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AUTHOR Tompkins, Judith C.
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ABSTRACT

This paper describes some of the issues of fairness for Hispanic English Language Learners (ELLs) taking the Stanford 9 (SAT 9) achievement test, a norm-referenced standardized achievement test administered annually to California students in grades 2-11. Until a student is at ease in English, a process that may take as long as 7 years, an achievement test is really only a crude test of English competence. Some of the items of the SAT 9 may have sloppy or tricky language, and the spelling test is really a test of proofreading. The processing speed of bilingual students may be reduced, and factors such as the lack of familiarity with the test, social and cultural biases, and the evaluation methods used in interpreting the test all enter into the fairness of the testing situation. A chief problem with the SAT 9 is that too many items measure what students have learned at home rather than what has been taught at school. California taxpayers are spending, and possibly wasting, a lot of money on a test that ineffectively assesses students' levels of learning the curriculum. Some ways to make assessment of ELLs more fair are discussed. Until there is a better testing system, parents, teachers, and school and state administrators need to be more creative in assembling resources to give ELLs the opportunity to achieve greater success on the SAT 9. Sample lesson plans and some assessments for elementary school students are attached. (Contains 14 references.) (SLD)

SAT 9 Fairness to Hispanic ELLs

An examination of the common problems Hispanic English Language Learners face when taking the annual Stanford 9 test in California

Judith C. Tompkins

Dominican University of California
School of Education
San Rafael, CA
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INTRODUCTION

Last May I participated in the administration of the Sat 9 test for 6th graders. The room was designated for ELL students (one was Hispanic) and native speaking students with learning disabilities. Although students attempted to complete as much of the test as possible, a county office in the San Francisco Bay Area had determined (A) not to submit these students tests for scoring, or (B) only submit sections of the tests where the students were considered to be proficient. The proficient area was usually math.

As the students worked through the test, they fumbled through the words. In the language area, students asked us to read the words aloud. Often upon hearing the words, the passage or question made sense. Many times the words had to be explained. Even in math, many of the questions were word problems. Sometimes by reading the words aloud, the student understood what to do. Other times they would guess at the operation required by examining the array of multiple-choice answers given.

These students were bright. I knew that from working with them throughout the year, but this test was frustrating and hardly reflected their abilities. Also, as a result of lack of English fluency, the rate in which they completed questions was far slower than the native speakers were. Some student "gave up" in frustration after attempting the first dozen questions. So I asked myself, "Is this fair? What if someone gave me a standardized test in Spanish--where my language proficiency level is probably around first semester Spanish1--what would make the test seem fair to me?"

STATEMENT OF THE PROBLEM

What are the common problems in the SAT 9--a norm-referenced, standardized achievement test administered annually to California students in grades 2-11--that constitute issues of fairness/unfairness for an Hispanic English Language Learner (ELL)? Then, given the fact that the SAT 9 or some other annual standardized test will be given, what are some ways in which we can help these students improve their performance?

LITERATURE

Written in English

Until a student is at ease in English, a process which may take as long as seven years, an achievement test is really only a crude test of English competence (Duran, 1989). Stephen Krashen's research along with others (1997) noted that many LEP children today encounter English only at school; they live in neighborhoods where Spanish prevails. In addition, Limited-English-Proficient Spanish-speaking children have little access to

books at home (about 22 books per home for the entire family according to Ramirez, Yuen, Ramey, & Pasta, 1991) or at school (an average of one book in Spanish per Spanish-speaking child in some school libraries in schools with bilingual programs, according to Pucci, 1994).

In any given moment or circumstance, any bilingual [person] will have a temporarily stronger language. A bilingual student may have relatively greater fluency with the formal or informal style in either language; or may dream and speak, but not read or write, in one of the languages. Often, too, bilingual students switch back and forth from one language to another as they speak and think. These variations arise from such circumstances as their age of arrival in the U.S., the language(s) spoken at home and in the neighborhood, the frequency of television watching, and of course, the language(s) emphasized in their classrooms. (Valdes & Figueroa, 1989)

Tricky Language

Both Schaeffer public education director for the National Center for Fair and Open Testing a.k.a. Fair Test and Popham, emeritus professor of education at UCLA, complained of sloppy or trickily worded passages and answers [in the SAT 9]. ...Both Popham and Schaeffer raised questions about dozens of the 325 items on the test. Both noted that the spelling section is more a proofreading test, requiring students to single out which option is spelled incorrectly. Many math items, they said, depended on knowledge of sometimes-obscure terms, and many involve a great deal of reading, hindering children who lack English fluency. (Groves, 2000)

Speed of Processing

In test-taking situations, the switching and other linguistic adaptations of bilinguals create notable shifts from how monolingual English students perform. First, bilinguals process information more slowly in their less familiar language--which accounts for their slower speed of test taking. Typically, even bilingual students who do well on tests, for example, many Asians achieve depressed verbal scores in comparison to their non-verbal scores.

