

DOCUMENT RESUME

ED 029 545

FL 001 346

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Foreign Language Placement, Autumn Quarter, 1968.
Washington Univ., Seattle, Bureau of Testing.
Pub Date Mar 69

Note-18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors-*College Language Programs, *College Students, Data Analysis, French, German, *Language Research, *Language Tests, Latin, Predictive Ability (Testing), Spanish, Statistical Data, *Student Placement, Tables (Data), Test Interpretation, Test Results

Identifiers-University of Washington, Washington

This report, based on the 1968 University of Washington testing and placement program for French, Spanish, German, and Latin, describes the test and placement procedures and gives the results for the 3,631 university students involved in the program. For each language, the combination of tests (Modern Language Association, Educational Testing Service, and department-constructed versions) used and the role of each test are identified. Thirteen tables, summarizing testing results, include such information as standard deviations, high school study sequence, time lapse in study pattern, tentative and final placement categories, and percentages assigned to each course. Also commented on briefly is relevant research being performed. For companion documents see ED 016 436 and ED 017 224. (AF)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

Bureau of Testing

University of Washington

March 1969

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Foreign Language Placement, Autumn Quarter 1968

Gary F. Beanblossom

During Autumn Quarter 1968, 3,631 University students took the foreign language placement examinations in French (1,343), Spanish (1,099), German (856), and Latin (333). Slightly more than one-fourth of these students (964) took exams during the spring of 1968 while high school seniors through the auspices of the Washington Pre-College Testing Program. The remainder were tested by the Bureau of Testing throughout the summer and during the Autumn Quarter 1968 In-Person Registration period. Data reported here pertain to the total group.

A brief description of placement procedures for each language follows:

I. French

Three tests are involved in French placement. A tentative placement is determined by performance on the MLA reading and listening tests. This is converted to a final placement by interpretation of results of the departmental grammar test. MLA scores are reported as converted scores instead of raw scores since students participating in spring testing were tested with either Form LB or MB depending on the amount of high school language study. Quarter testing students were administered the LB version.

Bureau of Testing Project: 0666-200

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The reading and listening converted score intervals established in 1967-68 were again used to determine tentative placements which can be adjusted in either direction through an evaluation of the grammar score, i.e., high grammar achievements result in higher final placements and low grammar achievements result in lower final placements. Grammar score placement intervals were also those used in 1967-68 when the grammar test was reduced in length from 200 items to 116 items and testing time shortened to 35 minutes. Table 6 shows the process whereby tentative placements are translated into final placements.

II. German

German placement also involves a two-stage process. The MLA reading and listening tests are used to determine tentative placements. These placements are then adjusted by reference to scores on the departmental grammar test. Unlike French, German grammar scores are used to reaffirm tentative placements or to lower them by one course.

The German department had constructed a new grammar test with two forms, L and M, for 1967-68. The cut-off scores drawn up for that year resulted in a very high percentage of students being dropped back one course from their tentative placements, particularly from 102 to 101. Cutting scores were adjusted downward for this year's placement to compensate for this problem. Even so, about one-third of the German students were placed one course below their tentative placement.

III. Latin

The ETS Cooperative Latin Test, Form L, used for the first time in 1967-68, was again administered to Latin students. The test consists of three separately timed and scored parts measuring skills in reading, vocabulary,

and grammar. The raw score for each part can be translated into a converted score by means of tables supplied by the test publisher. There is also a total converted score. Statistical data have been tabulated for all four converted scores, but only the total converted score is used in placement (see Table 13).

IV. Spanish

Spanish placement is solely determined by MLA reading and listening test scores. No changes were made from the previous year.

V. Research in Foreign Language Placement

Decisions about which tests to use, how to evaluate the scores, and what percentages of students to assign to each course in each language have been the predominant concerns of the foreign language placement program. The wisdom, or lack thereof, of the decisions related to these matters has evolved mostly from educated guesswork with little constructive feedback from students or teachers. Despite the many changes and techniques of placement one basic and persistent question remains unresolved; how effective are these foreign language placement procedures?

