

PROPOSED PILOT - NOT YET AUTHORIZED

Lingo Lantern Grade 4 Classroom Pilot

A four-week, privacy-minimized evaluation of supplemental Mandarin practice for young learners.

Executive summary

This packet proposes a narrow first pilot after formal district review. It is designed to answer one practical question: can Lingo Lantern help Grade 4 Mandarin DLI learners practice current school words with clearer independence and useful teacher-visible evidence?

SCOPE	LENGTH	CADENCE	STUDENT DATA
Grade 4	4 weeks	3 sessions each week	No cloud learner record
One or two classes after approval	Short enough to pause and revise	10-15 minutes per session	Generic alias + device-local state

Approval boundary

The product is available for review, but classroom use should begin only after Canyons digital-material and instructional approval. This packet does not certify legal compliance, accessibility conformance, curriculum alignment, or district approval.

What the pilot evaluates

- Young-child clarity: can a learner identify what to do next without repeated navigation help?
- Instructional usefulness: do activities reinforce the teacher-approved Grade 4 word set?
- Usable Mandarin: can learners recognize, read, build, and use a complete idea?
- Teacher workload: can an educator use the observation card without creating a parallel grading system?
- Access and privacy: can the core path be completed without accounts, student names, district identifiers, recorded audio, or saved raw handwriting?

1. Pilot design

The classroom plan intentionally begins with Grade 4, where a concrete four-day school-word companion and teacher observation card are already available for review.

Week	Instructional focus	Learner practice	Evidence to retain
1	Orient and baseline	Learn the one-path routine and use the first school-word set.	Navigation support, comfort, and first visible skill evidence
2	Recognize, read, and write	Practice character recognition, supported micro-reading, and one Character Studio path.	Anonymous observation counts, writing completion type, and support used
3	Build and use	Construct useful sentences and rehearse one real-world exchange.	Complete idea, appropriate phrase, and teacher-noted transfer
4	Repeat and decide	Repeat with the second word pack and gather educator feedback.	Aggregate evidence, access blockers, and recommendation

Instructional cycle

Each word pack uses the same remembered sequence so the interface becomes predictable while the language changes.

1	Recognize	Find a target character among familiar choices.
2	Read	Listen to and read a short supported line or micro-story.
3	Build	Arrange Mandarin parts into one complete, useful idea.
4	Use	Choose or say the phrase that fits an everyday situation.

Character writing path

Learners Watch, Trace, Copy, then write from Memory. The product can verify expected stroke sequence and direction; a keyboard-only watch, count, and identify route is recorded separately as observation. The proposed Grade 4 character set still requires Mandarin educator approval.

Current Grade 4 sample language

买	buy	钱	money	块	spoken money unit
早	early / morning	午	noon	睡觉	sleep

Teacher content gate

A qualified Mandarin DLI educator should approve the exact vocabulary, character forms, pronunciation models, pacing, and fit with the current classroom sequence before learners use the pilot.

2. Evidence and decision rules

The pilot should collect only the minimum aggregate evidence needed to decide whether the product should stop, change, or proceed to a broader review.

Measure	Proposed target	Evidence source
Implementation	At least 80% of scheduled sessions are delivered.	Teacher session tally
Young-child clarity	At least 80% can start the next task without navigation help after orientation.	Anonymous teacher tally
Usable Mandarin	Most observed responses show a complete phrase with support or independently.	Observation card
Accessibility	No unresolved blocker prevents a learner from completing the core path.	Teacher issue log
Privacy and safety	No student name, email, district ID, or cloud learner record; no privacy incident.	Pilot lead confirmation
Teacher value	Educators agree the practice supplements the current unit without adding unreasonable workload.	End-of-pilot discussion

Observation protocol

Educators mark only what is visible in the current session. The rubric is not a language grade and does not estimate proficiency.

Criterion	What to look for	Levels
Character recognition	Identifies a target character among familiar choices.	Not observed / With support / Independent
Character writing process	Completes a verified stroke-order step or the separately labeled observation path.	Not observed / With support / Independent
Supported reading	Reads or repeats a short Mandarin line with optional support.	Not observed / With support / Independent
Sentence meaning	Builds or chooses one complete idea using current words.	Not observed / With support / Independent
Real-world use	Chooses or says the phrase that fits the situation.	Not observed / With support / Independent

Pilot decision gate

The pilot lead and participating educators use the same stop, revise, or expand-review rule before discussing any broader classroom use.

