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AFTER-SCHOOL PROGRAMS FOR ENGLISH LEARNERS: A
CONSIDERATION OF AGE AND PROFICIENCY LEVELS
IN EFFECTIVE READING REMEDIATION

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Reading/Language Arts

by
Darrel P Nickolaisen

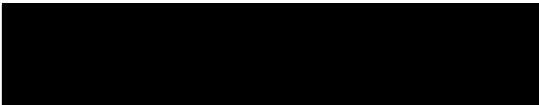
June 2003

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Approved by:


Mary Jo Skillings, First Reader

May 30, 2003
Date


Joanna Marasco, Second Reader

ABSTRACT

This study reviews characteristics and needs of struggling readers from different age groups. It summarizes special needs characterizing English language learners in relation to reading remediation programs and compares such programs' relative effectiveness for younger and older elementary students at various levels of English proficiency. The study uses data collected by Hesperia Unified School District's after school reading remediation program for English learners, Project APPLAUSE. Students participating in the program receive 60 hours of after-school instruction and practice in reading during the course of the academic year. The study compares the reading gains of three groups of English language learners: (1) Fourth, fifth, and sixth grade English learners who possess some literacy skills in their primary language, (2) Fourth, fifth, and sixth grade students lacking reading skills in both English and in their primary language, and (3) First, second, and third grade students entering the primary grades with limited or no English oral language skills. Students from each group were administered pre- and post- reading assessments. Each group of students

made gains of approximately one year as a result of remediation. Although there is a considerable amount of research indicating that older English language learners with at least some primary language literacy skills learn English faster and more efficiently, data from this study indicates no significant difference in reading gains made by any single group. All groups of English learners can therefore benefit equally from participation in reading remediation programs.

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CHAPTER ONE

LITERATURE REVIEW

The United States of America has often been called a nation of immigrants. This is certainly true today. Recent census bureau information reveals that 10% of the people currently living in the United States were born outside of its borders. In border states like California, a full one-third of its population are immigrants (U.S. Census, 2001). Unlike previous generations of immigrants who did not necessarily need literacy skills to find work in factories and in agriculture, employment for today's immigrants and their children is largely dependent on their English speaking and literacy skills. Educational institutions from elementary schools to university systems struggle to find ways to best teach non-English speakers to become proficient in English and gain the literacy skills necessary for success in our increasingly complex technological society.

English language learners face the daunting task of meeting academic expectations for their grade level while simultaneously learning the English language. Most English learners fail in this attempt unless they receive extra help from schools or the community. Nowhere are

these interventions more important than in the area of reading. Research indicates that students who fail to learn to read at grade level by the end of first grade tend to remain below grade level through the fourth grade and beyond (Pearson, 1992). Most English learners do not read at grade level by the end of first grade, and significant deficits can be seen in their measured academic performance by age nine as compared to English only speaking students. This gap in performance becomes even more pronounced with older students (National Center for Education Statistics, 2000).

Reading remediation programs can help students who read below grade level make lasting improvements in their reading ability (Gittelman and Feingold, 1983). Early intervention programs for English learners have proven to be particularly effective. For example, The Latino Institute (1980) examined the lasting effects of various reading remediation programs for English language learners. They discovered that programs incorporating the development of oral English language skills were especially effective, and that this type of remediation was significantly more helpful for six-year-olds than for eight- or ten-year-olds.

Further evidence of the importance of early reading interventions is suggested by Walberg and Shioh-ling (1983) in their study of reading achievement and attitude productivity among 17-year olds. Five productivity factors: (1) student ability and motivation, (2) frequency of leisure reading, (3) home environment, (4) the use of English in the home, and (5) exposure to mass media - show statistical significance. Since reading habits and attitudes are determined at least in part at earlier ages, it stands to reason that intervention or manipulation of the factors within the abilities of schools to influence should take place at an early age.

The fact that many studies recommend that reading interventions take place at an early age does not mean that reading remediation will not be effective for older readers. Reading readiness does not appear to depend on age (Kolstad and Hammack, 1990), and most older readers demonstrate much more flexibility in negotiating reading tasks such as differentiating between important and irrelevant textual information (Ramsel and Grabe 1993). Age clearly contributes to the cognitive power of learners in that older learners are more cognitively mature than younger learners (Cummins, 1994). For example, older

readers are better able to make inferences and recall specific information than younger readers (Sullivan 1985).

The cognitive maturity of older learners also facilitates learning in other areas of literacy such as second-language learning (Krashen, Long, & Scarcella, 1979). In referring to older second-language learners Wong Fillmore (1991) states, "Because they already have a language, they know about linguistic categories such as lexical item, clause, and phrase. This awareness of grammatical form will predispose them to look for equivalent properties in the new language data that they have available to them."

Age, then, has a conflicting impact on the effectiveness of reading remediation programs for English language learners. On one hand research shows that reading intervention programs are necessary for early learners because they improve students' reading achievement and help reduce the gap that older students find so difficult to overcome. On the other hand, older English language learners demonstrate greater cognitive ability and flexibility in learning English and developing literacy skills in English. Therefore, both age as well as English language learners' level of proficiency in

English need to be considered in determining the relative effectiveness of reading remediation programs.

English language learners in need of reading remediation can be placed in one of three broad groups. The first group is composed of older English learners who have already learned to read in their primary language. These students have the ability to transfer reading skills they have previously learned in their primary language such as recall and the ability to make inferences to reading in English (Verhoeven 1994). Although students from this group arrive with developed skills that they can apply to literacy instruction in their new language, their continued academic development can be slowed by as much as one or two years (Thomas & Collier, 2002) due to their need to learn enough English vocabulary and language structure to perform grade-level work. However, once they have achieved intermediate proficiency in English and have become to some degree bilingual, and therefore biliterate, they have the advantage of drawing upon two languages and are thus able to shortcut normal developmental processes in the second language (Hurley & Tinajero 2001). Among these processes are a heightened knowledge of symbolic representation as encoded in text when compared to

monolingual students (Bialystok, 1997), improved phonological awareness and word recognition (Durgunoglu, Nagy, & Hancin, 1993), and the ability to outperform monolingual children on isolated tasks of metalinguistic awareness related to reading (García, Jimenez, & Pearson, 1998). Thomas and Collier (2002) suggest that the importance of skill transfer from students' primary language to second language academic tasks is so great that most students with at least four years of primary language schooling are able to attain grade-level performance in English in four years while students with no primary language schooling are generally not able to reach grade-level academic achievement at all.

The second group is also composed of older English language learners. However, these students lack literacy skills in both English and in their primary language. This occurs because either they never received primary language literacy instruction in their native country or because they were unable to simultaneously learn English and learn to read during their primary grade schooling in the United States. A characteristic of many students in this group is that they have developed near-native proficiency in basic conversational English, but they lack

the type of proficiency in English that enables them to complete academic tasks. Average non-native English speakers are usually able to acquire such basic interpersonal communication skills (BICS) within two years (Collier, 1987). This ability to understand and generate language at a social, interactive level sometimes leads educators to believe that they can also function in academic contexts. Cummins (1994) reminds us that conversational literacy tasks are supported by contextual cues (such as gestures and intonation in face-to-face interaction) while academic literacy tasks are often based solely on the content of the text with few or no contextual clues outside the text to help the reader make meaning. For example, in written text a word such as "however" informs the proficient reader to expect an exception to the sentence that immediately precedes it. Students whose lexicon does not include academic words such as "however", "therefore", and "never-the-less" are often not able to correctly interpret the meanings of the text they are required to read. The fact that students from this group have not developed academic language in neither their primary language nor in English makes it all but impossible for them to make meaning of

decontextualized academic texts. Collier (1987) states that it takes as many as seven years (nearly twice as long as English learners with primary language literacy) for them to develop academic proficiency. It is obvious that these students face greater difficulties in achieving age-appropriate reading ability than the English language learners in the first group.

The third and final group is made of young English learners entering the primary grades with limited or no English oral language skills. These students need to develop the basic interpersonal communication skills in English that their native-English speaking classmates already possess, but during the time it takes for them to develop these skills they are hampered in attaining the literacy standards in reading and writing that all students at their grade level are expected to develop. These standards are generally concerned with helping children expand their ability to use language in increasingly decontextualized contexts (Cummins, 1994). Although most English language learners make gains in learning to use this decontextualized language for academic purposes, they progress at a much slower rate than most native-English speaking students (Thomas and

Collier, 2002). This, in turn, creates a gap in literacy achievement that continues to widen as native-English-speaking students, unhampered by the need to learn basic communicative English, gain increasingly more sophisticated vocabulary and grammatical knowledge.

Thomas and Collier (2002) note that if these young English learners are not able to close this gap during their first years of schooling when the complexity of their reading materials is easier than that which they will encounter as older readers, they may never be able to catch up. It is certainly true that once they have developed proficiency in basic interpersonal and communications skills, they have to make more gains than the average native-English-speaker every year in order to catch up.