One reason this question has not been directly confronted is the lack of unanimous agreement regarding what constitutes "good placement." Secondly, how does one go about measuring "good placement?" Certainly course grades as a criterion leave much to be desired. Should the students themselves judge how well they have been placed? If so, what criteria do they use in formulating these judgments and furthermore are they in a position to be aware of the long range effects of placement into course A rather than course B? But, to put the matter another way, can anyone else do better?

The nonreconcilable nature of some of these problems should not deter research attempts to discover clues as to the correlates of "good placement," however defined, and furnish suggestions for improvements in the procedures.

Toward the end of Autumn Quarter 1968 students taking undergraduate courses in French, German, and Spanish were asked to fill out a questionnaire inquiring about evaluations of their own placement as well as their foreign language course background in high school and college. Since many students were not placed in their present courses by foreign language exams this will allow grade achievement comparisons between these students and those placed by tests at each course level. Course grades and Washington Pre-College information will also be obtained. This type of analysis, besides furnishing clearer and more precise notions about the problems plaguing current foreign language placement, may also uncover better methods of placing future students. It is even conceivable that future students at the University could be effectively placed without taking placement tests.

VI. The Tables

Testing results are summarized in the following tables. Tables 1 through 4 report means and standard deviations for all tests administered in French, Spanish, German, and Latin. These statistics are categorized in terms of number of years of high school study and length of time since last high school study. The tables not only provide comparisons of achievement for students possessing varying degrees of high school language study as well as comparisons of achievement measured by the length of the delay since the previous period of formal instruction, but comparisons of various combinations of the factors as well. Toward the bottom of each table certain miscellaneous categories are included such as individuals with an odd number

of high school semesters of foreign language study, those with some college study in a foreign language, as well as those without previous formal instruction in the foreign language in which they were tested. These residual groups were not included in the subsequent tables describing the actual placement.

Table 5 is comprised of four blocks of 49 cells. Each block corresponds to a specified number of years of high school study in French. Each cell denotes a combination of interval scores on the French reading and listening tests and is lettered. The letter for a given cell is the tentative placement category that this particular combination of reading and listening scores yields. Each cell also has a pair of numbers. The number located in the left half of each cell represents the number of students (obtaining that combination of interval scores) who have had some high school foreign language instruction within the past year. The number in the right half refers to the total number having no high school foreign language instruction within the past year.

Table 6 cross-classifies the lettered tentative placement categories with grammar score intervals to obtain the final course placements found in each cell. Students having various lengths of delay falling in each of the cells are shown as before in Table 5. Table 7 reports course placement of examinees in Spanish. Tables 8 and 9 categorize the tentative and actual placements, respectively, of German examinees in much the same way as Tables 5 and 6 do for French. Here, however, tentative placement is denoted by the course number rather than a lettered category.

Tables 10, 11, and 12 tabulate the percentages of students assigned to each course for French, Spanish, and German, broken down by years of high school study and length of delay. Table 13 displays Latin placement which was devised by the Classics department.

Table 1

Means, standard deviations, and group sizes of French foreign language examinees tested Autumn Quarter 1968, categorized by number of years of high school French and length of time since last high school study in French (N = 1343)*

