas Vírgenes americanas en el fin de semana" para ayudar a explicar la razón del bajo peso de los manatíes.*

18732.1000000759.1.1000015813

# Multi-Stage Adaptive Test Engine





▶ CLICK TO LISTEN



### Sample Writing Item

You just received an email from your friend. He wrote about his week-end and the things that he and his friends did on Saturday. He finished his email asking you about the typical things that you and your friends do on the week-end. Describe two of your favorite activities you do with your friends and family and why you enjoy them so much. Write using complete sentences and remember that the more sentences you use, the more likely you are to receive a higher score. Be sure to write in Spanish.

**Write your answer below.**

**Remember to...**

- ✔ Write in Spanish characters
- ✔ Write as much as you can
- ✔ Use complete sentences
- ✔ Organize your thoughts

18797.1192.SS.36808

▶ CLICK TO LISTEN

Sample Speaking Item

You just met the new exchange student at your school. She wants to know about your friends. Tell about one or more of your friends. Include such information as their names, ages, where they live, and what they like to do for fun. Be as detailed as possible and say as much as you can. Be sure to speak in Spanish using complete sentences and remember that the more sentences you use, the more likely you are to receive a higher score.



Record your response below.

● **Begin Recording**

Mic Strength   
**Weak**  
[Get Help](#)

Remember to...

- ✔ **Speak in Spanish**
- ✔ **Use complete sentences**
- ✔ **Say as much as you can**
- ✔ **Listen to your recording**

▶ CLICK TO LISTEN

Sample Speaking Item

You just met the new exchange student at your school. She wants to know about your friends. Tell about one or more of your friends. Include such information as their names, ages, where they live, and what they like to do for fun. Be as detailed as possible and say as much as you can. Be sure to speak in Spanish using complete sentences and remember that the more sentences you use, the more likely you are to receive a higher score.



Record your response below.

▶ Listen



Mic Strength  
**Strong**  
Get Help

Remember to...

- ✔ Speak in Spanish
- ✔ Use complete sentences
- ✔ Say as much as you can
- ✔ Listen to your recording

# Report Access



## Login

[Teacher Login](#)

[Student Login](#)



### Teacher Login

STAMP 4S Test Code

Password

Login



**Accessing Test Results:**  
Class Results By Student

### Writing and Speaking Level Key

#### Novice

Novice-Low - 1  
Novice-Mid - 2  
Novice-High - 3

#### Intermediate

Intermediate-Low - 4  
Intermediate-Mid - 5  
Intermediate-High - 6

#### Advanced

Advanced-Low - 7

### Reading and Listening Level Key

#### Novice

Novice-Low - 1  
Novice-Mid - 2  
Novice-High - 3

#### Intermediate

Intermediate-Low - 4  
Intermediate-Mid - 5  
Intermediate-High - 6  
Pre-Advanced - 6+

[User Guides \(PDF\)](#)

Date From: 01/20/2016



To: 01/20/2017



Search

## Japanese

Reading		
6+	<div></div>	0% 1/225
6	<div></div>	5% 11/225
5	<div></div>	6% 13/225
4	<div></div>	30% 68/225
3	<div></div>	24% 53/225
2	<div></div>	21% 48/225
1	<div></div>	14% 31/225

Writing		
7	<div></div>	0% 0/184
6	<div></div>	1% 1/184
5	<div></div>	11% 20/184
4	<div></div>	42% 78/184
3	<div></div>	29% 53/184
2	<div></div>	10% 19/184
1	<div></div>	2% 3/184

Listening		
6+	<div></div>	0% 0/224
6	<div></div>	6% 14/224
5	<div></div>	28% 63/224
4	<div></div>	43% 96/224
3	<div></div>	21% 48/224
2	<div></div>	1% 2/224
1	<div></div>	0% 1/224

Speaking		
7	<div></div>	0% 0/224
6	<div></div>	3% 6/224
5	<div></div>	4% 8/224
4	<div></div>	44% 99/224
3	<div></div>	28% 62/224
2	<div></div>	12% 27/224
1	<div></div>	1% 3/224

## Spanish

Reading		
6+	<div></div>	2% 11/565
6	<div></div>	8% 48/565
5	<div></div>	20% 115/565
4	<div></div>	18% 103/565
3	<div></div>	7% 40/565
2	<div></div>	24% 138/565
1	<div></div>	19% 110/565

