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DIAGNOSTIC THEORY OF INFORMATION
AS A TESTING TECHNIQUE TO ASCERTAIN
SPANISH READING PROFICIENCY

THESIS

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Abstract

The purpose of this study was to investigate the use of information theory as a testing technique to diagnose Spanish reading proficiency of bilingual students. This study is not an attempt to analyze mistakes or to debate which reading proficiency test is the best in testing Spanish language abilities or expertise. This test was constructed to determine the readability and the validity of information theory as a testing tool. A second purpose was to determine whether this technique could help increase the student's ability to comprehend reading material at his/her level of language learning. A third purpose was to try to develop a Spanish reading proficiency test that could be used in the classroom.

This study of Spanish reading proficiency consisted of three experimental groups. The first was composed of ten fourth, fifth and sixth grade students from Dr. Martin Luther King Jr. #9 School in the city of Rochester. All of the students in this group were raised in the United States. This group was at an intermediate level and has been in a bilingual program no less than three years. They all received an equal amount of English reading and Spanish reading during the day. This group is categorized as English dominant in a bilingual setting. The second group consisted of ten fourth, fifth, and sixth grade students who were more recent arrivals in the United States. This group was also at an intermediate level and the students selected have been in a bilingual program since at least September of 1989. This group is categorized as Spanish dominant

in a bilingual setting. Finally, the third group was composed of ten students from Spanish-speaking homes, but are enrolled in an all day English only classroom. This particular group is also at an intermediate level.

Each group was tested with a variety of reading materials in the target language. The materials used were poems with part of the information deleted. The objective of the test was for the subjects to encode the missing letters within a five minute, four minute, and three minute time frame.

All three groups were presented with a similar testing procedure at different levels of difficulty. The reading passages consisted of approximately 300 to 400 bits of information each.

Chapter I

Statement of the Problem

Purpose

The purpose of this study was to investigate the use of information theory as a testing technique to diagnose Spanish reading proficiency of bilingual students. A secondary purpose was to determine whether this technique could help increase the student's ability to comprehend reading material at their level of language learning. A third purpose was to try to develop a Spanish reading proficiency test that could be used in the classroom.

Need for Study

Educators have always recognized the importance of vocabulary in their development of language; the level of vocabulary not only provides the means of oral and written communication, but also serves to extend and enrich a persons' experiences through reading. (Gary and Holmes, 1939). For bilingual learners this is also true, thus, the acquisition process varies from that of the native language, in that the development of reading and writing skills are emphasized from the very beginning.

Since, the skill emphasis is a technique used in language learning all four skills are usually taught simultaneously. The development of these four skills were considered very important in this project for two reasons; first the subjects were already exposed to many grammatical structures in their target language, and secondly, it is believed that there is a high degree of positive transfer from one skill to another.

In using the theory of information, the subjects must rely on both their language skills in order to recognize cues in a written passage, and the redundancy of language to predict letters and words on the basis of what is already present in the passage. The moment that an uncertainty is resolved, it becomes information; information which conveys meaning, conforms to rules of spelling, structures and sense. All these rules are skills learned in advance as information shared between the writer and the reader (Campbell: 1982).

A need exists for a Spanish reading proficiency test that bilingual classroom teachers can easily use to test their students' abilities. The theory of information may prove to be the basis for such a test. The information theory can be used to diagnose Spanish reading proficiency and as a tool to improve reading comprehension.

Questions

Is the theory of information a valid measure of Spanish reading proficiency?

Is the theory of information a valid measure of Spanish reading comprehension?

Is the theory of information a valid measure of Spanish language proficiency?

Definition of Terms

In terms of language, The Theory of Information is used to investigate any system in which a message is sent from one source to another. As with a sentence conveying information from the sender to the receiver (writer-reader); more data might be sent than is strictly necessary to convey the meaning intended by the sender. Consequently, the message becomes partly predictable. Due to the natural redundancy in language communication, part of the information of a sentence could be deleted and the receiver would still be able to reconstruct the message by using his language skills to recognize cues in the sentence.

Information as a word has never been easily defined. Currently, in its most familiar sense, information is news, intelligence, facts and ideas that are acquired and passed on as knowledge. In information theory, a precise measure of the information content of a message, measured in bits and ranging from zero when the entire message is known in advance to some maximum when nothing is known of its content.

Entropy in information theory, a measure of the information of a message evaluated as to its uncertainty.

Language any means of communication, as with human speech or vocal sounds so used or the written symbols for them; letters, numerals, rules, signs, gestures, animal sounds etc. used for the transmission of information.

Communication the act of giving or exchanging information, signals or messages by speech, gestures, writings, etc. from one source to another.

Message communication passed or sent between persons by speech, in writing or by signals

Predictability the act of stating what one believes will happen. The ability to foretell what will follow.

Redundancy in terms of language, using more bits of information than are actually needed to communicate meaning.

Fluency the ability to speak and/or write effortlessly.

Competence referring to knowledge of the system of the language, including rules of grammar, vocabulary and how linguistics elements can be combined to form acceptable sentences, based on the individuals performance or actual production and comprehension of specific linguistics events.

Proficiency this term implies the degree of competence through training or performing with expert correctness and facility.

Proficiency Test the method used to measure an individual's general competence in a second language, independent of any particular curriculum or course of study.

Vocabulary Skills all the words used with great ability by a particular person, class or profession in full active speech and/or written form of language communication.

Language Acquisition and Learning acquisition is a subconscious process in which a person acquires his/her first language, on the other hand, learning implies a conscious

knowledge of rules of grammar of a second language and their application in production.

Bit the smallest piece of information conveyed by a letter, space or punctuation.

Readability in the broadest sense, readability is the sum of all elements within a given piece of printed material that affects the level of success which a group of readers attains or the extent to which they understand, read at optimum speed, or find it interesting.

Validity of a test the validity of a test is the extent to which a test actually measures what it claims to measure.

Limitations of the Study

This study included forty-five students from Dr. Martin Luther King Jr. #9 School in Rochester, New York. Results may vary with a larger testing population.

