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ABSTRACT

As part of the development of a battery of tests to determine proficiency in black standard and nonstandard speech, the authors developed a two-part test consisting of 20 items designed to evoke a response by means of verbal and pictorial cues. Each cue was supposed to elicit a specific grammatical construction characteristic of either black nonstandard English or black standard English. The tests were recorded on tape and administered by six black experimenters to 27 third graders (22 black, 5 non-black; 14 male, 13 female) and 32 sixth graders (26 black, six non-black; 17 male, 15 female). Two treatments (implicit vs. explicit) were used. In the implicit treatment the expectation of a response in standard or nonstandard speech was conveyed only by the verbal cue used for each item. In the explicit treatment the difference between standard and nonstandard speech and the expectation regarding the answer were explained to the subject before each part of the test. Both parts of the test were scored according to whether the subject used the grammatical construction that the item was supposed to elicit or whether the subject's response as a whole was appropriate to the language of the stimulus. In addition, balance scores, scored positively for imbalance in favor of nonstandard speech, were established by subtracting scores on the standard test from those on the nonstandard. Only the scores achieved by the Black subjects were included in the main analysis of the test results. In general the scores were heavily weighted in facor of standard over non-non-standard--i.e., the students produced more appropriate responses to standard cues than to nonstandard cues. (Author/JM)

STANFORD CENTER
FOR RESEARCH AND DEVELOPMENT
IN TEACHING

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A PRODUCTION TEST IN BLACK STANDARD AND NONSTANDARD SPEECH

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Introductory Statement

The Center's mission is to improve teaching in American schools. Too many teachers still employ a didactic style aimed at filling passive students with facts. The teacher's environment often prevents him from changing his style, and may indeed drive him out of the profession. And the children of the poor typically suffer from the worst teaching.

The Center uses the resources of the behavioral sciences in pursuing its objectives. Drawing primarily upon psychology and sociology, but also upon other behavioral science disciplines, the Center has formulated programs of research, development, demonstration, and dissemination in three areas. Program 1, Teaching Effectiveness, is now developing a Model Teacher Training System that can be used to train both beginning and experienced teachers in effective teaching skills. Program 2, The Environment for Teaching, is developing models of school organization and ways of evaluating teachers that will encourage teachers to become more professional and more committed. Program 3, Teaching Students from Low-Income Areas, is developing materials and procedures for motivating both students and teachers in low-income schools.

This study, part of the work of Program 3, was conducted with the aim of devising a test for measuring elementary school children's proficiency in producing nonstandard varieties of English.

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For this study we again owe especial thanks to the administrators, teachers, students, and custodial staff in the Ravenswood Elementary School District, particularly Mr. Warren Hayman (Superintendent), Mr. James Nichols (Principal, Brentwood Elementary School), and Ms. Christine Lewis and Ms. Neva Spillers, whose students were our enthusiastic subjects.

Abstract

As part of the development of a battery of tests to determine proficiency in Black standard and nonstandard speech, the authors developed a two-part test consisting of 20 items designed to evoke a response by means of verbal and pictorial cues. Each cue was supposed to elicit a specific grammatical construction characteristic of either Black nonstandard English or Black standard English. The tests were recorded on tape and administered by 6 Black experimenters to 27 third graders (22 Black, 5 non-Black; 14 male, 13 female) and 32 sixth graders (26 Black, 6 non-Black; 17 male, 15 female).

Two treatments (implicit vs. explicit) were used. In the implicit treatment the expectation of a response in standard or nonstandard speech was conveyed only by the verbal cue used for each item. In the explicit treatment the difference between standard and nonstandard speech and the expectation regarding the answer were explained to the subject before each part of the test. Both parts of the test were scored according to whether the subject used the grammatical construction that the item was supposed to elicit (scoring system A^1, B^1) or whether the subject's response as a whole was appropriate to the language of the stimulus (scoring system A^2, B^2). In addition, balance scores (C^1, C^2), scaled positively for imbalance in favor of nonstandard speech, were established by subtracting scores on the standard test from those on the nonstandard.

Only the scores achieved by the Black subjects were included in the main analysis of the test results. Some test items elicited the expected structure only in a relatively small number of cases and must be revised. The reliability of the nonstandard part of the test was extremely low; that of the standard part of the test was relatively good. In general, the scores were heavily weighted in favor of standard over nonstandard--i.e., the students produced more appropriate responses to standard cues than to nonstandard cues.

Neither the treatment nor the other independent variables (grade and sex) significantly affected any of the dependent variables (test and balance scores). For the third graders, balance scores showing imbalance in favor of nonstandard had a significant negative correlation with reading achievement as measured on the California Co-op Test ($p < .05$). For the sixth graders, scores on the standard section of the test showed significant positive correlation with reading achievement as measured on the California Co-op Test and with the California Test of Basic Skills ($p < .01$). Both reading achievement and basic skills correlated significantly and negatively with balance in favor of nonstandard ($p < .01$). Achievement on nonstandard speech production showed no significant correlation with either reading or basic skills measured in either grade level. These results duplicate for the third grade and the sixth grade the previous finding (for kindergarteners) that it is not proficiency in Black nonstandard speech but rather imbalance in favor of it that seems to be negatively related to achievement in language skills.