Because each of these groups of English language learners is characterized by distinct abilities, needs, and challenges, there is a pressing need for educators to learn more about factors affecting each group's potential for achievement in reading and, thus, establish reasonable expectations for success. To this end, the Office of Bilingual Education and Minority Language Affairs within the United States Department of Education commissioned a set of papers to begin to gather research relevant to the

development of reading among limited-English-proficient students. In a synthesis of these papers David Ramirez (2001) found "a need to rapidly expand literacy research focused on bilingual students ...". Among the areas identified as needing special attention were: research on literacy development among bilingual students, key language and literacy developmental characteristics of children becoming bilingual, and the development of reading comprehension among English Language Learners. The purpose of this study is to determine if the characteristics of any one group of the English learners described above enable them to achieve a higher degree of attainment in reading as a result of reading remediation than students from the other groups.

Research Hypothesis

This study will measure the gains in reading that English language learners make as a result of participation in a reading remediation program. Based on a review of previous research, it is hypothesized that older students (Grades four through six) with primary language literacy skills will benefit most or make the most progress in closing the achievement gap as a result of receiving reading remediation. Younger English

language learners (Grades one through three) will make the next highest gains followed by the group of older students without as much primary language proficiency.

CHAPTER TWO

METHODOLOGY

Participants

The study utilizes data generated from Project for Achievement: Pupil/Parent Learning Academy United for Successful Education (APPLAUSE), a federally funded Title VII project for English learners in the Hesperia Unified School District. Students participating in the project are first through sixth grade elementary English language learners most of whom (over 98%) speak Spanish as their primary language. Eighty primary age students (grades 1-3) and eighty-one upper elementary students (grades 4-6) participated in the study.

The students were classified as: (1) older ELL's with some primary language literacy, (2) older ELL's with little or no primary language literacy, and (3) younger ELL's with little or no primary language literacy.

Criteria for placement in the three groups are as follows:

Group 1 - Students in 4th through 6th grades with three or less years of schooling in U.S. schools. (An indication of at least some primary language literacy instruction)

Group 2 - Students in 4th through 6th grades with four or more years of schooling in U.S. schools. (An indication of early literacy instruction primarily in English.)

Group 3- Students in 1st through 3rd grades who received all their schooling in U.S. schools.

For purposes of this study it was assumed that the use of these criteria generally placed students in the correct group., It is possible, however that some students were not correctly placed. This could have occurred if upper grade students did not receive any literacy instruction in school prior to immigrating to the United States. This study also does not account for students who may have received primary language literacy instruction in another U.S. school before entering the Hesperia Unified School District. Due to the fact that no bilingual classes are offered in the Hesperia Unified School District, schools within the district do not record ELL gains in primary language literacy that may have been attained as a result of primary language instruction in previous bilingual classrooms. Data on primary language proficiency is limited to assessment administered to English language learners at the time they first enter the

district. Table 1 describes the statistical composition of each group.

Table 1. Group Descriptors

		Grade	Years in US	Spanish Proficiency	English Proficiency
Group One N=31	Mean	5.1	2.2	4.1	2.6
	Median	5	2	4	3
	Mode	6	2	3	3
	SD	0.8	0.6	1.2	0.9
Group Two N=50	Mean	4.9	5.6	2.8	2.6
	Median	5	5.5	3	3
	Mode	4	5	2	3
	SD	0.8	0.9	1.0	0.7
Group Three N=80	Mean	2.0	2.8	2.6	2.3
	Median	2	3	3	2
	Mode	1	2	3	2
	SD	0.9	1.0	0.8	0.9

Hesperia Unified School District uses the Spanish version of the Idea Proficiency Test (IPT) to assess Spanish-speaking students' primary language literacy skills. Because the Spanish version IPT is the only formal primary language assessment used by the district, data accounting for primary language proficiency was limited to the project's Spanish speaking students. The IPT places students' proficiency in Spanish on a continuum ranging from "A", representing only limited proficiency, to "F", an indication of high levels of Spanish proficiency.

Students' English proficiency was determined by the California English Language Development Test (CELDT). This test uses the descriptors of "Beginning", "Early Intermediate", "Intermediate", "Early Advanced", and "Advanced" to describe students' ability to use English in school settings. For purposes of this study the IPT and CELDT descriptors were converted to six-point and five-point numerical scales respectively. Thus, group one's mean Spanish proficiency rating of 4.1 is only slightly above the middle of the continuum while their mean English proficiency rating of 2.6 is slightly below the middle of the continuum. It is interesting to note that although students in Group One have been in the United States less than half of the time as students in Group Two, each group's average English proficiency levels are the same. This corresponds with the work of Collier (1987) suggesting that students who arrive in the United States with at least some primary language literacy can acquire English in nearly half the time of those without any primary language literacy.

Treatment

Project APPLAUSE students receive 60 hours of reading instruction after school during the school year using the

phonics-based programs, Sing, Spell, Read, & Write (grades 1-3) and Winning (grades 4-6) published by Pearson Learning. Both programs are identical in their skills instruction and delivery. However, the pictures and stories in Winning have been adapted to the interest level of upper elementary students. Sing, Spell, Read, & Write and Winning have been shown to be somewhat more effective than traditional curriculum for teaching word attack and letter-word identification skills (Bond, Ross, Smith, & Nunnery, 1996).

Procedures

Three hundred fifty-four English learners participated in Project APPLAUSE. The one hundred sixty-one students included in the study were selected because they maintained at least an eighty percent attendance rate for the after-school program. During the first two days of the program students' reading levels were measured by their respective teachers. They were reassessed during the last two days of the program. A comparison of these pre- and post-assessments was used to measure overall gains in reading. Two separate measures, the McLeod Assessment of Reading Comprehension and the San Diego Quick Assessment were used to measure the gains each

student made during the course of their participation in the program. The McLeod is a cloze test designed to assess reading comprehension while the San Diego Quick assesses sight word recognition. Both assessments render student results in the form of normed, grade-level reading equivalencies.

Every teacher providing instruction in Project APPLAUSE is required to hold the Crosscultural, Language, and Academic Development (CLAD) supplemental teaching authorization. Teachers in the project are selected for their demonstrated ability to provide exemplary instruction to limited-English-proficient students as proven by evaluations by both their site principal as well as district personnel. APPLAUSE teachers also receive ten hours of in-service instruction on the use of Sing, Spell, Read & Write from representatives of the publisher.

Results

Table 2 illustrates the gains made by each group after sixty hours of remediation. A comparison of gains between pre- and post-tests shows that each group gained an average of approximately one year in reading proficiency. Group One, the upper elementary group with primary language literacy skills, gained 1.0 grade levels

during the twenty week remediation period. This was the highest average gain of the three groups. However, Group Two and Group Three followed closely behind with average gains of 0.8 years and 0.9 years respectively. Were the gains made by any single group significantly higher than those made by the other groups?

Table 2. Gains in Grade-level Reading Proficiency

Group 1	Pre-	Post-
mean	3.0	4.0
median	3.5	4.5
mode	4	5
SD	1.7	1.8
Group 2		
mean	3.2	4.0
median	3.0	4.0
mode	2	3
SD	1.5	1.3
Group 3		
mean	0.8	1.7
median	1.0	2.0
mode	0	2
SD	1.0	1.1

To find the answer to this question a composite score equaling the sum of the gains for each of these assessments was used to conduct an analysis of variance (ANOVA) between each group. In order to equate the groups' size, 19 students from Group Two and 49 students from Group Three were randomly excluded from the analysis. As a result, the final count for each group was 31

students. A null hypothesis stating no significant differences between the gains of each group was assumed. The ANOVA indicated no significant differences between the means, $F(2,90) = 0.606$, $p > .05$.

Table 3. Results One Way Analysis of Variance: Single Factor

Summary						
Groups	Count	Sum	Average	Variance		
Group 1	31	31.5	1.0161	0.4914		
Group 2	31	26.5	0.8548	0.7526		
Group 3	31	32.5	1.0484	0.4059		
ANOVA						
Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	0.6667	2	0.3333	0.6061	0.5477	3.0977
Within Groups	49.496	90	0.5500			
Total	50.163	92				

It is possible that the lack of significant gains illustrated in Table 3 are due to the decision of Project APPLAUSE directors to report the program's reading gains in broad numbers such as grade-level reading equivalencies. The use of raw scores for data analysis which on the McLeod Reading Assessment range from zero to fifty-four, almost certainly would render more precise results than the grade-level equivalencies that only range from one to seven. In spite of this, the results so overwhelmingly indicate insignificant differences between

groups that even recalculation of the gains using raw scores would not drastically change the outcome.

This implies that any English language learner regardless of age or English proficiency level can expect to achieve significant gains in reading by participating in reading remediation programs designed for limited-English-proficient students such as Project APPLAUSE.