Summary

Information theory as a teaching and testing technique for diagnosing Spanish reading proficiency can produce significant gains in reading comprehension. This technique actively involves the student in the reading process. I noted that the students paid extra attention to the passages since they could use cues from the passages to fill in the missing letters.

Chapter II

Review of Literature

Purpose

The primary purpose of this study was to investigate the use of information theory as a testing technique to diagnose Spanish reading proficiency of bilingual students. A second purpose was to determine whether this technique could help increase the students' ability to comprehend reading material at their level of language learning. A third purpose was to try to develop a Spanish reading proficiency test that could be used in the classroom.

Theory of Information

Information became a concept with the dawn of the age of electronic communication. Moreover, information became a theory presented to the world by Claude Shannon of the Bell Telephone Laboratories (Claude Shannon: 1980). He published two papers in the Bell System Technical Journal in July and October of 1948. His papers consisted of a set of theorems dealing with the problem of sending messages from one place to another quickly, economically and efficiently. Although Shannon's works were related to the field of engineering, he encompassed not only a few types of information, but all kinds everywhere (Campbell: 1980).

Language and Communication

Communication occurs wherever life exists, and the human being is the most complex communication network on earth. Language is a code which preserves the orderly structure of oral communication.

The messages of speech are conveyed so clearly that they are still not fully understood as to how they are separated from noise (Shannon: 1948). When speech is delivered it is immersed in noise. Noise is disorder, it tends to randomize and distort messages, making them unreliable. However, nature has succeeded in finding a way to resist or at least reduce the frequency of noise in speech; so that the sequences of symbols sent by the message source reach their destination more or less in its original form (Campbell: 1978).

Predictability

In nearly all forms of communication, more messages are sent than are strictly necessary to convey the information intended by the sender. Such additional messages diminish the unexpectedness, the surprise effect of the information itself making it more predictable. A predictability caused by redundancy (Shannon: 1948).

A person reading a passage may be able to predict the next letter or words in the sentences on the basis of what he/she has already read. Given half a word, he/she can often predict the other half or he may be able to make a reasonable guess

at it. The reason for this is that written language is never completely unpredictable (Campbell: 1978). If the language that we use to express our thoughts, feelings and ideas were unpredictable, our message would be nonsense. For a written message to be understandable, to convey meaning, it must conform to rules of spelling, structure and sense. These rules, known in advance as information shared between the writer and the reader, reduce uncertainty by making the message partly predictable (Campbell: 1978).

Redundancy

Redundancy increases predictability by reducing errors and making certain letters and groups of letters more probable. In English, as in other languages, redundancy can be of more than one kind. One type of redundancy consists of rules of spelling and from the sequence of letters in a word.

The first type of redundancy consists of the appearance of a letter more often than other letters over a fairly long stretch of text. For example, the letter "e" appears very often in English and in Spanish texts. The second type of redundancy arises from the fact that the probability of a certain letter occurring in a word depends, to a greater or lesser degree, on the letter or letters which precede it. An example of this will be "i before e except after c."

Shannon tried several ways of estimating the amount of redundancy in English texts. He used his knowledge of secret

codes to compress a passage of prose. He composed sentences of pure gibberish by randomly typing sequences of letters and then programming in rules of redundancy, so that its sequence resembled English prose more closely. In addition, he played games in which the players of a team would have to guess the next letters until reaching the end of the sentence. If the player made an incorrect guess, he would be given the correct letter as a cue. For example; there were 100 letters in a full sentence, but the player only needed to be told 25. Given these cues the player was able to predict the rest of the sentence in its entirety. Seventy-five percent of the letters were predictable given the knowledge of the rules of spelling, structure and sense.

According to Shannon the figures are even higher in the case of whole pages or chapter, where the readers are able to get an idea of the long range context of a text, including its theme and literary style. This means that much of what we write is dictated by the structures of the language and is more or less forced upon us (Campbell: 1980).

Information Theory as a Measure of Readability

Information theory was first introduced by Claude Shannon (1948) as a tool for estimating the amount of redundancy in and English text. By using this technique a passage could be taken from a text book, typed with deletions, and then completed by the students. The number of correct guesses or predictions

will measure the readability of the passage and would indicate whether assistance would be necessary or whether the material was too difficult for the student.

Often an assessment of the reading difficulty of a text is made by the publisher or by a teacher using one of several standard readability prediction formulas. These formulas are based on factors such as sentence length and number of difficult words or a syllable count. These formulas ignore other factors which affect the readability of a selection (Taylor: 1953). Some of the factors are concept load, format of the material, organization of ideas, and writing patterns of the author (Hittleman: 1978). Standard formulas do not take into account linguistic constraints, including syntactic and semantic cues, which operate between and among sentences (Ramanauskas: 1972). Professional judgment must be used in selecting an appropriate passage. It must be a passage that the pupils to be tested would want to read, and it must be a passage that they could reasonably be expected to read. Teachers must remember that deletions will add to the difficulty of the passage. If the passage is too difficult the test will fail to discriminate between weaker and stronger pupils. If it is too easy it will fail to discriminate between able pupils (Petronivich: 1970; Harrison: 1980). Since information theory applied to language testing seems to include these factors, it also may provide an accurate measure of vocabulary difficulty.

Information Theory as a Measure of Comprehension

The process of comprehension cannot be examined. However, the product or reader's behavior after reading a passage can be seen. A reader's comprehension can be measured by his or her behavior exhibited after he/she has read a passage (LaSasso: 1980). Semantics plays an important role in reading. Most communication situations require the reader to construct semantic representation of objects, relationships between objects, events, state of affairs, and the like (Barclay: 1973; Stauffers: 1979). In contrast, Stauffer and Barclay, Robbins and Hatcher (1981) state that word recognition and word comprehension training do not affect the subject's comprehension of sentences. They recommended that knowledge of syntax is the most important role in reading comprehension. While discussion concerning semantics and syntax cause disagreement among researchers, other aspects of comprehension produced agreement.

Taylor (1956) stated that: "If a passage is readable and that means understandable, then the factors that measure readability should measure comprehension too." He concluded that learning depends on comprehension and retention of new information.