	N	MLA, Form B French Reading		MLA, Form B French Listening		Departmental French Grammar	
		Mean	S.D.	Mean	S.D.	Mean	S.D.
One year high school:							
Total group	32	147.8	7.1	150.7	6.8	66.5	9.4
Delay of one year or more	18	145.4	6.3	147.2	5.7	64.4	9.9
Delay of less than one year	14	150.7	7.1	155.1	5.3	69.1	8.0
Two years high school:							
Total group	496	148.9	9.3	149.9	7.8	65.1	10.6
Delay of one year or more	361	147.1	8.2	148.9	7.3	63.6	10.4
Delay of less than one year	135	153.7	10.1	152.6	8.6	69.2	10.3
Three years high school:							
Total group	321	160.1	10.3	158.6	8.6	72.7	10.8
Delay of one year or more	204	157.6	9.3	156.8	7.9	70.7	9.3
Delay of less than one year	117	164.3	10.5	161.7	8.7	76.1	12.3
Four years high school:							
Total group	301	171.3	9.4	169.0	9.7	82.8	12.8
Delay of one year or more	67	167.3	9.9	164.8	9.3	77.0	12.3
Delay of less than one year	234	172.5	8.9	170.3	9.5	84.5	12.4
Other categories:							
1 semester high school	2	--	--	--	--	--	--
3 semesters high school	24	150.3	10.5	150.8	8.6	65.9	12.9
5 semesters high school	63	152.4	9.8	154.2	7.7	68.4	8.7
7 semesters high school	60	165.0	7.9	164.0	8.8	77.0	10.6
Some college	18	168.7	9.7	165.7	12.2	86.9	14.2
No previous schooling	26	164.7	13.7	161.7	13.7	81.5	14.0

Note.--Statistical data were not computed for categories containing fewer than 10 cases.

*Scores on reading and listening are converted; scores on grammar are raw.

Table 2

Means, standard deviations, and group sizes of Spanish foreign language examinees tested Autumn Quarter 1968, categorized by number of years of high school Spanish and length of time since last high school study in Spanish (N = 1099)*

	N	MLA Form B Spanish Reading		MLA Form B Spanish Listening	
		Mean	S.D.	Mean	S.D.
One year high school:					
Total group	41	148.1	9.7	144.4	10.5
Delay of one year or more	28	145.7	5.1	141.8	5.7
Delay of less than one year	13	153.4	14.1	150.0	15.3
Two years high school:					
Total group	459	149.3	8.9	146.8	9.3
Delay of one year or more	363	148.0	8.1	145.7	9.0
Delay of less than one year	96	154.2	10.0	150.9	9.5
Three years high school:					
Total group	222	158.9	11.1	155.3	10.8
Delay of one year or more	173	157.5	10.8	154.1	10.9
Delay of less than one year	49	163.8	10.8	159.7	9.1
Four years high school:					
Total group	205	173.0	11.4	168.1	11.0
Delay of one year or more	46	170.2	12.2	166.1	12.9
Delay of less than one year	159	173.8	11.0	168.7	10.3
Other categories:					
1 semester high school	3	--	--	--	--
3 semesters high school	12	148.3	12.2	146.3	12.5
5 semesters high school	70	151.8	8.9	150.9	9.1
7 semesters high school	28	164.5	12.5	162.3	13.8
Some college	15	173.6	10.7	170.3	14.5
No previous schooling	44	170.0	17.1	162.9	15.2

Note.--Statistical data were not computed for categories containing fewer than 10 cases.

*Both scores are converted.

Table 3

Means, standard deviations, and group sizes of German foreign language examinees tested Autumn Quarter 1968, categorized by number of years of high school German and length of time since last high school study in German (N = 856)*

	N	MLA, Form B German Reading		MLA, Form B German Listening		Departmental German Grammar	
		Mean	S.D.	Mean	S.D.	Mean	S.D.
One year high school:							
Total group	37	147.0	10.3	146.1	9.2	41.2	18.7
Delay of one year or more	26	145.7	9.7	144.6	8.6	39.2	17.5
Delay of less than one year	11	149.8	11.1	149.1	9.7	45.3	20.3
Two years high school:							
Total group	422	150.4	9.7	148.4	9.0	40.6	13.9
Delay of one year or more	250	147.4	7.7	145.7	7.1	36.8	10.7
Delay of less than one year	172	154.7	10.7	152.4	10.0	46.2	16.0
Three years high school:							
Total group	188	160.0	11.6	156.9	10.0	53.8	18.2
Delay of one year or more	93	158.1	11.8	155.0	10.8	50.0	18.2
Delay of less than one year	95	162.0	11.1	158.9	8.8	57.6	17.4
Four years high school:							
Total group	79	168.7	10.8	163.2	10.2	67.2	16.8
Delay of one year or more	16	164.0	12.0	159.4	10.6	59.6	15.4
Delay of less than one year	63	169.7	10.2	164.2	9.9	69.1	16.6
Other categories:							
1 semester high school	0	--	--	--	--	--	--
3 semesters high school	22	150.2	9.7	146.4	7.8	40.4	11.2
5 semesters high school	41	153.1	10.0	151.3	10.6	45.0	20.9
7 semesters high school	16	161.9	9.9	158.0	7.2	50.6	15.5
Some college	14	169.9	9.9	164.5	11.5	69.0	20.9
No previous schooling	37	159.5	14.2	154.6	12.9	54.2	21.4

