

STAMP Results -- National Averages 2008-2009

STAMP (STAndards-based Measurement of Proficiency) is an adaptive web-based test based on national standards that assesses students’ second language proficiency according to benchmarks related to the ACTFL Performance Guidelines at the novice and Intermediate levels. 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 250,000 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 for the 2008-2009 school year and is intended to provide a perspective for those educators. While the patterns of data from this set of data and the 2007-2008 set of data are similar and indicate consistent trends, (this data set is more than 30% larger and distributed far differently than the 2007-2008 data set), there is no value in direct comparison of the two years.

The **National Average STAMP Results** from the 2008-2009 academic year represent nearly 29,000 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:

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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 represent heritage speakers or students with some learning experience outside of the classroom (e.g., study or travel abroad).
- 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 formal 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 3rd 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 3rd year of language acquisition.
- When is the best time to administer STAMP?
 - For 7-12 programs, administration of STAMP at the end of the 1st year provides a solid benchmark. Repeated administration of STAMP towards the end of the 3rd year provides a solid measure of the impact of the program. Second year administration provides deeper understanding of programs and 4th 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	Advanced-Mid	2	B1	STAGE 3
7	Advanced-Low			
6	Intermediate-High	1+	B1	STAGE 3
5	Intermediate-Mid	1	A2	STAGE 2
4	Intermediate-Low			
3	Novice-High	0+	A1	STAGE 2
2	Novice-Mid	0	A1	STAGE 1
1	Novice-Low			

In Development

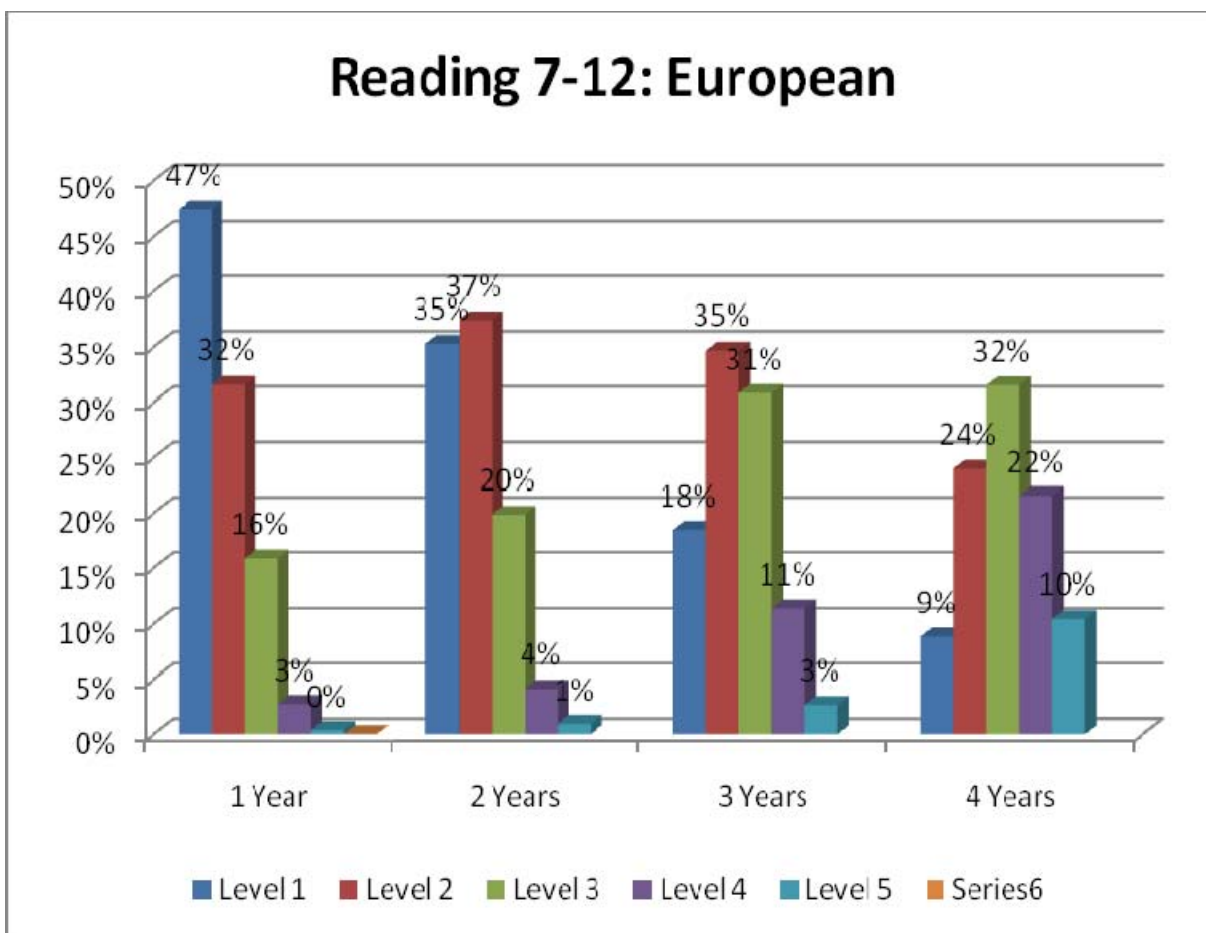
Survive and Cope Level / Limited Communication Abilities

