

THE VIRGINIA SPANISH TEST.

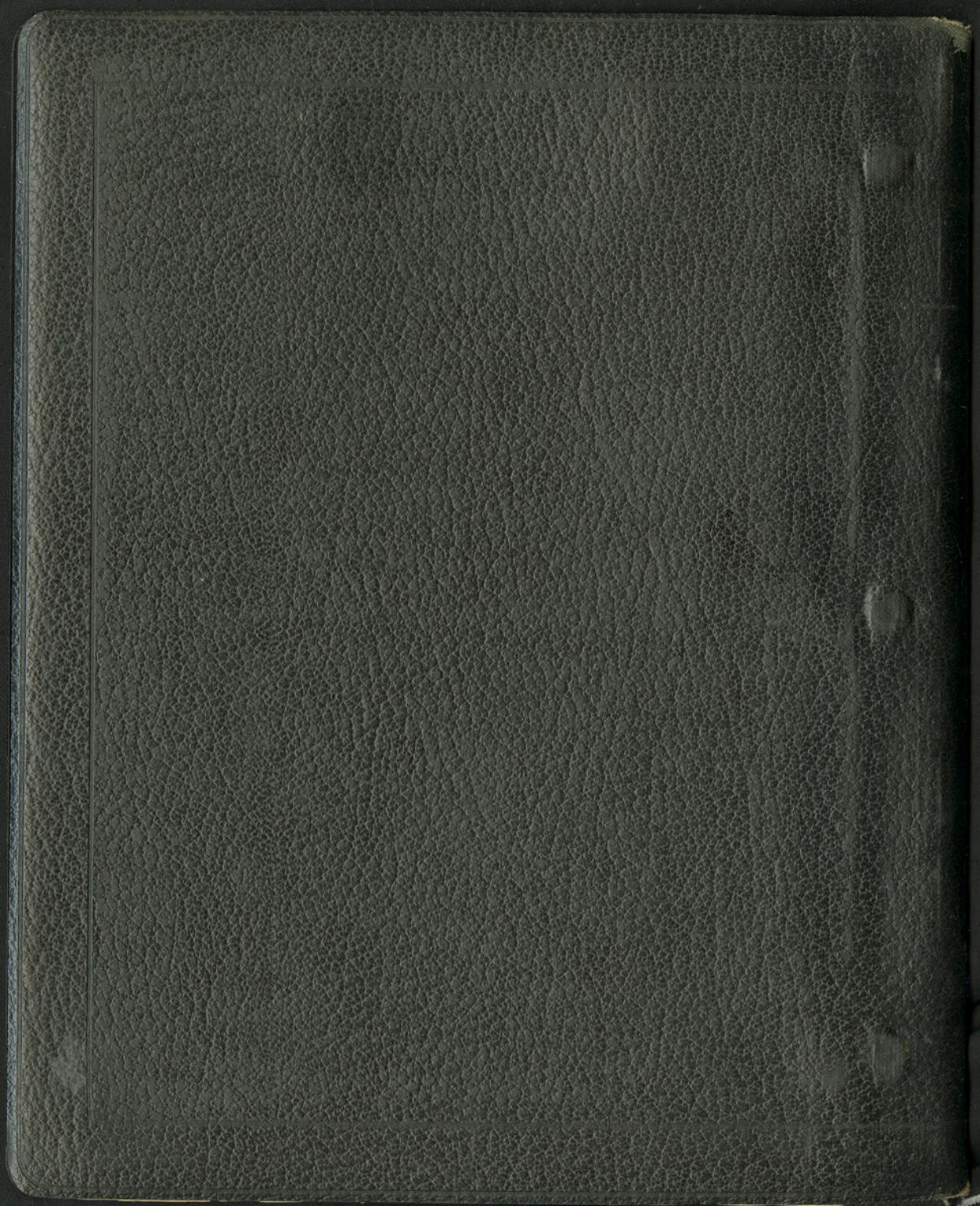
by

Mary C. Wilkie

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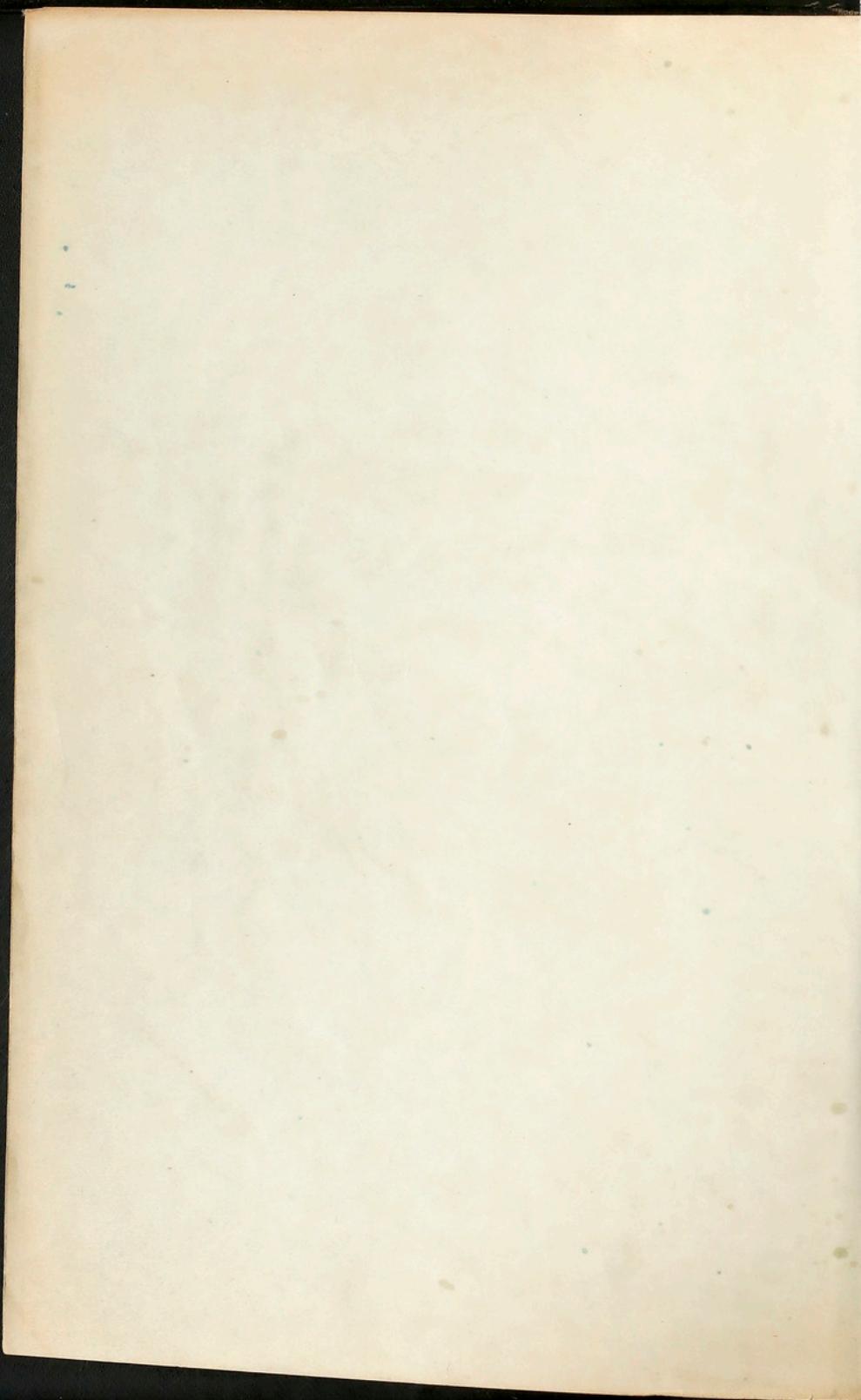


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THE VIRGINIA SPANISH TEST

By

Mary Cecilia Wilkie.

THE VIRGINIA SPANISH TEST:

PART I

Measures for Progress in Teaching
Spanish.

Purpose of the present investigation:

The chief purpose of this investigation is to discover what tests have been published that apply to the measurement of achievement for learners in Spanish; specifically what these tests attempt to measure; and how they accomplished what they attempted to do.

History of the testing movement in the field of Spanish:

One of the first, if not the first, attempts at measuring results in learning in a foreign language, was the Latin tests arranged by three graduate students under the direction of Dr. Paul H. Hanus, Professor of Education in Harvard University. The attempt attracted much attention at the time, and a clear account of the matter is given by Dr. Hanus in an article in the School Review, 1916.

It was not until 1919 that an attempt was made to put out a test touching the accomplishment of high school students in Spanish. Professor C. H. Handschin of Miami University had published in 1919, a series of tests designed to measure the achievement of pupils in

and the first time I have seen it. It
is a very large tree, with a trunk
about 12 inches in diameter, and a
large, spreading crown, with numerous
thin and long, spreading branches.
The bark is smooth, and of a light
brown color, with some darker
bands, which are irregular in shape,
and appear to be composed of
small, dark, irregular spots, or
scars, which are probably the
remains of old, dried-up, and
fallen, or broken, pieces of bark.
The wood is very hard, and
heavy, and has a strong, sweet
odor, which is peculiar to it, and
which is very pleasant to the nose.
The heartwood is yellowish-green,
and the sapwood is white, and
has a fine, close-grained texture.
The tree is found in the
forests of the Andes, and is
very common in the higher
parts of the mountains, where
the climate is cool and
temperate, and the soil
is rich and well-drained.
The wood is used for
making furniture, and
for various other purposes,
such as building houses,
making boats, and
making tools and implements.
It is also used for
making charcoal, and
for fuel, and is
very valuable for
these purposes.

in the first year or second year of a four-year high school; also college students.