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A PRODUCTION TEST IN BLACK STANDARD AND NONSTANDARD SPEECH

Robert L. Politzer and Dwight Brown

This report builds on work previously undertaken in the Stanford Center for Research and Development in Teaching (Politzer & Hoover, 1972; Politzer, Hoover, & Brown, 1973) and represents another step in the development of tests that will assess the proficiency of Black children in identifying and actively using speech varieties referred to as Black standard (Taylor, 1971) and Black nonstandard English. The last study undertaken (Politzer, Hoover, & Brown, 1973) was based on a proficiency test that consisted of a repetition task. The test had two parts. In the nonstandard part of the test the subjects (Black kindergarten children) were asked to repeat 15 sentences, each containing a grammatical feature associated with Black nonstandard English usage. In the standard part of the test, the subjects were asked to repeat 15 sentences containing the corresponding Black standard English usage. In both tests the sentences to be repeated were embedded in a narrative (a folk tale). The rationale behind the test was the well-known and well-documented fact that children who are dominantly speakers of nonstandard tend to turn standard to nonstandard in repetition tests, whereas children who are dominantly speakers of standard tend to turn nonstandard to standard (Labov & Cohen, 1967; Baratz, 1969). Each part of the test was scored independently; a response was scored as correct if the child repeated the test item exactly as it was modeled. By subtracting the standard test score from the nonstandard score, a balance score was established. Scores on the standard section

of the test correlated significantly and positively with the Stanford Achievement Test and its subsection on letters and sounds, while balance scores in favor of nonstandard showed significant negative correlations with the reading tests.

The purpose of the test and the investigation reported in this study was twofold: (1) to produce an instrument that would elicit controlled student responses representing genuine speech production rather than repetition, and (2) to replicate for the third and sixth grades the findings concerning relations between reading scores and proficiency in Black standard English and between reading scores and imbalance in favor of nonstandard English previously found for kindergarten children.

The Instrument

Verbal cues (descriptions and questions) and pictorial stimuli were used to elicit spoken responses. It was hoped that these responses would in most--if not in all--cases contain a specific grammatical feature. This "zeroing in" on a particular grammatical feature by means of questions concerning pictures has been successful in other attempts to elicit specific structures in Black English (e.g., Berdan & Pfaff, 1972).

Twenty test items for the nonstandard version of the test (Part A) were chosen on the basis of likelihood to elicit documented (see Bartley & Politzer, 1972; Fasold & Wolfram, 1970; Labov & Cohen, 1967) features of Black nonstandard English by a combination of verbal and pictorial stimuli. Specifically, the grammatical features used were the following:

1. Deletion of the copula in the construction be + ing form.
2. Use of got (for have) to indicate possession.

3. Negative inversion (positioning of the subject after the verb in declarative negative sentences).
4. Attachment of the negative to more than one word of the utterance.
5. Deletion of -s in the third person singular.
6. Use of the invariant be + ing form to indicate habitual action.
7. Use of it or they (rather than there) in the there is (are) construction asserting existence.
8. Dropping of a redundant plural marker with nouns.
9. Indication of possession by juxtaposition of possessor and object possessed without use of the possessive morpheme-s.
10. Use of standard English mass nouns as count nouns.
11. Deletion of be in the construction noun (pronoun) be + adjective.
12. Deletion of be in the construction noun (pronoun) + be + adverbial.
13. Use of the personal pronoun they to indicate possession.
14. Use of the redundant more + er-morpheme ("more taller") in the comparative of the adjective.
15. Use of double plural marker ("mens") with nouns.
16. Deletion of be in the construction noun (pronoun) + be + noun.
17. Use of the simple form (deletion of -ed) in the past tense.
18. Deletion of be in the wh-question (wh + be + noun).
19. Use of a subject pronoun with a noun subject.
20. Use of a future marker "a" (ə) instead of will, 'll, am going, etc.

Appendix A contains transcriptions of the verbal stimuli used to elicit the responses for Part A of the test. Appendix B shows the pictures used for items 1, 2, 3 of the nonstandard version. Appendix C reproduces the answer sheet for Part A of the test.

The standard version (Part B) of the test parallels the nonstandard version closely, i.e., the verbal stimuli and expected answers contain the standard equivalents of the constructions used in Part A of the test. Slightly different pictures were used in Parts A and B in order to minimize the carry-over of the stimuli of one test to the responses in the other.

Testing and Scoring Procedures

Both parts of the test were recorded on tape by a Black bidialectal speaker. Six Black testers administered the test to 27 third graders (22 Black, 5 non-Black; 14 male, 13 female) and 32 sixth graders (26 Black, 6 non-Black; 17 male, 15 female). With one exception (1 Black female sixth grader) all subjects took both parts of the test. The subjects were randomly assigned to two different treatments. In Treatment 1 (explicit) the experimenter informed the subjects of the difference between the two versions of the test in the following way:

> All of us have at least two ways of talking. One we could call the informal way of talking, and the other one we could call the formal way of talking. When we talk to our friends on the playground we talk informal talk. When we talk to the teacher or the principal we talk formal talk. Let me give you examples of the two kinds of talk. Listen first to this informal talk:
>
> > John done study his lesson. Now he outside with Larry playing basketball, the game what we all play. Larry useta could beat John but John done grow a lot this year. Yesterday John beat Larry by around about ten points and today he might can win again.
>
> Now listen to the same thing in formal talk:
>
> > John has studied his lesson. Now he is outside with Larry playing basketball, the game which we all play. Larry used to be able to beat John but John has grown a lot this year. Yesterday John beat Larry by about ten points and perhaps today he can win again.
>
> When you answer the questions that you will hear on this cassette recorder, I want you to answer by using the [formal/informal] way of talking.

This explanation was made before each version of the test was administered.

In Treatment 2 (implicit) the subjects were not informed of the difference between the versions of the test. Instead, the verbal stimuli were relied on to elicit the appropriate responses.

