

## STAMP Results -- National Averages 2008

**STAMP (STAndards-based Measurement of Proficiency)** is an adaptive web-based test based on national standards that assesses students' second language proficiencies from Novice-Low through Intermediate-Mid. STAMP tests measure Reading, Writing, and Speaking skills in six languages – Spanish, French, German, Italian, Japanese, and Chinese (traditional and simplified). Since 2002, STAMP has been delivered to over 200,000 students. Educators have used the individual student and aggregated results to guide classroom instruction and program improvement. One of the frequent questions asked by educators is “how do our STAMP scores compare to others across the country?” This report presents averages of nationally aggregated data and is intended to provide a perspective for those educators.

The **National Average STAMP Results** from the 2007-2008 academic year represent nearly 22,000 test takers from schools across the United States and a number of international schools around the world. The “years of study” is based upon teacher identification of each testing class registered in the STAMP system. For middle and high school programs, each year of study is generally equal to 120-140 instructional hours (please see additional comments regarding instructional hours and levels of proficiency in the **Notes** below). Please use that calculation to compare your students/courses with the levels outlined in the following data tables and charts. The data for results in reading, writing and speaking has been divided into four different sections:

- |  |      |    |
|--|------|----|
| • Grades 7-12 European-Based Languages       | Page | 3  |
| • Grades 7-12 Character-Based Languages      | Page | 6  |
| • Higher-Education European-Based Languages  | Page | 7  |
| • Higher-Education Character-Based Languages | Page | 10 |

### Notes:

#### 1. Reflections on the Data:

- Character-Based Languages data indicates a substantial enrollment of heritage speakers and reflects the difficulty level of learning a language that includes new character sets.
- Level 4 (Intermediate-low) to Level 5 (Intermediate-mid) scores indicate that the speaker knows enough to communicate at a “survive and cope” level in the target language country.
- Test scores in Level 5 (Intermediate-mid) or Level 6 (Pre-advanced) during the first year of study are likely heritage speakers.
- Higher Ed use of STAMP is primarily for placement rather than program evaluation. Placement results were removed from National Averages, so the remaining Higher Ed data is shallow.
- Character-Based Language programs are less common than European Language programs and that lower enrollment is reflected in low numbers of test results.
- Results numbers for the Higher-Education sector (particularly for Character-Based results) are non-significant for definition of trends due to the low numbers of test takers.
- DLI (Defense Language Institute) recognizes four language categories and varying numbers of instructional hours needed per category to reach **Intermediate-Low to Intermediate-Mid** levels of proficiency (based on results of highly-motivated adult learners who receive 4-6 hours of instruction per day). Recognition of these categories may be helpful in analysis of the national average results presented here:
 

○ Category I (Spanish, French, Italian)	240 instructional hours
○ Category II (German)	300 instructional hours
○ Category III (Russian, Vietnamese)	360 instructional hours
○ Category IV (Arabic, Chinese, Japanese, Korean)	520 instructional hours

## 2. Guiding questions and observations

- Why do writing and speaking scores differ?
  - Consideration of several critical factors provide insights to answer this question:
    - Are teachers focusing more on writing than speaking? Are students shy about speaking in public? How is Presentational mode different than Interpersonal mode?
- Why do substantial changes happen in third year scores?
  - Motivation - attrition of mandatory 2-years of study students result in the 3<sup>rd</sup> year classes being comprised of more motivated students with associated higher caliber and quality of interaction.
  - Time - Language control breakthrough generally takes place during the 3<sup>rd</sup> year of language acquisition.
- When is the best time to administer STAMP?
  - For 7-12 programs, administration of STAMP at the end of the 1<sup>st</sup> year provides a solid benchmark. Repeated administration of STAMP towards the end of the 3<sup>rd</sup> year provides a solid measure of the impact of the program. Second year administration provides deeper understanding of programs and 4<sup>th</sup> year administration may help some students be placed more appropriately in college.
  - For Higher Education programs, administration of STAMP (excluding for enrollment placement) in the second year demonstrates progress of languages majors and teacher prep readiness.
- At what level can students really start to communicate in the target language?
  - The level (see Proficiency Scales chart below) at which speakers have acquired skills such that they can communicate at a “survive and cope” level in the target language is consistent with ACTFL’s Intermediate-low to Intermediate-mid (STAMP Levels 4 and 5) .
- How do the STAMP Results levels relate to ILR and ACTFL scales?
  - STAMP Levels 1 through 5 are related to ACTFL levels of proficiency from Novice-Low through Intermediate-Mid and are related to the ILR levels 0 through 1 (see chart below). The transition from Level 3 to Level 4 marks the beginning of the “survive and cope” level where students have the ability to actually communicate. Those levels are highlighted in the following pages of results.