Note.--Statistical data were not computed for categories containing fewer than 10 cases.

*All scores are converted.

Table 4

Means, standard deviations, and group sizes of Latin foreign language examinees tested
Autumn Quarter 1968, categorized by number of years of high school Latin
and length of time since last high school study in Latin (N = 333)*

	N	ETS Coop, Form L Latin Reading		ETS Coop, Form L Latin Vocabulary		ETS Coop, Form L Latin Grammar		ETS Coop, Form L Latin Total Score	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
One year high school:									
Total group	7	--	--	--	--	--	--	--	--
Delay of one year or more	6	--	--	--	--	--	--	--	--
Delay of less than one year	1	--	--	--	--	--	--	--	--
Two years high school:									
Total group	216	50.6	9.8	49.0	7.3	46.1	7.2	48.3	8.4
Delay of one year or more	181	48.7	8.3	48.0	6.8	44.9	6.4	46.7	7.0
Delay of less than one year	35	60.3	11.1	53.9	8.1	52.7	7.5	56.7	9.7
Three years high school:									
Total group	55	57.5	10.6	55.9	8.6	52.6	7.3	56.5	8.8
Delay of one year or more	44	56.0	10.5	55.9	8.2	52.3	7.6	55.8	9.1
Delay of less than one year	11	63.3	8.8	56.2	9.9	53.7	6.0	59.5	6.6
Four years high school:									
Total group	44	59.0	10.6	57.6	7.9	56.0	7.8	59.1	9.2
Delay of one year or more	27	54.7	9.4	54.2	8.4	52.1	8.2	54.4	9.3
Delay of less than one year	17	61.6	10.5	59.8	6.7	58.4	6.4	62.0	7.8
Other categories:									
1 semester high school	1	--	--	--	--	--	--	--	--
3 semesters high school	3	--	--	--	--	--	--	--	--
5 semesters high school	2	--	--	--	--	--	--	--	--
7 semesters high school	4	--	--	--	--	--	--	--	--
Some college	1	--	--	--	--	--	--	--	--
No previous schooling	0	--	--	--	--	--	--	--	--

Note.--Statistical data were not computed for categories containing fewer than 10 cases.

*All scores are converted.

Table 5

Tentative placement of French examinees (indicated by letter categories) by number of years of high school French and length of delay, Autumn Quarter 1968 (N = 1150)

Reading Comprehension Scores (Converted)

Less than one year delay	One Year French						175 +
	128-142	143-152	153-160	161-167	168-171	172-174	
127-136	- A	1 A	- B	- B	- C	- C	- D
137-147	1 A	1 B	- B	- C	- C	- D	- D
148-157	- B	4 B	3 C	1 C	- C	- D	- E
158-164	- B	3 C	- C	1 D	- D	- E	- F
165-170	- C	- C	- D	- D	- E	- E	- F
171-173	- C	- D	- D	- E	- E	- F	- F
174 +	- D	- D	- E	- E	- F	- F	- G