The testers received specific, uniform instructions concerning the administration of the test. They filled in each student's answer sheet in the following way: If a student (a) used the construction which the test item was supposed to elicit and (b) used it in the speech variety appropriate for the part of the test, the tester simply marked the answer as correct. If the student (a) used any construction other than the expected one or (b) used a form not appropriate to the part of the test, the tester wrote the student's complete response on the answer sheet. It was then possible to score each item from three different points of view.

1. Did the item elicit the construction that was supposed to be tested?
2. Within the construction tested, was the student response appropriate to the part of the test?
3. Was the student response as a whole (regardless of whether the item elicited the construction desired by the experimenters) appropriate? In other words, if a student response on Part B of the test contained any elements of nonstandard it was considered inappropriate, and any response to Part A had to contain some nonstandard grammatical element to be considered appropriate.

On each part of the test each individual could then receive two scores: one based on his response to the particular construction being tested, another based on his total response. The possible range of scores on each part of the test was 0 to 20. In addition, each individual was also assigned two balance scores based on the two possible ways of scoring. The balance score was established by subtracting the scores on Part B of the test (standard) from the scores on Part A (nonstandard). The possible range of balance scores was from +20 (Part A, all items appropriate; Part B, all items inappropriate) to -20 (Part A, all items inappropriate;

Part B, all items appropriate). To avoid negative scores, the balance scores were scaled on a 40-interval range, from 1 to 41, with 21 representing a neutral or perfect balance score and any score higher than 21 showing imbalance in favor of nonstandard.

Variables

The study used one treatment variable: explicit vs. implicit. Student characteristics used as independent variables were grade (third vs. sixth) and sex. Although a comparison was made between the performance of Blacks and non-Blacks (non-Blacks included some Mexican-Americans and Filipinos), most analyses considered only performance by Blacks.

In order to establish correlations between the scores obtained on the instrument used in this study and the same students' language arts achievement by other measures, the following tests were administered (within one month from the date of this experiment). For third graders: California Co-operative Test (Level/Form: 23B). For sixth graders: California Test of Basic Skills (CTBS).

The California Co-op Test (Level/Form: 2Q; raw scores) was used as a measure of reading achievement in the third grade. The CTBS (reading section, total raw scores) was used as a measure of reading in the sixth grade. In addition, for the sixth grade only, the CTBS (language section, total raw scores) was used as a measure of language arts achievement. This language section is based on three components: language mechanics, language experience, and spelling.

The dependent measures were the following:

A^1: Score on the nonstandard section of test based on appropriate use of the construction which was the goal of the test item (see scoring procedure 2 above).

A^2: Score on the nonstandard section of test based on appropriate use within the entire student response (see scoring procedure 3 above).

B^1: Score on the standard section of the test based on appropriate use of the construction which was the goal of the test item (scoring procedure 2).

B^2: Score on the standard section of the test based on appropriate use within the entire student response (scoring procedure 3).

C^1: Scaled balance score (based on $A^1 - B^1$).

C^2: Scaled balance score (based on $A^2 - B^2$).

Analyses of the Test

Table 1 shows the approximate percentage of appropriate responses received by each test item according to the three scoring procedures used. Thus the score under scoring procedure 1 reflects, so to speak, a score received by the test item rather than by the subjects. It indicates the percentage of instances in which the test item elicited the expected construction. Obviously, several items did not elicit the expected construction in a very large number of cases. Among the items which did worst are 7 (36%, 29%), 14 (64%, 62%), and 20 (52%, 48%). Item 7 was supposed to elicit the response It (A) or There are (B) by means of a question asking the subject to decide why a team of five was defeating a team of three in a tug of war. Question 14 was supposed to elicit a comparative by asking the subjects what the difference was between two

TABLE 1

Percentage of Correct Responses
(N = 58)

		Part A			Part B		
		Scoring Procedure			Scoring Procedure		
		1	2	3	1	2	3
Item	1	81%	37%	58%	60%	48%	43%
	2	93	67	94	97	48	45
	3	95	10	16	95	86	86
	4	90	52	71	90	43	30
	5	86	54	57	95	45	45
	6	79	0	2	95	91	91
	7	36	22	69	29	21	38
	8	66	17	21	95	91	90
	9	50	17	40	84	0	59
	10	95	10	28	98	90	78
	11	81	33	34	71	48	71
	12	86	48	57	98	88	78
	13	100	45	50	98	83	79
	14	64	4	20	62	60	76
	15	83	21	28	91	76	61
	16	83	19	28	74	71	67
	17	88	28	38	86	86	66
	18	80	2	10	84	81	84
	19	97	7	47	97	95	78
	20	52	31	79	48	40	38

boys (Part A) or two girls (Part B) in a picture. The boys and girls were differentiated only by size. The purpose of question 20 was to elicit a use of the future tense by asking what a big watch dog might do if somebody came to investigate the house he was guarding. It can be seen from the statistics that the items were not successful. They, and perhaps some other items which received low scores in terms of eliciting desired responses, will have to be dropped or reworked in future attempts to refine the instrument.

The scores in columns 2 and 3 of Table 1 reflect the relative item difficulty. For Part A of the test a relatively high score shows a high incidence of nonstandard responses. For Part B it indicates a high number of standard responses. Of course, only a relatively high score in column 1 allows us to interpret the scores in columns 2 and 3 as being related to the grammatical feature associated with a specific test item. On Part A of the test, the items which evidently elicited the expected nonstandard responses most frequently were 2 (got for have), 4 (multiple negation; ain't got nothing), 5 (-s deletion in the third person; he play). Other relatively effective items in terms of eliciting nonstandard replies were 12 (deletion of is; the man in the car) and 13 (they for their).