### STAMP Levels - Proficiency Scales

STAMP <small>(Standards-Based Measurement of Proficiency)</small>	ACTFL <small>(American Council on the Teaching of FL)</small>	ILR <small>(Interagency Language Roundtable (Continues to Level 5 – Master Professional Performance))</small>	CEFR <small>(Common European Framework)</small>	CBC <small>(College Board Continuum)</small>
10	Superior	3	C1	STAGE 5
9	Advanced-High	2+	B2	STAGE 4
8 7	Advanced-Mid Advanced-Low	2		
6	Intermediate-High	1+	B1	STAGE 3
5 4	Intermediate-Mid Intermediate-Low	1	A2	STAGE 2
3	Novice-High	0+	A1	STAGE 1
2	Novice-Mid	0		
1	Novice-Low			

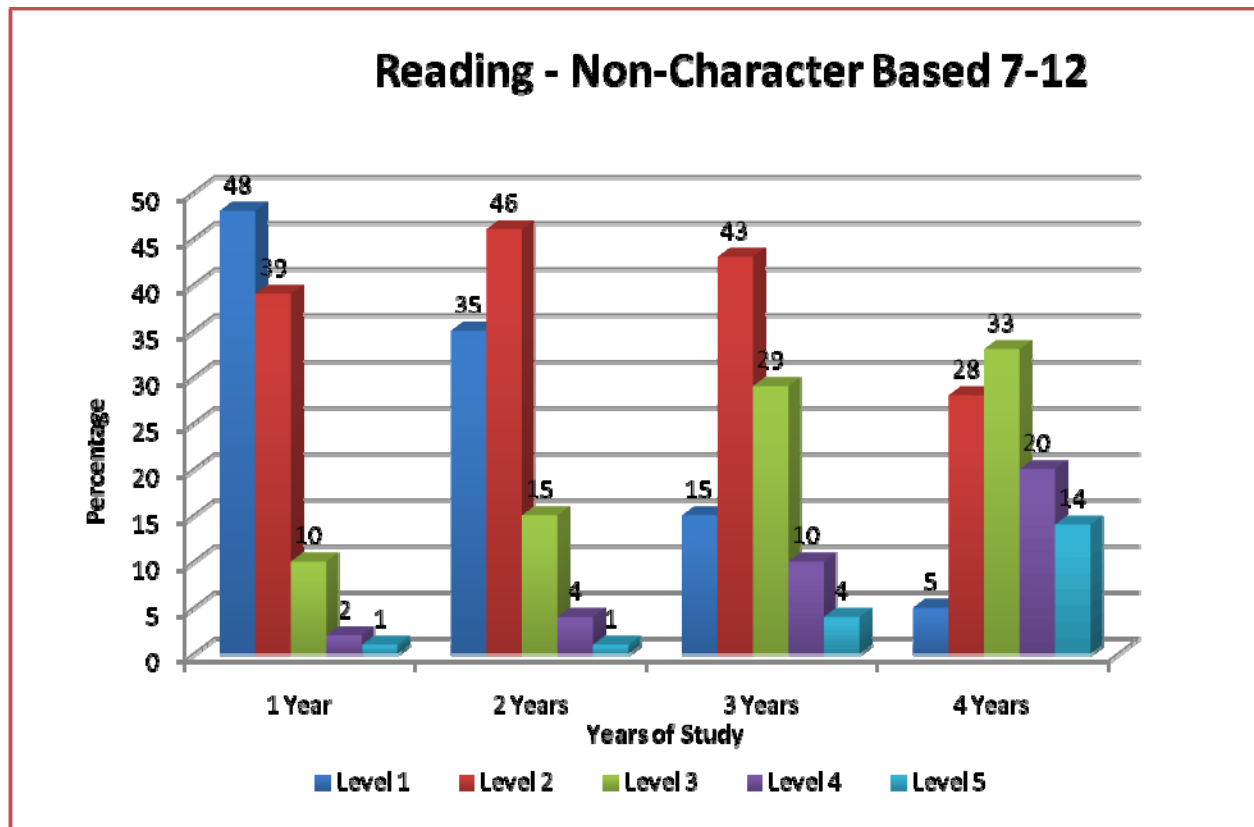
Survive and Cope Level / Limited Communication Abilities