There appears to be no single age or target level of language proficiency that students should reach in order to maximize the benefits of literacy instruction. However, it must be noted that younger students who attain one year's growth in reading reduce the gap in achievement much more than older students who attain the same amount of growth. For example, Project APPLAUSE students in Group Three began the year an average of 1.3 reading grade levels behind their English only classroom counterparts. Their growth in reading after twenty weeks of reading remediation helped them close the gap to within less than one year. The older students in Groups One and Two began the year an average of 1.9 reading grade levels behind their classmates. Even though they made almost the same gains in reading as the younger students from Group Three, they remained more than one year behind their classmates

in reading proficiency. This was due in part to the fact that the beginning gap was larger, but also because their English speaking counterparts continued to make gains in reading during the course of the year. Cummins (1994) points out the one of the difficulties English language learners face is that they are attempting to catch up to a moving target. This problem is more pronounced for older English language learners because they have fewer remaining years of schooling to reduce the gap than younger English language learners. Table 4 compares the relative gains achieved by each group and illustrates the relative size and closure rate of their gaps in achievement. The lines indicating grade level expectations are based on the theoretical assumption that students entering any given grade should read at that grade level and then achieve steady incremental growth during the course of the year in order to read at grade level by the next year. For example, an average student entering fifth grade should be expected to have a reading level of 5.0. By the middle of the year a reading level of 5.5 should be expected, and by the end of the year the same student's reading level should be 6.0. Actual

reading levels will be somewhat higher or lower than theoretical reading levels.

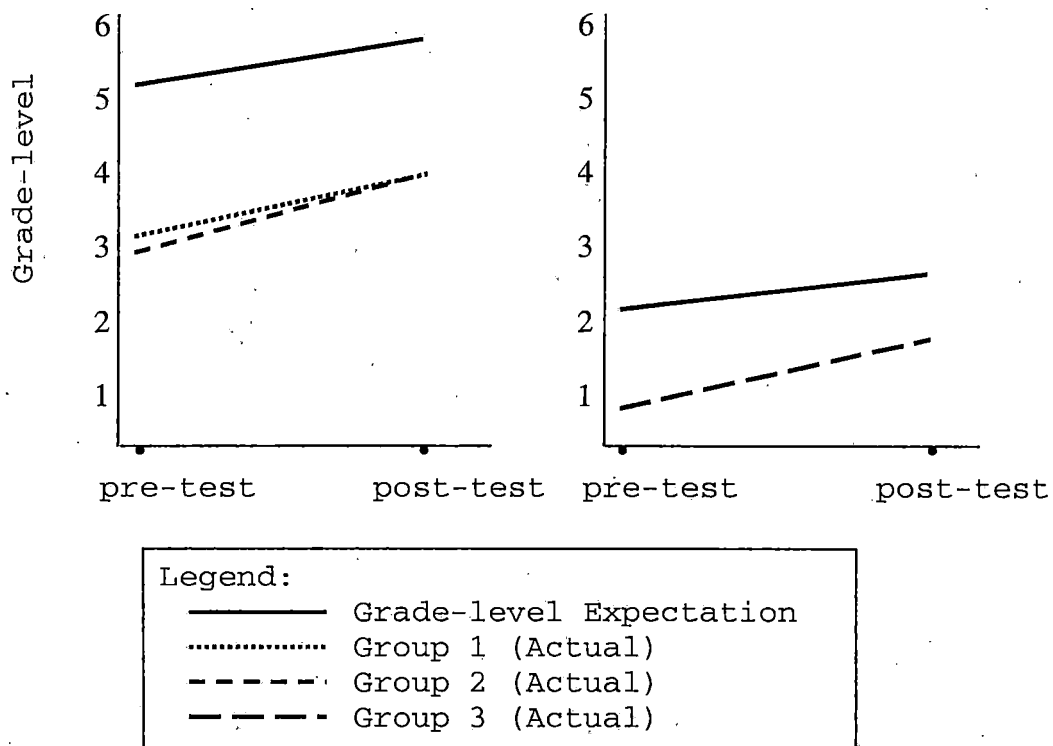


Figure 1. Comparison of Gap Closure Between Groups

Due to the fact that the size of the achievement gap is smaller and its rate of closure is more pronounced, it is recommended that young English language learners be especially targeted for participation in reading remediation programs.

CHAPTER THREE

CONCLUSIONS

It is generally agreed that reading remediation programs benefit struggling readers, and that all struggling readers should be given the opportunity to improve their reading skills. This is particularly true of English language learners who simply need more time to process and practice the information they receive during their normal daily instruction. Although primary language literacy facilitates English language learners' acquisition of English (Ovando and Collier, 1998), it appears to have little impact on their rate of growth in reading ability. Age, likewise, appears to have little or no significant effect. Further research with more precise assessment tools is needed to document more fully the relationships between language proficiency, age, and reading. However, results from this study suggest that teachers and administrators should encourage all English language learners to participate in extra reading programs. Participation in such programs will help them close the gap in academic achievement between them and their fellow students. Because the gap in achievement may be closed in less time for younger English language

learners, special emphasis should be placed on recruiting students in the primary grades who are beginning literacy instruction in English.

APPENDIX A
MCLEOD ASSESSMENT OF READING

McLeod Assessment of Reading Comprehension

SKILL ASSESSED

Reading Comprehension

Grade Level

- Elementary Level, 2-5
- Upper Level, 6-8

Language

English

Grouping

Group/Individual

Approximate Testing Time

15 Minutes

Materials

- Pencil
- Elementary Level Test Booklet (pp. n 5-n9)
 - Upper Level Test Booklet (pp. 121-125)

Source

From NewGAP by John McLeod and Rita McLeod

> WHAT The *McLeod Assessment of Reading*

Comprehension assesses reading comprehension by means of the "cloze" technique, in which students read a series of passages and supply words that have been deleted from sentences within each passage. Supplying the correct word requires comprehension of the sentences within the passage. While the passages are ordered in respect to difficulty, individual passages do not represent a specific grade level like those that appear in the Fry Oral Reading Test. Interpretation is based on the total number of correct words supplied for all passages administered. Two levels of the test assess reading comprehension in grades 2-5 and in grades 6-8 and above.

> WHY Comprehension is the ultimate goal of reading.

This assessment requires students to accurately decode words, to apply their knowledge of grammar, syntax, and vocabulary, and to use critical reading strategies that aid in the literal and inferential comprehension of what is read. When administered to everyone in a class, the *McLeod Assessment of Reading Comprehension* serves as a valuable screening tool for identifying students who may have reading difficulties and who may benefit from additional assessment that focuses on specific skills underlying reading. It is useful to test frequently in the elementary and middle school grades.

> HOW Make booklets for students by copying either the elementary or upper level test pages that follow. For the youngest students, you may want to use only the first two to four passages of the elementary level. Distribute the booklets to the students.

SAY: Do not open your booklets. There are some silent reading puzzles in these booklets. Some words are missing from sentences, and you have to write in the word that you think should go in each blank space. Let's do the first sample together.

Work through the example paragraph aloud with the students. Read the first sentence, pausing for the blank, and have the students suggest an answer. Have them write the answer in the proper space. Repeat this process with the second sentence. Then have the students read the third sentence to themselves and fill in the answer. Check their work.

SAY: In the paragraphs inside the booklet, write the one word in each blank that you think should go there. Just write one word in each blank space. If you can't think of a word, go on to the next one. When you come to the end of the first page, go straight to the second without waiting to be told, and continue until you come to the end.

You have 15 minutes to complete the test. If you do finish before the time is up, look over your work. Don't worry about the correct spelling -this is not a spelling test. Try to spell each word as best you can.

After answering any questions, have students begin. After the time has expired or when students appear to have finished, ask students to stop.

This is not a strictly timed test. Students should be given a reasonable amount of time to complete the test. You may want to adjust the time limit if you are giving students fewer passages to complete.

>WHAT IT MEANS Use the scoring key that follows each form to correct the students' work. Place the total number of words correctly scored in the box after each passage. Then determine the total score and enter it on page 1 of the test booklet. Refer to the scoring criteria on the following page to determine approximate reading grade level. For those students whose reading

comprehension is below their current grade level, additional assessments should be administered that evaluate specific reading comprehension skills.

Scoring Criteria Elementary Level

Score	Reading Grade Level
1-4	Grade 1 and below
5-8	Grade 2, Early
9-14	Grade 2, Late
15-20	Grade 3, Early
21-25	Grade 3, Late
26-30	Grade 4, Early
31-34	Grade 4, Late
35-38	Grade 5, Early
39-42	Grade 5, Late
43-46	Grade 6, Early
47-49	Grade 6, Late
50-56	Grade 7 and above

Scoring Criteria Upper Level

Score	Reading Grade Level
1-40	Administer Elementary Level
41-55	Grade 7 and above

McLeod Assessment of Reading Comprehension, Elementary Level

Name _____ Grade _____ Date _____

DO NOT TURN OVER THE PAGE UNTIL YOU ARE TOLD.

PAT HAS A COLD

Pat did _____ feel very well.

Dad gave her _____ hot milk. She
drank the milk and went to rest _____
her bed.