On the standard portion of the test, the lowest scores (i.e., the heaviest intrusion of nonstandard into standard) occurred with test items in which the desired grammatical construction was produced only infrequently (7, 20). Thus the intrusion of nonstandard cannot be associated with any particular grammatical construction. Heavy intrusion of nonstandard into standard that is related to specific grammatical features

is shown by items 2 (got for have), 4 (multiple negation), and 5 (deletion of -s in third person).

Table 2 shows the balance scores for each test item. Only balance scores $A^1 - B^1$ (second scoring procedure), if associated with a high score achieved in scoring procedure 1 (Table 1), can be associated with

TABLE 2

Difference in Percentage of Appropriate Responses on Parts A and B for Each Test Item

	$A^1 - B^1$ Appropriate Construction	$A^2 - B^2$ Generally Appropriate Response
Item 1	-11%	+15%
2	+19	+29
3	-76	-73
4	+ 9	+41
5	+ 9	+12
6	-91	-89
7	+ 1	+21
8	-74	-69
9	-43	-19
10	-80	-50
11	-35	-37
12	-40	-21
13	-38	-29
14	-56	-56
15	-45	-33
16	-52	-39
17	-58	-28
18	-79	-74
19	-87	-31
20	- 9	+41

performance on a particular grammatical feature. Again we can see that only items 2 (got for have), 4 (multiple negation), and 5 (-s deletion in third person) indicate overall imbalance in favor of nonstandard English use. With these exceptions, the overall performance leans heavily in the direction of standard English usage.

A reliability measure of both the standard and nonstandard sections of the test was established by computing the coefficient Cronbach α. The coefficient was computed for both scoring procedures, using only the scores of Black students (N=48):

A^1: $\alpha = 0.13$ A^2: $\alpha = 0.25$

B^1: $\alpha = 0.66$ B^2: $\alpha = 0.70$

As can be seen from these figures, the reliability of the standard test is fairly high; that of the nonstandard part of the test is very low indeed. What seems to be indicated is that ability to perform in standard English represents a fairly consistent kind of language behavior, whereas performance in nonstandard English (at least as measured by the grammatical features chosen for the test) does not show the same kind of consistency. Or, to put it differently, individuals who perform well in standard do so with a certain consistency that reflects ease or difficulty of the items. Evidently this is not the case for performance in nonstandard.

Since the tests deal specifically with the language ability of Black children, the scores of non-Blacks were not included in the main analysis. However, for the sake of comparison, mean scores of Blacks and non-Blacks are compared in Table 3. The differences are in the expected direction: Blacks performed better than non-Blacks in the nonstandard section of the test (and, as a result, on the balance test which measures positively the

TABLE 3

Means and Standard Deviations for Black and Non-Black Pupils on Part A (nonstandard), Part B (standard), and Balance Score (C)

	Part A (nonstandard)		Part B (standard)		Balance Score	
	A^1	B^1	B^1	B^2	C^1	C^2
Blacks (N = 48)						
Mean	5.88	8.65	12.83	12.72	13.98	16.93
S.D.	1.89	2.72	3.14	3.66	3.88	5.01
Non-Blacks (N = 11)						
Mean	2.81	5.82	14.09	13.81	9.73	12.09
S.D.	2.89	3.74	2.84	4.29	4.94	7.46
T-Values of Separate Variance Estimates						
	3.55**	2.41*	-1.30	-0.78	2.67*	2.00*

*p < .05
**p < .01

balance in favor of nonstandard). On the standard section of the test the non-Blacks seem to have performed slightly better than the Blacks. However, only the differences in favor of the Blacks on the nonstandard and balance scores are significant.

Tables 4a and 4b shows the means for all the dependent measures for Black students by treatment (explicit vs. implicit), grade, and sex. Appendix D contains the analysis of variance of all the dependent measures with the same independent variables as the source of variance. The Table 4a

TABLE 4a

Means and Standard Deviations for Part A (nonstandard), Part B (standard), and Balance Score (C) for all Black Pupils

	Part A (nonstandard) N = 48		Part B (standard) N = 47		Balance Score N = 47	
	A^1	A^2	B^1	B^2	C^1	C^2
Mean	5.88	8.65	12.83	12.72	13.98	16.83
S.D.	1.89	2.32	3.14	3.66	3.88	5.01

makes it clear that in general the scores were heavily weighted in favor of standard over nonstandard. The mean balance scores are 13.98 (scoring system C^1) and 16.83 (scoring system C^2) on a scale in which only scores above 21 indicate imbalance in favor of nonstandard. None of the independent variables, however, had any significant effect on any of the dependent variables. Neither on the standard test nor on the nonstandard did the explicit treatment produce any effects different from the implicit one. In neither of the tests did boys perform significantly differently from girls, or sixth graders differently from third graders.

Correlation of Criterion Measures with Reading Achievement and Language Ability

Table 5 indicates that, in general, the findings of the previous study concerning relations of Black English test scores and reading achievement are confirmed by this investigation. For the third graders, balance scores (measured in positive terms in the direction of nonstandard)

TABLE 4b

Means and Standard Deviations for Part A (nonstandard), Part B (standard) and Balance Score (C) for all Black Pupils (by treatment, grade, and sex)