STAMP National Averages 2008

**Grades 7-12: European Languages** (Spanish, French, German, and Italian)

READING	1 Year of Study 1579 tests		2 Years of Study 4826 tests		3 Years of Study 2625 tests		4 Years of Study 1026 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	754	48%	1685	35%	383	15%	53	5%
Level 2 Novice Mid	618	39%	2210	46%	1138	43%	286	28%
Level 3 Novice High	163	10%	702	15%	757	29%	334	33%
Level 4 Intermediate Low	33	2%	170	4%	250	10%	206	20%
Level 5 Intermediate Mid	11	1%	59	1%	97	4%	147	14%
Level 6 Pre-Advanced	0	0%	0	0%	0	0%	0	0%

\*Levels 3 and 4 indicate point at which language proficiency becomes meaningful in representing initial levels of basic communication.

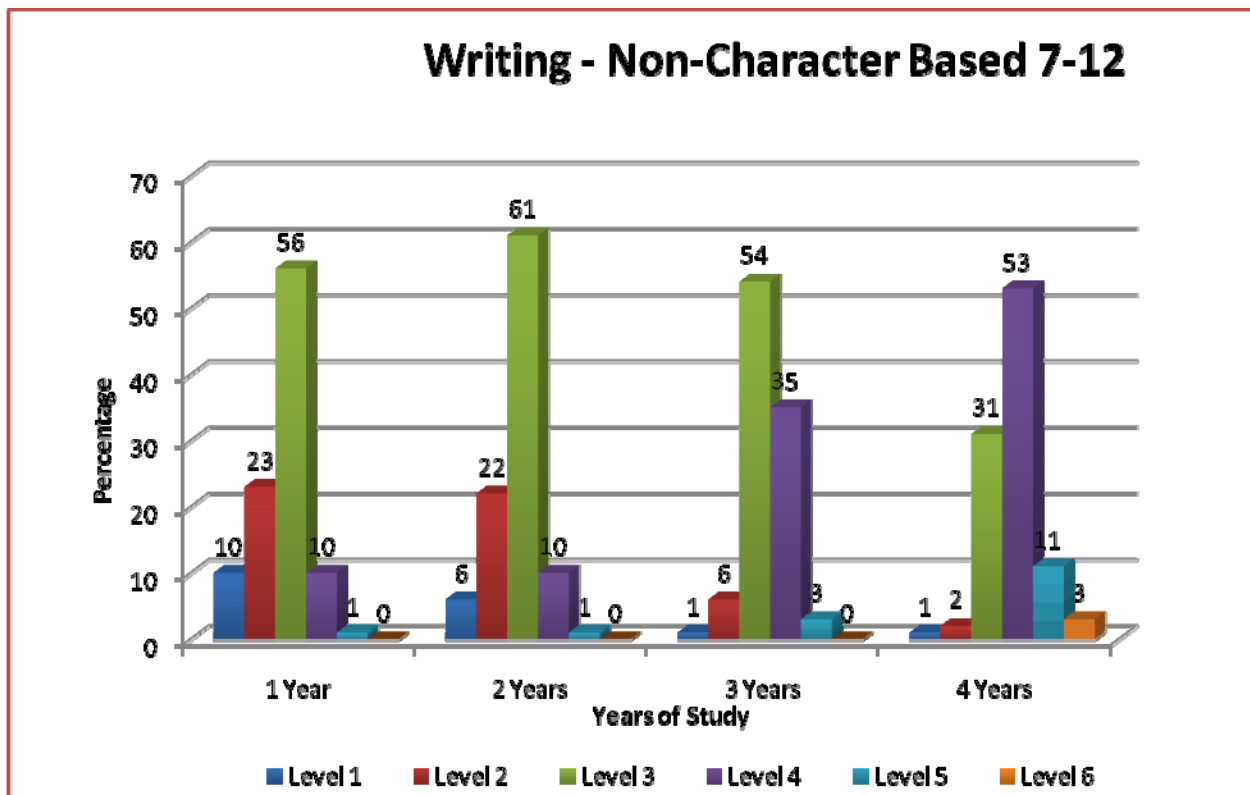


STAMP National Averages 2008

**Grades 7-12: European Languages** (Spanish, French, German, and Italian)

WRITING	1 Year of Study 1125 tests		2 Years of Study 4456 tests		3 Years of Study 2549 tests		4 Years of Study 986 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	111	10%	267	6%	32	1%	5	1%
Level 2 Novice Mid	256	23%	993	22%	149	6%	16	2%
Level 3 Novice High	628	56%	2719	61%	1382	54%	305	31%
Level 4 Intermediate Low	116	10%	449	10%	888	35%	526	53%
Level 5 Intermediate Mid	13	1%	24	1%	88	3%	109	11%
Level 6 Pre-Advanced	1	0%	4	0%	10	0%	25	3%