STAMP National Averages Academic Year 2008-2009

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

READING	1 Year of Study 3750 tests		2 Years of Study 5497 tests		3 Years of Study 7800 tests		4 Years of Study 1446 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	1775	47%	1940	35%	1440	18%	128	9%
Level 2 Novice Mid	1184	32%	2057	37%	2703	35%	347	24%
Level 3 Novice High	595	16%	1091	20%	2404	31%	456	32%
Level 4 Intermediate Low	103	3%	226	4%	891	11%	312	22%
Level 5 Intermediate Mid	93	0%	52	1%	207	3%	151	10%
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.

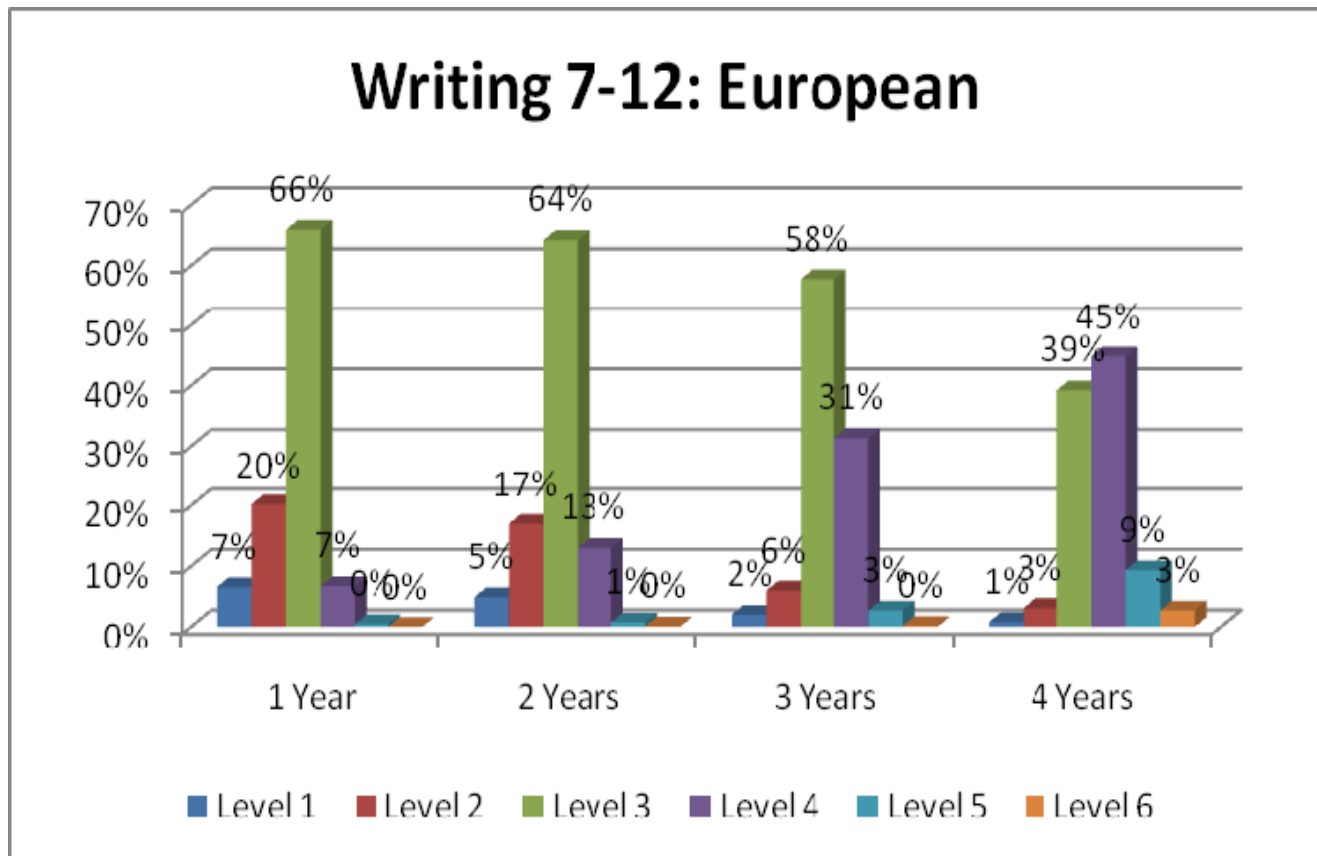