Second, bilingual students often show curious anomalies: for example, Spanish bilinguals find backward-digit-span tasks in English easier than forward-digit-span tasks. Finally, students with limited English familiarity may be more easily disturbed by noise and other distracting environmental conditions, which may depress their scores on tests (Figueroa, 1989; Valdes & Figueroa, 1989).

Familiarity With Test

No parent in California has ever seen, or ever will see, the test that now passes judgment on our children. The Stanford 9 is kept as secret as the formula for an atom bomb. (Jones, 2000)

To come to grips with any of the [standardized] tests a student must get comfortable with its idiosyncrasies. ...They [the students] are denied the opportunity to get comfortable with the Stanford 9 because the publisher refuses to sell practice versions of the tests here. ...the lack of practice tests inevitably produces higher levels of stress among students and lower scores. ...It [Harcourt] offers them only to school districts, for use by teachers in the week of the exam, and demands the return of any unused [and used] copies.

Social & Cultural Biases

"The truth is it's a fundamentally flawed [testing] system," said Popham. "Students' scores are almost certain to be meaningfully contaminated by factors that have little to do with the effectiveness of a teaching staff's instructional efforts," he said. And "the language section," Popham said, "simply oozes cultural bias." (Groves, 2000)

For Popham, a chief problem with the Stanford 9 is that too many items measure what he would term "inherited aptitudes" or what children have learned at home, rather than what has been taught at school. Several items that depend on knowledge of computers, he noted, might put children from low-income homes at a disadvantage.

"Too many of the items are apt to be answered correctly more often by youngsters whose families are well off . . . [or] by children whose parents completed higher levels of education," he said. (Groves, 2000)

Migrant students' experiences may vary so greatly from experiences required for good performance on U.S. educational achievement measures that the tests prove invalid for such youngsters. Thus, background information is essential for adequate assessment (Hamayan & Damico, 1991).

Evaluation Methods

The Stanford 9 is a norm-referenced, standardized achievement test. The test scores on the Stanford 9 do not show mastery of a subject matter; they show how students rank on a bell-curve. Half of the test takers will be below the national average.

Another problem regarding evaluation of an individual student is that it is virtually impossible for an outside evaluator to double-check the accuracy. Harcourt possesses the

answer sheet and the test booklet for every student. Once the school ships the tests for scoring, the materials and information about the materials are no longer accessible by the school or parent.

SUMMARY

Hispanic English Language Learners (ELL) or Limited English Proficient (LEP) students have many challenges when taking the SAT 9 test. To begin with, it may take seven years for the student to become proficient in both conversational and academic literacy in English. During the learning process years, at any given time, a student's fluency strengths may fluctuate between oral, reading and writing skills, as well as in the formal and informal styles within each skill category. Research has shown that reading promotes the literacy process, however many LEP students have little access to books.

Because bilinguals process information more slowly in their less familiar language, the sloppy, trickily worded passages and answers, and use of obscure terms within the test questions offer additional challenges. These factors are found in both the language and math sections of the test. Also, bilingual students often show curious anomalies: for example, Spanish bilinguals find backward-digit-span tasks in English easier than forward-digit-span tasks. Additionally, students with limited English familiarity tend to be more easily disturbed by noise and other distracting environmental conditions, possibly due to high feelings of stress over taking the test itself.

Common to all students, they are denied the opportunity to get comfortable with the Stanford 9. To become comfortable taking the test, students need practice in test-taking skills and have the opportunity to get comfortable with the idiosyncrasies of the SAT 9. Especially for many newly immigrated or migrant ELLs, they have had little or no experience in taking standardized, multiple-choice academic achievement tests.

Cultural factors are closely linked to the social factors. Many of the Hispanic ELL children are at a disadvantage since many come from low-income homes. Experts who have evaluated the SAT 9 have said that many of the test questions easier to answer correctly by youngsters whose families are financially well off, and whose parents have higher levels of education.

A chief problem with the Stanford 9 is that too many items measure what he would term "inherited aptitudes" or what children have learned at home, rather than what has been taught at school. Plus the language section contains a great deal of cultural bias. Migrant and new-immigrant students' experiences may vary so greatly from experiences required

for good performance on U.S. educational achievement measures that the nature of the SAT 9 sets them up for failure.

So another question arises: how accurate is this test in assessing the students' academic abilities? The Stanford 9 is a norm-referenced, standardized achievement test. The test scores on the Stanford 9 do not show mastery of a subject matter as outlined in the California State Standards as intended. What the test does show is how students rank on a national bell-curve. With any bell curve, intrinsically, half of all the students will be below the national average. Even if all the students taking the test were performing on "grade A" level in the classroom, half of these students would be below average according to the bell curve evaluation system.