\*Levels 3 and 4 indicate point at which language proficiency becomes meaningful in representing initial levels of basic communication.

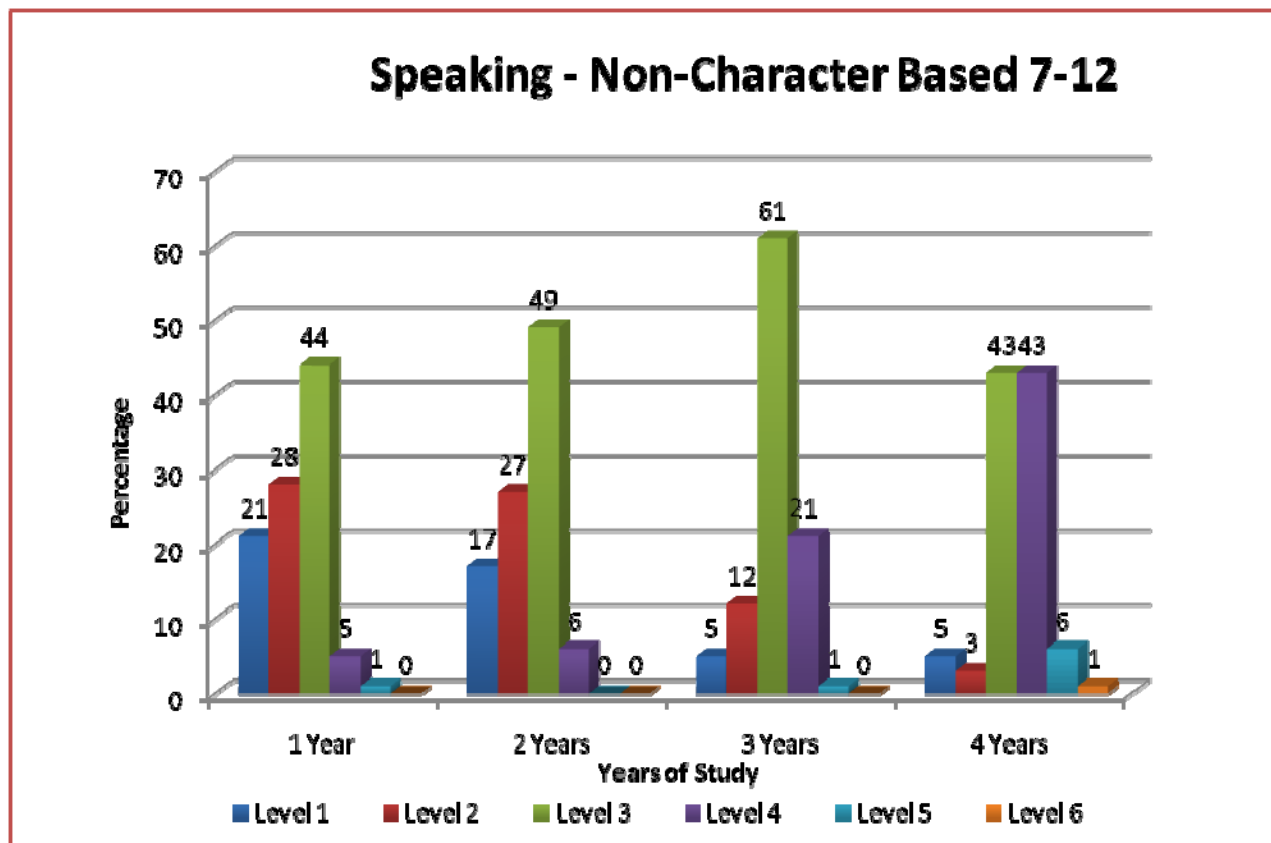


STAMP National Averages 2008

**Grades 7-12: European Languages** (Spanish, French, German, and Italian)

SPEAKING	1 Year of Study 1282 tests		2 Years of Study 4023 tests		3 Years of Study 2162 tests		4 Years of Study 801 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	272	21%	696	17%	102	5%	37	5%
Level 2 Novice Mid	365	28%	1103	27%	270	12%	26	3%
Level 3 Novice High	564	44%	1966	49%	1316	61%	344	43%
Level 4 Intermediate Low	62	5%	242	6%	451	21%	341	43%
Level 5 Intermediate Mid	14	1%	15	0%	19	1%	46	6%
Level 6 Pre-Advanced	5	0%	1	0%	4	0%	7	1%

