

Language Assessment Instruments
LAUSD Language Development Program
for African American Students

CSE Technical Report 339

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Introduction¹

The Los Angeles Unified School District (LAUSD) has been developing a special language arts curriculum to provide teachers with techniques and resources for teaching Mainstream American English (MAE) to speakers of African American Language (AAL). A primary goal of the program is to help African American students develop proficiency in the use of oral and written MAE so that they will have a choice of language alternatives. Developing this proficiency should thereby increase the academic and future life success of these African American students.

The UCLA Center for the Study of Evaluation has developed three prototype evaluation instruments—one for evaluating writing (grades 3-6), and two for evaluating speaking (grades K-6)—to help the LAUSD assess the program's effects on student proficiency in MAE. This paper reports on the development of the prototype instruments for assessing written and oral MAE. Both the test development effort reported here and the prototype instruments should be viewed as preliminary. Additional refinement of test format and subsequent validation are needed before the instruments can be used for evaluation purposes.

This paper is organized as follows: The development of the writing test is discussed first, including the pilot testing procedure and results. Conclusions and recommendations are provided. Next, the development of the speaking tests is presented, including pilot testing procedures, results, subsequent revisions in format and approach, conclusions, and recommendations. Finally there is a summary section.

Assessment Instruments

The two types of instruments for assessing the effectiveness of the English language curriculum for African American students are discussed in turn below. In preparation for developing the instruments, relevant literature was

¹ The authors wish to thank Dr. Lorraine Cole, Director, Office of Minority Concerns, American Speech-Language-Hearing Association, for her technical assistance in addressing the issues involved in this test development project.

reviewed and existing language tests were examined. Our approach to the testing effort grew out of the literature review and review of program goals and curriculum plans. These led us to focus on the differences between AAL and MAE. Indeed, both the writing and oral instruments focus exclusively on differences between the two varieties of English. The content base for the instruments is a LAUSD document entitled "Characteristic Linguistic Features of African American Language Contrasted with Linguistic Features of Mainstream American English."

Writing Test

The writing test involves obtaining a sample of each student's writing and evaluating the sample using the Writing Assessment Scoring Scheme developed by the Center for the Study of Evaluation (CSE). Obtaining the writing sample is a two-day process. The rationale for a process approach is that by allowing students ample time to write and revise, we will obtain writing samples that accurately reflect the students' abilities to write in MAE. Students are told they have two class periods, approximately 30 to 40 minutes each day, to write and revise their stories. They are asked to write the best stories they can using MAE.

For this pilot testing effort, there were two main areas of inquiry. First we wanted to see whether or not the topic types and the specific topics we had selected would, in fact, elicit ratable samples of language from the students. A corollary to this was the issue of whether or not there would be variations in the effectiveness of the prompts by grade level. Second, we wanted to see to what extent the rating scheme we drafted could be used to evaluate the writing samples for MAE usage.

Pilot testing for writing took place in grades 3-6 with two classes per grade level. Most of the testing was conducted at two schools in the district, Baldwin Hills School and Figueroa Street School. These two schools were selected on the basis of differing demographic features which included especially socioeconomic variables. However, since Figueroa Street School does not have sixth-grade classes, 99th Street School provided the second sixth-grade class. Table 1 provides the configuration for pilot testing the writing prompts.

Table 1

Number of Students Tested per Grade per School
and Total Number of Students Tested per Grade
for Writing

School	Grade			
	3	4	5	6
Baldwin Hills	23	23	25	16
Figueroa St.	20	21	24	–
99th Street	–	–	–	19
Total	43	44	49	35

There was a relatively even distribution of students per grade level which was important. We wanted to know how well individual prompts worked in obtaining ratable samples from the students at different grade levels.

Four potential writing topics were pretested, two with pictures and two without. The four topics were equally and randomly distributed in each class. We asked the teachers to circulate among the students and answer questions about specific topics. Directions for the test administrator are provided in Appendix A. The four topics, abbreviated in the tables as (a) special memory, (b) new friend, (c) boy and cat, and (d) girl and parents, are provided in Appendix B. Table 2 provides the initial distribution of students by grade, topic, and school. Table 3 provides the same information with incomplete (student absent the second day) and incoherent samples eliminated. Even after the unusable samples were eliminated, the distribution of topics remained good. We ended up with almost equal numbers of writing samples for each topic.

All four topics elicited ratable samples of language from students of all grade levels tested. Indeed the students seemed to clearly understand the specific task prompted by the instructions for each topic. Variations in student responses were, however, apparent across grade levels and in response to topics which either did or did not include a picture in the instructions.

Table 2

Total Number of Students by Schools, Grades and Topics Who Took the Los Angeles Unified School District Writing Test for African American Students

Grade	Schools and Essay Topics													
	Baldwin Hills School						Figueroa Street School						99th Street School	
	SM	NF	BC	GP	SM	NF	BC	GP	SM	NF	BC	GP	GP	Total
3	5	6	6	6	5	4	5	6	-	-	-	-	-	43
4	5	7	6	5	5	7	5	4	-	-	-	-	-	44
5	7	6	6	6	6	6	7	5	-	-	-	-	-	49
6	3	4	5	4	-	-	-	-	6	4	4	4	5	35
Total	20	23	23	21	16	17	17	15	6	4	4	4	5	171

Note. Essay topics and number () of students/topic: SM = Special memory (42), NF = New friend (44), BC = Boy and cat (44), GP = Girl and parents (41).

Table 3

Total Number of Students by Schools, Grades and Topics Who Took the Los Angeles Unified School District Writing Test for African American Students Minus the Incomplete Samples

Grade	Schools and Essay Topics													
	Baldwin Hills School						Figueroa Street School						99th Street School	
	SM	NF	BC	GP	SM	NF	BC	GP	SM	NF	BC	GP	GP	Total
3	4 ^a	6	6	6	3 ^a	2 ^a	2 ^a	4 ^a	-	-	-	-	-	33
4	5	7	6	5	4 ^a	5 ^a	5	4	-	-	-	-	-	41
5	7	6	6	6	5 ^a	4 ^a	7	4 ^a	-	-	-	-	-	45
6	2 ^a	4	5	4	-	-	-	-	5 ^a	4	4	4	5	33
Total	18	23	23	21	12	11	14	12	5	4	4	4	5	152

Note. Essay topics and number () of students/topic: SM = Special memory (42), NF = New friend (44), BC = Boy and cat (44), GP = Girl and parents (41).

^a Some samples were omitted because they were incoherent or the student was absent on one of the two days.

Across the four topics, students in grades 5 and 6 wrote stories which were generally longer and included more of the grammatical features assessed by the scoring scheme than students in grades 3 and 4. (See Appendix C for a set of four stories based on the same prompt, one each from grades 3-6.) With regard to the general coherence of student stories, those written in response to topics with pictures in the instructions were clearer than those written in response to topics which did not include a picture in the instructions. Topics presented with pictures also seemed to rouse greater creativity in student responses. (See Appendix D for two sets of two stories each—one set from grade 4 and one set from grade 5—which compare stories based on sentence prompts to stories based on picture prompts.)

The variation in responses to topics is most evident in the written samples of third-grade students. It may be that the third-grade students as a group respond better or more easily to visual stimuli. For the younger students at least, picture prompts should probably be used.

Two forms of the Writing Assessment Scoring Scheme are included in Appendix E. The first, the Tentative Scoring Scheme, is the research model used to evaluate the writing samples from the pilot testing effort; the second is the revised form modified on the basis of the pilot. The grammatical features on the scoring scheme are points of distinction between written MAE and AAL as delineated in the LAUSD document cited above. With the exception of the second person plural (i.e., you → you all), all features were observed in both MAE and AAL in student samples. Because the second person plural, “you all,” tends to be acceptable colloquial usage in both varieties of English, we decided to delete it as a feature from the scoring scheme.