One year delay or more	Two Years French						175 +
	128-142	143-152	153-160	161-167	168-171	172-174	
128-142	1 A	- A	- B	- B	- C	- C	- D
143-152	11 A	21 B	7 B	2 C	- C	- D	- D
153-160	6 B	24 B	14 C	14 C	1 C	- D	- E
161-167	- B	4 C	7 C	11 D	1 D	1 E	- F
168-171	- C	1 C	- D	2 D	1 E	- E	- F
172-174	- C	- D	- D	- E	- E	- F	- F
175 +	- D	- D	- E	- E	- F	- F	- G

Listening Comprehension Scores (Converted)

Less than one year delay	Three Years French						175 +
	128-142	143-152	153-160	161-167	168-171	172-174	
127-136	- A	1 A	- B	- B	- C	- C	- D
137-147	- A	1 B	5 B	1 C	1 C	- D	- D
148-157	1 B	10 B	10 C	8 C	1 C	2 D	2 E
158-164	- B	4 C	10 C	7 D	5 D	- E	5 E
165-170	- C	1 C	- D	12 D	6 E	1 F	4 F
171-173	- C	- D	- D	- E	2 E	2 F	8 F
174 +	- D	- D	- E	- E	- F	1 F	7 G

One year delay or more	Four Years French						175 +
	128-142	143-152	153-160	161-167	168-171	172-174	
128-142	- A	- A	- B	- B	- C	- C	- D
143-152	- A	- B	- B	- C	- C	- D	- D
153-160	- B	4 B	11 C	9 C	3 C	4 D	1 E
161-167	- B	4 C	2 C	6 D	4 D	8 E	6 E
168-171	- C	- C	3 D	18 D	6 E	10 E	18 F
172-174	- C	- D	- D	3 E	7 E	6 F	17 F
175 +	- D	- D	- E	- E	- F	14 F	66 G

Table 6

Course placement of French examinees by number of years of high school French and length of delay, Autumn Quarter 1968 (N = 1150)

Less than one year delay
One year delay
Or more delay

Tentative Placement Categories

One Year French

Two Years French

	A	B	C	D	E	F	G
0-56	3 101	1 101	102	102	103	103	201
57-62	3 101	2 102	1 102	103	103	201	201
63-67	1 102	1 102	1 103	103	201	201	202
68-74	1 102	2 103	3 103	103	201	202	202
75-80	1 103	2 103	1 201	1 201	202	202	222
81-85	1 103	1 201	2 201	202	202	222	222
86-90	1 201	1 201	2 202	202	222	222	222A
91 +	1 201	2 202	2 202	222	222	222A	222A

Three Years French

	A	B	C	D	E	F	G
0-56	1 101	3 101	1 102	1 102	103	103	201
57-62	1 101	5 102	1 102	1 103	103	201	201
63-67	1 102	3 102	10 23	2 5	1 103	1 201	202
68-74	1 102	5 103	12 16	6 11	4 201	2 202	202
75-80	1 103	1 103	9 201	4 201	3 202	4 202	222
81-85	1 103	2 201	2 201	8 202	4 202	4 222	222
86-90	1 201	1 201	1 202	4 202	1 222	3 222	222A
91 +	1 201	2 202	2 202	222	222	222A	222A

Four Years French

	A	B	C	D	E	F	G
0-56	1 101	3 101	1 102	1 102	103	103	201
57-62	1 101	2 102	3 102	1 103	103	201	201
63-67	1 102	1 102	5 103	2 103	2 201	2 201	202
68-74	1 102	1 103	9 103	7 201	5 201	3 202	202
75-80	1 103	1 103	7 201	11 201	12 202	9 202	222
81-85	1 103	2 201	3 201	9 202	9 202	13 222	222
86-90	1 201	1 201	2 202	3 202	5 222	15 222	222A
91 +	1 201	2 202	2 202	222	222	222A	222A

French Departmental Grammar Scores

Table 7

Course placement of Spanish examinees by number of years of high school Spanish and length of delay, Autumn Quarter 1968 (N = 927)

Less than one year delay
one year or more delay

Reading Comprehension Scores (Converted)