Writing		
7	<div></div>	0% 0/499
6	<div></div>	1% 3/499
5	<div></div>	17% 84/499
4	<div></div>	30% 150/499
3	<div></div>	23% 116/499
2	<div></div>	19% 95/499
1	<div></div>	6% 30/499

Listening		
6+	<div></div>	0% 2/561
6	<div></div>	20% 112/561
5	<div></div>	16% 87/561
4	<div></div>	21% 118/561
3	<div></div>	16% 87/561
2	<div></div>	8% 45/561
1	<div></div>	20% 110/561

Speaking		
7	<div></div>	0% 0/522
6	<div></div>	0% 0/522
5	<div></div>	6% 31/522
4	<div></div>	32% 167/522
3	<div></div>	26% 136/522
2	<div></div>	24% 124/522
1	<div></div>	5% 26/522

The numbers 1-9 relate to the ACTFL scale in the following manner:

### Reading and Listening Level Key

#### Novice

1 - Novice-Low  
2 - Novice-Mid  
3 - Novice-High

#### Intermediate

4 - Intermediate-Low  
5 - Intermediate-Mid  
6 - Intermediate-High

#### Advanced

7 - Advanced-Low  
8 - Advanced-Mid  
9 - Advanced-High

### Writing and Speaking Level Key

#### Novice

1 - Novice-Low  
2 - Novice-Mid  
3 - Novice-High

#### Intermediate

4 - Intermediate-Low  
5 - Intermediate-Mid  
6 - Intermediate-High

#### Advanced

7 - Advanced-Low  
8 - Advanced-Mid/High

NR - Not Ratable

[User Guides \(PDF\)](#)

Date From:

07/27/2015



To:

01/27/2017



Search

## Spanish

### Reading

9	0%	0/17
8	0%	0/17
7	0%	0/17
6	0%	0/17
5	12%	2/17
4	12%	2/17
3	41%	7/17
2	29%	5/17
1	6%	1/17

### Writing

8	0%	0/17
7	0%	0/17
6	0%	0/17
5	0%	0/17
4	12%	2/17
3	53%	9/17
2	29%	5/17
1	0%	0/17
NR	6%	1/17

### Listening

9	0%	0/17
8	0%	0/17
7	0%	0/17
6	0%	0/17
5	0%	0/17
4	24%	4/17
3	18%	3/17
2	53%	9/17
1	6%	1/17

### Speaking

8	0%	0/17
7	0%	0/17
6	0%	0/17
5	0%	0/17
4	47%	8/17
3	29%	5/17
2	18%	3/17
1	0%	0/17
NR	6%	1/17

### 5380a-4s-ar-20-t Test Instances

Login Name	First Name	Last Name	Reading	Scaled Reading Score	Writing	Listening	Scaled Listening Score	Speaking	Start Time (EST)	Length	Report
Adam_Abudhaileh	Adam	Abudhaileh	3	526	3	4	575	3	Tuesday May, 03 2016 06:49 AM	180+ min.	<a href="#">View</a>
Affan_Breacher	Affan	Breacher	4	568	2	2	437	2	Tuesday May, 03 2016 06:53 AM	180+ min.	<a href="#">View</a>
Amirul_Mustafa	Amirul	Mustafa	2	476	2	3	497	4	Tuesday May, 03 2016	180+ min.	<a href="#">View</a>

**Reading Score: 4 - Intermediate Low****Interpretive**

**Students who are reading at Intermediate proficiency are characterized by :**

- in reading, able to understand the main ideas and explicit details in everyday language
- ability to use language knowledge to understand information in everyday materials

**Writing Score: 2 - Novice Mid****Presentational****Writing Sample Breakdown**

Sample 1 - 2  
Sample 2 - 2  
Sample 3 - 2

**Students who are writing at Novice proficiency are characterized by :**

- able to communicate basic information through lists of words and some memorized patterns
- recombine learned vocabulary and structures to create simple non-formulaic sentences on very familiar topics

**Listening Score: 2 - Novice Mid****Interpretive**

**Students who are listening at Novice proficiency are characterized by :**

- understands a core of simple, formulaic utterances

**Speaking Score: 2 - Novice Mid****Presentational****Speaking Sample Breakdown**

Sample 1 - Not Ratable  
Sample 2 - 2  
Sample 3 - 2

**Students who are speaking at Novice proficiency are characterized by :**

- able to communicate basic information through lists of words and some memorized patterns
- understand common words and expressions

[Back to the Main Teacher Report](#)

You get to plan your own birthday party. Where do you want to have it and what types of activities do you want to do? What kind of food do you want at your party? Who will you invite and why. Be sure to write in complete sentences. Remember to write in Spanish.