Summary

It can be said that redundancy increases predictability. Words usually contain more letters than are strictly necessary for understanding. Language is redundant as well as predictable. This predictability allows us to be able to use contextual cues more efficiently and effectively during active or silent reading.

In this study, the theory of information, applied to language testing appears to be useful in determining the levels of Spanish reading proficiency of each subject. Students with poor reading skills in the target language were able to focus their attention on the passages during reading. This was partly due to the passages being of interest in that they were fun poems. The subjects also put forth an extra effort to complete each passage since they weren't given long, boring passages to work with.

Chapter III

Design of Study

Purpose

The purpose of this study was to investigate the use of information theory as a testing technique to diagnose Spanish reading proficiency of bilingual students. A secondary purpose was to determine whether this technique could help increase the student's ability to comprehend reading material at their level of language learning. A third purpose was to try to develop a Spanish reading proficiency test that could be used in the classroom.

Methodology

This study was based on a thesis written by Eliza Bennette-Kinhead on the use of the theory of information as a testing technique.

The subjects consisted of three experimental groups. The students from each group all attend the inner-city school of Dr. Martin Luther King Jr. #9 in Rochester, New York. All the students have a similar socioeconomic background and intelligence. They were all from the intermediate grades and were between the ages of nine to twelve years old. Two of the three groups were exposed to Spanish grammatical, syntactical

and semantic structures as well as knowledge of the functions and uses of language. All three groups were able to fully understand Spanish as well as communicate orally in Spanish. Before any testing was done the passages were shown to three bilingual teachers from Dr. Martin Luther King Jr. #9 School. This was done to check the validity of the test.

The subjects in each group were tested with six passages of approximately 300 to 400 bits of information each. The passages were taken from three different children poetry book in Spanish. These passages were chosen based on their context, style, length and readability. Two passages were taken from Campanerito Azul written by Carmelina Vizcarrondo. Two passages were taken from Lecturas para los niños de mi Tierra by Mercedes Saenz, and the final two passages were taken from Ronda del Mar by Ester Feliciano Mendoza. Passage difficulty was calculated by progressively deleting letters to make the passages less predictable. In place of a deleted letter a typed space line was inserted.

The first testing took place on March 3, 1992. All the test materials were new to the students. The students had no previous contact with the content of the tests. Two different passages were given on this date. Each passage was divided into three level of difficulty. Level 1 being the least difficult and Level 3 being the most difficult. The subjects had no knowledge of this; moreover, they had to try and complete all three levels of the tests in a given time frame. Beginning with Level 3, the time frame given to complete this level was

five minutes. To complete Level 2 the time frame decreased to four minutes and decreased to three minutes to complete Level 1.

The first group was composed of ten fourth, fifth, and sixth grade students. All the students in this group were raised in the United States. This group has been in a bilingual program for at least three years. The students in this group get one and a half hours of Spanish instruction daily. This group was categorized as English dominant in a bilingual setting. Group two was composed of ten fourth, fifth, and sixth grade students who were more recent arrivals in the United States. The students in this group had been in a bilingual program since at least September of 1989. This group was categorized as Spanish dominant in a bilingual setting. Group three was composed of students who came from a Spanish speaking home, but were enrolled in an all day English classroom. All three groups were tested in the same manner ranging from most difficult with the maximum time frame of five minutes to the least difficult being performed within three minutes. Each group was also tested for reading comprehension. After the passages with deletions had been completed by the students and collected by the instructor the students were given the same passage this time without deletions. They were instructed to read the passage and to answer the questions immediately following the passage. They were given a time frame of four minutes in which to complete the reading and questions. The level of frustration for all three groups ranged from high to low. During the testing it was evident

that the subjects had different levels of frustration. This was shown through body language, facial expressions, and verbal comments.

Procedure

At the beginning of the testing period, the instructor read the directions to the subjects as they followed along on their test copy. The duration of the testing period was approximately twenty minutes per poem, at three levels each. After one level was completed there was a thirty second break before the next level was started. Total testing time was one hundred twenty minutes. The one hundred twenty minutes were broken down to three forty minute sessions.

The students worked independently with no assistance from the tester. They read the passage silently and filled in as many of the deleted letters as they could. The students had to draw from their own backgrounds and experiences as well as their knowledge of the target language structures to think of possible letters and to select the best one to fill in the deletion. All subjects were able to complete each passage to the best of their ability at each level.

Summary

Six passages of children poetry in Spanish were selected to test Spanish reading proficiency of thirty fourth, fifth, and sixth grade elementary school children. There were three groups of ten students. Group one was grouped as English dominant in a bilingual setting. Group two was grouped as Spanish dominant in a bilingual setting. Group three was grouped

as English dominant in an all day English setting. All the subjects had similar socioeconomic backgrounds, age, and intelligence.

Chapter IV

Analysis of Data

Purpose

The purpose of this study was to investigate the use of information theory as a testing technique to diagnose Spanish reading proficiency of bilingual students. A secondary purpose was to determine whether this technique could help increase the student's ability to comprehend reading material at their level of language learning. A third purpose was to try to develop a Spanish proficiency test that could be used in the classroom.

Findings and Interpretations

This study was designed to diagnose and validate Spanish reading proficiency of students who are English dominant in a bilingual setting, Spanish dominant in a bilingual setting, and English dominant in an all-day English setting. The six passages that were used to assess reading proficiency among each subject were of general reading comprehension. The predictability of language as well as the reduction of such predictability was used as a tool in making the passages less redundant. In addition, this became the basis for the creation of different levels of difficulty to assess each student's level

of proficiency in the target language.

Chapter V

Conclusions and Implications

Purpose

The purpose of this study was to investigate the use of information theory as a testing technique to diagnose Spanish reading proficiency of bilingual students. A secondary purpose was to determine whether this technique could help increase the student's ability to comprehend reading material at their level of language learning. A third purpose was to try to develop a Spanish reading proficiency test that could be used in the classroom.