IMPLICATION

Before we evaluate the effects and causes of Hispanic ELLs' historically low scores we need to examine the various aspects of public education's "big picture," the purpose of education, the national and state positions on education, the predictions for increased diversity in California, how the SAT 9 was selected, and the purpose of the SAT 9. Be forewarned, in education politics, where ideology often reigns, logic is not always easy to come by.

There has long been a split on whether the main emphasis in education would be on preparing students for work, which means concentrating on work-related skills, or on preparing the child for "life," which not only focuses on job skills but also encompasses issues such as developing the entire child and acknowledging the civic purposes of education. Most state education and political leaders take a narrow "school to work" approach and focus on easily quantifiable standards. The better choice is the broader viewpoint, which is embraced by most teachers and parents who are concerned with educating the "whole child".

From the national perspective, Washington D.C. echoed the noble stance of educating the "whole child." In the state of education speech (February 2000) Richard Riley, U.S. Secretary of Education, who is a strong advocate of the accountability and standards goal, seemed to recognize danger in zealously enforcing this goal. "Setting high expectations," he said, "does not mean setting them so high that they are unreachable except for only a few.... If all of our efforts to raise standards get reduced to one test, we've gotten it wrong. If we force our teachers to teach only to the test, we will lose their creativity.... If we are so consumed with making sure students pass a multiple-choice test that we throw out the arts and civics then we will be going backwards instead of forward." (Schrag, 2000, p19-21)

President Clinton delivered a similar message. Adopting a framework of "tough love," he said that accountability policies that flunk children or deny them a diploma are for the child's own good. The President told the business and political leaders that they must not be afraid to tell students, "We'll be hurting you worse if we tell you you're learning something when you aren't." (Miner, 1999/2000, p3)

The national message is clear. It is imperative that all high school graduates are proficient in English and in standardized levels academic achievement. However, these leaders have failed to consider increased diversity across the nation and the impact it will have on schools as an increasingly diverse student population confronts an increasingly rigid school environment.

In California the white non-Hispanic school-age populations is expected to decrease by about 5% from 1990 to 2015, the Hispanic population is expected to increase 200%, the Black population to increase by 21%, and the Asian population by 124% (based on sheer numbers, the increase in Hispanic students dwarfs the other two). (Miner, 1999/2000)

The method for selecting the SAT 9 test was selected was deplorable. In November 1997, the California Board of Education overruled both state Superintendent of Public Instruction Delaine Eastin, and the superintendents of numerous districts, and adopted the Stanford-9 test to administer to 4 million of the state's students annually. State educators had spent years developing a set of standards for core curriculum, and their intention was to move on to develop tests which would reflect what was actually being taught.

Governor Pete Wilson, and the state school board, which he dominated, cut the process short. To force the legislature to immediately adopt an off-the-shelf test, he held $200 million in school spending "hostage" until lawmakers agreed. Wilson insisted on adopting the Harcourt test specifically, and school districts around California were forced to sign contracts with the company, worth $12 million a year, for a guaranteed period of 5 years. The state even insisted that all children take the test in English, including those who spoke only Spanish. Obviously, the test didn't assess the real knowledge and skills of those children. But the kids fulfilled a more important function. They consumed the product.

California taxpayers are spending and possibly wasting a lot of money on a test that ineffectively assesses students' level of learning the curriculum. The year following adoption, Harcourt's revenues from its Education Group division shot up $85 million (18%) and its profits jumped $34 million (58%). It wasn't all roses. Harcourt was later penalized $1.1 million in August 1999, for late reporting of test results, and for 100,000

mistaken reports of results, which were sent to parents, and had to be recalled. Evidently testing and scoring errors by publishers are not that uncommon. (Bacon 2000)

If we agree that the primary public education goal--of government, schools, teachers and parents--is to insure that all California students, Hispanic and other ELLs are achieving on-grade-level academic standards, and the SAT 9 is the best tool we have available, then there are several roads we can consider taking to drive up the ELLs' historically low-achievement scores.

The first road is to increase students' motivation to learn English as fast as possible. For years the Hispanic community has professed to maintain cultural identity, to "be non-Anglo"--to resist embracing the Anglo culture and English language. Not all hold this viewpoint. One of the KICU (TV, San Jose, 10/7/00) Latino "15th of Achievement Awards" winner stated, "This perspective needs to change; be a Latino-American. Keep your culture but learn English and learn all you can in school to be successful in life. Soon many of the agricultural jobs will not be available, and these jobs do not pay well. Keep up with the changing world. Study to get a job where the money is, in technology and computers."

Gov. Gray Davis is clearly in opposition to bilingual education, and advocates a controversial "sink or swim" immersion policy. Already, in 1999 and 2000, this policy is showing impressive Stanford 9 test results for early grades (2-3). However older students who went through bilingual programs and those who began immersion in higher grades lack the language facility needed for standardized tests.