TOTAL SCORE

A HUNGRY CAT

Kitty jumped up and sat on the table. She watched the fish swim round _____ round in the glass bowl. She tried _____ push the bowl with _____ paw, but could not tip _____ over.



A TRIP TO THE HOSPITAL

Mike woke up in the middle of the night _____ called out for his mother and father. He _____ them that he was _____ feeling well and that _____ was a sharp pain _____ his side. Wrapping him _____ a blanket, Mike's parents rushed _____ to a hospital. A _____ examined him and informed his _____ that an operation was necessary.



GO TO THE NEXT PAGE.

SCOTTIE RAISES THE ALARM

Something seemed to be wrong with Scottie, the family dog, when she woke up suddenly late one winter evening. _____ air was filled with smoke, and flames _____ coming from the stove in the corner _____ the kitchen. She ran upstairs to where the family was sleeping and began _____ bark loudly. Suddenly, the lights were switched _____ in each bedroom and Scottie watched _____ waited until the family _____ gone downstairs. Then she followed them _____ of the house and into _____ cool night air.

A MODERN PIRATE

Carol had just finished reading a book about the pirates who used _____ sail the seven seas. She closed _____ eyes and soon she was asleep and dreaming _____ she was a pirate. She was not like the pirate in the book but one who flew _____ spaceship and attacked other spaceships. Instead _____ gold, silver and diamonds, her booty included precious fuels _____ expensive computers.

GO TO THE NEXT PAGE.



JOSHUA

Each day Joshua woke at six in the morning. For most boys of his age, _____ to school was only a dream. Joshua himself had to _____ to provide money for the members _____ his family. Each day he had an hour's walk _____ the capital city where _____ would pick up a box containing plastic jewelry. For _____ next ten hours he _____ walk the streets, stopping tourists and begging them to buy some of the jewelry. The only _____ he rested was during the hottest part of the _____, when he was able to drink _____ tepid water and to _____ the orange that he had picked up at the market. At the _____ of the day he would receive the few coins that made up his pay, walk _____, eat a small supper, and then _____ asleep. He was always _____ tired to enjoy the normal life of a young boy.



GO TO THE NEXT PAGE.

IN THE VALLEY OF THE UNKNOWN PLANET

Listen. Can you hear that whistling noise? It seems to be _____ from that mountain. Kris and Michael volunteered to _____ out and investigate. They put on their _____ suits and grabbed their laser pistols. They _____ the safety of their underground headquarters and began _____ cross the empty terrain that lay before _____. Without encountering any problems they reached _____ mountain. Their bulky space suits _____ climbing difficult, but after a few hours _____ reached the summit of the _____. Before them stood a huge monument that _____ been constructed by previous settlers. The whistling started _____ and now the two spacemen _____ the cause.



STOP. LOOK OVER YOUR WORK UNTIL TIME IS UP.

Scoring Key - Elementary Level

Correct responses for each passage are listed below. Mark errors in the test booklet. Do not count misspellings as an error. Count the number of correct responses and record this number in the space on the first page of the test.

PAT HAS A COLD

n't, not

some

in, on

A HUNGRY CAT

and

to

her

it

A TRIP TO THE HOSPITAL

and

told

not; n't

there

in

in

him

doctor

parents

SCOTTIE RAISES

THE ALARM

The; the

were

of

to

on

and

had

out

the

A MODERN PIRATE

to

her

that

a

of

and

JOSHUA

going

work

of

to

he

the

JOSHUA *(continued)*

would

time

day

some

eat

end

home

fall

too

IN THE VALLEY OF THE UNKNOWN PLANET

coming

go

space

left

to

them

the

made

they

mountain

had

again

knew

APPENDIX B
SAN DIEGO QUICK ASSESSMENT

San Diego Quick Assessment of Reading Ability

SKILL ASSESSED

Word Recognition

Grade Level

K-11

Language

English

Grouping

Individual

Approximate Testing Time

10 Minutes

Materials

- Record Form (p. 83)
- Student Material (pp. 84-85)

Source

From "The Graded Word List:
Quick Gauge of Reading Ability"
by Margaret La Pray et al.

► **WHAT** This test measures the recognition of words out of context. Generally, proficient readers read as accurately both in and out of context. The test consists of 13 graded word lists from preprimer to eleventh grade. The words within each list are of about equal difficulty.

► **WHY** Weak readers overrely on context and recognize words in context more easily than out of context.

► **HOW** Begin with a list two or three sets below the student's grade level and continue until the student makes three or more errors in a list. Present the Student Material word list to the student. Use a paper to cover word lists not being read. Mark errors on the Record Form by crossing out each missed word. Mispronunciations can be written down next to the word.

When the teacher says "next," the student should move the paper down and read the next word. Encourage the student to read words that he or she does not know so that you can identify the techniques used for word identification. Wait no longer than five seconds before moving on to the next word.

CONTINUED ▶

► **WHAT IT MEANS** Each list completed by the student can be scored as shown below.

Errors/List	Reading Level
1 Error	Independent Level
2 Errors	Instructional Level
3 Errors	Frustration Level

► **Student Reading Level**

The student's reading level is the last grade-level word list in which the student reads eight or more words correctly.

San Diego Quick Assessment — Record Form

Name _____ Grade _____ Date _____

Directions: Begin with a list that is at least two or three sets below the student's grade level. Have the student read each word aloud in that list. Continue until the student makes three or more errors in a list.

Reading Levels: One error, independent level; two errors, instructional level; three errors, frustration level. When testing is completed, record the highest grade level in each of these categories in the spaces below.

Independent _____ Instructional _____ Frustration _____

Preprimer	Primer	Grade 1	Grade 2	Grade 3
see _____	you _____	road _____	our _____	city _____
play _____	come _____	live _____	please _____	middle _____
me _____	not _____	thank _____	myself _____	moment _____
at _____	with _____	when _____	town _____	frightened _____
run _____	jump _____	bigger _____	early _____	exclaimed _____
go _____	help _____	how _____	send _____	several _____
and _____	is _____	always _____	wide _____	lonely _____
look _____	work _____	night _____	believe _____	drew _____
can _____	are _____	spring _____	quietly _____	since _____
here _____	this _____	today _____	carefully _____	straight _____

Grade 4	Grade 5	Grade 6	Grade 7
decided _____	scanty _____	bridge _____	amber _____
served _____	business _____	commercial _____	dominion _____
amazed _____	develop _____	abolish _____	sundry _____
silent _____	considered _____	trucker _____	capillary _____
wrecked _____	discussed _____	apparatus _____	impetuous _____
improved _____	behaved _____	elementary _____	blight _____
certainly _____	splendid _____	comment _____	wrest _____
entered _____	acquainted _____	necessity _____	enumerate _____
realized _____	escaped _____	gallery _____	daunted _____
interrupted _____	grim _____	relativity _____	condescend _____

Grade 8	Grade 9	Grade 10	Grade 11
capacious _____	conscientious _____	zany _____	galore _____
limitation _____	isolation _____	jerkin _____	rotunda _____
pretext _____	molecule _____	nausea _____	capitalism _____
intrigue _____	ritual _____	gratuitous _____	prevaricate _____
delusion _____	momentous _____	linear _____	visible _____
immaculate _____	vulnerable _____	inept _____	exonerate _____
ascent _____	kinship _____	legality _____	superannuate _____
acrid _____	conservatism _____	aspen _____	luxuriate _____
binocular _____	jaunty _____	amnesty _____	piebald _____
embankment _____	inventive _____	barometer _____	crunch _____

From "The Graded Word List: Quick Gauge of Reading Ability" by Margaret La Pray et al. in *Journal of Reading*, 12, 305-307 (January 1969). Copyright © by M.H. La Pray and the International Reading Association. All rights reserved. Reprinted by permission. Copyright ©1999 by CORE. Permission granted to reproduce for classroom use.

San Diego Quick Assessment – Student Material

see	you	road	our	city
play	come	live	please	middle
me	not	thank	myself	moment
at	with	when	town	frightened
run	jump	bigger	early	exclaimed
go	help	how	send	several
and	is	always	wide	lonely
look	work	night	believe	drew
can	are	spring	quietly	since
here	this	today	carefully	straight

decided	scanty	bridge	amber
served	business	commercial	dominion
amazed	develop	abolish	sundry
silent	considered	trucker	capillary
wrecked	discussed	apparatus	impetuous
improved	behaved	elementary	blight
certainly	splendid	comment	wrest
entered	acquainted	necessity	enumerate
realized	escaped	gallery	daunted
interrupted	grim	relativity	condescend

San Diego Quick Assessment of Reading Ability, Page 1

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San Diego Quick Assessment — Student Material

capacious	conscientious	zany	galore
limitation	isolation	jerkin	rotunda
pretext	molecule	nausea	capitalism
intrigue	ritual	gratuitous	prevaricate
delusion	momentous	linear	visible
immaculate	vulnerable	inept	exonerate
ascent	kinship	legality	superannuate
acrid	conservatism	aspen	luxuriate
binocular	jaunty	amnesty	piebald
embankment	inventive	barometer	crunch

APPENDIX C

AUTHORIZATION TO REPRODUCE ASSESSMENTS

ACADEMIC THERAPY, ARENA PRESS
RICK BROWNELL
EDITOR-IN-CHIEF

JANUARY 7, 2003

Darrel Nickolaisen
California State University, San Bernardino
5500 University Parkway
San Bernardino, CA 92407

Dear Darrel,

You are hereby authorized to include copies of the *McLeod Assessment of Reading Comprehension* and the *San Diego Quick Assessment of reading Ability* in the published copy of your thesis.