	Implicit Treatment					Explicit Treatment			
	Mean	S.D.	Mean	S.D.		Mean	S.D.	Mean	S.D.
			Part A (nonstandard)						
	A^1		A^2			A^1		A^2	
3rd Grade					3rd Grade				
Male N = 7	6.36	1.95	9.43	1.72	Male N = 6	4.00	1.67	7.50	3.02
Female N = 6	5.33	2.88	9.00	4.05	Female N = 3	5.07	0.58	7.67	1.16
6th Grade					6th Grade				
Male N = 8	6.00	1.51	8.88	1.96	Male N = 7	6.43	1.27	9.14	1.16
Female N = 5	6.40	2.30	8.60	2.80	Female N = 6	6.00	1.27	8.17	2.04
			Part B (standard)						
	B^1		B^2			B^1		B^2	
3rd Grade					3rd Grade				
Male N = 7	13.00	2.94	13.00	3.70	Male N = 6	11.00	2.83	11.00	3.41
Female N = 6	14.67	2.73	14.67	3.45	Female N = 3	14.00	3.61	15.67	2.08
6th Grade					6th Grade				
Male N = 8	11.75	3.20	10.88	3.88	Male N = 7	13.14	4.05	13.29	4.03
Female N = 4	11.50	1.92	11.00	2.83	Female N = 6	14.00	3.03	13.67	3.67
			Balance Scores						
	C^1		C^2			C^1		C^2	
3rd Grade					3rd Grade				
Male N = 7	14.86	3.39	17.57	3.65	Male N = 6	12.33	4.32	15.83	7.94
Female N = 6	12.17	4.96	15.33	6.44	Female N = 3	12.67	3.22	13.00	3.00
6th Grade					6th Grade				
Male N = 8	15.63	3.46	19.00	4.66	Male N = 7	14.29	4.38	16.26	4.00
Female N = 4	16.25	2.63	19.25	2.22	Female N = 6	13.00	3.74	15.83	4.62

TABLE 5

Correlation of Test Scores with Reading and Language Ability Measures (for Blacks Only)

	A^1	A^2	B^1	B^2	C^1	C^2
3rd Grade (N = 22)						
Cal.Co-op Test	-0.20	-0.19	0.04	0.11	-0.17	-0.33*
6th Grade (N = 26)						
CTBS (Reading)	-0.10	0.11	0.59**	0.58**	-0.44**	-0.36*
CTBS (Language)	-0.22	0.07	0.59**	0.64**	-0.51**	-0.43**

*p < .05
**p < .01

correlate negatively with reading achievement. For the sixth graders, we find that scores in Black standard English correlate positively with both reading tests and basic tests of skills. Balance scores in favor of non-standard correlate negatively. As far as scores in Black nonstandard English are concerned, they simply do not seem to be relevant to reading achievement or to basic language skills.

Conclusions

The results of this study suggest that the instrument may have to be refined so that all items in the tests will lead to the production of a specific grammatical structure in at least the overwhelming majority (perhaps 90%) of all instances of test administration. The reliability of the nonstandard section of the test could perhaps be increased by

focusing the entire test on a smaller number of grammatical features that are definitely a part of the possible speech repertoire of most of the subjects. However, it is also possible that the inherent variability which is characteristic of Black nonstandard English, according to some scholars (e.g., Labov, 1969), may make it difficult or even impossible to construct tests that have high reliability (i.e., consistency) in measuring behavior in Black nonstandard English.

The study does confirm the general conclusion reached for the kindergarten level on a repetition task instrument (Politzer, Hoover, & Brown, 1973), namely that it is evidently not proficiency in nonstandard English, but rather lack of proficiency in standard or imbalance in favor of nonstandard that have negative relations to reading achievement in the standard English generally taught in the schools and to basic language skills. Whether the problems of the negative effect of imbalance in favor of nonstandard in language and reading achievement should be solved by oral drill in standard English or by the controversial use of nonstandard readers in initial reading instruction (see Bailey, 1970; Stewart, 1969) remains an unsettled question.

Another and more general conclusion that can be drawn from this study is simply that (a) the ability to speak Black nonstandard English is, indeed and quite expectedly, characteristic of many (though not necessarily all) Black children and (b) this ability is not utilized in the current curriculum, as is implied by the fact that measures of ability in Black nonstandard English do not correlate with achievement measures presently used and have, therefore, no "concurrent validity." The

challenge and task facing the educator, then, is to find ways of using and channeling this specific ability in Black nonstandard English, rather than to consider it a liability to be either neglected or destroyed.

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APPENDIX A

Verbal Stimuli Used to Elicit Nonstandard Responses

Introduction. I'm gonna be showing you some pictures. Some about people and some about animals and other things. After I show you a picture, I'm a ask you a question about it. Ain't no right or wrong answers to these questions and what you say to me here won't have nothing to do with your grade (or teacher's report) in the regular classroom.

1. Here go the first picture. There some people and a animal in it. They not just sitting down doing nothing. What you see?

2. Now in this picture we got two bugs the same size but they ain't the same all over. What's the difference between the two bugs?

3. They done boarded up this house and put a big sign on it. Who live in this house now?

4. Most boys and girls like to play with toys. I mean big kids and little kids, too. But sometime there ain't enough toys to go around and somebody be feeling bad. What the big boy, the big girl, and the little girl got to play with?

5. We see men like this one a lot on TV in the summertime when there ain't no school, and you see him when you go to a real live game. He call a baseball player. What he do?

6. A park down the street from where I live. Everybody play there. This here picture show you what the big boys do everyday after school. What they do?

7. This picture make me think of the park, too, cause sometime the boys take the girl rope and play tug-a-war. Why this team win the game of tug-a-war? Count the number of boys on both team, and tell me how many.

8. Mama ride the bus downtown today and went shopping for the kids. What she get?

9. This boy and girl just walking down the street when all a sudden a big wind come along. What the wind do?

10. One day I come home and I just know something wrong. First I see this car sitting in front of my house. Then I look up the steps and guess who standing at the door?

11. I got a friend useta be so skinny we call him Slim Jim. So I told him to eat a whole lot more. But he eat too much and now he cain't even get in the door. How come? Now we over half-way thru the pictures and should be finish in a little while.