STAMP National Averages 2008-2009

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

WRITING	1 Year of Study 2871 tests		2 Years of Study 4811 tests		3 Years of Study 6909 tests		4 Years of Study 1339 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	201	7%	241	5%	138	2%	13	1%
Level 2 Novice Mid	574	20%	818	17%	415	6%	40	3%
Level 3 Novice High	1895	66%	3079	64%	4007	58%	522	39%
Level 4 Intermediate Low	201	7%	625	13%	2142	31%	603	45%
Level 5 Intermediate Mid	0	0%	48	1%	207	3%	121	9%
Level 6 Pre-Advanced	0	0%	0	0%	0	0%	40	3%

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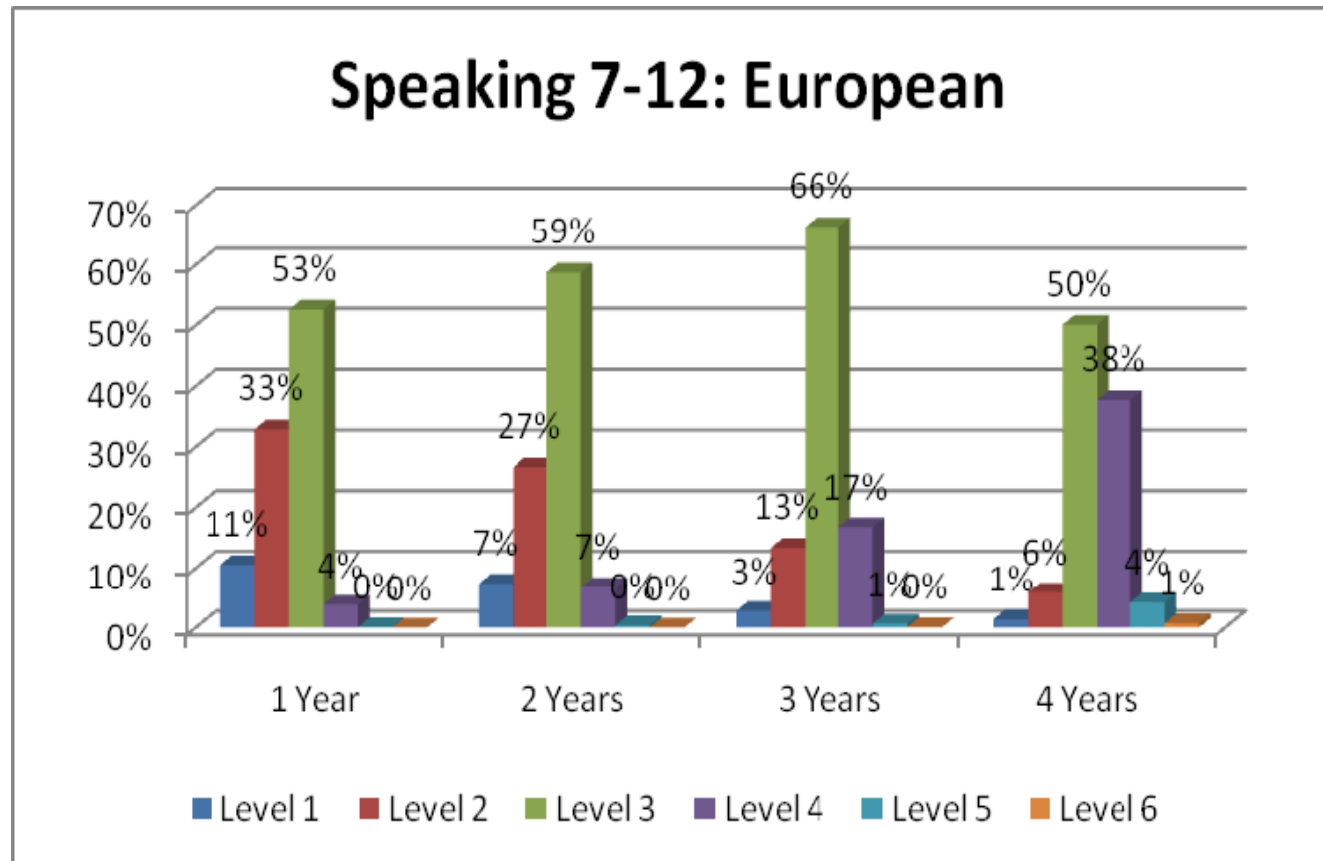