This authorization is limited to the publication of your thesis, and the use of additional copies of these assessments must comply with the policies and stipulations set forth by the publisher.

Sincerely,



Rick Brownell

APPENDEX D

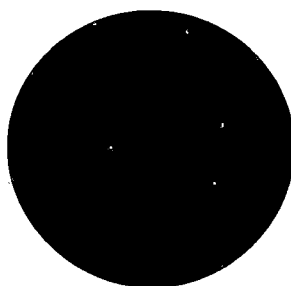
IDEA PROFICIENCY TEST 2 (SPANISH)

IPT 2

Reading
Grades 4-6

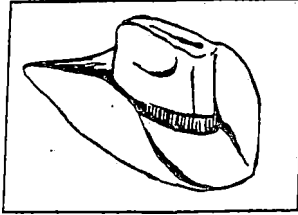
NIVEL 2
Español

EXAMEN DE
LECTURA



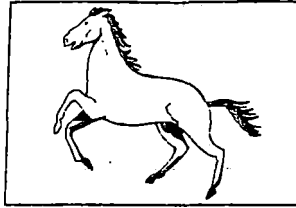
PARTE 1: VOCABULARIO

EJEMPLO A

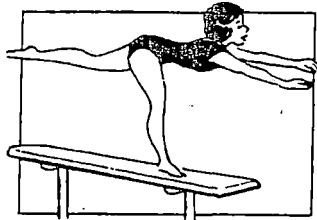


- A carreta
- B cerro
- C sombrero
- D soltero

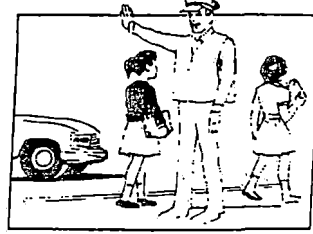
EJEMPLO B



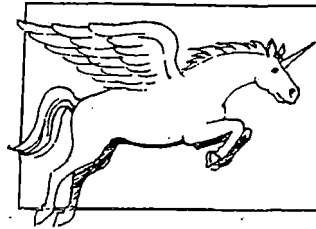
- A coser
- B correr
- C hervir
- D cantar



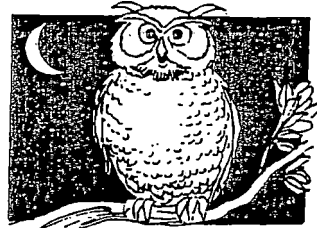
- 1
- A perezosa
 - B dulce
 - C cómoda
 - D ágil



- 2
- A escritorio
 - B seguridad
 - C impermeable
 - D semejanza



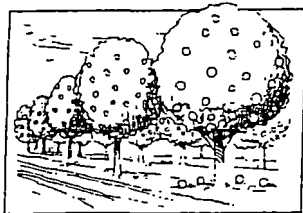
- 3
- A imaginario
 - B frágil
 - C ordinario
 - D verdadero



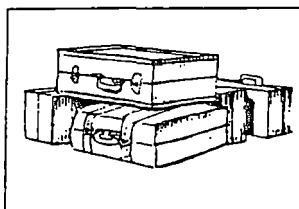
- 4
- A alcanzado
 - B agudo
 - C nocturno
 - D sembrado



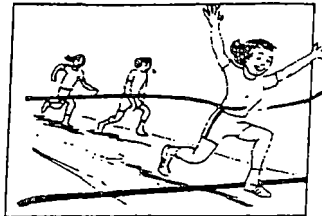
- 5 A bosque
 B racimo
 C nido
 D zanahorias



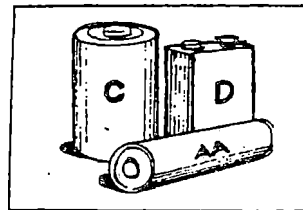
- 6 A afables
 B salvajes
 C fugaces
 D fructíferos



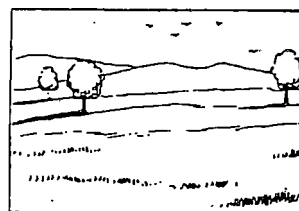
- 7 A equipo
 B máquina
 C equipaje
 D canino



- 8 A jubilosamente
 B lastimosamente
 C friamente
 D enojadamente



- 9 A carrizos
 B estacas
 C pilas
 D arbustos



- 10 A pildora
 B noria
 C delta
 D pradera



PARTE 2: VOCABULARIO EN CONTEXTO

EJEMPLO A

El muchacho _____ se sentó después de la carrera.

- A cansado
- B viejo
- C descansado
- D dormido

EJEMPLO B

Luis _____ al mercado a comprar leche.

- A se rió
- B comió
- C corrió
- D cepilló

- 1 Jorge y Juan se escondieron bajo un árbol durante el _____.
A aguacero
B despecho
C aseo
D manantial
- 2 La almeja es considerada un _____.
A pez
B pulpo
C tiburón
D molusco

- 3 Gloria y Julián cantaron ante el grupo a pesar de ser tímidos. Son muy _____.
A morados
B valientes
C delgados
D rápidos

- 4 Las dos muchachas viven en el mismo edificio. Viven _____ una de la otra.
A cerca
B distante
C lejos
D alejadas

- 5 José se volteó _____ cuando oyó la explosión.
A simplemente
B lentamente
C dulcemente
D repentinamente

- 6 A los alpinistas les gusta _____ las montañas más rocosas.
A inundar
B inclinar
C escalar
D tirar

- 7 Ella necesitaba copias del ensayo, así es que se las _____.
A hice
B inscribí
C abrí
D propuse

- 8 Tienen que _____ para no perder el tren.
- A apresurarse
 - B quejarse
 - C llevarse
 - D cuidarse
- 9 Llevaba el cristal _____ para que no se rompiera.
- A igualmente
 - B distintamente
 - C cuidadosamente
 - D horriblemente
- 10 Los gritos del niño _____ mientras que los padres lo consolaban.
- A subrayaban
 - B abandonaban
 - C fabricaban
 - D disminuían



PARTE 3: COMPRENSION DE LECTURA

Casi había llegado a la escuela cuando me di cuenta de que se me había olvidado la tarea de matemáticas. ¡Por suerte vivía cerca de la escuela! Corrí a casa para recogerla y la pude entregar antes de que comenzara la clase.

EJEMPLO A

Se me había olvidado _____.

- A mi comida
- B una tarjeta
- C la tarea de matemáticas
- D una pelota

LEE ESTOS CUENTOS Y ESCOGE LAS RESPUESTAS:

De todos los sitios arqueológicos que Marta, Edna y yo hemos visitado, el más impresionante fue el de las pirámides. Su inmensidad es formidable. Es necesario manejar despacio para apreciar mejor la vista hermosa de esas ruinas tan magníficas. Al bajar delante del Museo Antropológico, nos pusimos en camino hacia "el pasado." El camino que seguimos estaba empedrado y un poco escabroso. Había trabajadores excavando en los recintos del valle. Estaban reconstruyendo aún otro templo de los muchos que había en ese camino tan angosto.

Nosotros subimos la pirámide más cercana. Perdimos cuenta de los escalones, pero había muchos. Marta y Edna se cansaron mucho. Se quejaban de que no podían respirar por la altura. Sin embargo, ellas llegaron hasta la penúltima gradería. La vista que nos esperaba era fantástica.

¡Andar por los mismos lugares donde, hacía centenares de años, esos majestuosos e inteligentísimos seres habían vivido, rezado, predicado y sacrificado! ¡Parecía increíble! Nuestra imaginación tomó vuelo estando en ese ambiente.

- 1 El chofer manejaba despacio porque todos querían tener _____.
- A una posibilidad de respirar
 - B la oportunidad de rezar con los seres de antaño
 - C unas horas para excavar en los recintos
 - D suficiente tiempo para apreciar el sitio

- 2 Según esta lectura, para los turistas _____ son de una altura impresionante.
- A las ciudades hermosas
 - B las pirámides
 - C los caminos
 - D los vuelos modernos.
- 3 Las muchachas se cansaron al _____ las pirámides.
- A clarificar
 - B adquirir
 - C subir
 - D ratificar
- 4 El narrador se expresa de una manera _____.
- A enojada
 - B ignorante
 - C avergonzada
 - D descriptiva
- 5 Según esta lectura, el narrador _____.
- A aprecia la historia de una civilización
 - B escribe chistes
 - C muestra habilidad en natación
 - D gasta dinero en comprar recuerdos
- 6 Los residentes originales del sitio vivieron allí hace _____.
- A un mes
 - B un año
 - C medio siglo
 - D cientos de años

Mi amiga, Luisita, y yo nos alegramos cuando supimos que nuestra maestra quería llevar a toda la clase a una excursión al museo de ciencias naturales. Nuestra maestra, la Sra. Amaral, nos dijo que veríamos exposiciones de varios animales y que haríamos una visita a un acuario.