These students who are "caught" in the transition to the immersion policy urgently need immediate help and support by parents, the community, and the schools to speed up their English acquisition process. Otherwise, the system may force older students to become highly frustrated, due to the seemingly unachievable heavy language and academic requirements, and choose to drop out of school. This is not a good choice for either the students' or society's future.

Eliciting the aid of "heroes" in the Latino community is a powerful resource schools and community groups can effectively use in encouraging youth to learn English, study hard, and work toward fulfilling their dreams and aspirations. Heroes, music idols, respected community members, and successful past students who attended local schools are positive role models students will listen to, especially when they are invited to interact one-on-one with the students. Perhaps the rock group Santana would respond to educator's request for writing a new song that supports being an "educated Latino-American."

The second road excuses Limited English Proficient students from taking this test and finding an alternative test in the student's primary language. ELL, or Limited English Proficient students' parents have the option of exempting their children from participating in the SAT 9 testing.

The highly valid reasons parents consider the "excused from the test" option for their children are: (A) standardized tests in any language remain biased in favor of persons for whom that language is native, (B) low test scores received by bilinguals often are misinterpreted as evidence of deficits or even disorders (Duran, 1988), and (C) test scores of bilingual students too often underestimate their learning capacity, and that decisions based on these scores frequently result in placements that limit opportunities for learning. (Brown, Campione, Webber, & McGilly, 1989) It only makes sense that one test should never be used alone by schools for any placement or instructional decisions for ELL students.

Many progressive educators emphasize a stance of active resistance and, where appropriate, of boycotting the tests and adopting a "just say no" approach. A number of parents, teachers, and students, particularly in Massachusetts, Illinois, and California, have been organizing along these lines. (Miner, 1999/2000)

Michael Apple, an education policy professor at the University of Wisconsin-Madison, cautioned that progressives who are opposed to high-stakes tests must be careful not to allow themselves to be painted as anti-reform and as defenders of the status quo. "The idea is to think strategically," he said, "and not to form a rejectionist front that allows your enemies to position you in a way that makes you even less powerful." (Miner, 1999/2000, p3)

Asa Hilliard, professor of urban education at Georgia State University, argues that, "For the segment of the community that doesn't have power, the worst thing they can do is to drop out of the game and not take the test," he said. But, he adds, after helping kids pass the test, "you have to then turn right around and challenge the tests." (Miner, 1999/2000, p3)

When no data on ELLs' achievement was available, reports often provided a skewed picture of how students in schools and districts were progressing. As a result, there has been a move to incorporate ELLs into state assessments. Since ELLs are not fluent in English, some modifications to the SAT 9 administration procedure may warrant consideration statewide, such as: extra time, clarifying directions, flexible scheduling, and the use of bilingual dictionaries and glossaries.

Are there testing alternatives? Five options are commonly used in testing Limited English Speakers: nonverbal tests, translated tests, interpreters, tests that are norm-referenced in the primary language, and assessments by bilingual psychologists. The first four have severe limitations (Figueroa, 1989).

Native language testing is useful when the student is literate in the native language. But the primary problem ELLs have with Spanish versions of tests is that they are transitioning their language skills from Spanish to English and some of their content knowledge learned in Spanish is being sublimated in English along with new knowledge in English only. True bilingual assessment involves evaluating how a student uses his or her two language systems to perform the targeted cognitive tasks. It should be sensitive to issues such as content and processing factors such as speed. Further, an assessment should be capable of comparing performance on tasks across two languages. The pitfall of this ideal option is that, as of 2000, no universal instruments currently exist for doing this in every domain of assessment.

The third road is to provide additional resources to the schools and the community; including remedial academic support for students who fail the test. "Tests do measure social and economic conditions," DiMarco admits. "Children from poor communities go to schools which don't have resources, and use less effective methods of instruction. Lots of test scores can be explained by the lack of books. Poor children also move more often. The implications of what's being measured are very deep. Poor kids can learn just as well as higher income kids. They're just not getting the resources they need to learn." (Bacon, 2000, p48)

In addition to resource challenges, there are numerous contributing factors to Latino ELLs' need for remedial academic support. New immigrants often have not acquired the same academic knowledge as appears on the SAT 9. If immigrant students are going to be tested, at least the school should teach them the knowledge on which they will be tested. The school and community can help students by providing after-school homework and social/sports centers. Schools can also help students work independently on increasing their knowledge base and fluency by providing a good supply of books in both first and second languages.

When evaluating the high absentee numbers for ELLs Avelar in the KICU 15th Annual Portraits of Achievement Awards program (TV, San Jose, 10/7/00) explains, "Latinos keep the children home when the parent is sick, and parents and children have little or no healthcare." Ideally, the community and school could help direct parents to affordable or free healthcare resources. The effect of maintaining good health is a critical issue. ELL

students need to attend school regularly because each day the student is absent from school causes them to get even further behind their grade-level peers.