While the original scoring scheme was thorough in the coverage of feature differences between MAE and AAL, it was time consuming to apply, requiring an average of five minutes per written page, and needed a rater familiar with the distinctive features of written MAE and AAL. In addition, it was difficult at times to determine the source of an error, that is, whether its occurrence was attributable to the student's use of MAE or AAL, a mechanical error, or the student's normal writing development. This issue had an impact on scoring time. (See Appendix F for a list of problematic usage that occurred in the pretest samples.) In training raters to use the Writing Assessment

Scoring Scheme, the identification of error types not readily attributable to differences between MAE and AAL must be covered.

In addition to removing second person plural as a feature, we further modified the scoring scheme after the pretest samples were scored. Under the category "Grammatical Features," the actual feature marker was added to the box containing the name of the feature. For example, within the box for Pluralization, we added "plural marker -s." This was done in turn for all of the features. We decided that more thoroughly specifying the features would facilitate the evaluation process. The section of the scoring scheme under Usage was modified to demonstrate the mathematical scoring process involved. The addition sign (+) and equals sign (=) were added to the scheme to show that the number of occurrences identified as MAE for a particular feature are added to the number of occurrences identified as OTHER (AAL usage and usage not clearly identifiable as either variety) for the same feature to yield the total number of occurrences for that feature in the writing sample. That is, $MAE + OTHER = FEATURE\ TOTAL$ (see Appendix E).

Besides adding the number of occurrences for each feature, the number of occurrences across all features for MAE and for OTHER respectively are added, and the total written in the appropriate box for each next to Usage Grand Total. To obtain an index of MAE Usage for the sample, the MAE Usage Grand Total is divided by the Feature Grand Total. The index of MAE Usage for a given sample takes into account the proportion of occurrences of MAE to OTHER for a particular feature and also the total number of MAE features in proportion to the total number of occurrences of all the specified features in a writing sample. Thus the index of MAE Usage for a piece of writing will provide some indication of the student's control of MAE in free composition. A limitation, of course, is that certain topics will lend themselves to the use of some features more than others. Still, the proposed index of MAE should prove to be a viable means for judging pre/post performance vis-à-vis the English language curriculum for African American students.

Conclusions. The two-day process approach to collecting writing samples worked very well with the students tested. For this reason, we suggest retaining this procedure for the test.

The pilot testing results indicate that while all of the topics used elicited ratable samples of writing from the children, the two topics based on pictures elicited samples that were richer in overall language use and also provided more of the features being assessed. For this reason, we suggest using picture topics in the next stage of testing. Other picture prompts should be selected for further piloting so that two forms of the test will be available. In this way, one form can be used at the beginning of the school year and one at the end of the school year once the test is implemented.

The Writing Assessment Scoring Scheme, while showing promise, requires further trials before we can feel confident about its use. Most problematic is the issue of identifying and categorizing feature occurrences that reflect neither MAE nor AAL usage. The revised draft of the scoring scheme (Appendix E) needs validation.

Recommendations. Based on the pilot test results, we recommend that during the next state of writing test development:

- the writing sample be collected over two days as in the initial pilot;
- additional topics with pictures be piloted to generate a second form of the test;
- the revised Writing Assessment Scoring Scheme be used;
- a training procedure be developed for raters that includes an overview of the scheme, examples of use, repeated cycles of practice and feedback, and reliability checks;
- in addition to a second stage of pilot testing, validation studies be conducted during the next academic year.

Speaking Tests

Two speaking tests were pilot tested: a test which was a structured task and one which was a free production task. Every student was asked to take both tests. Our plan was to obtain two samples of speech from each student that were different in kind. We hoped that by doing so we would be able to assess the student's use of MAE with some degree of confidence. Both tests were tape recorded for subsequent review. The two tests are discussed in turn below.

The pilot testing for speaking took place in grades K, 2, 4, and 6. As with the writing pilot study, most of the testing was conducted at Baldwin Hills School and Figueroa Street School. However, 99th Street School again provided sixth-grade students. Table 4 provides the configuration for testing the speaking tasks.

Table 4
Number of Students Tested per Class per Grade for Speaking

School	Class	Grade			
		K	2	4	6
Baldwin Hills	A	4	4	4	4
	B	4	4	4	4
Figueroa St.	C	4	4	4	—
	D	4	4	4	—
99th Street	E	—	—	—	4
	F	—	—	—	4
Total		16	16	16	16

In each school, eight students per grade level were selected from two classes. A total of 16 students per grade level were tested. A small number of students per class were tested so that the testing would not burden the teachers. The teachers were asked to select the students to be tested, choosing as best they could a range of students in terms of both proficiency with MAE and general verbal ability.

Structured test. The structured test involved having the test administrator/teacher read 10 sentences to each student and having the student repeat exactly what the administrator said. The structured test allowed us to use exactly the same measure with each student. Consequently, we were able to control the language environment and thus guarantee opportunities for producing specific language features.

The structured test was administered individually to each student and scored on the spot by the test administrator. The test administrator used a scoring sheet with each student which contained the ten sentences. The specific language features being tested were underlined. (See Appendix G for the directions to the test administrator and the scoring sheet for the structured test.) Fourteen features of difference between MAE and AAL were tested. Some sentences contained a single feature while some contained more than one feature. Across from each sentence, the specific feature or features were listed with a blank next to the feature. The test administrator was instructed to not write anything in the blank if the student used MAE. If the student did not use MAE, the administrator was to check on the appropriate line. Table 5 shows the score (number of MAE productions) distribution across grade levels and classes for the 64 students who took the structured test.

As mentioned above, there were fourteen features tested. If a student repeated all of the features in MAE, as many did, his/her score was 14. The overall mean on the test was 11.6 which indicates a high, though not complete, use of MAE for the features tested with the sample of students in the study.

Of the fourteen features tested, four repeatedly varied in the students' speech from the sentences spoken by the test administrator in that the speech of the students conformed to the rules of AAL. There was variation with other features as well, but not to the same degree as with the four below:

Feature and sentence	Number out of 64 whose speech conformed to AAL
– indefinite article Jesse has <u>an</u> aunt who lives next door.	31
– sound cluster (word final) The two pencils are on the <u>desk</u> .	20
– reflexive pronoun The little boy hurt <u>himself</u> when he fell.	19
– sound cluster /ld/ Your brother called <u>ed</u> me yesterday.	17

Table 5

Score Distribution Across Grade Levels and Classes for the Structured Test

Baldwin Hills School		Figueroa Street School		
K	K	K	K ^a	
9 ^b	9	8	5	
11	12	11	11	
13	14	12	11	
14	14	13	12	
(X=12)		(X=10.4)		
2	2	2	2	1 ^c
10	10	12	9	10
13	12	12	9	10
14	14	13		
14	14	14		
(X=12.6)		(X=11.1)		
4	4	4	4	
8	11	11	7	
10	11	11	10	
10	11	12	10	
12	12	13	12	
(X=10.6)		(X=10.8)		
99th Street School				
6	6	6	6	
11	11	12	13	
12	12	14	14	
12	14	14	14	
12	14	14	14	
(X=12.3)		(X=13.6)		

^a No free speech samples were obtained from this class. Students could not respond to prompts.

^b Numbers indicate correct repetitions in MAE for the 14 features tested.

^c This class included first and second graders, so the teacher selected two students from each grade level.

The structured task was understood by all of the students and was completed without difficulty. The task provided a range of performance on the fourteen features identified as differences between MAE and AAL. Whether variation from MAE in the repetition task was due to not having that feature as part of a productive repertoire is not clear from the data because each feature was limited to one occurrence. Lorraine Cole (personal communication) suggested that in revising the task, the number of features tested be limited to ten and each feature be assessed twice. Further, she suggested criteria for feature selection which guided our revision.