\*Levels 3 and 4 indicate point at which language proficiency becomes meaningful in representing initial levels of basic communication.



STAMP National Averages 2008

## Grades 7-12: Character-based Languages (Japanese and Chinese)

<b>READING</b>	1 Year of Study 173 tests		2 Years of Study 508 tests		3 Years of Study 331 tests		4 Years of Study 93 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	89	51%	136	27%	86	26%	0	0%
Level 2 Novice Mid	30	17%	215	42%	91	27%	11	12%
Level 3 Novice High	23	13%	115	23%	94	28%	25	27%
Level 4 Intermediate Low	15	9%	16	3%	37	11%	11	12%
Level 5 Intermediate Mid	16	9%	26	5%	23	7%	46	49%
Level 6 Pre-Advanced	0	0%	0	0%	0	0%	0	0%

<b>WRITING</b>	1 Year of Study 174 tests		2 Years of Study 492 tests		3 Years of Study 320 tests		4 Years of Study 93 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	26	15%	29	6%	10	3%	1	1%
Level 2 Novice Mid	35	20%	103	21%	54	17%	2	2%
Level 3 Novice High	79	45%	315	64%	148	46%	25	27%
Level 4 Intermediate Low	16	9%	41	8%	94	29%	34	37%
Level 5 Intermediate Mid	8	5%	4	1%	12	4%	25	27%
Level 6 Pre-Advanced	10	6%	0	0%	2	1%	6	6%

<b>SPEAKING</b>	1 Year of Study 173 tests		2 Years of Study 497 tests		3 Years of Study 249 tests		4 Years of Study 90 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	45	26%	57	11%	36	14%	2	2%
Level 2 Novice Mid	41	24%	137	28%	35	14%	2	2%
Level 3 Novice High	49	28%	259	52%	111	45%	16	18%
Level 4 Intermediate Low	29	17%	34	7%	64	26%	40	44%
Level 5 Intermediate Mid	8	5%	6	1%	3	1%	20	22%
Level 6 Pre-Advanced	1	1%	4	1%	0	0%	10	11%