Conclusions

Within the limitations of this study the following conclusions can be drawn:

The findings of this study supports the conclusion that the theory of information can be a valid measure of language ability and vocabulary skills in Spanish. Reading proficiency was not able to be accurately measured because even those who were not able to do any of the passages were able to correctly answer some of the comprehension questions. Each testing group had definite differences in Spanish reading proficiency. Although Group 1 had been in a bilingual program for at least

three years they were not able to successfully complete the passages. They did come close, but since they were English dominant there were some cues that they couldn't grasp. This was to be expected since they were reading at a lower level in Spanish than in English. Yet they were able to successfully answer most of the comprehension questions correctly. Group 2 had Spanish dominant students who were able to successfully complete the passages. Their Spanish skills were strong and well developed. There didn't seem to be interference with the learning of English as a second language and Spanish. They were also able to successfully complete the comprehension questions. Group 3 had English dominant students in an all day English classroom. This group was not able to complete any levels of the passages. They were however able to answer a few of the comprehension questions successfully.

Study Limitations

There are several limitations which must be considered when interpreting the results of this study.

These limitations are:

1. Non-random selections of subjects. The school's location and the socioeconomic status of the subjects.

2. Small sample size. The results of this study must be interpreted with caution. The results can vary with different groups. When considering this limitation, the results can only be generalized to a similar population.

3. Inferences in the reading process by uncontrolled variables; emotions, attitudes, health, atmosphere, etc.

Implications for Further Research

The findings of this study suggest that further investigation into the use of the theory of information as a testing tool to validate Spanish reading proficiency is warranted. There are a limited number of studies available in which this kind of technique has been used as a diagnostic tool. Additional research with larger groups would add valuable information regarding the use of this technique. Further research should use a variety of reading materials and a larger testing population.

Summary

It was concluded that the theory of information can be used to develop a Spanish proficiency reading test. The subjects were able to work on the passages according to their level of Spanish proficiency. They were able to utilize the syntactic and semantic cues which were available in the context of the passages as they were filling in deletions. Those who had no formal Spanish education were not able to complete the passages. Reading comprehension was not able to be checked accurately being that even the English dominant students were able to guess at some of the questions without being able to read any of the passages. In addition, it is suggested that given over a period of time this analysis may change.

Suggestions for research would include continued investigation of the use of the theory of information as a method for testing Spanish reading proficiency and the development of a test to assess Spanish reading proficiency in various grade levels.

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Appendix

Test Directions

The passages you are going to work on have some missing letters. Each line stands for one letter that is missing in the word. Read the passages carefully and write in the missing letters. You may find clues in the passage to help you. If you can think of more than one letter that will fit into the gap, choose the one letter that you think would make the most sense.

On the next page you will find the passages. Each passage has three different levels. Fill in each gap with the letter you think was taken out. You will have five minutes to finish the first passage which is Level 3, four minutes to finish Level 2, and three minutes to finish Level 1.

You may begin when the tester says the word: GO

Stop writing when the tester says the word: STOP

Instrucciones

Los siguientes pasajes tienen palabras a los cuales se les ha omitido una letra. Ponga en el espacio correspondiente la letra que a usted le parezca apropiada para formar la palabra. Hay indicios en los pasajes que le pueden ayudar a formar la palabra correcta.

En la próxima página usted encontrará los pasajes con los que usted va a trabajar. Cada pasaje tiene tres niveles.

Usted tendrá aproximadamente cinco minutos para completar el primer pasaje que es del Nivel 3, tendrá cuatro minutos para completar el Nivel 2, y tres minutos para completar el Nivel 1.

Usted puede comenzar cuando el examinador le indique que:

COMIENCE

Deje de trabajar cuando el examinador le indique : **ALTO**

**Directions for
Reading Comprehension Questions**

The passages you are going to work on have no deletions. You are to read the passages and answer the questions pertaining to the passage you have read. You will have from three to five questions to answer. You may go back to the passage to look for an answer. The questions are multiple choice and you are to place an X on only one choice. You will be given four minutes to read the passage and answer the questions.

Preguntas de Comprensión

Los siguientes pasajes no tienen letras omitidos. Usted va a leer cada pasaje y contestar las preguntas que pertenecen al pasaje. Hay de tres a cinco preguntas para cada pasaje. Si es necesario, pueden leer de nuevo el pasaje para encontrar bien las respuestas. Las preguntas son de selección múltiple. Escoja la respuesta que a usted le parezca correcta. Usted tendrá cuatro minutos para leer el pasaje y contestar las preguntas.

Passages Used

- Level 3
- Level 2
- Level 1

Reading Comprehension

- Full Passages
- Comprehension Questions

Aguas

No me gustan,
Madre,
las aguas tan quietas.
¡Me gustan las aguas
reidoras del mar!

Que ca_tan
y ba_lan
y s_n batute_as
que marc_an
mar_ando
del v_ent_
el com_ás.

¡Me gustan las ag_as
son_ras del río!

Que sa_tan
y co_re_
y so_peregr_no_
que a_ren
ca_inos
que l_ev_n
al mar.

¡No me gustan,
Madre,
las aguas t_n q_ie_as
que no sabe_, Madre,
j_gar _ can_ar.

Level 3

Aguas

No me gustan,
Madre,
las aguas tan quietas.
¡Me gustan las aguas
reidoras del mar!

Que ca_tan
y baila_
y s_n batuteras
que mar_han
ma_cando
del vi_nto
el comp_s.

¡Me gustan las aguas
so_oras del rí_!

Que sal_an
y corre_
y son pe_egrinos
que abr_n
cami_os
que lle_an
al mar.

¡No me gustan,
Madre,
las aguas tan qu_eta_
que no saben, Madre,
j_gar y ca_tar!

Aguas

No me gustan,
Madre,
las aguas tan quietas.
¡Me gustan las aguas
reidoras del mar!

Que cantan
y bailan
y son batuteras
que marchan
marcando
del viento
el compás.

¡Me gustan las aguas
sonoras del río!

Que saltan
y corren
y son peregrinos
que abren
caminos
que llevan
al mar.

¡No me gustan,
Madre,
las aguas tan quietas
que no saben, Madre,
jugar y cantar!

El Niño Pintor

Pinta el niño la luna.
¡Qué bien pintada,
si le da el amarillo
luz a su cara!