The criteria identified by Cole as ones to consider for selecting features to test are:

1. Frequency of occurrence
2. Category of feature (non-obligatory/other)
3. Developmental appropriateness
4. Most versus least stigmatized
5. What is most important? (Ask teachers, look at curriculum)
6. Skill level of evaluator (Eliminate features that are most problematic to analyze)

Given the nature of the testing situation—children tested individually—and the need for both expedience and accuracy, we decided to focus on Criterion 6 when revising the list of sentences and eliminate the features which in the pilot testing seemed consistently most difficult for an untrained rater to hear. Those features were the word final sound clusters /sk/ and /ld/ as in the following three sentences taken from the test.

The two pencils are on the desk.

John's car is old.

Your brother called me yesterday.

We also decided to eliminate the stress feature tested in the sentence below because it was an issue with only two of the 64 students in the pilot test sample.

The police are in the store.

AAL: po'lice MAE: po lice'

Another consideration in our revision of the structured test had to do with the interest level of the sentence content for young students. At Cole's suggestion, we attempted to produce sentences that would be more interesting for the target population than the sentences that were pilot tested. Along these lines, it might be possible to further increase the interest level by accompanying the sentences with pictures.

In AAL, certain linguistic markers do not exist, that is, plural markers, possessive markers, third person singular markers, past tense markers. Similar sound omissions can be due to articulation or conceptual problems and can be mistaken for AAL usage. To verify that an unmarked feature is truly indicative of AAL usage and not an indication of an articulation or conceptual problem, Cole recommended that a brief pretest be added to the structural test to rule out the latter.

The pretest consists of having the test administrator ask the student to (a) repeat a list of words containing the sounds being tested, /s, z, iz/ at the end of the word, (b) show the student two pictures, and (c) ask a question about each picture that requires an answer that uses the full (uncontracted) copula. To the student, these tasks will appear to be part of the total test and will not actually be called a pretest. If the student cannot produce the features being checked by the words and/or does not produce the full form of the copula, the test administrator will note this on the scoring sheet and will either stop the test at the end of the pretest or continue only with a few sentences on the actual structured test so that the student will not be discouraged.

The scoring sheet for the structured speaking test was revised based on the issues discussed above. It now consists of a pretest and 16 sentences with 10 features, each one tested twice. Some sentences contain one feature and others contain two. A perfect score on the revised structured task is 20. The score can be reported as either a raw score of, for example, 18/20, or as a percent correct, in this case, 90%. The pretest is not scored. The revised scoring sheet with the pretest and new sentences is provided in Appendix H.

Careful attention must be given to training the test administrators to focus on natural delivery of the sentences to be repeated. In the pilot testing, the manner in which the sentences were read varied. One method to standardize the delivery of the sentences might be to tape record them and have them presented to the students on cassette.

Administration and scoring time are important issues. In contrast to the writing task, each assessment must be individually administered, one-on-one. In the pilot test, each administration required about two minutes: This represents significant time to complete an entire class.

Free production test. For the free production test, each student was given a picture and a verbal prompt and asked to tell a story in MAE based on the picture. The student was asked to tell his/her story to a small group of classmates (3-5). Each student had approximately one minute to look at the picture and think about what to say. Four pictures with short oral prompts were pilot tested. The directions to the test administrator, including the pictures and oral prompts, are provided in Appendix I. The draft scoring sheet for the free production test is included in Appendix J.

With the exception of the four students in one kindergarten class at Figueroa Street School (see Table 5), all of the students seemed to understand the free production task and produced some language in response to the pictures they were given. As expected, there was an increase in the amount of language produced by the students by grade level. That is, in general, the second graders produced more language than the kindergartners, and so on; but there was considerable variation at each grade level. The task was especially difficult for the kindergartners. They had to be prompted quite a bit. One kindergarten teacher commented that the children seemed unable to communicate their thoughts; they were unable to fantasize. This implies that, for kindergarten students, a free production task such as this pilot test, is too difficult to elicit language samples representative of the students' language ability.

Across all grade levels the types of responses varied considerably. Some students described the picture, some listed what they saw in the picture, some repeated the verbal prompt with slight variation, some produced short narratives about the person or persons in the picture, and still others used the

picture as a spin off for narratives only slightly related to the picture. Appendix K provides transcribed responses by grade level for each of the four prompts.

There were some instances of non-MAE usage in the students' language, but those instances were few and there was no discernable pattern either in features or grade level. In all cases, the language samples were too brief to allow us to draw any conclusions with confidence. Cole suggests that 50 utterances would be a minimally acceptable sample per student on a free production task. Samples from all grade levels were much shorter than 50 utterances. Either the task or the age of the students, or both, mitigated against our obtaining adequate samples from the pilot testing with the free production test.

Like the structured oral test, the free production test also raises problems of administration and scoring time, particularly for the longer samples required for reliable assessment.

Conclusions. The proposed sentence repetition test elicits ratable speech samples from K-6 students by providing a controlled language environment in which feature differences between MAE and AAL can be examined. The structured nature of the task is both its strength and its weakness, however. The strength of the task is that it allows for specifically identifying testable features, and then provides the environment for those features to occur. The weakness of the task is precisely its restrictive nature. It does not allow for natural language use. We are not sure whether and how the picture of the students' language proficiency is distorted by not allowing for natural language use. But given the limitations of time and resources, the structured test appears to provide a better indication of a student's control of MAE than does the free production test.

We have revised the scoring sheet for the structured test and expanded it to include a pretest. While the scoring sheet worked quite well in its initial form, the revised form must now be pilot tested.

Since the free production task did not prove to be an effective means of obtaining a ratable sample of speech from the students tested, two possible alternative formats could be considered for additional piloting. One format would involve using a story of paragraph length loaded with the features to be

tested and having the students retell the story. Paragraph length can be varied with the grade level of the students. A second potential format involves having the test administrator tell a story and then ask structured questions about the story. Story length could vary by grade level. With both of these formats, the language environment is more controlled than in a free production task, allowing for focus on the feature differences between MAE and AAL. Time requirements, however, are a likely concern, and in this regard, validation studies should investigate whether writing samples provide reasonable substitutes for oral free production.

Recommendations. Based on the pilot test results, we recommend that during the next stage of speaking test development:

- the revised sentence repetition task be subject to validation trials;
- a second sentence repetition task be developed and validated to generate a second form of the test;
- a paragraph-paraphrase task be developed and piloted;
- a story question-answer task be developed and piloted;
- a second paragraph-paraphrase task or a second story question-answer task be produced and piloted depending on the outcome of the initial piloting of the two formats;
- a training procedure be developed for raters that includes an overview of the scheme, examples of use, repeated cycles of practice and feedback, and reliability checks;
- validation studies consider how best to reduce the time burden for administration and scoring.

Summary

This test development project has produced three prototype evaluation instruments, one assessing student writing and two assessing oral production. These instruments will help the LAUSD assess the effects of its new language arts curriculum for African American students on student proficiency in MAE. While this work is preliminary, the outcome of the June 1991 pilot testing effort is promising. Both the revised Writing Assessment Scoring Scheme and the revised structured speaking test should be subject to repeated validation trials. Two alternative formats also have been suggested to

possibly replace the free production oral test. If the district believes that the administration time and the scoring time demanded by such formats are feasible, additional development and pilot testing of these alternatives will be required. Additional validation work is necessary before the instruments described here can be used for evaluation purposes.

Appendix A

Directions for the Test Administrator

Writing Pilot Test, June 1991

**LAUSD Language Development Program
for African American Students**

Class Cover Sheet

WRITING

Please provide the information requested in the spaces below to assist us in evaluating the writing samples from your students.

Date _____

Grade _____

Teacher's name _____

School _____

When you have collected the writing samples from the students, please sort the papers into two groups: one, all African American student papers; two, all others. Please label the two groups.

Please provide any comments you have about the writing procedure and/or topics on this sheet. Your feedback will help us refine the writing test.