Debes planear tú propia fiesta de cumpleaños. Dónde quieres hacerla y qué tipo de actividades quieres hacer? Qué tipo de comida quieres dar en tú fiesta? A quién te gustaría invitar y por qué? Asegúrate de escribir oraciones completas y recuerda escribe en Español.



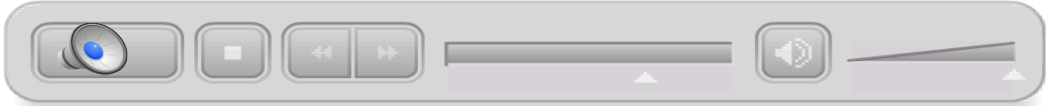
**Please fill in your answer below:**

Para mi cumple años yo cuero que esta en get air la comida ba aser pizza.Yo voy a en vitar a todos mi familia que viven en anchorage, alaska por que son mi familia. Voy a envitar a mi amigo Navaun, Jaxon, Xyomar por que son mi dos amigos favoritos.



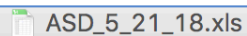
What is your favorite holiday. Describe this holiday in detail. Where do you celebrate this holiday? What activities do you do? What is your favorite part about the holiday? Use complete sentences. Remember to speak in Spanish.

Cual es tú festividad favorita. Describe este festividad en detalle. En donde la celebras? Qué actividades haces? Cuál es tú parte favorita de esta festividad? Usa oraciones completas. Recuerda hablar en Español.




Close Window





100%

Generic

 [Home](#)

## Layout

## Tables

## Charts

## SmartArt

## Formulas

## Data

## Review






Paste

A screenshot of the 'Edit' menu in a software application. The menu is open, showing two options: 'Fill' with a blue square icon containing a white downward arrow, and 'Clear' with a white eraser icon. Both options have a small downward arrow to their right, indicating they are expandable.