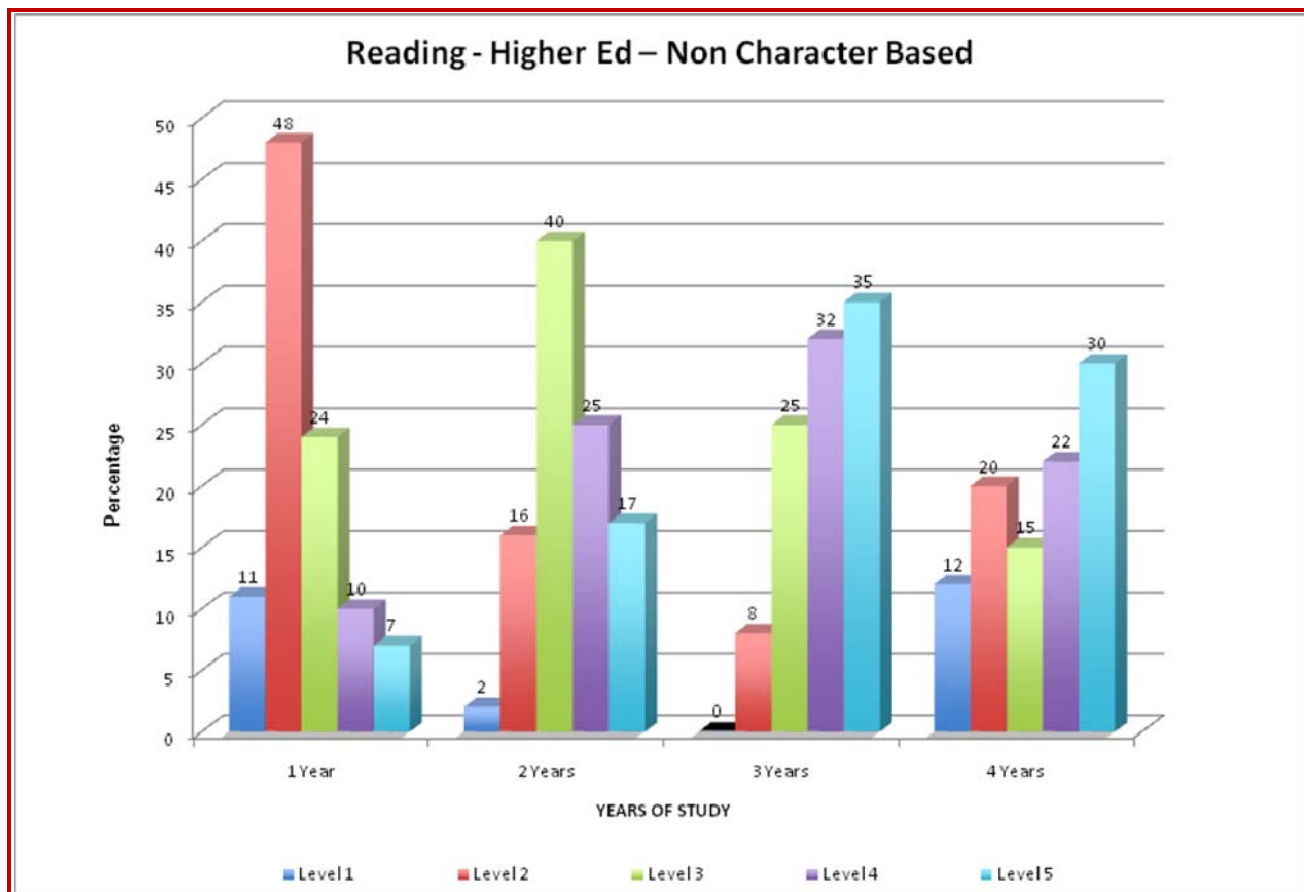
\*Levels 3 and 4 indicate point at which language proficiency becomes meaningful in representing initial levels of basic communication.

STAMP National Averages 2008

**Higher Education: European Languages (Spanish, French, German, and Italian)**

READING	1 Year of Study 348 tests		2 Years of Study 408 tests		3 Years of Study 155 tests		4 Years of Study 105 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	37	11%	7	2%	0	0%	13	12%
Level 2 Novice Mid	166	48%	67	16%	12	8%	21	20%
Level 3 Novice High	82	24%	165	40%	39	25%	16	15%
Level 4 Intermediate Low	35	10%	100	25%	49	32%	23	22%
Level 5 Intermediate Mid	26	7%	69	17%	55	35%	32	30%
Level 6 Pre-Advanced	0	0%	0	0%	0	0%	0	0%

\*Levels 3 and 4 indicate point at which language proficiency becomes meaningful in representing initial levels of basic communication.