Por fin llegó el día de la excursión. Nos reunimos fuera de la escuela. Pero, ¿qué le había pasado a Luisita? Cuando el chofer detuvo el autobús frente a la escuela, ¡todavía no había visto yo a mi amiga! Yo bien sabía que ella no quería faltar a esta excursión.

La Sra. Amaral dijo que ya no podíamos esperar. Teníamos que salir en seguida para mantener el horario establecido. ¡Qué triste sería ir sin mi amiga!

Después de media hora de camino, llegamos al museo. Traté de divertirme a pesar de la ausencia de Luisita. El museo estaba repleto de escenas e imágenes. Pasé mucho tiempo contemplando cada exhibición. Al entrar a otra sección, desde lejos, ¡vi a Luisita! ¡Qué sorpresa! Venía acompañada por su mamá. ¡Luisita llevaba muletas! Y, ¡tenía un vendaje en el tobillo y otro en la muñeca! Se había lastimado. ¡Qué pena! Pero después de todo, pudimos pasar el resto del día juntas.

- 7 Según el cuento, los estudiantes iban a _____.
- A estudiar varios animales y peces
 - B ver programas televisados
 - C abandonar animales desaparecidos
 - D espantar pájaros del desierto
- 8 El día de la excursión, los estudiantes _____.
- A llegaron a un parque
 - B se juntaron en frente de la escuela
 - C fueron a la playa
 - D se quejaron mucho
- 9 Para llegar a tiempo al museo, la maestra quería que _____.
- A los estudiantes escucharan música
 - B el chofer esperara detrás de la escuela
 - C el autobús se detuviera en cada esquina
 - D la excursión empezara a tiempo
- 10 Si Luisita se quedara en casa, tal vez _____.
- A se sentiría triste
 - B tendría que recoger las luces
 - C participaría en una comedia
 - D visitaría el acuario

- 11 De toda la familia de Luisita, sólo _____ la acompañó al museo.
- A su tío
 - B su mamá
 - C su papá
 - D su maestra
- 12 Al fin del cuento, Luisita llegó tarde porque había _____.
- A tenido un accidente
 - B ido al cine
 - C nadado mucho
 - D dibujado un esqueleto

AHORA LEE ESTE POEMA Y ESCOGE LAS RESPUESTAS:

Allí a las orillas del río
una ranita verde cantaba.
Sentada en hoja de lirio
su comidita esperaba.

Un insecto, una hormiguita,
un mosquito, un renacuajo...
No se escapaban de su vista,
y. "¡glop!" se los comía sin sal ni ajo.

- 13 En este poema, una ranita _____.
- A requiere que los niños coman su comidita
 - B goza de una variedad de cosas que comer
 - C se sienta en una piedra para esperar
 - D espera que cante otra rana
- 14 El mejor título para este poema es _____.
- A "Diviértase en un restaurante"
 - B "¡Cómete tu arroz, niña!"
 - C "Alimento para niños"
 - D "Una comida deliciosa"
- 15 Este poema indica que la ranita _____.
- A come poco de lo que ve en el río
 - B siempre comparte su comida
 - C ve todo y no se le escapa la comida
 - D prefiere comer hierbas y hojas



PARTE 4: HABILIDADES COTIDIANAS

Norma y Ofelia están en una escuela nueva. El maestro les da el siguiente horario de clases. Lee el horario y contesta la pregunta.

<u>HORARIO DIARIO</u>		
8:30	a	8:45 Pasar lista
8:45	a	10:15 Lectura
10:15	a	10:30 Recreo
10:30	a	11:45 Matemáticas
11:45	a	12:30 Ciencias
12:30	a	1:00 Almuerzo

EJEMPLO A

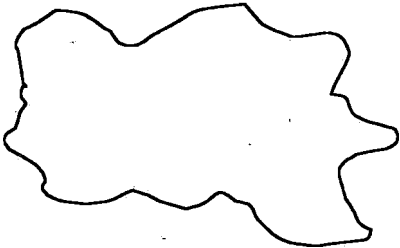
A las 9:00, Norma y Ofelia probablemente
estarán _____.

- A almorzando
- B jugando al fútbol
- C estudiando reptiles
- D leyendo libros

Continúa

Marisol estaba en la clase de geografía y el maestro le dio la siguiente tarea. Lee las instrucciones que recibió Marisol. Contesta las preguntas que están debajo del mapa.

MAPA DE UN PAÍS IMAGINARIO



Este es un país imaginario. Dibuja una cordillera de montañas, un lago y cuatro ríos. Coloca la cordillera en la parte del sur, el lago en un valle del este, tres ríos en el norte, y un río en el oeste. Ahora, imagínate un día viajando por este país.

- 1 Las instrucciones son para _____.
 - A hacer una cena
 - B preparar un modelo
 - C dar de comer a unos viajeros
 - D dibujar un mapa

- 2 Según la tarea, este país contiene _____.
 - A poca agua
 - B una variedad de paisajes
 - C muchos desiertos
 - D ciudades grandes

- 3 Uno de los propósitos de esta tarea es el de _____.
 - A quitar piedras de la tierra
 - B añadir ciudades de interés
 - C hacer un video de una region
 - D identificar los cuatro puntos cardinales

Continúa

Al principio del año escolar, tu maestra te ha hecho unas preguntas sobre tu libro de texto. Usa el contenido para encontrar las respuestas a las preguntas.

CONTENIDO	
Primera Sección – El mundo y la vida empiezan	1
Capítulo 1 La tierra	2
Capítulo 2 La célula	26
Capítulo 3 Animales e insectos	38
Capítulo 4 Dinosaurios	49
Segunda Sección – El cielo y la tierra	76
Capítulo 5 El sistema galáctico	78
Capítulo 6 Planetas	104
Capítulo 7 Continentes, mares y océanos	129
Capítulo 8 Islas, bahías y penínsulas	207

- 4 Este contenido es de un libro de texto sobre _____ .
- A ciencias y astronomía
 - B astronomía y artes manuales
 - C historia y bellas artes
 - D matemáticas y educación física
- 5 En la Segunda Sección, Capítulo 7, se puede leer sobre _____ .
- A Mercurio
 - B la luna
 - C Europa
 - D el sol
- 6 Si quieres leer algo sobre arañas, buscarás en _____ .
- A La Primera Sección, Capítulo 3
 - B La Primera Sección, Capítulo 4
 - C La Segunda Sección, Capítulo 7
 - D La Segunda Sección, Capítulo 8

PRESTAMOS SOBRE UN PERIODO DE DOS AÑOS

PRIMER AÑO
Cantidad en Millones

	1	2	3	4	5
Banco A					
Banco B					
Banco C					
Banco D					
Banco E					

SEGUNDO AÑO
Cantidad en Millones

	1	2	3	4	5
Banco A					
Banco B					
Banco C					
Banco D					
Banco E					

- 7 ¿Cuál banco dobló sus préstamos de un año al otro?
- A Banco B
B Banco A
C Banco D
D Banco E
- 8 ¿Cuál banco hizo más préstamos en el primer año que en el segundo?
- A Banco B
B Banco A
C Banco C
D Banco E
- 9 Estas gráficas proveen datos sobre un sistema _____.
- A agricultor
B financiero
C industrial
D literario
- 10 ¿Cuál banco se quedó en el mismo nivel de préstamos de un año al otro?
- A Banco A
B Banco B
C Banco C
D Banco D



PARTE 5: USO DE LENGUAJE

EJEMPLO A

Esta noche, puedes ir al cine
_____ quedarte en casa.

- A o
- B pero
- C si

- 1 José llevó a _____ hermanito al cine.
A nuestra
B su
C mis
- 2 Yo tengo mis libros aquí. ¿Dónde están _____ ?
A los tuyos
B el tuyo
C las tuyas
- 3 Anoche, Luisa y Cecilia no le _____ la verdad a su mamá.
A decían
B dijeron
C dicen
- 4 Yo _____ otro foco en la lámpara anoche.
A puse
B pongo
C pondré
- 5 Enrique siempre _____ sus casetes a las fiestas.
A trajera
B traiga
C traía
- 6 Si yo lo _____ , te lo prestaría.
A tenga
B tuviera
C tuviste
- 7 El artista pintó este retrato _____ que el otro.
A más como
B mientras tanto
C del mismo modo
- 8 Están buscando un lugar _____.
A tostado
B tranquilo
C tranquilidad
- 9 Quieren jugar el juego _____ las reglas.
A con tiempo
B conforme a
C cuando
- 10 Lo practica _____ mucha paciencia.
A con
B de
C a



PARTE 1 DEL EXAMEN DE ESCRITURA: PUNTUACION Y MAYUSCULAS

EJEMPLO A

¿Cuál es su cuento favorito _____

- A .
- B !
- C ?