Font





Arial 10


**B** *I* U

Number

General

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Format

Bad
Neutral

Cells

Insert Delete Format

Themes

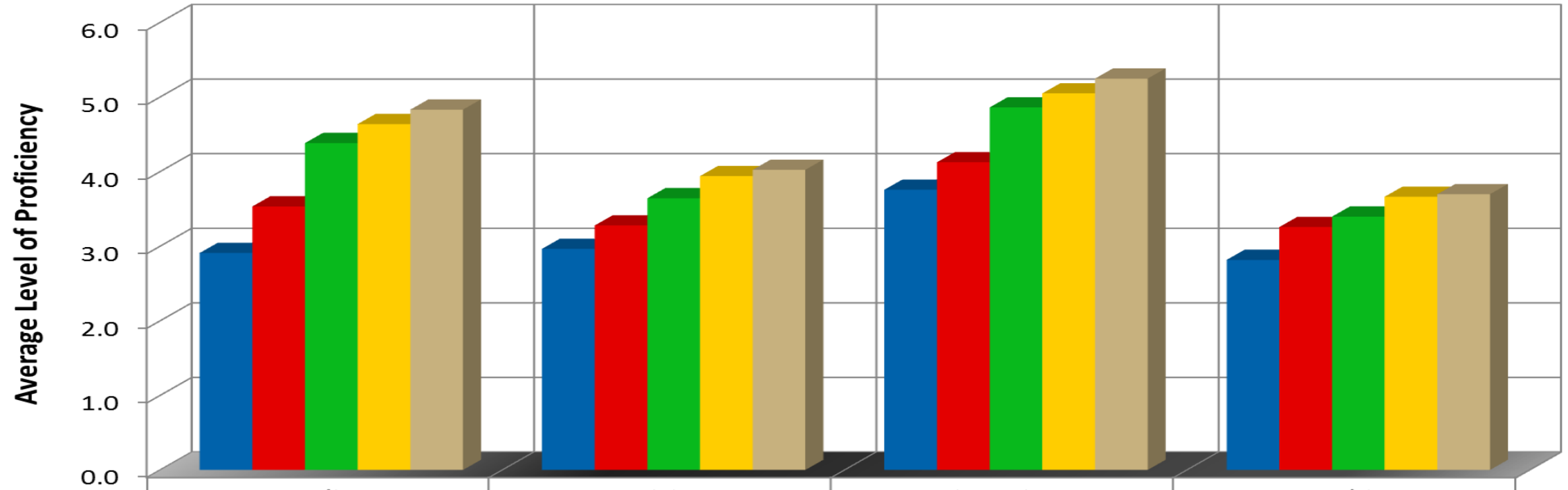
Themes

E2755						Spanish Generic EHS
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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	
1	Login	Nar	First Nam	Last Nam	Sc	Class	StudentID	DOB	Grade	Language	Reading S	Scaled Re	Writing S	Listening	Scaled Li	Speaking	Start Time	Test Leng	Status	Age Start	First Lan	Grandpar	Father Sp	Mother S	Family M
2	703797	Otis	Eads	An	Incoming	Immersion Students	1040223	08/21/1999	12	Russian	7	0 6	7		0 7	#####	92 min.	Done	1-6 years c	other	Grandparen	Father	Mother	Every Day	
3	703797	Otis	Eads	An	Seal of Biliteracy		0703797	01/26/2002	10	Russian	3	0 4	2		0 3	#####	180+ min.	Done		13-17 year	English			Never	
4	702291	Jaed	Hansen	An	Seal of Biliteracy		0702291	11/10/2001	10	Russian	5	0 3	3		0 3	#####	112 min.	Done		13-17 year	English			Never	
5	AleksandrJ	Aleksandr	Johnson	An	Seal of Biliteracy		805360	10/04/1999	12	Russian	7	0 5	8		0 6	#####	180+ min.	Done		1-6 years c	English	Grandparen		Mother	Every Day
6	ArdasherSI	Ardasher	Sharipov	An	Seal of Biliteracy		1078363	10/07/1999	12	Russian	7	0 6	7		0 6	#####	180+ min.	Done		7-9 years c	other			Never	
7	500087	Peter	Stiasny	An	Seal of Biliteracy		0500087	12/09/1999	12	Russian	8	0 NR	8		0 6	#####	180+ min.	Done		1-6 years c	Russian		Mother	Every Day	
8	FainaToole	Faina	Toole	An	Seal of Biliteracy		505696	11/27/1999	3	Russian	6	0 5	8		0 6	#####	180+ min.	Done		1-6 years c	English	Grandparen		Mother	1-2 times/
9	51277	Matthew	Theisen	Ba	AP German	H4271_1_Hughes				German	6	551 5	5		544 4	#####	180+ min.	Done							
10	503441	Filiberto	Barajas	Ba	AP German	H4271_2_Hughes				German	6	542 5	5		531 5	#####	180+ min.	Done							
11	501030	Molly	Mayer	Ba	AP German	H4271_2_Hughes				German	6	530 4	4		520 4	#####	180+ min.	Done							
12	504894	Gabriel	Pier	Ba	AP German	H4271_2_Hughes				German	6	534 4	5		534 4	#####	180+ min.	Done							
13	600897	Wyatt	Chadwick	Ba	AP Spanish Language	H4071_2_C				Spanish	9	792 6	6		618 6	#####	180+ min.	Done							
14	7014806	Alonzo	Stephens	Ba	AP Spanish Language	H4071_2_C				Spanish	8	700 5	5		601 5	#####	180+ min.	Done							
15	1055450	Amelia	Uhila	Ba	French I	H4421_1_Hearn				French	3	480 3	1		427 2	#####	180+ min.	Done							
16	7038839	Zylynn	Analoak	Ba	French I	H4421_1_Hearn				French	4	504 2	1		413 1-	#####	180+ min.	Done							