LAUSD Language Development Program for African American Students

Directions to the Test Administrator

WRITING

The students should have two class periods to write their stories. Please allow 30/40 minutes each day for the students to write. On the first day, the students should write as much of their stories as they can. On the second day, they should complete their stories and check them for errors. The directions to the students on the assignment sheets ask them to use Mainstream American English for their stories.

Day One

Pass out an assignment sheet and a writing sheet to each student in the class. Four topics are being equally distributed among the students. Because the topics are being pilot tested, some of the student will have picture topics and some will not.

Say to the students:

"I have just given you each a writing assignment. You do not all have the same assignment. Some of the assignments have pictures and some do not. Write the best story you can for your assignment using Mainstream American English not African American Language.

Look at your assignment sheet and silently read your assignment. It is in bold type. I will answer any questions you have about your assignment individually in just a minute." [Give the students time to read their assignments and then continue.]

Say to the students:

"Now I want us to read the rest of the information on the sheet together.

You will have two class periods to write your story, today and tomorrow. Today you should get as many ideas on paper as you can. Tomorrow you should complete your story and check it for errors.

In your story, be sure to:

- tell what happened and the order in which it happened.
- give details about the situation, people, and events. Also tell how you felt about them.

Before you begin your story, write your name at the top of this page and at the top of your story page. Write your name on the top of any additional pages you use.

When you have finished writing your story, do not recopy it. Make any corrections you want to make right on the page just above the words or phrases you want to change.

Do you have any questions?"

If there are no questions, let the students begin. If there are general questions about the procedure, answer them. Circulate to answer questions about specific assignments.

At the end of 30/40 minutes, collect all papers, assignment sheets and writing pages. Count to be sure you have all of them before you allow the students to leave.

Day Two

Pass out the assignment sheets and writing pages to the students. Remind them that they are to complete their stories and check their writing for errors. Also remind them that the stories are being written in Mainstream American English.

When the time is over (30/40 minutes), collect all papers once again, both assignment sheets and writing pages. Count to be sure you have all of them before you allow the students to leave.

Separate the papers into two groups--African American papers, all others--keeping the assignment sheet and writing page for each student together. Label the two groups.

Give all testing material to the LDPAAS facilitator/advisor.

Appendix B

Topics for the Writing Pilot Test

June 1991

WRITING ASSIGNMENT

Directions: Write about a very special memory that made you happy. It could be something that happened to you, something you did, or a place that you have gone. Use Mainstream American English to tell your story.

You will have two class periods to write your story, today and tomorrow. Today you should get as many ideas on paper as you can. Tomorrow you should complete your story and check it for errors.

In your story, be sure to:

- tell what happened and the order in which it happened.
- give details about the situation, people, and events. Also tell how you felt about them.

Before you begin your story, write your name at the top of this page and at the top of your story page. Write your name on the top of any additional pages you use.

When you have finished writing your story, do not recopy it. Make any corrections you want to make right on the page just above the words or phrases you want to change.

WRITING ASSIGNMENT

Directions: Write about a new friend you made this year. Tell how you met your friend and why you like your friend. Use Mainstream American English to tell your story.

You will have two class periods to write your story, today and tomorrow. Today you should get as many ideas on paper as you can. Tomorrow you should complete your story and check it for errors.

In your story, be sure to:

- tell what happened and the order in which it happened.
- give details about the situation, people, and events. Also tell how you felt about them.

Before you begin your story, write your name at the top of this page and at the top of your story page. Write your name on the top of any additional pages you use.

When you have finished writing your story, do not recopy it. Make any corrections you want to make right on the page just above the words or phrases you want to change.

WRITING ASSIGNMENT



Directions: Look at the picture above. The boy's name is Bud. He has made a new friend. Using Mainstream American English, write a story about their first adventure.

You will have two class periods to write your story, today and tomorrow. Today you should get as many ideas on paper as you can. Tomorrow you should complete your story and check it for errors.

In your story, be sure to:

- tell what happened and the order in which it happened.
- give details about the situation, people, and events. Also tell how you felt about them.

Before you begin your story, write your name at the top of this page and at the top of your story page. Write your name on the top of any additional pages you use.

When you have finished writing your story, do not recopy it. Make any corrections you want to make right on the page just above the words or phrases you want to change.



WRITING ASSIGNMENT

Directions: Look at the picture above. Who do you think the people in the picture are? Using Mainstream American English, write a story about what is happening.

You will have two class periods to write your story, today and tomorrow. Today you should get as many ideas on paper as you can. Tomorrow you should complete your story and check it for errors.

In your story, be sure to:

- tell what happened and the order in which it happened.
- give details about the situation, people, and events. Also tell how you felt about them.

Before you begin your story, write your name at the top of this page and at the top of your story page. Write your name on the top of any additional pages you use.

When you have finished writing your story, do not recopy it. Make any corrections you want to make right on the page just above the words or phrases you want to change.

Appendix C

Writing Samples for the Same Prompt

Grades 3-6

Feature occurrences are circled on the papers, and a scoring scheme is included for each paper. The scoring scheme is an interim version similar to the revised form.

"Bud and the cat" June 12, 1999

One day Bud was walking to the ice-cream shop to get some ice-cream. When he came back he took a short-cut. So he went through the alley but then he stopped. There was a baby cat laying down on top of a trashcan.

Bud had lots of fun he gave the cat food every day. But one day he went home and he asked his mother if he could have a cat but his mother said

cats cost too much money.

So Bud said, "Oh you don't have to pay for this one!!!"

I'll go get it now.

So he went to go get it.

Then he came back with the cat. And his mother said, "Oh

its so cute!" and she said okay

you can keep it as long as you

take care of it. So the next

day they went to the park

they got one the mailgold-round.

They lived happily ever after.

Writing Assessment Scoring Scheme

Student's name Student E

Date 6/27/91

Topic Boy and Cat

School Baldwin Hills

Grade 3

GRAMMATICAL FEATURES	USAGE				FEATURE TOTAL
	MAE		AAL		
Pluralization plural marker -s	1	+		=	1
Possession possessive marker -'s		+		=	
Past Tense past tense marker -ed	11 11 11 11	+		=	18
Auxiliary/Present tense copula verbs is/are -- including contractions	1	+		=	1
Auxiliary/Past tense copula verbs was/were -- including contractions	11	+		=	11
Third person singular marker -s		+		=	
Indefinite article before vowels a/an		+		=	
Demonstrative pronoun them/those		+		=	
Reflexive pronoun himself/hisself themselves/theirself		+		=	
USAGE TOTAL	22	+	0	=	22

$$\text{MAE Usage Total/Feature Total} = \frac{22}{22} = 100\%$$

Other Features:

Evaluator's signature Eys

6-12-71

Bud and Tom

One day Bud want to the store to get a loaf of bread for his mother. When he got there he got some ice cream too. While he was walking back home a cat followed him to his house. Bud liked the cat so he named him Tom. Bud had the cat in the garage because his mother doesn't like pets.

On the next day Bud was going to school and the Tom followed him to school. Then Bud hid Tom in his locker. Snow told Bud to Tom to get some ice cream. They started walking home Bud said I got sick my mom about Tom. Then Bud got home, he said mom I have a cat named Tom. I wanted to know I can keep you but you got to take care of

it, ok mom.