STAMP National Averages 2008-2009

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

SPEAKING	1 Year of Study 2720 tests		2 Years of Study 4353 tests		3 Years of Study 5585 tests		4 Years of Study 862 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	287	11%	323	7%	155	3%	12	1%
Level 2 Novice Mid	895	33%	1160	27%	747	13%	51	6%
Level 3 Novice High	1431	53%	2558	59%	3708	66%	432	50%
Level 4 Intermediate Low	104	4%	295	7%	936	17%	325	38%
Level 5 Intermediate Mid	2	0%	16	0%	35	1%	36	4%
Level 6 Pre-Advanced	1	0%	1	0%	4	0%	6	1%

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



STAMP National Averages 2008-2009

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

READING	1 Year of Study 1182 tests		2 Years of Study 407 tests		3 Years of Study 513 tests		4 Years of Study 87 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	838	71%	201	49%	83	16%	5	6%
Level 2 Novice Mid	173	15%	106	26%	132	26%	16	18%
Level 3 Novice High	85	7%	61	15%	132	26%	24	28%
Level 4 Intermediate Low	29	2%	13	3%	70	14%	13	15%
Level 5 Intermediate Mid	14	1%	20	5%	24	5%	28	32%

WRITING	1 Year of Study 1115 tests		2 Years of Study 435 tests		3 Years of Study 447 tests		4 Years of Study 114 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	162	15%	25	6%	10	2%	1	1%
Level 2 Novice Mid	325	29%	90	21%	40	9%	2	2%
Level 3 Novice High	533	48%	275	63%	278	62%	60	53%
Level 4 Intermediate Low	75	7%	46	11%	105	23%	31	27%
Level 5 Intermediate Mid	15	1%	0	0%	10	2%	14	12%
Level 6 Pre-Advanced	5	0%	0	0%	4	1%	6	5%

SPEAKING	1 Year of Study 754 tests		2 Years of Study 324 tests		3 Years of Study 346 tests		4 Years of Study 83 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	61	8%	6	2%	4	1%	0	0%
Level 2 Novice Mid	322	43%	83	26%	35	10%	1	1%
Level 3 Novice High	305	40%	197	61%	201	58%	35	42%
Level 4 Intermediate Low	65	9%	36	11%	100	29%	30	36%
Level 5 Intermediate Mid	1	0%	2	1%	4	1%	13	16%
Level 6 Pre-Advanced	0	0%	0	0%	2	1%	4	5%