Pi_ta la luna llen_
m_y red_ndeada_,
Que u_a u_a moned_
P_ra tra_arl_.

Y l_ pinta _ la luna
su leñ_d_r,
su ci_lo so_bre_do
y su ar_ebol.

¡Aho_a le pinta e_ air_!
¡El bes_d_r!
Lu_go fir_a en la luna,
-Yo, Manolón.

Level 3

El Niño Pintor

Pinta el niño la luna.
¡Qué bien pintada,
si le da el amarillo
luz a su cara!

Pi_ta la l_na llena
m_y redondead_,
Que u_a una moned_
Pa_a tra_arla.

Y l_ pinta a la lu_a
su leñ_dor,
su cie_o sombread_
y su ar_ebol.

¡Ah_ra le pinta el a_re!
¡El bes_dor!
Lu_go fir_a en la luna,
-Yo, Manolón.

Level 2

El Niño Pintor

Pinta el niño la luna.
¡Qué bien pintada,
si le da el amarillo
luz a su cara!

Pinta la l_na llena
muy redondeada,
Que usa una mo_eda
Para trazar_a.

Y le pint_a la luna
su leñ_dor,
su c_elo sombread_
y su arrebol.

¡Ahora le p_nta el a_re!
¡El bes_dor!
L_ego firma en la luna,
-Yo, Manolón.

Level 1

El Niño Pintor

Pinta el niño la luna.
¡Qué bien pintada,
si le da el amarillo
luz a su cara!

Pinta la luna llena
muy redondeada,
que usa una moneda
para trazarla.

Y le pinta a la luna
su leñador,
su cielo sombreado
y su arrebol.

¡Ahora le pinta el aire!
¡El besador!
Luego firma en la luna,
-Yo, Manolón.

El Niño Pintor

1) ¿Quién pinta?

() una niña () un niño () la luz

2) ¿Qué pinta?

() el sol () la playa () la luna

3) ¿Qué usa para trazar la luna?

() una cara () el amarillo () una moneda

4) El cielo se pintó:

() soleado () sombreado () obscuramente

El Susto del Ratoncito

Corre, ratoncito
corre, por favor,
que el gato te espía
detrás del sillón.
Huye, corre, vuela,
¡por la sal_, no!
Que _a gat_ negr_
te acecha feroz.
C_rre lige_ito
por el com_dor
y en tu vie_a cueva
bu_ca protec_ió_.
Vue_a como el v_ento
por el cor_edor
bu_land_ a los gato_
con oj_ avizor.
En la vi_ja cuev_
el li_do rat_n
les cu_nta a su_h_jos...
¡Cómo se escap_!

Level 3

El Susto del Ratoncito

Corre, ratoncito
corre, por favor,
que el gato te espía
detrás del sillón.
Huye, corre, vuela,
¡por l_s_la, no!
Que la gat_n_gra
te acecha feroz.
Corr_ligeri_o
por el come_or
y en tu vi_ja c_eva
bus_a pro_ección.
Vuela como el vie_to
por el corr_dor
burland_a los gatos
con ojo aviz_r.
En la vie_a cueva
el l_ndo rat_n
les cuen_a a sus hijos...
¡Cómo se e_capó!

Level 2

El Susto del Ratoncito

Corre, ratoncito
corre, por favor,
que el gato te espía
detrás del sillón.
Huye, corre, vuela,
¡por la s_la no!
Que la ga_a negra
te acecha feroz.
Corr_ ligerito
por el com_dor
y en tu vieja cueva
busca protec_ión.
Vuela como el v_ento
por el corredor
burlando a los gat_s
con ojo avizor.
En la vieja cuev_
el lind_ratón
les cuenta a sus hi_os...
¡Cómo se escapó!

Level 1

El susto del Ratoncito

Corre, ratoncito
corre, por favor,
que el gato te espía
detrás del sillón.
Huye, corre, vuela,
¡por la sala, no!
que la gata negra
te acecha feroz.
Corre ligerito
por el comedor
y en tu vieja cueva
busca protección.
Vuela como el viento
por el corredor,
burlando a los gatos
con ojo avizor.
En la vieja cueva
el lindo ratón
les cuenta a sus hijos...
¡Cómo se escapó!

¡Hola Mar!

¡Hola, ola!

¡Hola, mar!

Estoy haciendo
en la are_a
_n p_lacio
a la siren_
que me acompañe
a ju_ar.

¡Hola, o_a!

¡Hola, _a_!

Le d_ré un cora_
y una alm_ja
un car_col
y una e_trel_a.

¡Hola, ola!

¡Detente!

¡No t_ngas pri_a!

¡Me lo va_a der_umbar!

¡Hola, Mar_!

Enví_me la siren_

¿Que va_co_m_go a juga_?

¡A que_no me alcan_a_, o_a!

¡Hola, ola!

¡Hola, mar!

Level 3

¡Hola Mar!

¡Hola, ola!

¡Hola, mar!

Estoy haciendo
en la are_a
un pala_io
a la siren_
que me aco_pañe
a juga_.

¡Hola, ola!

¡Hola, mar!

Le daré un cor_l
y una alm_ja
un carac_l
y una estre_l_.

¡Hola, ola!

¡Detente!

¡No ten_as pr_sa!

¡Me lo va_ a der_umbar!

¡Hola, Mar!

Envía_e la siren_

¿Que vas co_mig_ a j_gar?

¡A que no me al_anza_, ola!

¡Hola, ola!

¡Hola, mar!

Level 2

¡Hola Mar!

¡Hola, ola!

¡Hola, mar!

Estoy haciendo
en la arena
un p_lacio
a la siren_
que me acompañe
a jugar.

¡Hola, ola!

¡Hola, mar!

Le da_é un c_ral
y una alm_ja
un cara_ol
y una es_rella.

¡Hola, ola!

¡Detente!

¡No ten_as prisa!

¡Me lo vas a derrum_ar!

¡Hola, Mar!

En_íame la sirena

¿Que vas con_igo a jugar?

¡A que no me alc_nzas, ola!

¡Hola, ola!

¡Hola, mar!

Level 1

¡Hola Mar!

¡Hola, ola!