Keeping up with native English-speaking peers is a monumental challenge for ELLs. Immigrant children have difficulty with rigid grade levels and with the accompanying expectation that every child is expected to progress by a full year every year. Students who are learning a second language, adjusting to a new culture, or recovering from emotional trauma may well need more than nine months to complete the learning associated with a given grade level. (First, 1988)

It seems to make sense to modify our thinking about schools--that only 10 to 12 year-olds belong in fifth grade--and consider placing students according to their academic levels. To some extent this is being done. Some students who have failed to pass the standards for their current grade are retained in a grade. This corresponds to the current practice of "no social promotion." Plus, students who fail the SAT 9 high-stakes test should be given a second chance, and remediation that focuses on the knowledge and skills the test is intended to address, not just the test performance itself.

The fourth road is to publicly evaluate the purpose of the SAT 9 in relation to developing or using the best testing tool possible to assess ELLs' academic standards achievement levels. First, students need to become familiar with the whole SAT 9 test. Why this isn't happening is simple. It's money. In California, we have decided to trade off the benefits of familiarity for cost savings. The Stanford 9 is kept secret even after it's administered because we use the same test for years. Also Harcourt does not offer or believe in making complete tests available for practice.

As for the ethical argument of not preparing for a test using an authentic past copy of the exam is unfounded. Preparing for standardized tests makes sense. It is no less ethical than preparing for history tests. As tests such as the Stanford 9 come to control curriculum, we could say that studying for the test is the same as studying schoolwork. They [are supposedly designed to] cover the same material. And, when correlating the SAT 9 to the high-stakes SAT test given to college-bound students, the College Board, in their wisdom, now offers several volumes of practice SATs, a videotape featuring SAT teachers demonstrating how to improve scores and a computer software package that drills students in the nuances of the test. But California and Harcourt Educational Measurement have not yet gotten the message. (Jones, 2000)

Further access to the actual test is a problem. When a parent receives a child's score that put the student in the 76th percentile in reading and the 38th percentile in math--knowing that the child's school math grades have been good--the parent needs to know what went

wrong in math. Maybe the student went "off bubble" on his answer sheets, mismatching his answers with the questions, or maybe the exam demanded a level of mathematics he had not been taught. (Jones, March 2000) Getting answers to these questions is impossible under the current system. There needs to be a way for parents and schools to check a student's unexpected SAT 9 score results.

The anti-testing backlash is beginning to cohere as an integrated national effort. Earlier this year some 600 test critics attended a national conference on high-stakes testing, at Columbia University's Teachers College, to discuss effects, alternatives, and strategies: how to get the attention of legislators, what kinds of cases would be suited to civil-rights litigation, what assessments ensure accountability, how to achieve higher standards without high-stakes tests.

Ravitch, a strong supporter of standards, has described the protesters as "crickets" -- few in number, but making a disproportionate amount of noise. "There's tremendous support" for tests, Ravitch says, "among elected officials and in the business community." (Shrag, 2000, p20) She may also be correct when she says that a great many of those who profess to oppose the high-stakes tests oppose all testing and all but the fuzziest standards.

They are the same people, Ravitch argues, who in the end cheat kids by demanding too little and forever blaming children's inability to read or to do elementary math on the shortcomings of parents, neighborhoods, and the culture. Scrap the tests and we're back to the same neglect and indifference, particularly toward poor, marginal students, that we had before. Letting students who can't read, write, or do basic math graduate is doing no one a favor. Yet even Ravitch is concerned about what she calls the "test obsession" and the backlash it could create if large numbers of students fail and the whole system unravels. (Shrag, 2000)

For now, until we have a better testing system, we as parents, teachers, school and state administrators need to be creative in assembling our resources now to make supportive roadways so that ELLs have the opportunity to achieve greater success on the SAT 9.

Meanwhile, there is promise for a better test for assessing student knowledge of the curriculum in the future. Progressive educators opposed to the reliance on standardized tests [are working] to adequately articulate an alternative system of accountability that can capture widespread public support. (Miner, 1999/2000) And, Hill says that too much weight has been attached to the Stanford 9. But he emphasized that the state is working to develop a better assessment tool and a more wide-ranging accountability system. (Groves, 2000)

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Name Judy Tompkins **Date** 11/17/00

School Neil Cummins Elementary School **Grade** 1

Lesson Title **Recognizing Rhyme:** **match picture names that rhyme**

CA Standards Reading 1.6

Reading Strategies Recognizing rhyme (rime)

READING LESSON PLAN

GOAL: What broad ideas/ concepts will the students know/ understand/ learn at the end of the lesson?

TLW learn to read pictures and identify words that rhyme.

LEARNER OUTCOME: Lesson objective. What specific behaviors will the students demonstrate to show they have achieved the goal? Must be observable and measurable.

TLW follow directions given orally.
TLW recall and say names of pictures.
TLW match names of pictures that rhyme.

INTRODUCTION: The purpose of the introduction is to set the stage for the lesson. Focus/ motivation: How will you capture the learner's attention?