EJEMPLO B

El libro de Cecilia se llama _____

- A Mi caballo
- B mi caballo
- C mi Caballo

- 1 La dirección de mi amigo en Managua es: _____ Bravo, 822f.
 - A Av.
 - B Ave.
 - C Áven.
- 2 _____ Franco es nuestro amigo.
 - A La Sra
 - B él sr.
 - C El Sr.
- 3 El letrero en la puerta dice _____
 - A E. r. Domínguez
 - B E. R. Domínguez
 - C ER Dominguez
- 4 ¡Socorro _____
 - A !
 - B ¡
 - C .
- 5 A Juan y _____ se nos olvidó el tema del cuento.
 - A yo
 - B a mi
 - C a mi
- 6 El maestro quiere los papeles de Pepe _____ Elsa y Doris.
 - A .
 - B ?
 - C ,
- 7 Le escribo cartas a mi amigo que vive en _____.
 - A Vera Cruz, méxico
 - B Vera Cruz México
 - C Vera Cruz, México
- 8 Cuando se me cayó el florero antiguo de mi abuela, _____.
 - A grité, "¡Perdón, Abuelita!"
 - B grité, Perdón, Abuelita!
 - C "grité, Perdón, Abuelita!"
- 9 Antes de que venga Leticia _____ tengo que preparar la comida.
 - A ;
 - B ,
 - C ;
- 10 La ciudad más importante de ese estado es _____.
 - A la Capital
 - B La capital
 - C la capital



APPENDIX E
STUDENT DATA

GROUP 1		Current Home				Date	No.	2001	2002			NCE		NCE
Student #	School	Grade	Lang.	DesE	SpanFl	Cohort	Entry	Sess.	CELDT	CELDT	COREa	COREb	SATRdA	SATRdB
1.1	Euc	5	Sp		3	2	2001	2	2	3	5	5		44.1
1.2	SS-Topaz	5	Ar	LES		2	2001	1	3	5	4.5	5	29.0	
1.3	SS-Topaz	4	Sp	FES	3	2	2001	1	2	4	2	2.5	11.0	
1.4	JC	5	Sp	LES	3	3	2000	3	3	3	2	3.5	20.4	29.9
1.5	JC	6	Sp	FES		3	2000	2	3	3	4	5	24.2	33.7
1.6	SS-Topaz	5	Sp	LES	4	3	2001	1	2	2	2.5	3	9.0	
1.7	Lime	5	Sp	LES	5	2	2001	2	3	3	6	8		
1.8	JC	6	Sp		4	3	2001	2	4	4	4	6		
1.9	SS-Topaz	4	Sp	LES	3	2	2001	1	2	3	1	1	3.0	
1.10	SS-Topaz	5	Sp	FES	5	2	2001	1	2	3	3	3	8.0	
1.11	Lime	5	Sp	LEP	3	3	2000	2	3	3	4	5	33.7	27.2
1.12	Euc	6	Sp			2	2001	2	4	4	5	5		
1.13	JC	6	Rus	NES		3	2000	2	1	3	0	2.5	10.4	29.1
1.14	JC	4	Rus	NES		3	2000	2	2	2	0	1.5	27.2	
1.15	JC	5	Sp	FES	3	3	2000	3	3	3	2.5	4.5	32.3	21.8
1.16	Lime	6	Sp	LES		2	2000	3	2	3	3.5	5	18.9	42.5
1.17	Lime	4	Sp			1	2001	2	4	3	5	5.5		
1.18	SS-Topaz	6	Sp	FES	4	2	2001	1	3	4	5.5	7	13.0	
1.19	JC	6	Sp			2	2001	2	3	3	4	5		
1.20	Euc	4	Sp		3	1	2001	2	2	2	0	1		
1.21	SS-Topaz	6	Sp	LES	6	2	2001	1	3	4	4	6	16.0	
1.22	SS-Topaz	4	Sp	NES	5	2	2001	1	1	4	0.5	1	6.0	
1.23	SS-Topaz	6	Sp	NES	5	2	2001	1	1	2	1	1.5	2.0	
1.24	Euc	5	Sp	NES	7	3	2000	3	1		2	2.5	15.4	21.8
1.25	SS-Topaz	4	Sp	FES	5	2	2001	1	3		4	4.5		
1.26	JC	6	Sp			2	2001	2	3	4	4	5		
1.27	JC	4	Sp		3	2	2001	2	4	3	2	4		
1.28	JC	4	Sp		3	2	2001	2	4	4	1	2		
1.29	SS-JC	6	Sp	LES	3	2	2001	1	3	3	3.5	4.5	29.0	
1.30	SS-Topaz	5	Sp	FES	4	3	2001	1	3	3	5	5.5	18.0	
	mean	5.1			4.0	2.3		1.7	2.6		3.0	4.0	17.2	31.3
	median	5			4	2		2	3		3.5	4.5	16	29.5
	mode	6			3	2		2	3		4	5	29	21.8
	St.Dev.	0.8			1.2	0.6			0.9		1.8	1.8	9.9	8.4

Group 2		Current Home					Date		No.	2001	2002		NCE		NCE
Student #	School	Grade	Lang.	DesE	SpanFI	Cohort	Entry	Sess.	CELDT	CELDT	COREa	COREb	SATRdA	SATRdB	
2.1	SS-JC	4	Sp	LES	2	5	2001	1	2		1.5	1.5	1.0		
2.2	JC	4	Sp	FES	2	6	2000	4	2		1	3	32.3	29.9	
2.3	SS-Topaz	6	Sp	FES	3	7	2001	1	3		8	9	24.0		
2.4	Euc	5	Sp	LES	2	6	2001	3	2		3	4	3.0		
2.5	Euc	4	Sp	LES	2	5	2000	5	2		2	2.5	22.0	33.7	
2.6	Euc	5	Sp	LES	2	6	2000	5	2		1	2.5	6.7	13.1	
2.7	SS-Topaz	4	Sp	LES	4	4	2001	1	3		3.5	4	28.0		
2.8	JC	4	Sp	LES	3	5	2000	2	2		2	3	32.3	35.8	
2.9	SS-Topaz	4	Sp	FES	3	5	2001	1	3		2	3	29.0		
2.10	SS-Topaz	5	Sp	FES	3	6	2001	1	3		3.5	4	9.0		
2.11	JC	5	Sp	LES	3	5	1999	4	3		2	4	33.7	34.4	
2.12	Lime	6	Sp	LES	1	7	2001	2	4		4	4.5			
2.13	SS-Topaz	6	Sp	FES	4	6	2001	1	3		3.5	6.5	13.0		
2.14	SS-Topaz	6	Sp	FES	3	7	2001	1	3		3	4	7.0		
2.15	Lime	4	Sp	FES	2	5	1999	6	3		4.5	5	21.8	29.9	
2.16	Lime	5	Sp	LES	2	6	1999	6	5		6	5	32.3	30.7	
2.17	SS-Topaz	6	Sp	FES	1	5	2001	1	3		3	3	7.0		
2.18	Euc	4	Sp	LES	3	6	1999	4			2	3	21.8	30.7	
2.19	JC	4	Sp	LES	2	5	2000	2	2		1	4	40.2	27.2	
2.20	Euc	5	Sp		2	6	2001	2	3		4	4			
2.21	JC	5	Sp	FES	3	5	2000	5	3		2	3	18.9		
2.22	Lime	5	Sp	LES	2	6	2000	2	2		3	3	18.9		
2.23	JC	4	Sp	LES	5	5	2000	4	2		2	3	18.9	28.2	
2.24	JC	4	Sp	LES	3	5	2000	2	3		2.5	4	43.0	38.3	
2.25	Lime	4	Sp	NES	2	5	1999	4	2		2	4	15.4		
2.26	Lime	4	Sp	NES	2	5	1999	4	1		1	2	24.2	13.1	
2.27	Lime	5	Sp	LES	2	6	1999	7	3		5	7	29.9	30.7	
2.28	SS-Topaz	6	Sp	FES	2	7	2001	1	2		1.5	1.5	24.0		
2.29	SS-Topaz	6	Sp	FES	5	4	2001	1	4		4.5	4.5	34.0		
2.30	SS-Topaz	6	Sp	FES	2	7	2001	1	3		4.5	4.5	11.0		
2.31	SS-Topaz	6	Sp	FES	3	7	2001	1	2		2.3	3.5	0.0		
2.32	SS-JC	4	Sp	LES	3	5	2001	1	3		6	4.5	29.0		
2.33	JC	6	Sp	LES	3	7	2000	3	2		2	4	13.1	36.5	
2.34	Euc	6	Rus			7	2001	2	3		4.5	5			
2.35	Lime	6	Rus	LES		6	2001	2	3		6	5.8			
2.36	Lime	5	Rus	LES		6	2001	2	3		4	4.5			
2.37	SS-Topaz	5	Sp	FES	2	6	2001	1	3		4	4.5	23.0		
2.38	SS-Topaz	5	Sp	LES	2	6	2001	1	3		5	5	22.0		
2.39	JC	5	Sp	FES	3	6	2000	2	3		2	4	40.2	59.3	
2.40	Euc	4	Sp	NES	3	5	1999	4	3		5	6	45.7	35.1	
2.41	JC	4	Sp		2	5	2001	2	2		2	3			
2.42	SS-Topaz	5	Sp	LES	4	7	2001	1	2		3	3.5	0.0		
2.43	SS-Topaz	6	Sp	LES	6	5	2001	1	2		5	5	0.0		
2.44	Euc	5	Sp		3	5	2001	2	3		4.5	4.5			
2.45	JC	5	Sp	NES	4	4	1999	5	2		2	3	17.3		