¡Hola, mar!

Estoy haciendo
en la arena
un palacio
a la sirena
que me acompañe
a jugar.

¡Hola, ola!

¡Hola, mar!

Le daré un coral
y una almeja,
un caracol
y una estrella.

¡Hola, Ola!

¡Detente!

¡No tengas prisa!

¡Me lo vas a derrumbar!

¡Hola, Mar!

Envíame la sirena

¿Que vas conmigo a jugar?

¡A que no me alcanzas, ola!

¡Hola, ola!

¡Hola, mar!

Juan Simplón

Juan Simplón
era grande y gordo
y muy barrigón.

Lle_aba el c_lizad_
todo remendad_
rot_ la chaqu_ta,
sucio el panta_ón.

La bar_a hasta el pe_ho
el pe_o en desecho_,
leontina de cobre,
de ausubo el b_stó_.

I_a por la call_
chorreando m_seria.
Su pan b_jo el b_azo
y al lab_o el perdón.
Porque él pe_dona_a
a qui_n lo burl_ba:
es que er_m_y buen_
es_e Juan Simplón.

Level 3

Juan Simplón

Juan Simplón
era grande y gordo
y muy barrigón.

L_evaba el calzad_
t_do remendad_,
r_ta la ch_queta
su_io el pa_ta_ón.

La bar_a hasta el pe_ho
el p_lo en desechos,
leontina de cobre,
de ausubo el bas_ón.

Iba por la ca_le
chorreando mis_ria.
Su pan b_jo el bra_o
y al labio el per_ón
Porque él perdonaba
a quien lo bur_aba:
es que ere muy bue_o
este Juan Simplón.

Level 2

Juan Simplón

Juan Simplón
era grande y gordo
y muy barrigón.

Llevaba el calzad_
todo remendado,
rota la ch_quets,
sucio el pantalón.

La barb_ hasta el pe_ho
el p_lo en desechos,
leontina de cobre,
de ausubo el ba_tón.

Iba por la cal_e
chorreando miseria.
Su pan bajo el bra_o
y al labio el per_ón.
Porque él perdon_ba
a quien lo burlaba:
es que era muy b_eno
este Juan Simplón.

Juan Simplón

Juan Simplón
era grande y gordo
y muy barrigón.

Llevaba el calzado
todo remendado,
rota la chaqueta,
sucio el pantalón.

La barba hasta el pecho,
el pelo en desechos,
leontina de cobre,
de ausubo el bastón.

Iba por la calle
chorreando miseria.
Su pan bajo el brazo
y al labio el perdón.
Porque él perdonaba
a quien lo burlaba:
es que era muy bueno
este Juan Simplón.

Juan Simplón

1) Juan Simplón era muy:

() delgado () barrigón () alto

2) Juan Simplón andaba:

() muy sucio y desarreglado

() muy limpio

() muy rápido

3) Juan Simplón tenía una personalidad:

() muy mala () muy antipática () muy buena

4) ¿Cómo llevaba el calzado?

() sucio () brillante () remendado

5) Llevaba una chaqueta:

() grande () rota () nueva

Soldadito de Plomo

Soy soldadito de plomo,
pero hasta la guerra
no habré de llegar;
que aunque tenga fusil y uniforme,
no quiero pelear.

Soy soldadito de plomo,
mi_v_ ces de m_ ndo
s_lo o_de_an j_gar
_n el bel_o c_ar_el _e mi escue_a;
¡libertad, libertad!

Soy soldadito de plomo,
_ue n_a_a la g_e_ra,
n_habr_ de p_le_r;
¡Que e_ la gl_r_a y prog_eso de un pueblo
viv_r en la pa_!

Level 3

Soldadito de Plomo

Soy soldadito de plomo,
pero hasta la guerra
no habré de llegar;
que aunque tenga fusil y uniforme,
no quiero pelear.

Soy solda_ito de plomo,
m_s voce_ de mando
sólo orde_an ju_ar
en el be_lo cuartel de mi esue_a;
¡libertad, libertad!

Soy soldadito de plomo,
ue no am la guer_a,
n_ habr_ de pelea_
¡Que_ es la glor_a y pro_reso de un pu_blo
vi_ir en la p_z!

Level 2

Soldadito de Plomo

Soy soldadito de plomo,
pero hasta la guerra
no habré de llegar;
que aunque tenga fusil y uniforme,
no quiero pelear.

S_y soldadito de plomo,
mis voce_ de mando
sólo orde_an jugar:
en el bel_o cuartel de mi es_ela:
¡libertad, libertad!

Soy soldadito de plomo,
Que no am_ la g_erra,
ni habr_ de pel_ar;
¡Que es la gloria y progr_so de un pu_blo
vivir en la pa_!

Level 1

Soldadito de Plomo

Soy soldadito de plomo,
pero hasta la guerra
no habré de llegar;
que aunque tengo fusil y uniforme,
no quiero pelear.

Soy soldadito de plomo,
mis voces de mando
sólo ordenan jugar;
en el bello cuartel de mi escuela:
¡libertad, libertad!

Soy soldadito de plomo,
que no ama la guerra,
ni habrá de pelear;
¡que es la gloria y progreso de un pueblo
vivir en la paz!

Soldadito de Plomo

- 1) El soldadito esta hecho de:
 oro plata plomo

- 2) Aunque tiene fusil y uniforme, no le gusta:
 saltar correr pelear

- 3) El soldadito no ama la guerra:
 cierto falso

SUBJECTS TEST RESULTS

(32)

Aguas

Bilingual- English Dominant:

Reading Comprehension

Level 3

Level 2

Level 1

Questions

Bits

	<u>Level 3</u>	<u>Level 2</u>	<u>Level 1</u>	<u>Questions</u>
Deleted	28	19	11	3

Students

1. Ennett	7	8	9	2
2. Jessenia	7	10	10	3
3. Cristina	6	7	11	3
4. Marisol	6	6	9	2
5. Alejandro	9	9	10	3
6. Johnny	8	10	11	3
7. Marcos	6	7	10	2
8. Christian	5	7	8	3
9. Jose	6	8	9	2
10. Sheila	6	7	9	2

Bilingual- Spanish Dominant

1. Marlene	28	19	11	3
2. William	28	18	11	3
3. Tanya	27	18	11	3
4. Edwin	28	19	11	3
5. Ivelisse	28	19	11	3
6. Eva	28	18	11	3
7. Melitza	28	18	11	3
8. Evamarie	28	19	11	3
9. Jeannette	27	18	11	3
10. Edwin R.	28	19	11	3

English Dominant- All day English

1. Tony	0	0	0	0
2. Serafin	1	2	2	0
3. Miguel	0	0	1	0
4. Abelardo	0	1	2	0
5. Fernando	0	0	0	0

Aguas

English Dominant- All day English(cont.)