	One Year Spanish						Two Years Spanish						
	128-138	139-146	147-154	155-161	162-167	168-173	128-138	139-146	147-154	155-161	162-167	168-173	174 +
123-137	2	3	1	2	1	-	8	3	31	-	10	-	-
	101	101	101	102	102	102	101	101	101	102	102	102	102
138-147	1	3	6	5	2	-	13	14	100	17	77	1	-
	101	102	102	102	102	103	101	102	102	102	103	103	103
148-154	-	-	1	2	1	-	-	5	17	14	35	4	15
	101	102	103	103	103	201	101	102	103	103	103	201	201
155-160	-	-	-	-	-	-	-	-	3	8	2	3	2
	102	102	103	201	201	201	102	102	103	201	201	201	202
161-168	-	-	-	-	1	-	-	-	1	5	2	2	2
	102	102	103	201	202	202	102	102	103	202	202	202	202
169-175	-	-	-	-	-	-	-	-	-	-	-	-	3
	102	103	201	201	202	203	102	103	201	202	203	203	203A
176 +	-	-	-	-	-	-	-	-	-	-	1	2	1
	102	103	201	202	202	203A	102	103	201	202	203A	203A	203A

Listening Comprehension Scores (Converted)

	Three Years Spanish						Four Years Spanish						
	123-137	138-147	148-154	155-160	161-168	169-175	123-137	138-147	148-154	155-160	161-168	169-175	176 +
123-137	1	2	1	1	1	-	1	1	101	102	102	102	102
	101	101	101	102	102	102	101	101	101	102	102	102	102
138-147	2	10	2	20	1	1	-	-	2	3	-	-	-
	101	102	102	102	102	103	101	102	102	102	103	103	103
148-154	-	1	7	1	14	2	5	1	2	5	1	2	1
	101	102	103	103	103	201	201	201	201	201	201	201	201
155-160	-	-	2	4	5	3	5	2	8	2	-	3	7
	102	102	103	103	201	201	201	201	201	201	201	201	202
161-168	-	1	-	1	3	3	7	1	4	2	2	7	13
	102	102	103	201	201	202	201	202	202	202	202	202	202
169-175	-	-	-	-	2	1	2	2	2	6	3	3	32
	102	103	201	201	202	203	203	203	203	203	203	203	203A
176 +	-	-	-	-	-	2	-	-	2	-	-	1	46
	102	103	201	202	202	203A	102	103	201	202	203A	203A	203A



Table 9

Course placement of German examinees by number of years of high school German and length of delay, Autumn Quarter 1968 (N = 618)

Less than one year delay
one year or more delay

Tentative Placement Categories

Grammar Test Results	One Year German					Two Years German						
	102	103	201	202	203A	102	103	201	202	203	203A	
High	3	5	2	1	1	36	67	33	26	27	8	4
Low	2	6	-	1	-	102	103	103	103	201	203A	203A
	101	101	102	103	103	31	64	16	15	8	4	1
						101	102	102	103	103	201	201

Grammar Test Results	Three Years German					Four Years German						
	102	103	201	202	203A	102	103	201	202	203	203A	
High	12	15	25	17	14	9	12	5	2	3	6	3
Low	3	12	4	8	3	5	8	2	2	5	1	2
	101	101	102	103	103	201	201	202	202	203	203A	203A

High and low converted grammar scores for each tentative placement are shown below:

High	101	102	103	201	202	203	203A
Low	0-36	0-40	0-49	0-56	0-73	0-79	

Table 10

Percentages of French examinees initially assigned to each course level by number of years of high school French and length of delay, Autumn Quarter 1968 (N = 1150)

One Year French

	Less than one year delay	More than one year delay
101	7.1	38.9
102	28.6	16.7
103	35.7	33.3
201	28.6	11.1
202	--	--
222	--	--
222A	--	--
N	14	18

Two Years French

	Less than one year delay	More than one year delay
101	11.1	21.9
102	28.9	44.9
103	33.3	24.7
201	14.1	6.1
202	8.1	1.4
222	2.2	0.3
222A	2.2	0.8
N	135	361