APPENDIX A (continued)

12. Here go our next picture. It's a picture of three people in a family. Where the man, the woman, and the boy at?

13. These two brothers almost ready to leave for school 'cept for one thing. What they doing now?

14. Now we got two boys who mostly look the same. But something about them that's different. What different about them?

15. I look out my window this morning and see some people. What I see?

16. Here go three people who do different things. What kinda jobs they got?

17. Little kids always doing something. They don't always know no better and sometime they get hurt. Why the little boy in the picture crying?

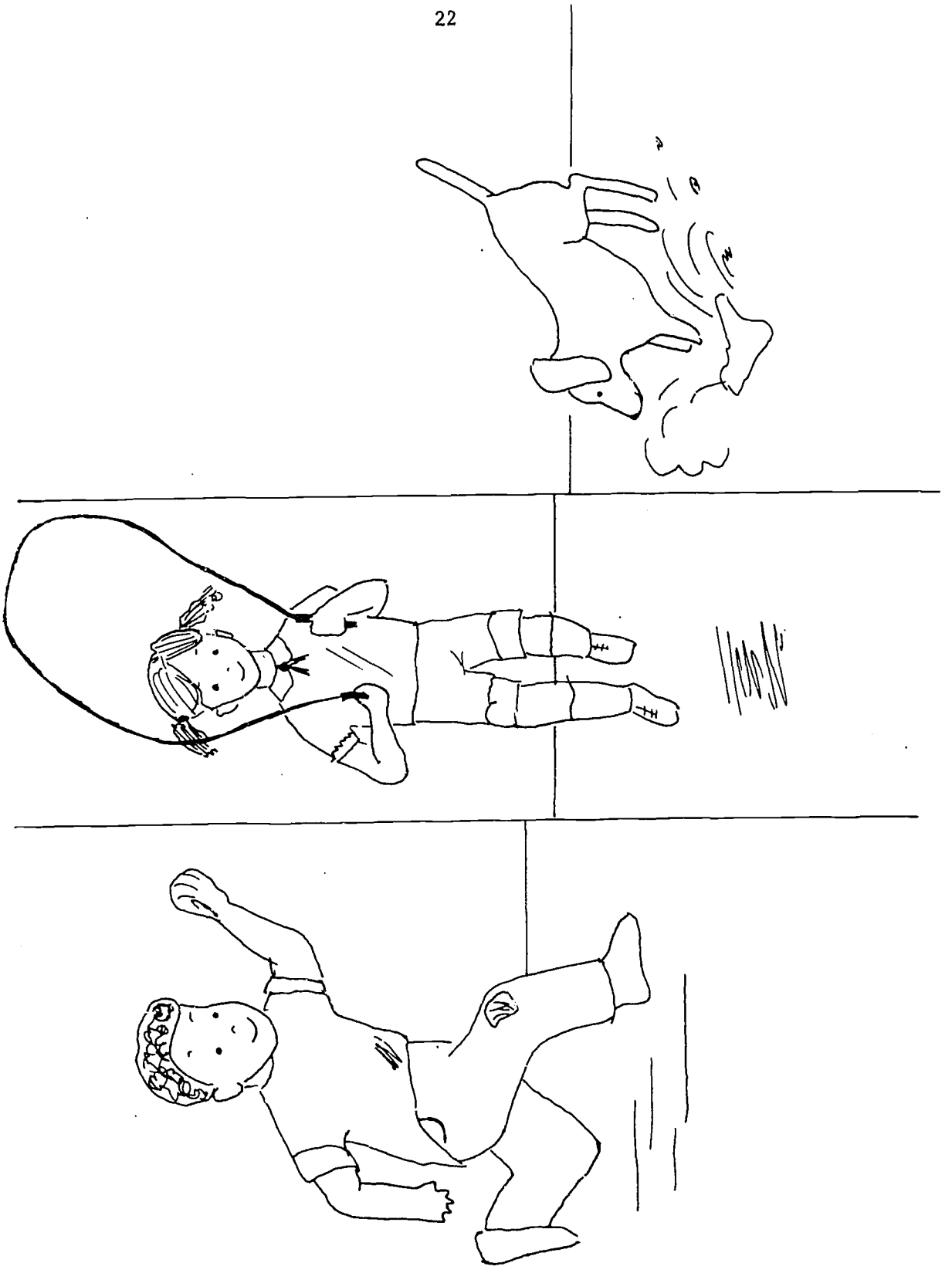
18. This little boy almost dressed to go outside but something missing and he cain't find it. What you think he ask his mama?

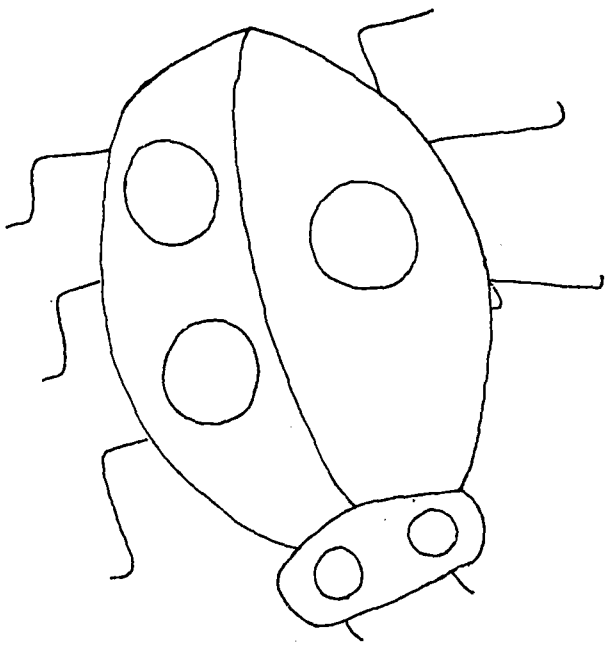
19. Here go another family. Baby Brother inside sleeping. What everybody else doing?