[*Have students sit in a circle on the floor.*] Today we are going to play a game, a rhyming game. Can somebody tell me what a rhyme is? Good. Does anybody know some words that rhyme? Good. These are picture cards. I will show the cards one at a time and altogether say what this is a picture of. Can someone tell me what we are going to do? Good. What is this first picture? [*Such as a card picturing a "tree". Guide students with synonym words for the picture into the target word. Repeat the correct/desired name for the picture. Place card on the floor in the center of the circle.*] Good. This is a picture of a tree. Tree. [*Repeat until six cards are on the floor.*] Do any of these pictures have words that rhyme? [*Respond to the response. Tell students the correct target response to picture synonyms and miscues.*] Yes, tree and bee rhyme. Paulo will you pick up the matching cards? Good. Now when I show you a new card, say the word for the picture and then say if there is a rhyme on the floor. Can someone tell me what we are going to do now? Good. [*Repeat until all the cards in the deck have been used. Have different students pick up the matching cards.*] Did you like this game? Would you like to play it again sometime?

Purpose of the lesson: Why does the learner need to know this concept or skill? Why is it important / relevant?

It is important for students develop mastery of rhyme recognition. This skill will help students in many ways, especially in reading, spelling, and writing similar sounding words (words with the same rime but different onsets).
A side benefit from this lesson is learning to work within a group setting, and choosing whether to conform to the majority response or hold on to their own, which may be the better response given the situation.

Connecting to prior learning: How does this lesson/ skill/ concept connect to other learning experiences?

Students have had oral experiences in Kindergarten with rhyming words, and identifying names for pictures.

Share the learner outcome: State the learner outcome to the students so that they are clear about the purpose/ intent of the lesson.

TLW respond and act appropriately while playing the game, tell names of pictures, and match names of the pictures that rhyme.

INSTRUCTIONAL INPUT: Teaching procedures and student activities. Small group/ lecture? What monitoring and adjusting techniques will be necessary? How will you model what you want the students to do? List all the steps necessary to present the lesson. This should be a mini-script of the lesson. You may attach a separate sheet.

1. Have students sit in a circle on the floor.
2. State purpose and give directions for the game. Ask student to repeat the directions.
3. Hold up a picture card and ask students, in choral response, to identify and say a name for the picture. Guide students saying synonyms into the target word. Repeat target word for the picture card. Lay card on the floor inside the circle. Repeat for six cards.
4. Hold up a picture card and ask student to identify and say a name for the picture. Repeat target word for the picture card. Ask if this word rhymes with any of the words for the picture cards on the floor. If no, show another card. If yes, have students tell the rhyming words, and have one student pick up the matching cards.
5. Repeat showing cards and asking if the word rhymes until all the cards in the deck have been shown.
6. Have students sit in a circle on the floor.
7. State purpose and give directions for the game. Ask student to repeat the directions.

CLOSURE: Lesson summation. How will you close the lesson? Review main points of lesson. Connect to learner outcome.

Review rhyming words by showing and saying the rhyming cards quickly. The students repeat the correct responses.

INDEPENDENT PRACTICE: Match to outcome. Independent activities and/ or homework. What assignment, if any, should be planned to reinforce learning?

None.

OTHER FACTORS TO CONSIDER: What are your plans to include:
Critical thinking, cooperative learning activities, social skills.

Sorting for words with like rhyming patterns. Working as a class.

Students with special needs.

Scaffold students who need help understanding the target word that goes appropriately with the picture. Students with behavior problems may need to be placed outside of the group circle until they feel ready to rejoin the group.

Parent/ volunteer/ classroom assistant participation.

None.

Expansion activities/ early finishers.

None.

MATERIALS: Supplies, equipment, teaching aids.

Deck of cards with pictures. (Manufactured or teacher-made.)

SELF-EVALUATION: To be completed after the lesson. How did the lesson go? What might you change? How did the lesson work for you and the students?

Monitor student's frustration and/or enjoyment during the assessment.

Meet with supervising teacher to debrief the assessment.

Name	Judy Tompkins	**Date**	11/17/00
School	Neil Cummins Elementary School	**Grade**	1

Lesson Title **Read Aloud** **Henry Bear**

CA Standards Reading 2.2, 2.5, 2.6, 2.7
Listening and Speaking: 1.1, 1.2, 1.4, 2.2, 2.3

Reading Strategies Recall prior knowledge, Listening, Make predictions, Comprehension, Retelling, Relating to personal life

READING LESSON PLAN

GOAL: What broad ideas/ concepts will the students know/ understand/ learn at the end of the lesson?

TLW learn how to listen to a story in a meaningful way.

LEARNER OUTCOME: Lesson objective. What specific behaviors will the students demonstrate to show they have achieved the goal? Must be observable and measurable.