Three Years French

	Less than one year delay	More than one year delay
101	2.6	4.9
102	8.5	18.6
103	26.5	42.2
201	23.1	17.2
202	19.7	11.8
222	11.1	3.4
222A	8.5	2.0
N	117	204

Four Years French

	Less than one year delay	More than one year delay
101	0.4	4.5
102	2.6	4.5
103	7.7	16.4
201	15.0	22.4
202	20.5	23.9
222	21.4	17.9
222A	32.5	10.4
N	234	67

A Eligible to apply for proficiency requirement.

Table 11

Percentages of Spanish examinees initially assigned to each course level by number of years of high school Spanish and length of delay, Autumn Quarter 1968 (N = 927)

One Year Spanish

Less than one year delay		More than one year delay
101	7.7	25.0
102	69.2	64.3
103	--	10.7
201	--	--
202	7.7	--
203	--	--
203A	15.4	--
N	13	28

Two Years Spanish

Less than one year delay		More than one year delay
101	3.1	17.1
102	44.8	57.3
103	24.0	18.2
201	13.5	3.6
202	9.4	1.9
203	1.0	--
203A	4.2	1.9
N	96	363

Three Years Spanish

Less than one year delay		More than one year delay
101	--	3.5
102	12.2	35.8
103	32.7	25.4
201	26.5	16.2
202	14.3	11.6
203	4.1	0.6
203A	10.2	6.9
N	49	173

Four Years Spanish

Less than one year delay		More than one year delay
101	--	2.2
102	3.8	4.3
103	10.1	15.2
201	11.9	6.5
202	22.6	23.9
203	1.9	6.5
203A	49.7	41.3
N	159	46

A Eligible to apply for proficiency requirement.

Table 12

Percentages of German examinees initially assigned to each course level by number of years of high school German and length of delay, Autumn Quarter 1968 (N = 726)

One Year German

Less than one year delay		More than one year delay
101	45.5	69.2
102	27.3	23.1
103	18.2	3.8
203A	9.1	3.8
N	11	26

Two Years German

Less than one year delay		More than one year delay
101	33.1	52.0
102	24.4	32.0
103	23.8	12.0
201	16.3	3.2
203A	2.3	--
N	172	250

Three Years German

Less than one year delay		More than one year delay
101	6.3	20.4
102	16.8	24.7
103	29.5	23.7
201	23.2	11.8
202	14.7	10.8
203	3.2	5.4
203A	6.3	3.2
N	95	93

Four Years German

Less than one year delay		More than one year delay
101	1.6	6.3
102	3.2	18.8
103	20.6	18.8
201	27.0	12.5
202	11.1	25.0
203	22.2	12.5
203A	14.3	6.3
N	63	16

A Eligible to apply for proficiency requirement.

Table 13

Course placement of Latin examinees tested Autumn Quarter 1968 (N = 331)

ETS Coop, Form L Total Score	High School Preparation	Placement	N	%
76+	Non-Applicable	Exempt	5	1.5
69-75	Less than 4 semesters	Begin with Latin 101 or consult Classics Dept.	0	--
	4-6 semesters	Latin 202 and 207 (Winter) Latin 203 and 208 (Spring)	7	2.1
	7-8 semesters	Latin 203 (Spring)	5	1.5
58-68	Less than 4 semesters	Begin with Latin 101 or consult Classics Dept.	1	0.3
	4-6 semesters	Latin 201 and 206 (Autumn) Latin 202 and 207 (Winter) Latin 203 and 208 (Spring)	42	12.7
	7-8 semesters	Latin 202 and 207 (Winter) Latin 203 and 208 (Spring)	20	6.0
Below 58	Less than 4 semesters	Begin with Latin 101 or consult Classics Dept.	10	3.0
	4-8 semesters	Latin 201 and 206 (Autumn) Latin 202 and 207 (Winter) Latin 203 and 208 (Spring)	241	72.8