Reading Comprehension

Level 3

Level 2

Level 1

Questions

Bits

Deleted	28	19	11	3
6. Jorge	0	0	1	0
7. Marilyn	0	0	0	1
8. Lelani	0	0	0	0
9. Angelica	0	0	0	0
10. Virgen	0	0	1	0

El Niño Pintor

Bilingual- English Dominant:

Reading Comprehension

	<u>Level 3</u>	<u>Level 2</u>	<u>Level 1</u>	<u>Questions</u>
Bits				
Deleted	26	19	11	4
<hr/>				
Students				
1. Ennett	6	9	10	4
2. Jessenia	9	10	10	4
3. Cristina	5	9	11	3
4. Marisol	6	7	9	3
5. Alejandro	5	9	10	4
6. Johnny	7	9	9	3
7. Marcos	6	8	10	3
8. Christian	5	7	10	4
9. Jose	6	8	9	3
10. Sheila	4	8	8	4

Bilingual- Spanish Dominant

1. Marlene	25	18	11	4
2. William	24	19	11	4
3. Tanya	25	19	11	4
4. Edwin	26	19	11	4
5. Ivelisse	25	19	11	4
6. Eva	26	18	11	4
7. Meltiza	26	19	11	4
8. Evamarie	25	19	11	4
9. Jeanette	26	18	11	4
10. Edwin R.	26	19	11	4

English Dominant- All day English

1. Tony	0	0	0	0
2. Serafin	0	1	0	0
3. Miguel	0	0	0	0
4. Abelardo	1	0	0	0
5. Fernando	1	0	0	1

El Niño Pintor

English Dominant- All day English(cont.)

Reading Comprehension

Level 3 Level 2 Level 1

Questions

Bits

Deleted	26	19	11	4
6. Jorge	0	0	1	0
7. Marilyn	0	0	0	1
8. Lelani	0	1	1	0
9. Angelica	0	1	0	1
10. Virgen	0	0	1	1

El Susto del Ratoncito

Bilingual- English Dominant: Reading Comprehension

	<u>Level 3</u>	<u>Level 2</u>	<u>Level 1</u>	<u>Questions</u>
Bits				
Deleted	26	20	10	3
Students				
1. Ennett	5	8	9	2
2. Jessenia	10	10	8	3
3. Cristina	3	7	8	2
4. Marisol	5	5	9	3
5. Alejandro	4	8	10	3
6. Johnny	6	11	9	3
7. Marcos	7	7	8	2
8. Christian	4	6	8	2
9. Jose	5	8	8	3
10. Sheila	3	7	9	2

Bilingual- Spanish Dominant

1. Marlene	24	19	9	3
2. William	25	19	10	3
3. Tanya	26	19	10	3
4. Edwin	24	20	9	2
5. Ivelisse	25	18	10	2
6. Eva	26	19	10	2
7. Melitza	25	17	9	3
8. Evamarie	26	20	10	3
9. Jeannette	26	19	10	3
10. Edwin R.	26	20	10	3

English Dominant- All day English

1. Tony	0	0	0	0
2. Serafin	0	0	2	1
3. Miguel	0	0	0	0
4. Abelardo	0	1	2	1
5. Fernando	0	0	1	0

El Susto del Ratoncito

English Dominant- All day English(cont.)

Reading Comprehension

Level 3

Level 2

Level 1

Questions

Bits

<u>Deleted</u>	<u>26</u>	<u>20</u>	<u>10</u>	<u>3</u>
6. Jorge	0	0	0	0
7. Marilyn	0	1	1	1
8. Lelani	1	1	2	1
9. Angelica	0	0	0	0
10. Virgen	0	0	0	0

¡Hola Mar!

Bilingual- English Dominant:

Reading Comprehension

	<u>Level 3</u>	<u>Level 2</u>	<u>Level 1</u>	<u>Questions</u>
Bits				
Deleted	29	21	12	5
Students				
1. Ennett	6	5	10	4
2. Jessenia	8	10	11	4
3. Cristina	5	7	12	5
4. Marisol	7	7	9	4
5. Alejandro	9	11	10	4
6. Johnny	11	10	11	5
7. Marcos	5	7	10	4
8. Christian	6	8	9	3
9. Jose	8	11	9	4
10. Sheila	7	8	10	4

Bilingual- Spanish Dominant

1. Marlene	27	20	12	5
2. William	28	21	12	5
3. Tanya	28	21	12	5
4. Edwin	29	21	12	4
5. Ivelisse	28	19	12	5
6. Eva	29	20	12	5
7. Melitza	29	20	12	5
8. Evamarie	28	19	11	4
9. Jeannette	29	21	12	5
10. Edwin R.	29	21	12	5

English Dominant- All day English

1. Tony	0	0	1	0
2. Serafin	0	0	2	1
3. Miguel	0	0	0	0
4. Abelardo	1	2	2	1
5. Fernando	0	1	2	1

¡Hola Mar!

English Dominant- All day English(cont.)

