ABSTRACT
        Instructional materials and procedures to be used by
Spanish-speaking children learning English call for assessment
strategies not normally employed. Assessment scores aid in the
selection of students, in student placement, in identifying children
in need of remediation, and in assessing student performance at the
end of the program. Assessment scores, along with attendance records,
are useful in evaluating program effectiveness and in conducting
followup studies which evaluate student progress beyond the program.
Assessment strategies and procedures are described which have been
incorporated into SWRL's English Language and Concepts Program for
Spanish-Speaking Children (LCS), a program proven to be robust at a
high level of effectiveness. (Author)

BUILT-IN ASSESSMENT INSTRUMENTS IN AN INSTRUCTIONAL PROGRAM DESIGNED FOR SPANISH-SPEAKING CHILDREN

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ABSTRACT

During the 1969-1975 period, materials, procedures, and the
accompanying assessment system of the SWRL English Language and Concepts
Program for Spanish-Speaking Children (LCS) were exercised. The LCS
assessment system is described in the context of the program goals,
program description, scope of the tryout period, and summary of pupil
assessment results. References are made to published documents present-
ing detailed statistical results.

BUILT-IN ASSESSMENT INSTRUMENTS IN AN INSTRUCTIONAL
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Factors to be considered in designing an instructional program
concerned with the acquisition of English by speakers of Spanish and
a parallel discussion dealing with the acquisition of Spanish appear in
publications by the speaker. Program goals, program procedures and
materials provided by the English Language and Concepts Program for
Spanish-Speaking Children (LCS) are described in this paper to present
the framework in which the built-in assessment system operates.

LCS PROGRAM DESCRIPTION

Program Goals: Primary goals of the SWRL English Language and Concepts
Program for Spanish-Speaking Children (LCS) are to teach Spanish-
speaking children to communicate effectively in oral English language
skills. An increasing amount of attention is given to the development
of skills that prepare the children for future reading and writing
in the subject matter areas of mathematics, science, and social studies.
An important objective in the development of LCS has been to develop
instructional and assessment procedures that will help integrate the
program into extant bicultural, bilingual programs that will strengthen
and extend the Hispanic cultural characteristics.

Program Procedures: The Program consists of 225 daily lessons and accompanying follow-up materials. Organization of the Program into 15-lesson units allows for planning flexibility. At the end of each 15-lesson unit an assessment and review lesson are presented. Approximately 25 minutes of instruction are included in each teacher directed lesson. As many lessons are presented per day as is consistent with the pacing requirements of the class.

Classroom instruction centers on situations that encourage communication between teacher and learner and between learner and learner. Further practice is provided either by student tutors or adult aides on a one-to-one basis, or by the teacher on a small group basis, at the teacher's option. The follow-up activity takes an additional 25 minutes to present.

Language is used in a setting that gives the pupil many opportunities to use syntactic and vocabulary items that present problems. The sequence of lessons emphasizes the interrelationships of syntactic structures. Each objective is presented in the context of previously-learned material.

Materials Provided:

1. A Placement Aid helps determine which pupils will profit from the Program. The results of this assessment, when used in conjunction with the teacher's knowledge about each pupil, indicate whether a given pupil should enter the LCS Program at the beginning (Unit 1), at a more advanced level (Unit 9), or if he should move directly into the school's basal reading program.

2. Individual Lesson Cards to be used by the teacher state the language skills being taught and the teaching procedures to be used. Each lesson also contains a list of needed materials.

3. Practice Exercises are the basic materials to be used in conducting the LCS follow-up practice. They are designed to facilitate easy use by a 5th or 6th grade student tutor or aide in working with individual students or small groups of children, and review the newly-learned language skills in the context of a cumulative review.

4. The Assessment Cards are used at the end of each 15-lesson unit to check the proficiency of each pupil to comprehend and produce the language structures included in the unit. Review Cards provide additional practice if required.

5. Each 15-lesson unit includes a Dialog Practice Exercise to be administered either before or after the assessment. The Dialog Practice Exercise includes content from previous LCS units and provides structured dialog contexts designed to strengthen conversational use of English sentences. A Dialog Practice Review provides further structured practice for those pupils who need it.

6. An End-of-Program Assessment is provided to evaluate the achievement level of each child in the English language and concept skills presented in the Program.

7. Self-contained Teacher and Tutor-Aid Training Materials accompany the LCS Program. A guide, to be used by the teacher in training either tutors or aides, provides procedures to be used for correction of student errors.