THE END

Writing Assessment Scoring Scheme

Student's name Student F

Date 6/27/91

Topic Boy and Cat

School Baldwin Hills

Grade 4

GRAMMATICAL FEATURES	USAGE				FEATURE TOTAL
	MAE		AAL		
Pluralization plural marker -s	1	+		=	1
Possession possessive marker -'s		+		=	0
Past Tense past tense marker -ed	11 11 11	+		=	15
Auxiliary/Present tense copula verbs is/are -- including contractions		+		=	0
Auxiliary/Past tense copula verbs was/were -- including contractions	11	+		=	2
Third person singular marker -s		+		=	0
Indefinite article before vowels a/an		+		=	0
Demonstrative pronoun them/those		+		=	0
Reflexive pronoun himself/hisself themselves/theirself		+		=	0
USAGE TOTAL	18	+	0	=	18

MAE Usage Total/Feature Total = 18 / 18 = 100 %

Other Features:

Evaluator's signature *Eys*
33

June 12, 1991

Bud's new Adventure

One day there was a boy named bud he was walking down the street when he stopped and saw a cat he said how you doing lillte cat the cat reppond meow meow. He said to the cat that the cat was going to be his new friend. So the cat and bud had became good friends. Then bud took the cat back to his house.

But before he went home he stop by the ice cream shop. He order on Choco-mults with Gandy Candy. Then he walked home. Before bud had got the cat he did not know that the cat was an iddol for some treasure. So there where two men looking for the cat. Bud's mother know about the cat to because she had had the map for the treasure all they needed from the cat was a special paw. So bud's mom a him and the cat took a trip to texas and the two men had follow them. So bud's mom called the police.

They had found the treasure, But the two men had found them but bud had all readed put the cat's paw on it bud had got the treasure and cat and ran. But it was not over yet. the police had come and took the to men to jail. They

took bud and his mother home and they
lived happily ever after.

Writing Assessment Scoring Scheme

Student's name Student G

Date 6/27/91

Topic Boy and cat

School Baldwin Hills

Grade 5

GRAMMATICAL FEATURES	USAGE				FEATURE TOTAL
	MAE		AAL		
Pluralization plural marker -s	I	+		=	1
Possession possessive marker -'s		+		=	4
Past Tense past tense marker -ed	 	+		=	26
Auxiliary/Present tense copula verbs is/are -- including contractions		+		=	0
Auxiliary/Past tense copula verbs was/were -- including contractions	 	+		=	7
Third person singular marker -s		+		=	0
Indefinite article before vowels a/an	I	+		=	1
Demonstrative pronoun them/those		+		=	0
Reflexive pronoun himself/hisself themselves/theirself		+		=	0
USAGE TOTAL	35	+	4	=	39

MAE Usage Total/Feature Total = 35 / 39 = 90 %

Other Features:

- (had) became → become [spelling] where → were
- (had) got → gotten
- (had) follow → followed

Evaluator's signature EYS

June 13, 1991

The Little Shorty

Once there was a six year old kid named Bud, that lived in a little town called Tall Ville.

The reason why it's called Tall Ville was because everything was tall; the trees, homes and the people that lived in the village are tall.

The problem is that everyone hated Bud because he was short for his age.

One day Bud went to an ice-cream shop, while he was licking his ice-cream, a small black cat went in the shop and jumped on the counter.

Bud knew the cat was very hungry and all she wanted was something to eat. Bud gave his cone to the cat and named her Kookie.

Bud and Kookie went out of the store and went home to show his family his new friend. As the next day went by, Bud had to go to school. Bud had a very bad day as usual because he was always constantly teased him of how short he was.

After school one day there was a fire about two blocks away from the school.

Bud didn't know about it until Kookie started acting strange and led Bud to the fire.

There were two kids in the fire one was two

and one was four.

No one could get inside the house because the doornob was steaming hot and the windows were too small for anyone to fit in.

The only person who could fit into the window was Bud and Kookie.

Bud and Kookie went inside the house, Kookie smelled the kids in their room. Bud found a long piece of rope, he tied the two year old to Kookie and Bud gave the 4 year old a piggy back ride and led them to safety.

Bud and Kookie were on the cover page of the news paper.

Bud was no longer teased after that.

Bud grew up to be the tallest man in Tall Ville.

I felt this story was educational and should teach people that everyone is special in some way.

Writing Assessment Scoring Scheme

Student's name Student H

Date 6/27/91

Topic Boy and Cat

School Baldwin Hills

Grade 6

GRAMMATICAL FEATURES	USAGE				FEATURE TOTAL
	MAE		AAL		
Pluralization plural marker -s		+		=	5
Possession possessive marker -'s		+		=	0
Past Tense past tense marker -ed		+		=	30
Auxiliary/Present tense copula verbs is/are -- including contractions		+		=	4
Auxiliary/Past tense copula verbs was/were -- including contractions		+		=	19
Third person singular marker -s		+		=	0
Indefinite article before vowels a/an		+		=	0
Demonstrative pronoun them/those		+		=	0
Reflexive pronoun himself/hisself themselves/theirself		+		=	0
USAGE TOTAL	58	+	0	=	58

$$\text{MAE Usage Total/Feature Total} = \frac{58}{58} = 100\%$$

Other Features:

are → were

is → was

was → were

Evaluator's signature *EJS*

Appendix D

Two Writing Samples Each from Grades 4 and 5:

One sample based on a sentence prompt, one on a picture prompt

Feature occurrences are circled on the papers, and a scoring scheme is included for each paper. The scoring scheme is an interim version similar to the revised form.

5-12-91

My New Friend

The new friend I met this year is Kieth. Kieth isn't new to this school, he came here last year but I wasn't in his class. He's one of my best friends in the whole school. Sometimes at recess we play basketball with the other children in the class. I'm not really good basketball player myself, but Kieth is a very good player and he always passes the ball to me.

Kieth has a big brother named Mark who is in the sixth grade. He is a good friend to me. I also have a brother who is in the first grade. All four of us are good friends.

Mark is about to graduate to the seventh grade. He is going to go to a Junior High School called Paul Pever. Kieth and I won't be graduating until next year. Kieth is probably going to the same school as his brother. But I am going to Audobon Junior High School. And that is probably when our friendship will end.

Writing Assessment Scoring Scheme

Student's name A

Date 6/27/91

Topic New Friend

School Baldwin Hills

Grade 5

GRAMMATICAL FEATURES	USAGE				FEATURE TOTAL
	MAE		AAL		
Pluralization plural marker -s		+		=	2
Possession possessive marker -'s		+		=	0
Past Tense past tense marker -ed		+		=	4
Auxiliary/Present tense copula verbs is/are -- including contractions	 	+		=	14
Auxiliary/Past tense copula verbs was/were -- including contractions		+		=	1
Third person singular marker -s		+		=	2
Indefinite article before vowels a/an		+		=	0
Demonstrative pronoun them/those		+		=	0
Reflexive pronoun himself/hisself themselves/theirself		+		=	0
USAGE TOTAL	23	+	0	=	23

MAE Usage Total/Feature Total = 23 / 23 = 100 %

Other Features:

Evaluator's signature Eys.

Let was this African American girl, she was a very good rapper and she was going to the studio to make a record. She was very excited that night so she went to bed at 10 o'clock so she could wake up real early. Now her parents really didn't like her style in music, and they want too pleased with the situation. Well, she had to be at the studio at 9:00 o'clock. That morning she woke up at 8:30. She did not know this and her parents didn't either. So she was just munging around not even looking at the time. She didn't want to wake her parents up because she knew that they probably were in a deep sleep. So she just made herself a bowl of cereal with toast and orange juice. It was now 9:00 o'clock and she just got out the shower and her watch said 7:30. She said Wow! I must of woke up early. So then she put on her clothes, combed her hair, and started practicing. On her watch it said 8:15 but it was really 10:15. So she said I better wake my parents up. But first she called the time and when she heard the time she started screaming. So she said OH, NO! It's ten thirty! She went in her parents room and said Wake Up! I have to go to the studio. Her father said Oh no early you are too too early. She said mommy take me to the studio. She said baby you're going crazy just calm down. She said how can I calm down It's ten thirty! Her mother said what!! Oh you have to be at the studio BHS

at 9:00 o'clock. The said Yamom thats what clim trying
to tell you and dad. So they wote up taking their sweet
time cause they didn't ready like rap. So when they got
to the studio it wasn't even open. It opened at 11:00
and her appointment was also at 11:00. Her parents told
when she gets home she's going to get a texting so hard
she would even be able to sit down!!