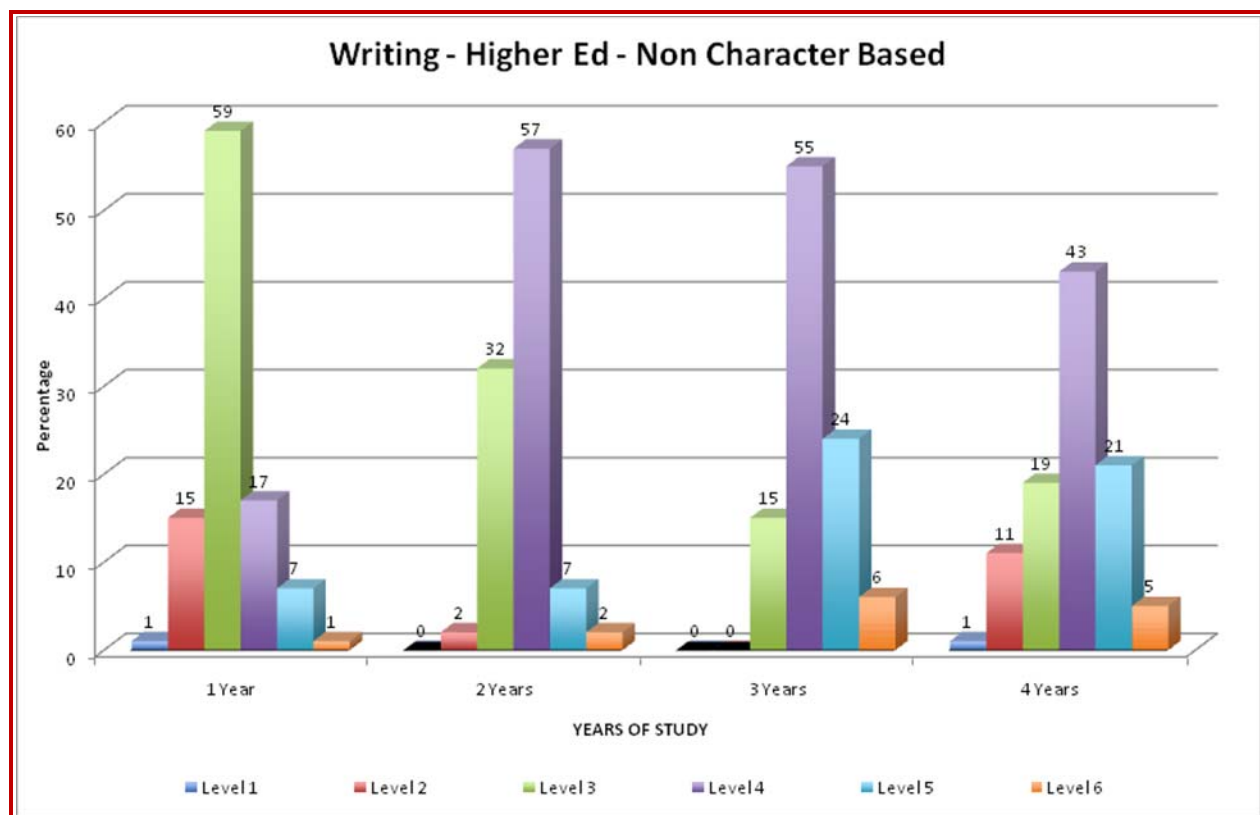


STAMP National Averages 2008

**Higher Education: European Languages (Spanish, French, German, and Italian)**

WRITING	1 Year of Study 338 tests		2 Years of Study 368 tests		3 Years of Study 151 tests		4 Years of Study 100 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	4	1%	1	0%	0	0%	1	1%
Level 2 Novice Mid	50	15%	6	2%	0	0%	11	11%
Level 3 Novice High	199	59%	118	32%	23	15%	19	19%
Level 4 Intermediate Low	58	17%	209	57%	83	55%	43	43%
Level 5 Intermediate Mid	22	7%	27	7%	36	24%	21	21%
Level 6 Pre-Advanced	5	1%	7	2%	9	6%	5	5%

\*Levels 3 and 4 indicate point at which language proficiency becomes meaningful in representing initial levels of basic communication.