8. Concept Cards, Concept Posters, and other visuals are used to present language concepts.

ASSESSMENTS IN THE LCS PROGRAM

<u>Design Considerations of the LCS Assessment System</u>: At the initial stages of designing the built-in assessments, certain general procedures were recognized as being indispensable. The children were to demonstrate by their performance the comprehension of concepts, the ability to answer different types of questions with acceptable phrases, and the ability to produce complete sentence responses. Each assessment to be used in an individually administered context by the teacher was to take 5-10 minutes to administer and score. Real objects, posters, flashcards and the use of a puppet were to be used in establishing communication contexts to elicit desired responses.

During the tryouts various format procedures were refined. A section was added to the Placement Aid and End-of-Program Assessment in which situational contexts made it necessary for children to produce simple and complex sentences. For those students selected entry points and procedures were established. The 15-lesson unit assessment and 40 item End-of-Program Assessment were developed to accompany the LCS

Program. The End-of-Program Assessment is more difficult and contains more items than the Placement Aid administered prior to instruction.

Skill Areas Assessed: The built-in assessment instruments contain items which assess various performance skill areas.

1. Concept identification - a simple recognition of an English concept by the pupil, e.g.,

> Point to the two shapes that are equal in size.

2. Concept statement - a more complex behavior requiring the pupil not only to recognize but also to produce the appropriate words or phrases to communicate an understanding of concepts, e.g.,

> Do you see more horses or more dogs?
>
> Minimal answer: more dogs

3. Language production - the production of sentences involving simple and complex transformations, e.g.,

> Response is embedded in the request:
>
> A. CONTEXT: Ellie, a puppet, has a pencil.
>
> B. REQUEST: Ellie thinks the pencil is short. Tell Ellie IT IS LONG.
>
> C. RESPONSE: $\begin{bmatrix} \text{IT IS} \\ \text{IT'S} \\ \text{THE PENCIL IS} \end{bmatrix}$ LONG
>
> D. REINFORCEMENT: Thank you.

Response calls for permutation and morphological processes:

A. CONTEXT: Ellie is waving her hand.

B. REQUEST: ASK ELLIE WHAT SHE IS DOING.

C. RESPONSE: WHAT ARE YOU DOING?

D. REINFORCEMENT: Ellie answers I'M WAVING MY HAND.

Following each 15 lessons, the unit assessment consisting of 10 items is individually administered to each child. The more complex items within each unit were sampled to assess, as economically as possible, unit proficiency. Additional reviews for each of the 10 items are provided for children not demonstrating adequate proficiency. The review activities fulfill the following design requirements:

1. Reteach the criterion item.

2. Provide practice in carrying out the skill in the context of previously taught related items, e.g., criterion item: above, related items: below / in / on / by.

Unit Assessment Cards are provided which include directions for conducting the assessment, a list of materials needed, the 10 assessment questions, and a grid for recording individual pupil responses. An accompanying concept card is used in conjunction with the assessment questions and review activities.

ASSESSMENT DATA SOURCES

Tryouts: During the five tryouts of LCS, the instructional, training, and assessment systems of the LCS program have been developed and tested. In the two early tryouts, the program components were in the developmental

stage. In the last three tryouts the components covering all 15 units were available for year-long tryouts. Schools were selected to represent various demographic situations: schools in a large Spanish-speaking community, schools in the inner city, schools in pocket areas surrounded by English speaking communities, and country schools serving migrant families. The major tryouts have taken place in the Southwest and Florida.

During the last tryouts the program was not closely monitored by the Laboratory. Users received and presented the LCS instructional program and the accompanying assessments with minimal Laboratory assistance so as to simulate performance as it would be outside of tryout circumstances. More than 10,000 children, ranging from kindergarten to grade 8, have been involved in the tryouts. Ages of the children ranged from 4 to 13 years of age. The largest portion of entering pupils have been in kindergarten and first grade, five and six years of age. Teacher comments, observation reports, and assessment scores have been used as data sources in modifying the Program. The following improvements associated with the assessments were incorporated during the tryout periods.

1969-1970 Tryout: A tutorial training program was developed to meet the specific needs of the Program. Tutor training included how to treat correct and incorrect student responses.

1970-1971 Tryout: Unit assessments followed by remediation were incorporated into the Program. Students, regardless of Unit score, who

answer any of the questions incorrectly receive additional instruction
and review based on those items.