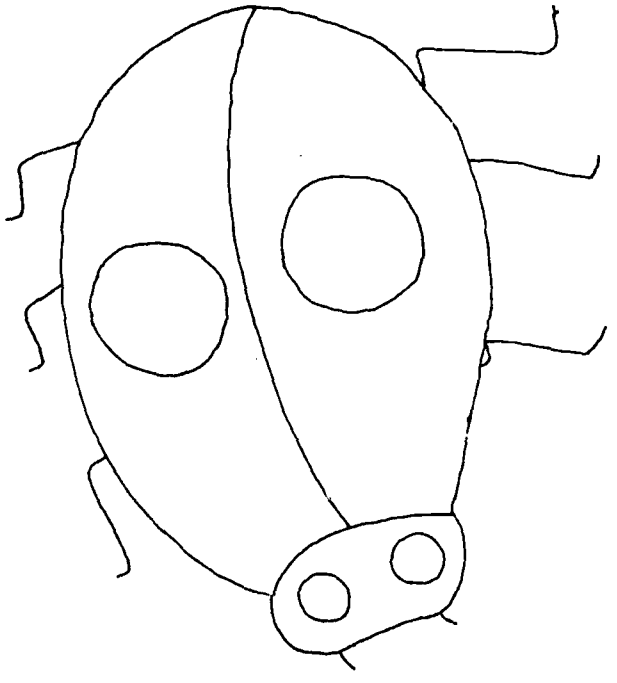
20. We got a big dog to watch our house when we ain't at home. If somebody come around, you think our dog just sit there real quiet? Then what you think our friends next door do? Then what the man who come around our house do?

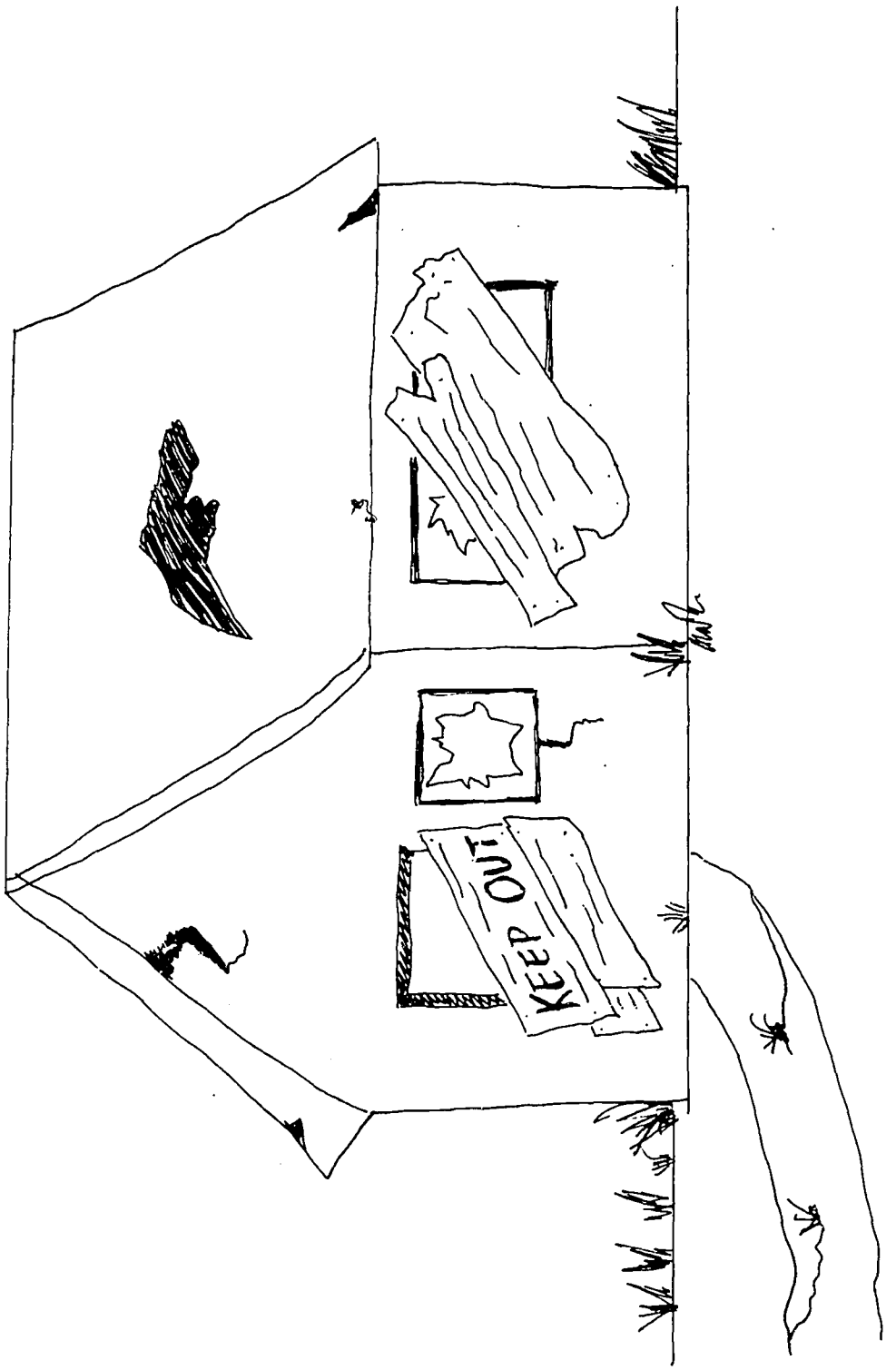
APPENDIX B

Pictorial Stimuli Used for Items 1, 2, and 3 of Part A (nonstandard)








