**Appendix 9. Proficiency Test Results**

**Table 9.1 FLES STAMP4Se Language Proficiency Test Scores[[1]](#footnote-1)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **SPEAKING RESULTS** | **LISTENING RESULTS** | **READING RESULTS** | **WRITING RESULTS** |
| **School** | **Prof. Level** | **2012** | **2013** | **2014** | **2015** | **2012** | **2013** | **2014** | **2015** | **2012** | **2013** | **2014** | **2015** | **2012** | **2013** | **2014** | **2015** |
| **Glebe** | *Int Mid-Hi* | 0% | 0% | 0% | 0% | 8% | 12% | 9% | 6% | 9% | 9% | 6% | 7% | 0% | 0% | 0% | 0% |
| **Glebe** | *Int-Lo* | 4% | 8% | 3% | 0% | 11% | 10% | 9% | 12% | 16% | 9% | 24% | 18% | 7% | 2% | 9% | 1% |
| **Glebe** | *Novice-High* | 33% | 38% | 44% | 13% | 41% | 28% | 31% | 29% | 20% | 13% | 24% | 10% | 38% | 46% | 44% | 16% |
| **Glebe** | ***Novice-Mid*** | 56% | 51% | 43% | 69% | 22% | 31% | 34% | 36% | 38% | 52% | 39% | 55% | 49% | 37% | 32% | 59% |
| **Glebe** | Novice-Low | 8% | 4% | 10% | 18% | 17% | 19% | 16% | 17% | 17% | 17% | 7% | 10% | 7% | 15% | 15% | 24% |
| **Henry** | *Int Mid-Hi* | 0% | 0% | 0% | 0% | 13% | 35% | 20% | 17% | 14% | 22% | 14% | 14% | 2% | 0% | 0% | 0% |
| **Henry** | *Int-Lo* | 13% | 15% | 7% | 0% | 16% | 18% | 12% | 17% | 12% | 16% | 12% | 19% | 6% | 8% | 0% | 2% |
| **Henry** | *Novice-High* | 15% | 40% | 27% | 13% | 24% | 7% | 24% | 31% | 7% | 11% | 10% | 15% | 29% | 49% | 15% | 20% |
| **Henry** | ***Novice-Mid*** | 57% | 33% | 49% | 61% | 25% | 23% | 24% | 24% | 43% | 34% | 48% | 42% | 41% | 39% | 45% | 56% |
| **Henry** | Novice-Low | 15% | 10% | 18% | 25% | 22% | 18% | 20% | 10% | 24% | 17% | 16% | 9% | 22% | 3% | 40% | 21% |
| **[Barcroft[1]](%22%20%5Cl%20%22RANGE%21A35)** | *Int Mid-Hi* |   | 0% | 0% | 0% |   | 32% | 0% | 42% |   | 20% | 0% | 33% |   | 0% | 0% | 0% |
| **Barcroft**  | *Int-Lo* |   | 11% | 0% | 2% |   | 19% | 11% | 16% |   | 15% | 14% | 16% |   | 9% | 6% | 6% |
| **Barcroft** | *Novice-High* |   | 40% | 29% | 25% |   | 8% | 43% | 12% |   | 12% | 14% | 13% |   | 49% | 19% | 32% |
| **Barcroft**  | ***Novice-Mid*** |   | 36% | 50% | 61% |   | 23% | 29% | 12% |   | 35% | 51% | 25% |   | 38% | 50% | 44% |
| **Barcroft**  | Novice-Low |   | 11% | 21% | 12% |   | 19% | 17% | 18% |   | 18% | 20% | 12% |   | 4% | 25% | 17% |

**Color Codes:** Used only for the Spring 2015 tests. Blue indicates that 90% or more have achieved at least the Novice-Mid benchmark proficiency rating. Green
indicates that improvement has occurred over previous years’ scores. Orange indicates a marked lowering of proficiency ratings over previous years.

**Double Line:** Indicates the minimum benchmark proficiency goal. All scores above Novice-Low meet or exceed the benchmark for each skill.