The End

Writing Assessment Scoring Scheme

Student's name Student B

Date 6/27/91

Topic Girl and Parents

School Baldwin Hills

Grade 5

GRAMMATICAL FEATURES	USAGE				FEATURE TOTAL
	MAE		AAL		
Pluralization plural marker -s	≠	+		=	5
Possession possessive marker -'s		+		=	1
Past Tense past tense marker -ed	≠ ≠ ≠ ≠ ≠	+		=	37
Auxiliary/Present tense copula verbs is/are -- including contractions	≠	+		=	7
Auxiliary/Past tense copula verbs was/were -- including contractions	≠ ≠	+		=	10
Third person singular marker -s		+		=	1
Indefinite article before vowels a/an		+		=	0
Demonstrative pronoun them/those		+		=	0
Reflexive pronoun himself/hisself themselves/theirself		+		=	6
USAGE TOTAL	58	+	3	=	61

MAE Usage Total/Feature Total = 58 / 61 = 95 %

Other Features:

Evaluator's signature Eys

One day i made a friend at my little friend they play on Saturday in the n i made a new friend a gain in the n bec take my home.

I have made a new friend over by my friends house we played football in the n we had a nice party by jemell.

On the sound day me ~~and~~ ^{and} my doy are going to play some games with my friends like a basketball game.

Me and my borther are playing with the turtle wagon with the turtles in side of that van now.

My mother and i were playing a game call Bursh in the living room so we can answer some of these question.

Writing Assessment Scoring Scheme

Student's name Student C

Date 6/27/91

Topic Special Memory

School Figueroa Street

Grade 4

GRAMMATICAL FEATURES	USAGE				FEATURE TOTAL
	MAE		AAL		
Pluralization plural marker -s		+		=	4
Possession possessive marker -'s		+		=	1
Past Tense past tense marker -ed		+		=	5
Auxiliary/Present tense copula verbs is/are -- including contractions		+		=	2
Auxiliary/Past tense copula verbs was/were -- including contractions		+		=	1
Third person singular marker -s		+		=	0
Indefinite article before vowels a/an		+		=	0
Demonstrative pronoun them/those		+		=	0
Reflexive pronoun himself/hisself themselves/theirself		+		=	0
USAGE TOTAL	10	+	3	=	13

$$\text{MAE Usage Total/Feature Total} = \frac{10}{13} = 77\%$$

Other Features:

Evaluator's signature *Eys*

Bud and his friend

Once upon a time there live a boy name Bud he as a friend name sat his friend is a cat that is black and white Bud were's glass that are black he like to eat ice cream all the time.

One day Bud went to go get some ice cream he came back home to get his cat, but the cat was not there so he went to go look for his cat and he look and he look and he look for a long time.

And then he saw his cat so he went to go get some ice cream but he had come to lat the ice cream store was closed but he found his cat and then they went home the next day he went to get some.

But he didn't have no money on him because he had spend it all up so he told the man he can't buy no ice cream today because he spend all of his money up yesterday the man said I am sorry you did that.

So he went back home with his cat and they sat there for the rest of the day and did not one thing some day bud would get some ice cream.

Writing Assessment Scoring Scheme

Student's name Student D

Date 6/27/91

Topic Boy and cat

School Figueroa Street

Grade 4

GRAMMATICAL FEATURES	USAGE			FEATURE TOTAL	
	MAE		AAL		
Pluralization plural marker -s		+		=	1
Possession possessive marker -'s		+		=	0
Past Tense past tense marker -ed	 	+	 	=	25
Auxiliary/Present tense copula verbs is/are -- including contractions		+		=	4
Auxiliary/Past tense copula verbs was/were -- including contractions		+		=	2
Third person singular marker -s		+		=	1
Indefinite article before vowels a/an		+		=	0
Demonstrative pronoun them/those		+		=	0
Reflexive pronoun himself/hisself themselves/theirself		+		=	0
USAGE TOTAL	23	+	10	=	33

$$\text{MAE Usage Total/Feature Total} = \frac{23}{33} = 70\%$$

Other Features:

Evaluator's signature *Eys*

Appendix E

Writing Assessment Scoring Scheme:

Initial draft and revised form

Tentative scoring scheme: Research model

Student's name _____

Date _____

WRITING

GRAMMATICAL FEATURES	USAGE		
	MAE	AAL	POSSIBLE OCCURRENCES
Pluralization			
Possession			
Past tense			
Auxiliary verbs			
Third person singular			
Past tense copula verbs			
Present tense copula verbs			
Second person plural			
Indefinite article			
Demonstrative pronoun			
Reflexive pronoun			

Comments:

Evaluator's signature _____

Writing Assessment Scoring Scheme for Use of MAE

Student's name _____

Date _____

Topic _____

School _____

Grade _____

GRAMMATICAL FEATURES	USAGE			FEATURE TOTAL
	MAE		OTHER	
Pluralization plural marker -s	s	+	∅	=
Possession possessive marker -'s	s	+	∅	=
Past tense past tense marker -ed	ed	+	∅	=
Present tense copula/auxiliary verbs am/is/are -- including contractions	is/are/am/'s/'re/'m	+	∅	=
Past tense copula/auxiliary verbs was/were -- including contractions	were	+	was	=
Third person singular marker -s	s	+	∅	=
Indefinite article before vowels an/a	an	+	a	=
Demonstrative pronoun those/them	those	+	them	=
Reflexive pronoun himself/hisself themselves/theirself	himself/themselves	+	hisself/theirself	=
USAGE GRAND TOTAL		+		=

MAE Usage Grand Total/Feature Grand Total = _____ / _____ = _____ %

Other Features:

Evaluator's signature _____

Appendix F

Errors From Pretest Writing Samples
Not Readily Attributable to Differences
Between MAE and ALL

**Form in
Students'
Essays**

**Corrected
Form**

a
me
us
us
we're
it

I
I
me
we
we
them

my
her's
are
movies
aunts
someones
friends
dads
parents
Ambers
Roberts

mine
hers
our
movie's
aunt's
someone's
friend's
dad's
parents'
Amber's
Robert's

were
that
an
my

where
at
and
why

alway
sometime
it seem
lot
happen

always
sometimes
it seems
lots
happens

**Form in
Students'
Essays**

**Corrected
Form**

did not have nothing*
no more*
none*
know more

did not have anything
anymore
any
anymore

go to
was gone
look
gaves
at's
is*
have got
got
know
went
hanged
was to go
we're
fell
wakes
yells
starts
nags
ignores
can
had feeled
had got
had rided
was very contented
was broke
got morning time
don't can go
don't got
went
had went
got bit
could
this

to go to
was going
looking/watching
gives
acts
are
has
have
known
rode
hung
went
were
felt
woke
yelled
started
nagged
ignored
came
had felt
had gotten
had ridden
was very content
was broken
was/became
can't go
don't
went to
had gone
got bitten
could have
there was

**Form in
Students'
Essays**

**Corrected
Form**

it
their
passit

there were
they were
past it

Ill
lets
where
were
thats
He's is
wont
your
whats

I'll
let's
we're
we're
that's
He's/He is
won't
you're
what's

*AAL forms which vary from MAE but are not under investigation in this study

Appendix G

Directions for the Test Administrator and
Scoring Sheet for the Structured Task

Speaking Pilot Test, June 1991

LAUSD Language Development Program for African American Students

Directions to the Test Administrator

SPEAKING

There are two parts to the Speaking test. Part I is a structured task. Part II is a free production task. The same students should do both parts of the test. Please select four students from your class who you feel represent a range of language ability.

Part I: Structured Task

You will read ten sentences to the student one at a time and the student will repeat each sentence. *You should read each sentence to the student only once.* This procedure will be tape recorded.