STOP	REVISE	EXPAND REVIEW
A privacy incident, serious access barrier, unresolved Mandarin error, or repeated classroom disruption occurs.	The core path is workable, but language, pacing, support, or teacher workflow needs correction.	Preflight is complete, no stop condition occurs, targets are substantially met, and educators recommend the next stage.

Decision meeting

Hold one short review after the final session. Record the evidence considered, the agreed outcome, and the owner of every follow-up action.

Agenda	Question	Output
Evidence review	Were the proposed targets met, and were any stop conditions triggered?	Aggregate pilot summary
Teacher voice	Did the practice fit the current unit without unreasonable workload?	Teacher recommendation
Decision	Should the district stop, revise, or consider a broader review?	Named owner and date

Evidence boundary

Retain aggregate counts, teacher observations, access issues, and the documented decision. Do not add student names, individual grades, recorded audio, raw handwriting paths, or inferred proficiency to the pilot record.

3. Privacy, security, and accessibility preflight

The first pilot should preserve the product's privacy-minimized design while giving the district enough written evidence to evaluate risk and access.

Current device-local data	Not requested	Processing note
Learner nickname Grade and support settings Practice and writing summary Stars and rewards	Student email Precise location Child-to-child messaging Advertising profile	Audio and raw handwriting paths are not saved by Lingo Lantern. Speech may use a browser/device service; stroke checking uses static path data in the app.

Required before day one

Each item needs a named owner and written completion evidence. Product behavior alone is not a substitute for district review.

Owner	Preflight evidence	Complete
District approval	LearnPlatform and instructional approval are documented before student use.	☐
Mandarin review	A Mandarin DLI educator signs off on the exact Grade 4 words and character forms.	☐
Privacy review	The district reviews terms, data map, subprocessors, retention, deletion, and incident response.	☐
Accessibility review	Keyboard, screen reader, 200% zoom, contrast, reduced motion, audio-text, and no-drawing character-path checks are completed.	☐
Technical check	The approved student devices and browsers load the offline-aware web app and core practice path.	☐
Teacher readiness	Teachers know the session plan, observation method, help path, and pause conditions.	☐
Family notice	Any district-required family notice or consent step is complete before launch.	☐

No certification claim

This brief describes current behavior and proposed review activities. It does not claim FERPA, COPPA, Utah Student Data Protection Act, ADA, or WCAG certification. The district and its counsel determine whether the agreement and use are acceptable.

4. Roles, sequence, and next action

A small pilot succeeds when every decision has an owner and classroom use does not begin ahead of review.

Role	Before the pilot	During and after
District sponsor	Request review and identify the instructional need.	Confirm authorization and receive the final recommendation.
Mandarin DLI teacher	Approve language, pacing, and classroom fit.	Deliver sessions, note issues, and interpret evidence.
Instructional Supports	Review supplemental-material fit and pilot scope.	Review evidence and decide whether expansion is warranted.
Privacy / technology	Review the data map, agreement, security, and device compatibility.	Receive incident reports and approve any technical changes.
SaltMark Design	Provide accurate product, privacy, security, access, support, and pricing documentation.	Support the pilot, correct defects, and avoid using student data for unrelated purposes.

Approval sequence

The order matters: review first, classroom use second, purchasing only after evidence supports the next step.

- 1. Complete the vendor packet: privacy policy, terms, data map, subprocessors, retention and deletion, incident response, accessibility evidence, support, pricing, and W-9.
- 2. Secure a Canyons educator or administrator sponsor and submit the LearnPlatform request by the district's posted review deadline.
- 3. Respond promptly to the district's privacy, security, accessibility, and instructional questions and sign required agreements.
- 4. After written authorization, orient participating educators and run the four-week Grade 4 pilot.
- 5. Review aggregate evidence and choose stop, revise, or expand review. Approval to use is separate from purchasing.

Official review references

Canyons LearnPlatform: <https://www.canyonsdistrict.org/dtl/learn-platform/>

Canyons data governance plan: <https://www.canyonsdistrict.org/policies/general/300-13/data-governance-plan/>

Utah DLI Rule R277-488: <https://schools.utah.gov/adminrules/R277-488>

USBE student privacy and DPA resources: <https://schools.utah.gov/studentdataprivacy/resources>

ADA Title II web and mobile accessibility rule: <https://www.ada.gov/law-and-regs/regulations/title-ii-2010-regulations/>

Immediate next action

Complete the vendor and accessibility evidence packet, then identify the Canyons sponsor who will request formal review. Do not schedule student use until the district authorizes it. Live product review:

<https://lingolantern.saltmarkdesign.com>