TLW make predictions.
TLW recall the story.
TLW answer who, what, when, where, why questions about the story.
TLW relate the story to their personal life.

INTRODUCTION: The purpose of the introduction is to set the stage for the lesson. Focus/ motivation: How will you capture the learner's attention?

[*Have students sit in a circle on the floor.*] Can anyone tell me what it means to be good at something? Good. Today we are going to listen to this story. Can somebody tell me what they think this story is about from looking at the cover? Good. As I read the story, hold up your hand to ask questions you have about the words or the meaning of the words. [*Read the first two pages.*] Who wants to make a prediction about what will happen next? OK, let's read some more and find out. [*Read 4 more pages.*] What has happened? Does it match our prediction? [*Clarify understanding and summarize events so far.*] Does anyone want to make another prediction? OK let's read to find out. [*Read 4 more pages.*] What has happened? Does it match our prediction? How is the same or different from our prediction? [*Clarify understanding and summarize events so far.*] Does anyone want to make another prediction? OK let's read to find out. [*Finish reading the book.*] What has happened? Does it match our prediction? How is the same or different from our prediction? Good. I would like someone to retell the story. Who would like to do this? Does anyone have more information they would like to add to this retelling? [*Summarize or restate what the students said.*] Great. Now I'm going to ask you some specific questions about the

story. [*Ask guiding questions and scaffold as needed to make sure the understanding is clear.*] Who was the main character? ...What did he do and what was his problem? ...When do you think this story took place? ...Where did the story take place? ...Why do you think Henry Bear did what he did? ...How did he solve his problem? ...Now, what do you think the author's moral or main idea of this story is? Good. Now ____, do you think you behave like or different from Henry Bear sometimes? How? [*Encourage all the students to give their input.*] What did you like or dislike about this story? I'd like to know your personal opinion. Would you recommend this book?

Purpose of the lesson: Why does the learner need to know this concept or skill? Why is it important / relevant?

This lesson gives students practice in developing the essential reading skills of making predictions, checking predictions, keeping track of the story sequence, sorting through information for details about the who, what, when, where, why, and how in the story, being able to retell the story, recognizing the characteristics of the main character, relating the story to one's personal life, and evaluating the story with one's personal opinion.

Connecting to prior learning: How does this lesson/ skill/ concept connect to other learning experiences?

Students have had some experience in Kindergarten listening, retelling and answering a few questions about the story, including giving their opinion about the story.

Share the learner outcome: State the learner outcome to the students so that they are clear about the purpose/ intent of the lesson.

TLW will make predictions, recall and retell the story, answer who, what, when, where, why and how questions, and relate the story to their personal life.

INSTRUCTIONAL INPUT: Teaching procedures and student activities. Small group/ lecture? What monitoring and adjusting techniques will be necessary? How will you model what you want the students to do? List all the steps necessary to present the lesson. This should be a mini-script of the lesson. You may attach a separate sheet.

1. Have students sit on the floor in the story telling part of the room.
2. State purpose and give directions for Read Aloud.
3. Examine the book's cover and ask students for story prediction.
4. Read a few pages, check prior prediction, summarize story for students, and have them make new prediction. Repeat through end of book.
5. Ask questions about main character, his problem, and when, where, why questions.
6. Ask about the author's main idea or moral for this story.
7. Have students compare and relate the main character's behavior in the story to their own.

CLOSURE: Lesson summation. How will you close the lesson? Review main points of lesson. Connect to learner outcome.

TLW make predictions, recall and retell the story, answer who, what, when, where, why questions about the story, and relate the story to their personal life.

INDEPENDENT PRACTICE: Match to outcome. Independent activities and/ or homework. What assignment, if any, should be planned to reinforce learning?

None.

OTHER FACTORS TO CONSIDER: What are your plans to include:
Critical thinking, cooperative learning activities, social skills.

Sorting for facts, comparing to personal life. Working as a class.

Students with special needs.

Scaffold students who need help understanding the meaning of a word or chunk of the story. Students with behavior problems may need to be placed outside of the group until they feel ready to rejoin the group.

Parent/ volunteer/ classroom assistant participation.

None.

Expansion activities/ early finishers.

None.

MATERIALS: Supplies, equipment, teaching aids.

Book.

SELF-EVALUATION: To be completed after the lesson. How did the lesson go? What might you change? How did the lesson work for you and the students?

Monitor student's frustration and/or enjoyment during the assessment.

Meet with supervising teacher to debrief the assessment.

Name Judy Tompkins **Date** 11/17/00

School Neil Cummins Elementary School **Grade** 1

Lesson Title **Individual Assessment:** **Letter Recognition**
Letter-Sound Correspondence
Letter-Sound-Word Association

CA Standards Reading 1.1, 1.2, 1.3, 1.10

Reading Strategies Letter Recognition
Letter-Sound Correspondence
Letter-Sound-Word Association

READING LESSON PLAN

GOAL: What broad ideas/ concepts will the students know/ understand/ learn at the end of the lesson?