**9.1 FLES STAMP4Se Language Proficiency Test Scores (continued)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Ashlawn** | *Int Mid-Hi* |   |   | 0% | 0% |   |   | 4% | 14% |   |   | 0% | 14% |   |   | 0% | 0% |
| **Ashlawn** | *Int-Lo* |   |   | 0% | 6% |   |   | 8% | 18% |   |   | 25% | 13% |   |   | 0% | 4% |
| **Ashlawn** | *Novice-High* |   |   | 16% | 36% |   |   | 37% | 36% |   |   | 8% | 14% |   |   | 19% | 29% |
| **Ashlawn** | ***Novice-Mid*** |   |   | 60% | 45% |   |   | 22% | 27% |   |   | 47% | 51% |   |   | 46% | 49% |
| **Ashlawn** | Novice-Low |   |   | 24% | 10% |   |   | 19% | 6% |   |   | 19% | 9% |   |   | 35% | 13% |
| **Jamestown** | *Int Mid-Hi* |   |   | 0% | 0% |   |   | 2% | 4% |   |   | 4% | 4% |   |   | 0% | 0% |
| **Jamestown** | *Int-Lo* |   |   | 2% | 1% |   |   | 8% | 9% |   |   | 11% | 14% |   |   | 2% | 4% |
| **Jamestown** | *Novice-High* |   |   | 19% | 20% |   |   | 27% | 25% |   |   | 13% | 20% |   |   | 13% | 25% |
| **Jamestown** | *Novice-Mid* |   |   | 56% | 67% |   |   | 43% | 35% |   |   | 57% | 49% |   |   | 41% | 42% |
| **Jamestown** | *Novice-Low* |   |   | 23% | 12% |   |   | 20% | 26% |   |   | 15% | 12% |   |   | 43% | 29% |
| **McKinley** | *Int Mid-Hi* |   |   | 0% | 0% |   |   | 14% | 2% |   |   | 13% | 2% |   |   | 0% | 0% |
| **McKinley** | *Int-Lo* |   |   | 6% | 0% |   |   | 4% | 10% |   |   | 4% | 11% |   |   | 3% | 0% |
| **McKinley** | *Novice-High* |   |   | 9% | 7% |   |   | 26% | 19% |   |   | 6% | 9% |   |   | 14% | 10% |
| **McKinley** | *Novice-Mid* |   |   | 59% | 58% |   |   | 33% | 51% |   |   | 65% | 60% |   |   | 65% | 56% |
| **McKinley** | *Novice-Low* |   |   | 27% | 35% |   |   | 22% | 17% |   |   | 13% | 18% |   |   | 18% | 34% |
| **Randolph** | *Int Mid-Hi* |   |   |   | 0% |   |   |   | 40% |   |   |   | 32% |   |   |   | 0% |
| **Randolph** | *Int-Lo* |   |   |   | 12% |   |   |   | 11% |   |   |   | 24% |   |   |   | 10% |
| **Randolph** | *Novice-High* |   |   |   | 25% |   |   |   | 14% |   |   |   | 9% |   |   |   | 26% |
| **Randolph** | *Novice-Mid* |   |   |   | 55% |   |   |   | 15% |   |   |   | 17% |   |   |   | 43% |
| **Randolph** | *Novice-Low* |   |   |   | 7% |   |   |   | 20% |   |   |   | 17% |   |   |   | 21% |

**Source:** An unofficial compilation by the World Languages Office as of Spring 2015.

**Note:** The double lines and yellow highlighting are used to indicate the minimum benchmark goal for FLES students after studying K-5. Specifically, the target proficiency for students to achieve by 5th grade after six years (K-5) of study is Novice-Mid or better.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table 9.2 Immersion STAMP4Se Scores Over Last Four Years (Administered in Grade 5)** |  |  |  |  |  |  |
|  |  | **SPEAKING RESULTS** | **LISTENING RESULTS** | **READING RESULTS** | **WRITING RESULTS** |
| **School** | **Prof. Level** | **2012** | **2013** | **2014** | **2015** | **2012** | **2013** | **2014** | **2015** | **2012** | **2013** | **2014** | **2015** | **2012** | **2013** | **2014** | **2015** |
| **Key** | *Advanced* | 0% |   | 0% | 5% | 1% |   | 0% |   | 4% |   | 15% |   | 0% |   | 0% | 5% |
| **Key** | *Int-High* | 1% | 11% | 0% | 6% | 65% | 95% | 64% | 47% | 33% | 92% | 35% | 48% | 6% | 23% | 4% | 5% |
| **Key** | *Int Mid* | 1% | 15% | 13% | 24% | 5% | 30% | 32% | 44% | 7% | 39% | 38% | 0% | 18% | 1% |
| **Key** | *Int-Lo* | 36%62% | 64%8% | 60%18% | 58% | 9%1% | 0%0% | 6%0% | 20% | 19%1% | 1%0% | 10%0% | 8% | 36%55% | 49%10% | 84%10% | 49%34% |
| **Key** | *Novice-High* | 31% | 0% | 1% |
| **Key** | *Novice-Mid* | 0% | 1% | 8% | 5% | 0% | 0% | 0% | 0% | 0% | 0% | 1% | 4% | 2% | 0% | 1% | 5% |
| **Key** | *Novice-Low* | 0% | 0% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| **Claremont** | *Advanced* | 0% | 0% | 0% | 1% | 2% |   | 0% |   | 10% |   |   |   | 0% | 0% | 0% | 6% |
| **Claremont** | *Int-High* | 5% | 3% | 0% | 1% | 45% |   | 57% | 51% | 29% |   | 41% | 47% | 13% | 11% | 0% | 3% |
| **Claremont** | *Int Mid* | 3% | 7% | 0% | 32% | 93% | 25% | 33% | 29% | 86% | 32% | 36% | 2% | 5% | 1% |
| **Claremont** | *Int-Lo* | 36%51% | 48%38% | 79%15% | 58% | 20%0% | 4%3% | 13%5% | 15% | 19%5% | 13%0% | 6%5% | 13% | 33%44% | 55%24% | 73%14% | 59% |
| **Claremont** | *Novice-High* | 28% | 1% | 1% | 18% |
| **Claremont** | *Novice-Mid* | 5% | 3% | 7% | 11% | 0% | 0% | 0% | 0% | 10% | 1% | 1% | 4% | 7% | 5% | 10% | 12% |
| **Claremont** | *Novice-Low* | 0% | 0% | 0% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 1% | 3% |

\*Expected results for Immersion K-5 are levels Novice-High to Intermediate-Low and above. Yellow highlighting indicates the percentage of students in each school who did not meet the benchmark.

1. At the time of the Spring 2015 administration of the STAMP 4Se proficiency tests, the seven schools represented in this table were the only ones with students who were completing 5th grade after studying in the FLES program since kindergarten. Thus, these scores reflect proficiencies of 5th grade students in those schools only. Glebe and Henry have four years of STAMP 4Se scores; Barcroft has 3 years, and Ashlawn, Jamestown and McKinley were tested for the first time in Spring 2014. Randolph was added for Spring 2015. [↑](#footnote-ref-1)