For each sentence, one or more points of difference between Mainstream American English (MAE) and African American Language (AAL) are being tested. You are to listen for the student's use of MAE. If the student uses MAE for the point tested, do **not** write anything on the scoring sheet. If the student uses AAL, check that s/he has done so on the line which corresponds to the point being tested. (See attached scoring sheet.)

Say to the student:

"I am going to read ten sentences to you one at a time. I want you to repeat each sentence exactly as I say it. I will say each sentence only one time. I will record what you say so we can hear it again later. Do you have any questions?"

[Go to the scoring sheet for the sentences.]

Before you begin, be sure to write the student's name, grade in school, and the date in the spaces provided on the scoring sheet.

When you and the student are ready, start the cassette recorder.

Say to the student:

"Tell me your name."

Then begin the procedure. When the student has repeated the last sentence, stop the recorder and sign the bottom of the scoring sheet.

Please provide any comments you have about the structured task on this sheet. Your comments will help us refine the speaking test.

Scoring Sheet: SPEAKING

Student's name _____

Date _____

Part I: Structured Task

Directions: If the student uses MAE, do not write anything. If the student uses AAL, check on the appropriate line.

<p>The two <u>pencil</u>s are on the <u>desk</u>.</p>	<ul style="list-style-type: none"> • plural _____ • sound cluster _____ (word final)
<p>John's <u>car</u> is <u>old</u>.</p>	<ul style="list-style-type: none"> • possessive _____ • the /r/ sound _____ • sound cluster _____ (word final)
<p>The <u>police</u> are in the store.</p>	<ul style="list-style-type: none"> • stress _____
<p>She's a very smart girl.</p>	<ul style="list-style-type: none"> • auxiliary verb (contraction) _____
<p>The little boy hurt <u>himself</u> when he fell.</p>	<ul style="list-style-type: none"> • reflexive pronoun _____
<p>We <u>were going</u> on a picnic, but it started to rain.</p>	<ul style="list-style-type: none"> • past tense copula verb _____
<p>Jessie has <u>an</u> aunt who lives next door.</p>	<ul style="list-style-type: none"> • indefinite article _____
<p>Your <u>brother</u> <u>called</u> me yesterday.</p>	<ul style="list-style-type: none"> • the /th/ sound _____ • sound cluster /ld/ _____
<p>Bud <u>plays</u> football after school every day.</p>	<ul style="list-style-type: none"> • third person singular _____
<p>I <u>am</u> very happy because I have a kitten.</p>	<ul style="list-style-type: none"> • present tense copula verb _____

Evaluator's signature _____

Appendix H

Revised Scoring Sheet for the Structured Task

Scoring Sheet: SPEAKING

Student's name _____

Date _____

Grade _____

Structured Task Pretest

Ask the student to repeat the words below. If the student produces the underlined sound in each word, put a check on the line. If the student does not produce the sound, put a zero (0) on the line.

house	/s/	_____	clothes	/z/	_____
glasses	/iz/	_____	mouse	/s/	_____
shoes	/z/	_____	choices	/iz/	_____
dress	/s/	_____	toys	/z/	_____
brushes	/iz/	_____			

Show the student the two pictures one at a time and say:

Picture #1 *Show me and tell me which one is taller.*

(picture of a man and a boy)

The student should point to the tall man and say "He is." If the student does not say "He is," write down what he/she says. If the student answers correctly, do not write anything.

Picture #2 *Show me and tell me which one is older.*

(picture of a grandmother and a younger woman)

The student should point to the grandmother and say "She is." If the student does not say "She is," write down what he/she says. If the student answers correctly, do not write anything.

Picture #1



Picture #2



Structured Task

Directions: Ask the student to repeat each sentence. If the student uses MAE, put a check on the appropriate line. If the student does not use MAE, put a zero (0) on the line.

The two <u>cats</u> are chasing the rat.	• plural _____
When my sister has extra money, she buys me ice cream.	• third person singular _____
I saw <u>an</u> apple with a worm in it.	• indefinite article _____
My cousin hurt <u>himself</u> when he fell off the horse.	• reflexive pronoun _____
We <u>were</u> going to play video games, but we didn't have enough money.	• past tense auxiliary verb _____
I love my grandmother. She's wonderful.	• copula verb (contraction) _____
My brother's puppy ate my sock.	• possessive _____
We <u>are</u> excited because there will be a party at school tomorrow.	• present tense copula verb _____
The little boy plays every day with his two kitty cat friends.	• third person singular _____ • plural _____
You'll have a pretty smile if you take care of your <u>teeth</u> .	• the /th/ sound _____
<u>That</u> mother bird laid <u>an</u> egg in my flower pot.	• the /th/ sound _____ • indefinite article _____
Bud's a sharp dude.	• copula verb (contraction) _____
The Lakers are always proud of <u>themselves</u> when they win a basketball game.	• reflexive pronoun _____
I <u>am</u> very happy because I have good friends.	• present tense copula verb _____
<u>They were</u> going to the beach, but the car had a flat tire.	• the /th/ sound _____ • past tense auxiliary verb _____
Billy's cousin always says, " <u>Thank you</u> ," when someone is polite to her.	• possessive _____ • the /th/ sound _____

Evaluator's signature _____

Score _____

Appendix I

**Directions for the Test Administrator and
Pictures and Oral Prompts for the Free Production Task**

Speaking Pilot Test, June 1991

Part II: Free Production Task

For this task give each of the four students a different picture (A, B, C, or D) to serve as a basis for telling a story to a small group of classmates.

Give the picture to the student and say:

"Here is a picture. I want you to tell a story about the picture to a small group of your classmates. Use Mainstream American English to tell your story. I will record the story so we can hear it again later."

Read aloud to the student the two-sentence oral prompt that corresponds to the picture--A, B, C, or D.

Oral Prompts for the Free Production Task

- A. This is Willie. He found a secret door to a secret place in his neighborhood. Tell about what you think he found.
- B. These children are ready for an adventure. Where do you think they are going and what are they going to do?
- C. Who do you think the person in the picture is? Tell about what is happening.
- D. Who do you think the person in the picture is? Tell about what is happening.

Say to the student:

"Take some time to think about your story while I get your classmates together."

While the student is planning his/her story, bring the small group of classmates (3-5 students) together. (Allow approximately 1 minute.)