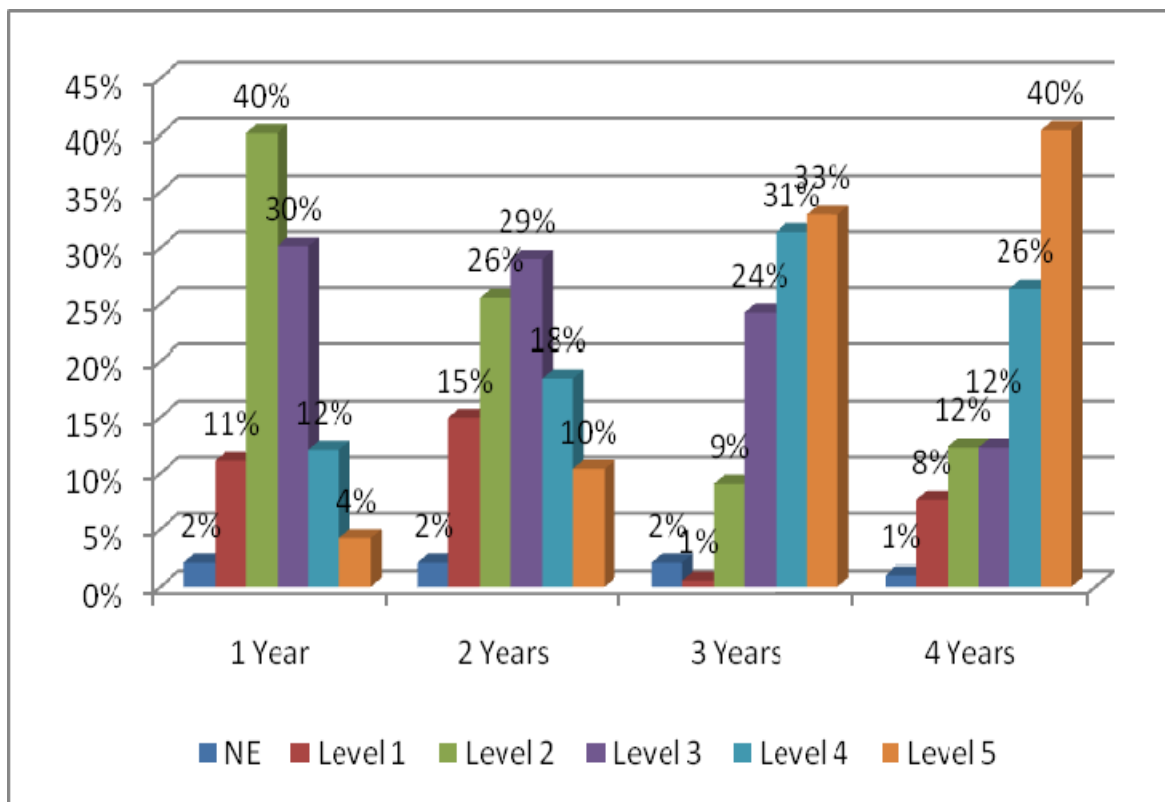
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STAMP National Averages 2008-2009

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

READING	1 Year of Study 621 tests		2 Years of Study 1588 tests		3 Years of Study 376 tests		4 Years of Study 171 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	68	11%	238	15%	4	1%	14	8%
Level 2 Novice Mid	248	40%	413	26%	34	9%	21	12%
Level 3 Novice High	186	30%	461	29%	90	24%	21	12%
Level 4 Intermediate Low	75	12%	286	18%	117	31%	44	26%
Level 5 Intermediate Mid	25	4%	159	10%	124	33%	68	40%