Reading Comprehension

Level 3

Level 2

Level 1

Questions

Bits

<u>Deleted</u>	<u>29</u>	<u>21</u>	<u>12</u>	<u>5</u>
6. Jorge	0	0	0	0
7. Marilyn	0	0	1	1
8. Lelani	2	2	2	0
9. Angelica	0	0	1	1
10. Virgen	0	0	0	0

Juan Simplón

Bilingual- English Dominant:

Reading Comprehension

Level 3

Level 2

Level 1

Questions

Bits

Deleted	27	20	11	5
---------	----	----	----	---

Students

1. Ennett	5	7	11	4
2. Jessenia	6	9	11	5
3. Cristina	7	9	10	4
4. Marisol	7	8	8	3
5. Alejandro	7	9	11	5
6. Johnny	8	10	10	4
7. Marcos	5	9	10	4
8. Christian	5	8	9	4
9. Jose	7	9	10	4
10. Sheila	5	8	9	4

Bilingual- Spanish Dominant

1. Marlene	25	18	11	4
2. William	25	19	11	4
3. Tanya	26	19	10	5
4. Edwin	25	19	10	5
5. Ivelisse	26	19	10	5
6. Eva	27	20	11	5
7. Melitza	25	19	11	4
8. Evamarie	26	20	11	5
9. Jeannette	27	20	11	5
10. Edwin R.	26	19	10	5

English Dominant- All day English

1. Tony	0	0	0	0
2. Serafin	1	1	2	0
3. Miguel	0	0	0	1
4. Abelardo	0	1	1	1
5. Fernando	1	1	2	0

Juan Simplón

English Dominant- All day English(cont.)

Reading Comprehension

Level 3

Level 2

Level 1

Questions

Bits

Deleted	27	20	11	5
6. Jorge	0	0	1	0
7. Marilyn	0	0	0	1
8. Lelani	0	1	1	1
9. Angelica	1	1	1	0
10. Virgen	0	1	1	0

Soldadito de Plomo

Bilingual- English Dominant:

Reading Comprehension

	<u>Level 3</u>	<u>Level 2</u>	<u>Level 1</u>	<u>Questions</u>
Bits				
Deleted	28	19	12	3
Students				
1. Ennett	8	9	10	2
2. Jessenia	9	9	11	3
3. Cristina	7	8	11	3
4. Marisol	6	7	10	3
5. Alejandro	8	8	9	3
6. Johnny	7	10	12	3
7. Marcos	5	7	9	2
8. Christian	5	6	10	2
9. Jose	7	7	9	2
10. Sheila	6	8	11	3

Bilingual- Spanish Dominant

1. Marlene	28	19	12	3
2. William	28	18	12	3
3. Tanya	28	19	12	3
4. Edwin	27	19	12	3
5. Ivelisse	28	18	12	3
6. Eva	28	19	12	3
7. Melitza	27	18	12	3
8. Evamarie	28	18	12	3
9. Jeannette	28	19	12	3
10. Edwin R.	28	19	12	3

English Dominant- All day English

1. Tony	0	0	0	0
2. Serafin	0	1	0	1
3. Miguel	0	0	0	0
4. Abelardo	0	0	1	0
5. Fernando	1	0	0	0

Soldadito de Plomo

English Dominant- All day English(cont.)

Reading Comprehension

Level 3

Level 2

Level 1

Questions

Bits

<u>Deleted</u>	<u>28</u>	<u>19</u>	<u>12</u>	<u>3</u>
6. Jorge	0	0	0	0
7. Marilyn	0	1	0	1
8. Lelani	0	0	0	0
9. Angelica	0	1	0	1
10. Virgen	1	0	0	0

Comments

Group 1

English Dominant-Bilingual Setting

The students at this level are able to operate in a limited capacity. However, they are able to read, write and speak effectively.

All students were tested with the same passages of children poems. The passages consisted of approximately 300 to 400 bits; letters, punctuation marks, and blank spaces.

On Level 3 and Level 2 the students were able to complete some of the deletions. They all seemed to be at the same level of language development. On Level 1 the students were able to successfully complete at least 90% of the deletions.

The students were consistent throughout all of the passages. On Level 3 the bits deleted were between 26 and 29. There was consistency in the number of deleted bits that were filled in correctly. There wasn't a drastic change in number of bits correctly filled in between Level 3 and Level 2. On Level 1 there were between 10 to 12 bits deleted. The students had more information and were able to complete the deleted bits very well.

On the reading comprehension there were anywhere between 3 to 5 comprehension questions. The students in this group were able to answer 2 out of 3 or 3 out of 3 questions, 3 out of 4 or 4 out of 4 questions, and 4 out of 5 or 5 out of 5 questions. There was one exception with the passage !Hola Mar!

where Christian answered only 3 out of 5 questions correctly. Although the students were not able to complete Level 3 and Level 2 with at least 50% accuracy they were able to answer the comprehension questions. This showed that the reading comprehension was not as accurate in checking the students' competency.

In conclusion, the students in Group 1 were at a lower level than grade level in Spanish. They all seemed to be grouped accordingly in Spanish reading groups for their level of proficiency.

Comments

Group 2

Spanish Dominant-Bilingual Setting

The students at this level are able to fully participate in any task in Spanish. They are able to read, write and speak proficiently and without any barriers in Spanish.

All students were tested with the same passages used for Groups 1 and 3. They had the same time allotted to complete the passages as did the other groups.

On Level 3 the students were able to successfully complete the deletions with at least 95% accuracy. On Level 2 there was also a 95% level of successful completion of deleted bits. On Level 1 there was a 100% accurate completion of deleted bits for three of the six passages. The other three passages had a 95% accuracy completion. On the reading comprehension questions the students were successful in answering the comprehension questions. With this group I feel the questions were answered correctly and with understanding.

In conclusion, the students in Group 2 are fully proficient in Spanish at their grade level.

Comments

Group 3

English Dominant-All day English

The students at this level had no Spanish abilities in reading, writing or speaking. They could understand Spanish, some more than others, but were not able to complete any of the passages.

All students were tested with the same six poems as groups 1 and 2. They too were allotted with the same amount of time to complete the passages.

Whatever deletions any of the students were able to successfully fill in was due to guessing. This holds true for the reading comprehension questions too. As I observed the students in this group during testing, most of them just filled in blanks or checked off answers just to fill in and check off. They had absolutely no comprehension of the passages.

In conclusion, the students in Group 3 had no proficiency in Spanish. A few of them were able to correctly answer a few of the comprehension questions, but it was apparent that they didn't know what they were reading.