2.46	Euc	6	Sp	NES	3	5	1999	2	1		3	3	6.7	42.5
2.47	SS-Topaz	5	Sp	FES	4	5	2001	1	3		3	3.5	0.0	
2.48	SS-Topaz	4	Sp	NES	3	4	2001	1	2		3	3	7.0	
2.49	Euc	4	Sp		2	6	2001	2	2		2	3.5	25.3	27.2
2.50	JC	5	Sp	LES	4	4	2000	4	3		2	3	21.8	28.2
	mean	4.9			2.8	5.6		2.5	2.6		3.2	4.0	19.8	31.8
	median	5			3	5.5		2	3		3	4	21.8	30.7
	mode	4			2	5		1	3		2	3	0	30.7
	St.Dev.	0.8			1.0	0.9			0.7		1.5	1.3	12.6	9.9
Group 3		Current Home		Date		No.	2001	2002	NCE		NCE			
Student #	School	Grade	Lang.	DesE	SpanFl	Cohort	Entry	Sess.	CELDT	CELDT	COREa	COREb	SATRdA	SATRdB
3.1	Euc	1	Sp		3	2	2001	2	3		0	0		
3.2	SS-Topaz	3	Ph	LES		4	2001	1	2		0.5	0.5	0.0	
3.3	SS-Topaz	2	Ph	LES		3	2001	1	3		1	0.5		
3.4	Lime	3	Sp	LES	3	4	2000	4	2		2	3		28.2
3.5	SS-Topaz	3	Sp	LES	3	4	2001	1	2		2.5	2	13.0	
3.6	Euc	1	Sp		3	2	2001	2	3		0	0.5		
3.7	Euc	1	Sp		3	2	2001	2	3		0	1		
3.8	Lime	1	Sp	LES	1	2	2001	2	4		0	0		
3.9	Euc	1	Sp		2	2	2001	2	4		0	1		
3.10	SS-Topaz	3	Sp	NES	3	4	2001	1	2		0	0.5	4.0	
3.11	JC	2	Sp	LES	2	4	2000	5	4		1	3	15	28.2
3.12	SS-JC	3	Sp	LES	3	4	2001	1	3		1.5	2	40.0	
3.13	Euc	1	Sp		3	2	2001	2	1		0	0.5		
3.14	JC	3	Sp	LES	3	5	2001	2	2		1	3		
3.15	SS-JC	3	Sp	LES	3	2	2001	1	1		1	2	18.0	
3.16	Lime	3	Sp		3	4	2000	3	2		3	4	58	54.3
3.17	JC	2	Sp	LES	2	3	2000	2	2		0	1.5		
3.18	Lime	2	Sp	NES	3	2	2001	2	2		1	1.5		
3.19	JC	1	Sp			1	2001	2	4		1	2		
3.20	SS-Topaz	3	Sp	LES	2	3	2001	1	3		0	1	36.0	
3.21	JC	2	Sp		3	3	2001	2	2		1	2		
3.22	JC	3	Sp	LES	2	4	1999	4	2		1	2		40.7
3.23	Lime	1	Sp		2	2	2001	2	4		0	1		
3.24	Euc	3	Sp		3	4	2001	2	2		2	3		
3.25	JC	1	Sp		1	3	2001	2	3		0	2		
3.26	JC	2	Sp		2	4	2001	2	3		1	2		
3.27	JC	2	Sp	LES	3	3	2000	2	1		0	1.5	23	50.5
3.28	Euc	2			4	2	2001	2	3		2.5	3		
3.29	Euc	3	Sp	LES	3	4	2000	3	2		1.5	3		28.2
3.30	JC	3	Rus	NES		3	2000	2	3		0	2		38.3
3.31	Lime	3	Sp	LES	4	4	2000	2	2		2	2	28.2	28.2
3.32	Lime	2	Sp	LES	2	4	1999	4	2		1	1		13.1
3.33	JC	1	Sp		2	2	2001	2	3		0	2		
3.34	Lime	1	Sp		2	1	2001	2	3		1	2		
3.35	Euc	1	Sp		2	2	2001	2	3		0	0.5		
3.36	Euc	1	Sp		3	3	2001	2	4		0	0.5		

3.37	JC	2	Sp		3	2	2001	2	3	1	3		
3.38	Lime	2	Sp	LES	2	3	2001	2	2	1	2		
3.39	Lime	3	Sp		2	4	2001	2	3	6	7		
3.40	Lime	1	Sp	LES	3	3	2000	3	2	0	1		
3.41	Lime	1	Sp	NES	2	2	2001	2	2	1	1		
3.42	SS-Topaz	3	Sp	NES	2	4	2001	1	1	0	1	8.0	
3.43	Euc	1	Sp		2	2	2001	2	4	0	0.5		
3.44	JC	1	Sp		2	2	2001	2	3	0	2		
3.45	JC	2	Sp	NES	3	3	2000	4	1	1	3		
3.46	JC	3	Sp		5	3	2001	2	1	1	3		
3.47	Euc	1	Sp		2	2	2001	2	3	0	0.5		
3.48	SS-JC	2	Sp	LES	1	4	2001	1	2	0.5	1.5		
3.49	JC	3	Sp	LES	3	3	2000	2	2	0	2		
3.50	SS-Topaz	2	Sp	NES	4	2	2001	1	2	1	2.5		
3.51	SS-Topaz	2	sp	NES	4	2	2001	1	1	0.5	0.5		
3.52	Lime	1	Sp		2	2	2001	2	2	1	2		
3.53	Euc	2	Sp	NES	2	3	2000	5	1	0	1		
3.54	SS-Topaz	2	Sp	LES	3	3	2001	1	3	1	1		
3.55	JC	3	Sp	LES	2	5	2000	4	2	1	2		
3.56	JC	3	Sp	LES	2	4	2000	4	2	1	2		
3.57	JC	1	Sp		2	2	2001	2	1	1	2		
3.58	SS-Topaz	3	Sp	LES	3	4	2001	1	2	1.5	1.5	13.0	
3.59	Euc	1	Sp			1	2001	2	4	0	0.5		
3.60	Euc	2	Sp	NES	3	3	2000	3	2	0.5	1.5		
3.61	Euc	1	Sp		1	1	2001	2	3	0	0.5		
3.62	SS-Topaz	3	Sp	LES	3	4	2001	1	2	2	2	17.0	
3.63	JC	1	Sp		6	2	2001	2	1	1	2		
3.64	JC	1	Sp		2	2	2001	2	2	1	2		
3.65	Euc	1	Sp		3	2	2001	2	3	0	0.5		
3.66	JC	3	Sp		3	4	2001	2	1	1	2		
3.67	JC	1	Sp			2	2001	2		0	2		
3.68	SS-Topaz	3	Sp	LES	3	4	2001	1	2	2	2	9.0	
3.69	SS-Topaz	3	Sp	LES	3	3	2001	1	2	2	2	13.0	
3.70	Euc	3	Sp	NES	3	3	2001	3	1	0	1	4.0	
3.71	JC	1	Sp		2	2	2001	2	3	0	2		
3.72	JC	3	Sp	LES	3	3	2000	2	1	1	2	13.1	
3.73	Euc	1	Sp		3	2	2001	2	3	0	0.5		
3.74	Euc	3	Sp	LES	3	3	2000	4	2	2.5	4	37.1	
3.75	Euc	2	Sp	LES	3	2	2001	3	1	1	2		
3.76	Euc	1	Sp		3	2	2001	2	3	0	1		
3.77	JC	1	Sp		2	2	2001	2	4	0	1		
3.78	JC	1	Sp		2	2	2001	1	3	0	1		
3.79	JC	3	Sp	LES	3	4	2000	4	2	1	3	29.1	
	mean	2.0			2.6	2.8		2.1	2.3	0.8	1.7	18.8	32.4
	median	2			3	3		2	2	1	2	15	28.65
	mode	1			3	2		2	2	0	2	13	28.2
	St.Dev.	0.9			0.8	1.0			0.9	1.0	1.1	14.8	12.6

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