KEEP OUT

APPENDIX C

Answer Sheet for Nonstandard Test

Student's Name_____ Grade____ Age____ Sex____ Tester's Name_____

Teacher's Name_____ Date_____ Score_____

1. KEY RESPONSE: The boy running, the girl jumping rope, and the dog digging a hole.

   STUDENT RESPONSE:_____

2. KEY RESPONSE: This one got two spots and that one three.

   STUDENT RESPONSE:_____

3. KEY RESPONSE: Don't nobody live in this house.

   STUDENT RESPONSE:_____

4. KEY RESPONSE: The boy got a ball, the big girl got a doll, and the little girl ain't got nothing.

5. KEY RESPONSE: He play ball.

   STUDENT RESPONSE:_____

6. KEY RESPONSE: They be playing basketball.

   STUDENT RESPONSE:_____

7. KEY RESPONSE: It more people on their team./They more people on they team.

   STUDENT RESPONSE:_____

   KEY RESPONSE: It five on this team and it three on that one.

   STUDENT RESPONSE:_____

8. KEY RESPONSE: Two dress, three shirt, two coat.

   STUDENT RESPONSE:_____

APPENDIX C (continued)

9. KEY RESPONSE: It blow off the boy hat.

   STUDENT RESPONSE: _____

10. KEY RESPONSE: Two police standing at the door.

    STUDENT RESPONSE: _____

11. KEY RESPONSE: He too fat.

    STUDENT RESPONSE: _____

12. KEY RESPONSE: The man in the car, the woman in the house, and the boy in the yard.

    STUDENT RESPONSE: _____

13. KEY RESPONSE: They brushing they teeth.

    STUDENT RESPONSE: _____

14. KEY RESPONSE: This boy more taller (more tall).

    STUDENT RESPONSE: _____

15. KEY RESPONSE: Two mens carrying a t.v. and two womens opening the doors for them.

    STUDENT RESPONSE: _____

16. KEY RESPONSE He a doctor, she a nurse, he a fireman.

    STUDENT RESPONSE: _____

17. KEY RESPONSE: He burn his hand.

    STUDENT RESPONSE: _____

18. KEY RESPONSE: WHERE MY SHOE?

    STUDENT RESPONSE: _____

19. KEY RESPONSE: The man he washing his car, the lady she sweeping the sidewalk, and the girl she swinging.

    STUDENT RESPONSE: _____

APPENDIX C (continued)

20. KEY RESPONSE: No. He a bark.

STUDENT RESPONSE: _____

KEY RESPONSE: They a call the police.

STUDENT RESPONSE: _____

KEY RESPONSE: He a run away.

STUDENT RESPONSE: _____

APPENDIX D

Analysis of Variance of the Dependent Measures by Treatment, Grade, and Sex (for Black students, N = 48)

Source	Sum of squares	df	Mean square	F
		A^1		
Mean	1509.34	1	1509.34	451.32
Grade	6.11	1	6.11	1.83
Sex	0.01	1	0.01	0.00
Treatment	4.31	1	4.31	1.29
G x S	0.02	1	0.02	0.01
G x T	4.51	1	4.51	1.35
S x T	3.86	1	3.86	1.16
G x S x T	11.19	1	11.19	3.34
Error	133.77	40	3.34	
		A^2		
Mean	3237.98	1	3237.98	554.34
Grade	0.98	1	0.98	0.17
Sex	1.59	1	1.59	0.27
Treatment	8.13	1	8.13	1.39
G x S	0.68	1	0.68	0.12
G x T	6.64	1	6.64	1.14
S x T	0.01	1	0.01	0.00
G x S x T	1.16	1	1.16	0.20
Error	233.65	40	5.84	
		B^1		
Mean	7109.05	1	7109.05	724.48
Grade	3.46	1	3.46	0.35
Sex	18.62	1	18.62	1.90
Treatment	1.01	1	1.01	0.10
G x S	11.03	1	11.03	1.12
G x T	28.80	1	28.80	2.93
S x T	3.99	1	3.99	0.40
G x S x T	0.03	1	0.03	0.00
Error	382.69	39	9.81	

APPENDIX D (continued)

Source	Sum of squares	df	Mean square	F
		B^2		
Mean	7123.02	1	7123.02	553.78
Grade	20.29	1	20.29	1.58
Sex	31.31	1	31.31	2.43
Treatment	11.13	1	11.13	0.87
G x S	22.73	1	22.73	1.77
G x T	24.72	1	24.72	1.92
S x T	7.10	1	7.10	0.55
G x S x T	5.04	1	5.04	0.39
Error	501.64	39	12.86	
		C^1		
Mean	8274.17	1	8274.16	541.66
Grade	34.09	1	34.09	2.23
Sex	6.10	1	6.10	0.40
Treatment	29.27	1	29.27	1.92
G x S	1.93	1	1.93	0.13
G x T	4.41	1	4.41	0.29
S x T	0.83	1	0.83	0.05
G x S x T	16.30	1	16.30	1.07
Error	595.74	39	15.28	
		C^2		
Mean	11782.49	1	11782.49	450.37
Grade	56.68	1	56.68	2.17
Sex	22.87	1	22.87	0.87
Treatment	62.08	1	62.08	2.37
G x S	12.36	1	12.36	0.47
G x T	1.48	1	1.48	0.06
S x T	2.34	1	2.34	0.09
G x S x T	0.31	1	0.31	0.01
Error	1020.32	39	26.16	