17	800384	Blake	Bacho	Ba	French I	H4421_1_Hearn				French	2	473 2	1		427 2	#####	180+ min.	Done							
18	801047	Sunny	Bowlin-St	Ba	French I	H4421_1_Hearn				French	2	470 3	3		514 3	#####	180+ min.	Done							
19	803126	Austin	Cargill	Ba	French I	H4421_1_Hearn				French	4	504 3	2		464 3	#####	180+ min.	Done							
20	7044508	Neve	Davidson	Ba	French I	H4421_1_Hearn				French	3	501 2	2		446 1	#####	67 min.	Done							
21	800930	Kayleigh	Davis	Ba	French I	H4421_1_Hearn				French	3	497 3	2		467 2	#####	180+ min.	Done							
22	802919	Michael	Elias	Ba	French I	H4421_1_Hearn				French	3	491 2	1		413 2	#####	180+ min.	Done							
23	803233	Kamron	Evans	Ba	French I	H4421_1_Hearn				French	6	550 3	3		514 2	#####	180+ min.	Done							
24	804035	Grace-Of-C	Faamasina	Ba	French I	H4421_1_Hearn				French	3	485 2	2		473 1	#####	180+ min.	Done							
25	7038864	Chazz	Fausser	Ba	French I	H4421_1_Hearn				French	1	467 1	1		382 2	#####	180+ min.	Done							
26	7078841	Irel	Lynn	Ba	French I	H4421_1_Hearn				French	5	513 3	1		382 3	#####	180+ min.	Done							
27	800573	Heather	Gamage	Ba	French I	H4421_1_Hearn				French	4	507 2	2		452 3	#####	180+ min.	Done							
28	7008680	Mai Kao	Hang	Ba	French I	H4421_1_Hearn				French	4	507 3	2		479 1	#####	180+ min.	Done							
29	706715	Elyssa	Jackson-P	Ba	French I	H4421_1_Hearn				French	1	463 2	1		406 2-	#####	180+ min.	Done							
30	7008673	Trystan	Kahele	Ba	French I	H4421_1_Hearn				French	4	508 4	2		439 3	#####	180+ min.	Done							
31	803558	Elijah	Lewis-Tuff	Ba	French I	H4421_1_Hearn				French	4	507 3	2		433 3	#####	180+ min.	Done							
32	800625	Bryson	Litteral	Ba	French I	H4421_1_Hearn				French	4	504 3	2		473 2	#####	180+ min.	Done							
33	7025445	Zaysharas	Malia-Hug	Ba	French I	H4421_1_Hearn				French	3	494 3	1		413 2	#####	180+ min.	Done							
34	702357	Chilab	Moua	Ba	French I	H4421_1_Hearn				French	3	497 3	2		471 3	#####	180+ min.	Done							
35	804116	Talianna	Munoz	Ba	French I	H4421_1_Hearn				French	3	491 2	2		439 2	#####	180+ min.	Done							
36	802274	Klaudia	Papasodou	Ba	French I	H4421_1_Hearn				French	3	485 3	1		420 3	#####	180+ min.	Done							
37	803825	Ediawit	Solomon	Ba	French I	H4421_1_Hearn				French	3	485 3	2		479 2	#####	180+ min.	Done							
38	802133	Sydney	Stapley	Ba	French I	H4421_1_Hearn				French	3	478 3	2		433 3	#####	180+ min.	Done							
39	802762	Vanessa	Veilleux	Ba	French I	H4421_1_Hearn				French	4	504 3	2		446 3	#####	180+ min.	Done							
40	808016	Alyssa Mae	Westbrook	Ba	French I	H4421_1_Hearn				French	5	525 3	2		473 3	#####	180+ min.	Done							