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

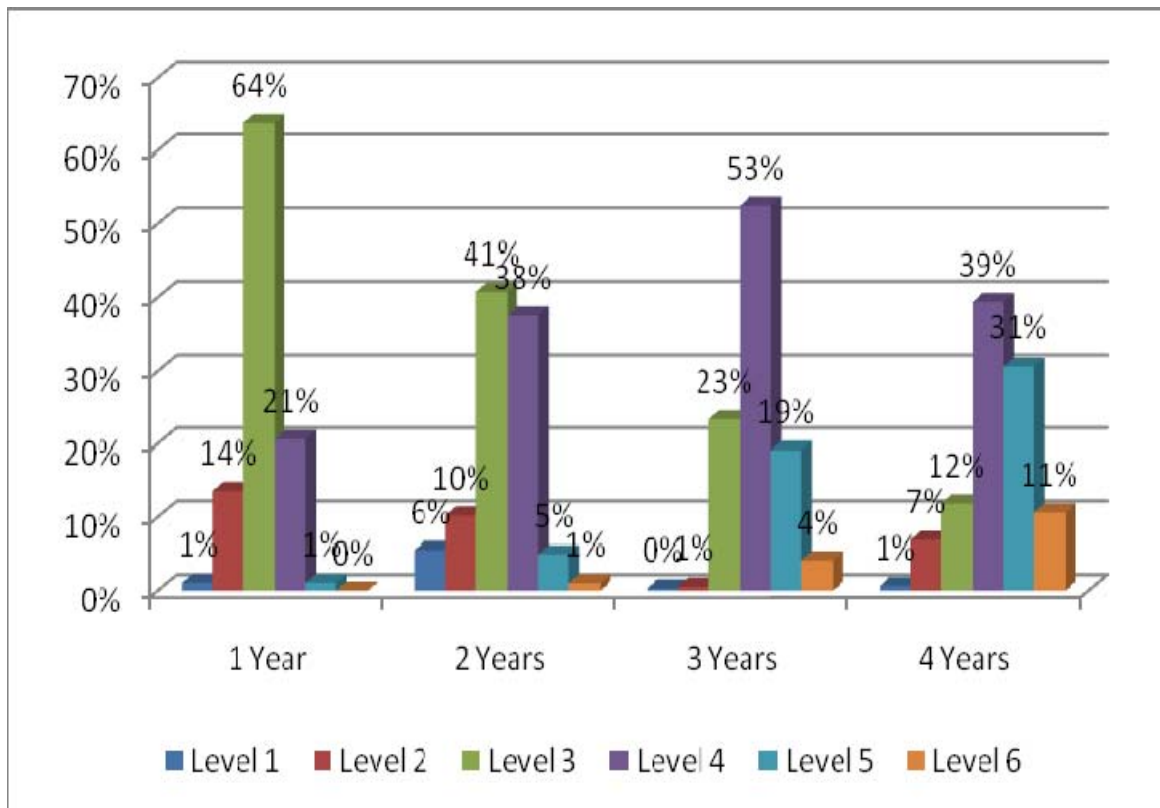


STAMP National Averages 2008-2009

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

WRITING	1 Year of Study 568 tests		2 Years of Study 1264 tests		3 Years of Study 360 tests		4 Years of Study 160 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	6	1%	76	6%	0	0%	2	1%
Level 2 Novice Mid	80	14%	126	10%	4	1%	11	7%
Level 3 Novice High	364	64%	518	41%	83	23%	19	12%
Level 4 Intermediate Low	119	21%	480	38%	191	53%	62	39%
Level 5 Intermediate Mid	6	1%	63	5%	68	19%	49	31%
Level 6 Pre-Advanced	0	0%	13	1%	14	4%	17	11%