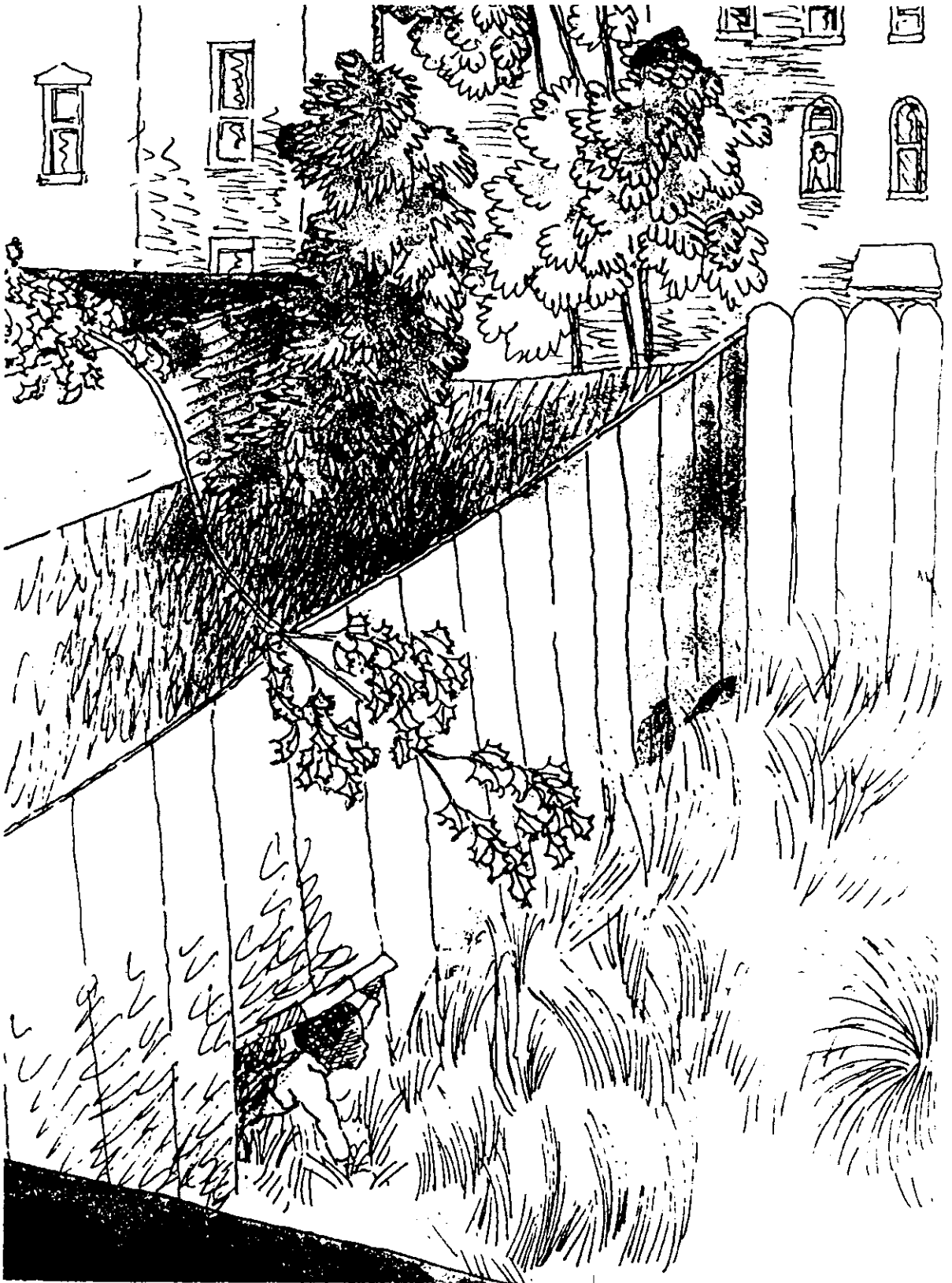
When the group is settled and the student is ready to begin, start the cassette recorder and let the student tell his/her story. *When the student has finished,*

state the student's name, grade level, and the date, so the information will be on the tape. Then turn off the recorder.

Give all testing material to the facilitator/advisor.

Please provide any comments you have about the free production task and topics on this sheet. Your comments will help us refine the speaking test.

A



B



C



D



Appendix J

Draft Scoring Sheet for the Free Production Task

Tentative scoring scheme: Research model

Student's name _____

Date _____

SPEAKING (Part II)

SOUND PRODUCTION	USAGE		
	MAE	AAL	POSSIBLE OCCURRENCES
Sound clusters Beginning of word			
Middle of word			
Word final			
Stress patterns			
First person future			
Multiple negation			
Use of GO			
GRAMMATICAL FEATURES	MAE	AAL	POSSIBLE OCCURRENCES
Pluralization			
Possession			
Past tense			
Auxiliary verbs			
Third person singular			
Past tense copula verbs			
Present tense copula verbs			
Second person plural			
Indefinite article			
Demonstrative pronoun			
Reflexive pronoun			

Tentative scoring scheme: Research model

Student's name _____

Date _____

SPEAKING (Part II)

Comments:

Evaluator's signature _____

Appendix K

**Transcribed Responses per Grade Level
for Each of the Four Prompts in the Free Production Task**

Speaking Pilot Test, June 1991

Prompt C: Who do you think the person in the picture is? Tell about what is happening.

- (K) Someone is riding the horse and the peaches are gonna fall on 'em and he's running away.
- (2) The title of my story is "Ivy Yoyo." Ivy Yoyo was on a horse and he was running from two pumpkin and then the horse was taking him somewhere and when they went somewhere they had fun.
- (4) Once upon a time there lived a man. He lived in a place called Pumpkin Town. He lived in a pumpkin house. He had a horse and the people called him Peter Pumpkin Eater. Everybody liked him. The end.
- (4) In the picture I see a little boy on the horse riding away from a big giant pumpkin that's chasin' him. He's trying to get away as fast as he can, but he can come home safe. The horse doesn't have no idea what's happening but he's getting a message to hurry as fast as he can. He makes it home very safe and tells his whole family what happened the same day. The end. He lived happily ever after.
- (6) I think the person in the picture is a little boy and he looks like he's running away from giant pumpkins that grew when he was growing um, and he's running through a farm, a farm yard with his horse and he looks very scared.
- (6) Once upon a time there was a boy and his horse. Billy was the boy's name. Thunder was the boy's horse. Billy and Thunder rode through a pumpkin patch, but Thunder's hooves got stuck in the leaves so all of a sudden Thunder sees big clouds in the sky and so does Billy. The clouds go overhead then all of a sudden the sun comes back out, so Billy and Thunder ride back home.

Prompt D: Who do you think the person in the picture is? Tell about what is happening.

- (K) The little girl walkin' walk with flowers in her hand. She saw a (incomprehensible).
- (2) I think the person in the picture is Summer and and what is happening is a girl is picking flowers in the forest and a and a wolf is spying on her in the forest.
- (4) Once upon a time there was, there lived a girl in a small, in a small house by the forest. She would always visit her grandmother on the other side of the forest. But one day she wanted to give her grandmother some flowers. She was walking and she lost the trail and then a hungry wolf came upon her

The grade is provided in the parenthesis next to the transcribed speech of the student.

Prompt A: This is Willie. He found a secret door to a secret place in his neighborhood. Tell about what you think he found.

- (K) He saw a door and he push his way out.
- (2) I think Willie found a kitten or a ball. All the people were looking at him.
- (2) I think he found the secret place under the gate into a special place where he was.
- (4) One day Willie found a secret door in his neighborhood and then when he got there he found a frog, and the back of a gate and he told all of his friends when he got to school the next day.
- (6) I think Willie found a secret hideout place in his backyard under a wall in the grass where he goes down in after school and at night time.

Prompt B: These children are ready for an adventure. Where do you think they are going and what are they going to do?

- (K) They goin' to Magic Mountain and havin' a lot of fun playin' on the rides and getting into the water.
- (2) These kids are going to Mars and um they probably see some creatures that try to come after em and try to get em and eat em up. And they would take em away and um they never see their mother or father again and they try to uh get away from em but they can't cause they got long arms and legs like uh pull they tongue out and they catch em and eat em up with salt, sugar and all that stuff on em and cook em up and they'll eat em.
- (4) Once upon a time there were five kids who lived down the street from each other named Tony, John, Kim, Kimberly, and Lynn. They, they were planning a picnic for late Friday to plan their Mother's Day gift, and Tom, he made up the whole idea to give their parent a big giraffe and share it. The end.
- (6) I think these children are going from door to door because it's Halloween and and they're dressed up funny and they want them, and they want people to notice them that that it is Halloween and they're...

and growled at her. She started to run, but she wasn't goin' the right way but until she uh found, but until she found a trail, she, she followed it all the way down to her grandmother's where the hungry wolf was waiting. She, she came in. The hungry wolf jumped at her. She, she [caud] called for help even though it was useful but a hunter that knew her grandmother came over and shot the wolf and that was the end of the hungry wolf. The end.

- (6) Once upon a time there was a little girl. She was walkin' in the woods pickin' flowers for her mother. She um she was pickin' flowers for her mother. Suddenly she heard a noise. It was a a coyote and the coyote came up to her and she was so frightened she didn't know what to do. So she just stood there. Then after awhile she started thinking that if she, if she ignores him then he, he will not mess with her. So that is what she did and the coyote just went away. The end.