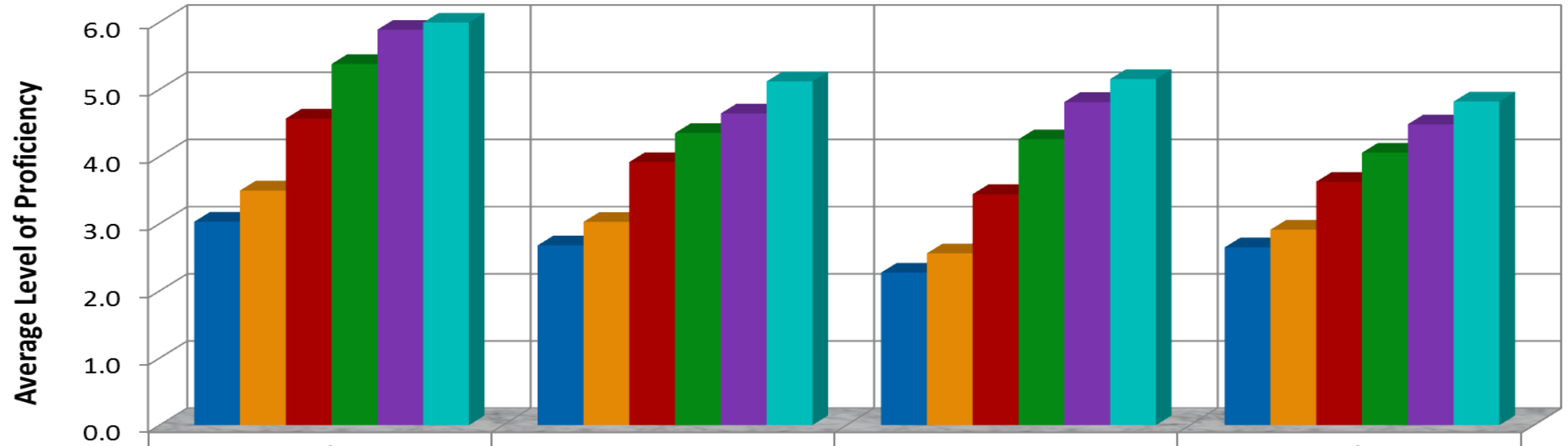


## Spanish National Averages Grade Level Immersion Comparison Chart



	Reading	Writing	Listening	Speaking
2nd Grade	2.9	3.0	3.8	2.8
3rd Grade	3.5	3.3	4.1	3.3
4th Grade	4.4	3.6	4.9	3.4
5th Grade	4.6	3.9	5.0	3.7
6th Grade	4.8	4.0	5.2	3.7

## Spanish National Averages Year of Study Comparison Chart



	Reading	Writing	Listening	Speaking
1 Yr Study	3.0	2.7	2.3	2.6
2 Yr Study	3.5	3.0	2.6	2.9
3 Yr Study	4.6	3.9	3.4	3.6
4 Yr Study	5.4	4.3	4.3	4.1
5 Yr Study	5.9	4.6	4.8	4.5
AP	6.0	5.1	5.2	4.8

Listening 12822.1000000377.3890

Question 1 ●

Question 2 ○

Question 3 ○

Question 4 ○

Question 5 ○

Question 6 ○

ما الذي تحبّ الفتاة عمله في وقت فراغها؟ انقر على الصورة التي تبين الإجابة الصحيحة.



هذه محادثة بين أبناء عم.



Listening 12822.1000000377.3911

Question 1 ☐Question 2 ☐Question 3 ☐Question 4 ☐

ما هو سبب المشكلة؟ انقر على المنطقة التي تبين الإجابة الصحيحة.



هذا إعلان.



Listening 12822.1000000377.3900

Question 1 ○

Question 2 ○

Question 3 ○

Question 4 ○

Question 5 ○

Question 6 ○

Question 7 ○

Question 8 ○

اختر أفضل إجابة.

إن الهدف من البرنامج هو \_\_\_\_\_.

○ طلب قوانين أكثر صرامة بشأن السلامة المرورية



○ تتقيف الطلاب حول وظائف في مجال تنفيذ القوانين



○ منع الحوادث المرورية التي يتعرض لها المشاة



○ وضع المزيد من لافتات التوقف بالقرب من المدارس



هذا تقرير اخباري.



Reading 12822.1000000386.3992

Question 1 ●

Question 2 ○

Question 3 ○

Question 4 ○

Question 5 ○

ما الذي يتم تشجيع الطّالِب على القيام به؟ انقر على الصورة التي تبين الإجابة الصحيحة.



## إعلان مدرسي

أعزائي الطّالِب،

تعلن وزارة التربية والتعليم بالتعاون مع جمعية الملك فهد الخيرية عن حملة لجمع التبرّعات. تهدف هذه الحملة إلى مساعدة الأسر الفقيرة المحتاجة إلى المال والطعام والدواء. تشجّع الوزارة الطّالِب على التبرّع لمساعدة هذه الأسر. يمكنكم التبرّع بالنقود أو الأغذية أو الملابس. نشجّع الطّالِب أيضاً على حثّ أولياء أمورهم للتبرّع لهذه الأسر عن طريق المدرسة.

# Questions?



## **Avant Assessment 2018/2019 Pricing:**

We offer discounts based upon the size of your order, you can select any combination of languages to achieve the volume discount.

<b>STANDARD VOLUME DISCOUNT PRICE SCALE</b>					
<b>Assessment</b>	<b>*5 to 49</b>	<b>50 to 99</b>	<b>100 to 499</b>	<b>500 - 999</b>	<b><u>&gt;1000</u></b>
<b>STAMP 4S &amp; 4Se</b>	\$24.90/test	\$19.90/test	\$17.90/test	\$15.90/test	\$14.90/test

\*Minimum Order Requirement: 5 Assessments

-Handwritten Writing Section available for STAMP languages at a rate of \$5/test

-Special Seal of Biliteracy Discount available for districts offering their students the chance to earn that recognition - \$17.50/STAMP test