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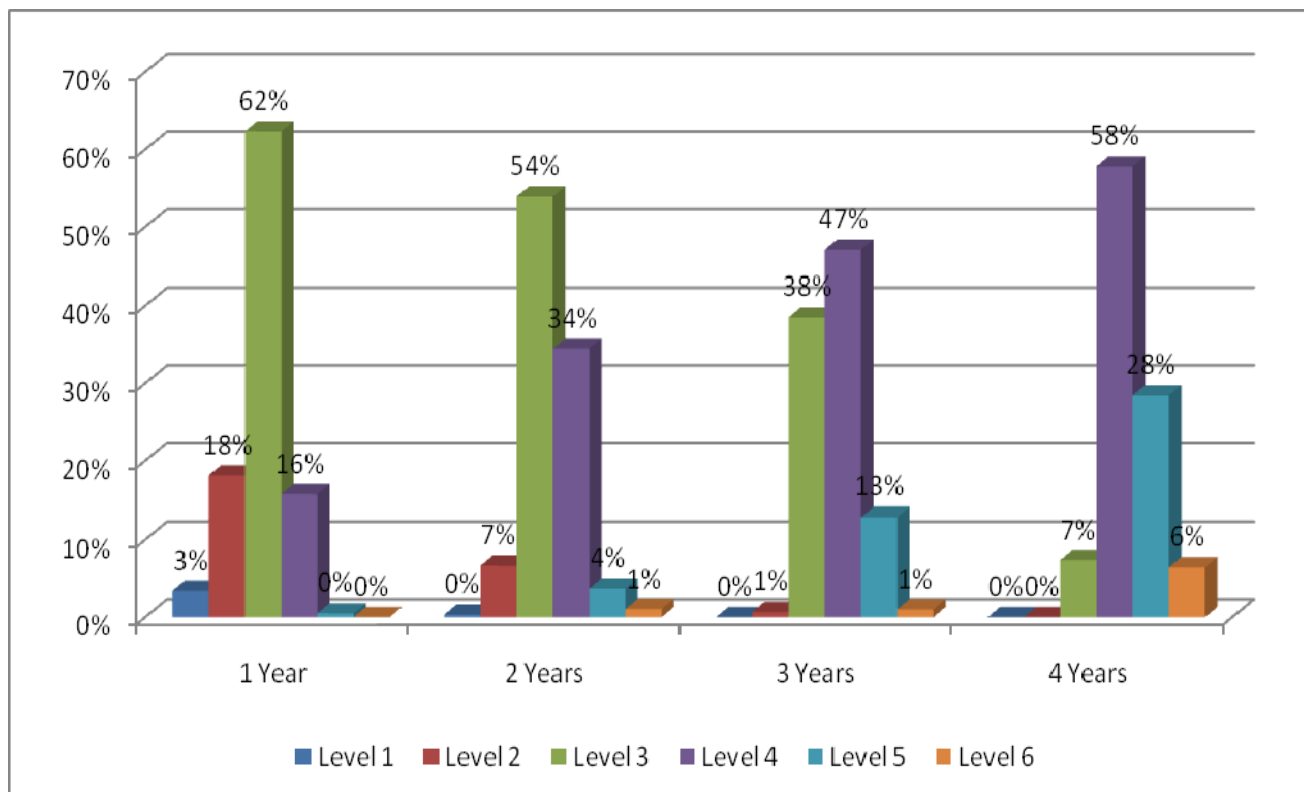


STAMP National Averages 2008-2009

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

SPEAKING	1 Year of Study 414 tests		2 Years of Study 981 tests		3 Years of Study 304 tests		4 Years of Study 109 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	12	3%	0	0%	0	0%	0	0%
Level 2 Novice Mid	75	18%	69	7%	3	1%	0	0%
Level 3 Novice High	257	62%	530	54%	116	38%	8	7%
Level 4 Intermediate Low	66	16%	334	34%	143	47%	63	58%
Level 5 Intermediate Mid	0	0%	39	4%	40	13%	31	28%
Level 6 Pre-Advanced	0	0%	98	1%	3	1%	7	6%

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STAMP National Averages 2008-2009

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

READING	1 Year of Study 215 tests		2 Years of Study 204 tests		3 Years of Study 112 tests		4 Years of Study 11 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	67	31%	22	11%	2	2%	0	0%
Level 2 Novice Mid	43	20%	22	11%	4	4%	2	18%
Level 3 Novice High	49	23%	51	25%	24	21%	3	27%
Level 4 Intermediate Low	30	14%	59	29%	29	26%	2	18%
Level 5 Intermediate Mid	17	8%	45	22%	52	46%	4	36%

WRITING	1 Year of Study 175 tests		2 Years of Study 81 tests		3 Years of Study 110 tests		4 Years of Study 11 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	0	0%	2	2%	0	0%	0	0%
Level 2 Novice Mid	23	13%	10	12%	2	2%	1	9%
Level 3 Novice High	109	62%	27	33%	11	10%	3	27%
Level 4 Intermediate Low	40	23%	25	31%	62.7	57%	4	36%
Level 5 Intermediate Mid	4	2%	14	17%	24	22%	2	18%
Level 6 Pre-Advanced	2	1%	3	4%	10	9%	1	9%

SPEAKING	1 Year of Study 145 tests		2 Years of Study 85 tests		3 Years of Study 105 tests		4 Years of Study 11 tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Level 1 Novice Low	0	0%	1	1%	0	0%	0	0%
Level 2 Novice Mid	23	16%	10	12%	0	0%	1	9%
Level 3 Novice High	86	59%	28	33%	12	11%	2	18%
Level 4 Intermediate Low	33	23%	40	47%	71	68%	4	36%
Level 5 Intermediate Mid	4	3%	3	4%	15	14%	4	36%
Level 6 Pre-Advanced	0	0%	3	4%	7	7%	0	0%

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