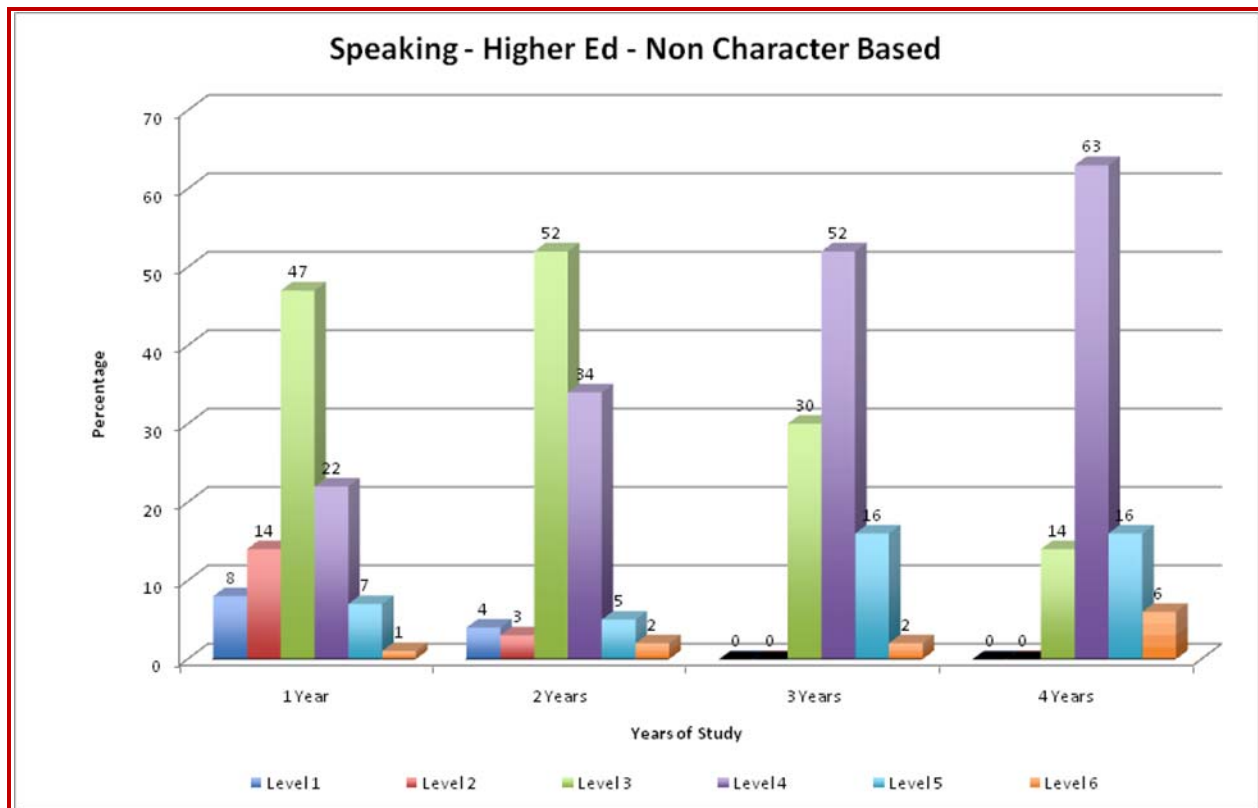


STAMP National Averages 2008

**Higher Education: European Languages (Spanish, French, German, and Italian)**

SPEAKING	1 Year of Study 236 tests		2 Years of Study 373 tests		3 Years of Study 122 tests		4 Years of Study 49 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	20	8%	14	4%	0	0%	0	0%
Level 2 Novice Mid	34	14%	13	3%	0	0%	0	0%
Level 3 Novice High	111	47%	194	52%	37	30%	7	14%
Level 4 Intermediate Low	52	22%	128	34%	64	52%	31	63%
Level 5 Intermediate Mid	17	7%	18	5%	19	16%	8	16%
Level 6 Pre-Advanced	2	1%	6	2%	2	2%	3	6%

\*Levels 3 and 4 indicate point at which language proficiency becomes meaningful in representing initial levels of basic communication.



STAMP National Averages 2008

## Higher Education: Character-based Languages (Japanese and Chinese)

READING	1 Year of Study 21 tests		2 Years of Study 74 tests		3 Years of Study 60 tests		4 Years of Study 0 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	0	0%	10	14%	0	0%	0	0%
Level 2 Novice Mid	0	0%	13	18%	4	7%	0	0%
Level 3 Novice High	1	14%	24	32%	13	22%	0	0%
Level 4 Intermediate Low	3	14%	10	14%	15	25%	0	0%
Level 5 Intermediate Mid	15	71%	17	23%	28	47%	0	0%
Level 6 Pre-Advanced	0	0%	0	0%	0	0%	0	0%

WRITING	1 Year of Study 21 tests		2 Years of Study 73 tests		3 Years of Study 58 tests		4 Years of Study 0 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	1	5%	10	14%	0	0%	0	0%
Level 2 Novice Mid	0	0%	7	10%	1	2%	0	0%
Level 3 Novice High	0	0%	21	29%	9	16%	0	0%
Level 4 Intermediate Low	3	14%	20	27%	31	53%	0	0%
Level 5 Intermediate Mid	12	57%	12	16%	16	28%	0	0%
Level 6 Pre-Advanced	5	24%	3	4%	1	2%	0	0%

SPEAKING	1 Year of Study 21 tests		2 Years of Study 72 tests		3 Years of Study 57 tests		4 Years of Study 0 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	1	5%	5	7%	4	7%	0	0%
Level 2 Novice Mid	0	0%	6	8%	0	0%	0	0%
Level 3 Novice High	0	0%	23	32%	6	11%	0	0%
Level 4 Intermediate Low	9	43%	32	44%	40	70%	0	0%
Level 5 Intermediate Mid	9	43%	3	4%	7	12%	0	0%
Level 6 Pre-Advanced	2	10%	3	4%	0	0%	0	0%

\*Levels 3 and 4 indicate point at which language proficiency becomes meaningful in representing initial levels of basic communication.