TLW reveal knowledge of letters and corresponding sounds.

LEARNER OUTCOME: Lesson objective. What specific behaviors will the students demonstrate to show they have achieved the goal? Must be observable and measurable.

TLW follow directions given orally.
TLW identify names of all print letters, upper and lower case.
TLW recall and say sounds for all print letters upper and lower case.
TLW think and say a word that begins with same sound for each print letter upper and lower case.

INTRODUCTION: The purpose of the introduction is to set the stage for the lesson. Focus/ motivation: How will you capture the learner's attention?

Today we are going to find out how much you have learned about letters and their sounds. When we are done, we will know which letters we need to practice some more. This is a chart with all the letters. [*Place chart in front of student.*] We are going to use this chart three times. As we go through the chart, I will be recording what you say on this paper. I will share this with you when we are done. Your job is to do the best you can. Are you ready for the first part? When I point to a letter, please say the letter's name. What are you going to do? [*Student repeats directions then performs appropriately.*]

Good. Now we will do the second part. This time, when I point to a letter, please tell me its sound. [*Student repeats directions then performs appropriately.*] Good. Now we will do the third part. When I point to a letter, please tell me a word that begins with its sound. [*Student*

repeats directions then performs appropriately.][*Accept but do not tell student that it's OK to use the same word for upper and lower case letter, unless necessary. Proper nouns are also OK.*] We're done. Thank you for doing your personal best. Now let's review the parts we need to practice more. [*Show and tell student the correct responses to letter miscues.*]

Purpose of the lesson: Why does the learner need to know this concept or skill? Why is it important / relevant?

It is very important for students develop mastery of sound-symbol recognition in order to proceed with learning to read words. This assessment lesson lets both the teacher and the student know what parts of sound-symbol recognition need to be practiced more.
It is also very important for students to learn to follow directions.

Connecting to prior learning: How does this lesson/ skill/ concept connect to other learning experiences?

Students have had many lessons in Kindergarten and a few so far in First Grade to develop mastery of sound-symbol and matching word recognition skills.

Share the learner outcome: State the learner outcome to the students so that they are clear about the purpose/ intent of the lesson.

TLW recall, repeat and act appropriately according to the directions, say names, say sounds, and think and say a word that begins with same sound for all upper and lower case print letters.

INSTRUCTIONAL INPUT: Teaching procedures and student activities. Small group/ lecture? What monitoring and adjusting techniques will be necessary? How will you model what you want the students to do? List all the steps necessary to present the lesson. This should be a mini-script of the lesson. You may attach a separate sheet.

1. State purpose and give directions for the assessment. Ask student to repeat the directions.
2. Point and ask student to identify and say the name of the 26 capital letters in random order.
3. Point and ask student to identify and say the name of the 26 lower case letters in random order, including the serif and sans serif forms of g.
4. Point and ask student to identify and say the sound of the 26 capital letters in random order.
5. Point and ask student to identify and say the sound of the 26 lower case letters in random order, including the serif and sans serif forms of g.
6. Point and ask student to recall and say a word with the same beginning sound of the 26 capital letters in random order.
7. Point and ask student to recall and say a word with the same beginning sound of the 26 lower case letters in random order, including the serif and sans serif forms of "g". OK for student to say the same word for upper and lower case letter.

GUIDED PRACTICE: Student practices with teacher guidance.

Student follows directions, and determines name, sound, and word beginning with that sound without help of the teacher.

ASSESSMENT: Align with learner outcome. How will you check for understanding and learner's level of achievement of lesson outcome? How do you plan to ensure that learning has occurred? What evaluation measures will you use? Assessment may be formal or informal.

The students repeats and performs the directions appropriately, identifies and says names, sounds for each print letter upper and lower case, including serif and sans serif lower case "g", and a word that begins with the matching sound.

CLOSURE: Lesson summation. How will you close the lesson? Review main points of lesson. Connect to learner outcome.

Review the student's miscues and give correct responses. The student repeats the correct responses.

INDEPENDENT PRACTICE: Match to outcome. Independent activities and/ or homework. What assignment, if any, should be planned to reinforce learning?

None.

OTHER FACTORS TO CONSIDER: What are your plans to include:
Critical thinking, cooperative learning activities, social skills.

None.

Students with special needs.

Students with short attention spans can do parts of the assessment at different times.

Parent/ volunteer/ classroom assistant participation.

Classroom assistant can administer assessment to another student simultaneously, or while class is involved in another activity.

Expansion activities/ early finishers.

None.

MATERIALS: Supplies, equipment, teaching aids.

Assessment booklet and chart with printed letters.

SELF-EVALUATION: To be completed after the lesson. How did the lesson go? What might you change? How did the lesson work for you and the students?

Monitor student's frustration and/or enjoyment during the assessment.

Meet with supervising teacher to debrief the assessment.

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