

TESTING PATTERN FOR PUPILS IN THE BILINGUAL SCHOOL
AND FOR THE CONTROL GROUPS

Tests to be used.	1964	1965	1966
Stanford Achievement Test for English Speaking Bilingual group and Control Group	Grades 1,2,3	Grades 1,2,3,4,	Grades 1,2,3,4,5
Cooperative Inter-American test given to all bilingual pupils.*	1,2,3,	1,2,3,4	1,2,3,4,5
Oral Interview for all bilingual pupils in study.	1,2,3,	2,3,4	3,4,5

* This test consists of a general ability test and a reading test for grades 1 through 6. There are alternate forms available.

Still to be determined is a test to be used for the Spanish speaking control group.

Testing - End of School Year 1966-67

1. Compare pupils in grade 6 in the English Sections and Regular Sections.

How do the English-speaking pupils in the English Sections who have had two years of English monolingual instruction and four years of bilingual instruction compare with English-speaking pupils in the Regular Sections who have had six years of monolingual instruction?

2. Compare pupils in grade 6 in the Spanish Sections with pupils in grade 6 in the English Sections.

How do Spanish-speaking pupils after two years of English monolingual instruction and four years of bilingual instruction compare in English curriculum with English-speaking pupils in the same instructional plan?

How do Spanish-speaking pupils after two years of English monolingual instruction and four years of bilingual instruction compare in Spanish curriculum with Spanish-speaking pupils in the same instructional plan?

Testing 1967-68, 1968-69

The pattern of testing of 1966-67 would be continued for 1967-68 and 1968-69, at which time pupils who began in the first grade in the bilingual program will be finishing the sixth grade.

	Starting 3rd Grade	Starting 2nd Grade	Starting 1st Grade
1963-64	3	2	1
1964-65	4	3	2
1965-66	5	4	3
1966-67	6	5	4
1967-68		6	5
1968-69			6

Testing 1966-67

1. Compare pupils in grades 2 through 6 in the English Sections and pupils in grades 2 through 6 in the Regular Sections.

How do English-speaking pupils in the English Sections compare with pupils in the Regular Sections?

2. Compare pupils in grades 2 through 6 in the English Sections and Regular Sections against Coral Way pupils in grades 2 through 6 in 1962.

How do English-speaking pupils in Coral Way in 1966 compare with the base line groups of 1962?

3. Compare pupils in grades 2 through 6 in the English Sections and Regular Sections with regular pupils in other schools.

How do English-speaking pupils in grades 2 through 6 of the bilingual school compare with regular pupils in other schools in 1966?

4. Compare the growth in English of pupils in grades 2 through 6 in the Spanish Sections and the growth in English of Spanish-speaking pupils in other schools.

How do Spanish-speaking pupils who study in English half time compare with Spanish-speaking pupils who study in English full time?

5. Compare the general growth of pupils in grades 2 through 6 in the Spanish Sections with the general growth of Spanish-speaking pupils in a Spanish-speaking country.

How do Spanish-speaking pupils who study in Spanish full time compare with Spanish-speaking pupils who study in Spanish full time in a Spanish-speaking country?

Testing 1965-66

1. Compare pupils in grades 2 through 5 in the English Sections and pupils in grades 2 through 5 in the Regular Sections.

How do English-speaking pupils in the English Sections compare with pupils in the Regular Sections?

2. Compare pupils in grades 2 through 5 in the English Sections and Regular Sections against Canal Way pupils in grades 2 through 5 in 1962.

How do English-speaking pupils in Canal Way in 1965 compare with the base line groups of 1962?

3. Compare pupils in grades 2 through 5 in the English Sections and Regular Sections with regular pupils in other schools.

How do English-speaking pupils in grades 2 through 5 of the bilingual school compare with regular pupils in other schools in 1963?

4. Compare the growth in English of pupils in grades 2 through 5 in the Spanish Sections and the growth in English of Spanish-speaking pupils in other schools.

How do Spanish-speaking pupils who study in English half time compare with the Spanish-speaking pupils who study in English full time?

5. Compare the general growth of pupils in grades 2 through 5 in the Spanish Sections with the general growth of Spanish-speaking pupils in a Spanish-speaking country.

How do Spanish-speaking pupils who study in Spanish half time compare with Spanish-speaking pupils who study in Spanish full time in a Spanish-speaking country?

Testing 1964-65

1. Compare pupils in grades 2 through 4 in the English Sections and pupils in grades 2 through 4 in the Regular Sections.

How do English-speaking pupils in the English Sections compare with pupils in the Regular Sections?

2. Compare pupils in grades 2 through 4 in the English Sections and Regular Sections against Carol Way pupils in grades 2 through 4 in 1962.

How do English-speaking pupils in Carol Way in 1964 compare with the base line groups of 1962?

3. Compare pupils in grades 2 through 4 in the English Sections and Regular Sections with Regular pupils in other schools.

How do English-speaking pupils in grades 2 through 4 of the bilingual school compare with regular pupils in other schools in 1964?

4. Compare the growth in English of pupils in grades 2 through 4 in the Spanish Sections and the growth in English of Spanish-speaking pupils in other schools.

How do Spanish-speaking pupils who study in English half time compare with Spanish-speaking pupils who study in English full time?

5. Compare the general growth of pupils in grades 2 through 4 in the Spanish Sections with the general growth of Spanish-speaking pupils in a Spanish-speaking country.

How do Spanish-speaking pupils who study in Spanish half time compare with Spanish-speaking pupils who study in Spanish full time in a Spanish-speaking country?