<u>1971-1972 Tryout</u>: This tryout is described in detail in Molina, 1973
and 1974. Test results and teacher comments indicated that during
initial instruction, <u>LCS</u> performance was highly related to the child's
entering facility. Progressively, however, <u>LCS</u>'s effectiveness reduced
the correlation and student performance became more independent of
entering language facility; i.e., irrespective of entering English
language proficiency, children performed well in the Program as evidenced
by unit and end-of-program assessment scores.

<u>1972-1973 Tryout</u>:

1. The Placement Aid required full sentence responses.

2. Two placement points in the Program were established.

3. The End-of-Program Assessment was divided into three sections
   each requiring a different type of response.

4. Reports of program performance were given to users upon
   completion of instruction. These reports provided users with
   a basis for appraising program use during the year past and
   planning for its use during the next school year.

<u>1973-1974 Tryout</u>: The tryout was conducted to determine the effectiveness
of the <u>LCS</u> instructional and assessment systems under operating conditions
involving no direct assistance from SWRL. Feedback from this tryout
served as the basis for the final revisions in preparation for commercial
distribution of <u>LCS</u> in the fall, 1974.

THE QUALITY ASSURANCE SYSTEM

LCS Quality Assurance System: During the 1972-73, 1973-74 tryouts the LCS Quality Assurance (QA) System was developed and put into operation. The System provides the information needed by school personnel to monitor the implementation and progress of the Program.

SUMMARY OF TRYOUT RESULTS

Following is a brief summary of results that relate directly to student performance using the built-in assessment instruments.

Placement Aid and End-of-Program Assessment: Students who were selected by the teachers for participation in LCS were those who could most benefit from English language instruction before entering the basal reading program. To illustrate, in the 1971-72 tryout children who were not selected for instruction attained a mean score of 34.42 on a 40 item Placement Aid, 14.28 points higher than the mean score of those selected for LCS participation. The End-of-Program Assessment score data indicate that pupils beginning instruction in Unit I or Unit IX have demonstrated considerable skill attainment in the outcome areas assessed. In the 1973-74 Tryout, of the children who began in Unit IX, 93% of them scored 87% or higher in Concept Identification, 81% scored 87% or higher in Concept Statement, and 81% scored 80% or higher in Language Production.

Unit Assessments: In the tryouts children have performed at high levels across all units. The highest possible score on each unit was

10. In the tryouts, 10 was the modal value for each unit and the preponderance of pupils scored either 9 or 10.

Pacing: Undoubtedly the long duration of time to complete Unit I reflected logistic problems and other installation factors at work. The time to complete a unit decreased as instruction proceeded. In the 1973-74 tryout, for the children beginning in Unit 1, the first unit took 13 weeks, the second and third units took 4 weeks, the fo: unit took 3 weeks, the fifth unit took 2 weeks, and the remaining units took around a week to complete. Declining durations, plus high unit performance suggest an accumulating effect of the Program.

Follow-up of Children: A follow-up in 1973 of children who participated in the 1971-72 tryout shows that LCS not only accomplishes the program specific oral language and concept outcomes but bears strongly on subsequent pupil success with regular classroom instruction. Children were tested and rated by their teachers in the following curriculum areas: reading comprehension, oral reading, oral language development, writing skills, math, science, and social studies. The high levels of performance in a follow-up test indicate that, after a lapse of one year, an LCS graduate tended to retain or improve upon the language proficiency acquired in the LCS instruction. The ratings indicated a generally high level of performance, suggesting that the school success experienced in LCS is generalizing to other areas of instruction. Teacher ratings of pupil performance demonstrated that only 3 percent of all the children who had participated in the tryout were unable to cope with regular instruction.

In both the <u>LCS</u> instruction and in regular classroom instructional situations, absenteeism proved to be a significant factor in student performance. Both 1972 and 1973 absence rates tended to be regularly associated with depressed performance ratings by the teacher in 1973. Follow-up rest are described in detail in Molina, 1975.

In sum, <u>LCS</u> as used in tryouts accomplished the prespecified instructional objectives at a high level at proficiency. Each assessment relates directly to student performance in the <u>LCS</u> Program. The Placement Aid helps the teacher select and place students. Unit Assessments determine in which areas a child needs additional instrution. The End-of-Program Assessment indicates the degree to which a child has mastered the program objectives. The Program has proved manageable by teachers and robust under a wide range of school and classroom conditions.

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