The Wilkins Prognosis Test in Modern Languages by Mr. Lawrence Wilkins, Director of Modern Languages in New York City was published in 1922, and is designed to discover the ability or non-ability of a pupil to learn a foreign language by measuring four special traits.

The tests:

Only one of the Handschin tests in Spanish is now available and it has not been fully standardized. It is called "Silent Reading Test A: Spanish," and consists of fourteen sentences designed to measure the ability of pupils in the first or second year of a four-year high school, to translate readily. The answer to each of these sentences, or questions, which is simply a word, a phrase, or number, must be in words and not in figures. The constructions are all such as should be readily recognized by first and second-year students.

This material, Dr. Handschin tells us, is taken from Fasquelle's First Course.

In initial standardization several hundred pupils were used, and in further standardization several hundred, but the test is still not fully standardized.

The norms for 1st, 2d, 3d and 4th semesters are respectively 4, 5, 6, 7; But, says Professor

Handschin, these are tentative norms.

The practical use now being made of the test is to stimulate pupils, and also to stimulate the study of tests among teachers of modern languages. Their use is growing, and thus they are stimulating pupils as well as teachers.

The apparent criticism to be made of Professor Handschin's test is its very narrow scope. It is probably an adequate test of a pupil's ability to grasp the meaning of sentences expressed in Spanish, but this leaves untouched the vast field of vocabulary, so necessary to unlock the doors to the literature of France and of Spain, and it makes no provision for ascertaining a pupil's grasp of the fundamental principles of grammar. Generalizing we might say it is adequate so far as it goes, but it is not comprehensive of the whole subject, and its scope is insufficient.

Literature:

The only article about these Handschin French and Spanish tests is to be found in the Modern Language Journal, February, 1920.

The second test is The Wilkins Prognosis Test in Modern Languages. This consists of a series of six distinct tests and is designed to measure ability to learn a foreign language by measuring four special traits as follows:

(1) The first is called a visual-motor test in which ten sentences are successively displayed on flash-cards and ten seconds allowed in which to write the sentence from memory.

(2) The second is called aural-motor, and the class writes the sentence after having heard it three times.

(3) Test three is a memory test. The pupils study a ten-word vocabulary for two minutes and then write the English equivalents opposite the Spanish on the printed list.

(4) Test four is for grammar concepts and has five divisions.

Tests five and six are individual tests:

(5) The first is a visual-oral test in English.

(6) The second is a hearing and speaking test, also in English.

The time needed for all is 24 minutes and 40 seconds.

The content of this series is based on the New York City Minima for High Schools and there is no method used in the selection of material.

No account of initial standardization is given and of further refining standards. Mr. Wilkins in his very courteous letter writes as follows:

"The original values of the different units of the scale were arbitrarily assigned, based on the New-York City Syllabus of Minima for High Schools.

The test is intended for use in upper grades of schools and in college. . . .

I regret to say that information available concerning the use of my test is very scanty. The test has been

1. The first step in the process of
determining the nature of the
problem is to identify the
problem. This involves
examining the situation and
identifying the key issues and
problems. It is important to
be specific and clear about
the problem being addressed.
This will help to ensure that
the solution proposed is
appropriate and effective.
2. Once the problem has been
identified, the next step is to
analyze the problem. This
involves examining the
problem from different
perspectives and identifying
the root causes of the problem.
This will help to understand
the problem better and
to develop a more effective
solution. It is important to
be objective and unbiased
when analyzing the problem.
3. After the problem has been
analyzed, the next step is to
develop a solution. This
involves proposing a
series of actions or
strategies that can be
taken to address the
problem. The solution
should be practical and
feasible, taking into
account the available
resources and constraints.
4. Once a solution has been
proposed, the next step is to
implement the solution. This
involves carrying out the
actions or strategies
proposed in the solution.
It is important to monitor
the implementation process
and make any necessary
adjustments as needed.
5. Finally, the last step is to
evaluate the outcome of
the solution. This involves
assessing the results
achieved and determining
whether the problem
has been resolved.
If the problem has not
been resolved, it may
be necessary to repeat
some or all of the
steps in the process
until the problem is
resolved.

used rather extensively in different parts of the country, but in the way of results obtained by those who use it, I have received practically nothing that would throw any light upon the satisfactoriness of the test."

The avowed limitations of the scale are that it may be used as a prognosis test only; one making a score below 360 of a possible 600 should not undertake the study of a language. Again, it may be used as a basis of classification, and the last page of the test may be used as an elimination test at the end of the first month of study.

In criticism it may be said that the training of the ear is such an important factor in the study of foreign languages, that it would seem a futility to attempt to test untrained ears. Again, in this matter of reproducing from flash-cards and from three readings, those with defective sight and hearing (and the actual number of such is appalling) are at a complete disadvantage. It may be that the two tests requiring discrimination in the use of English are fairly prognostic.

References of literature on this test:

Bulletin of High Points, May, 1921

Modern Language Journal, September, 1922.

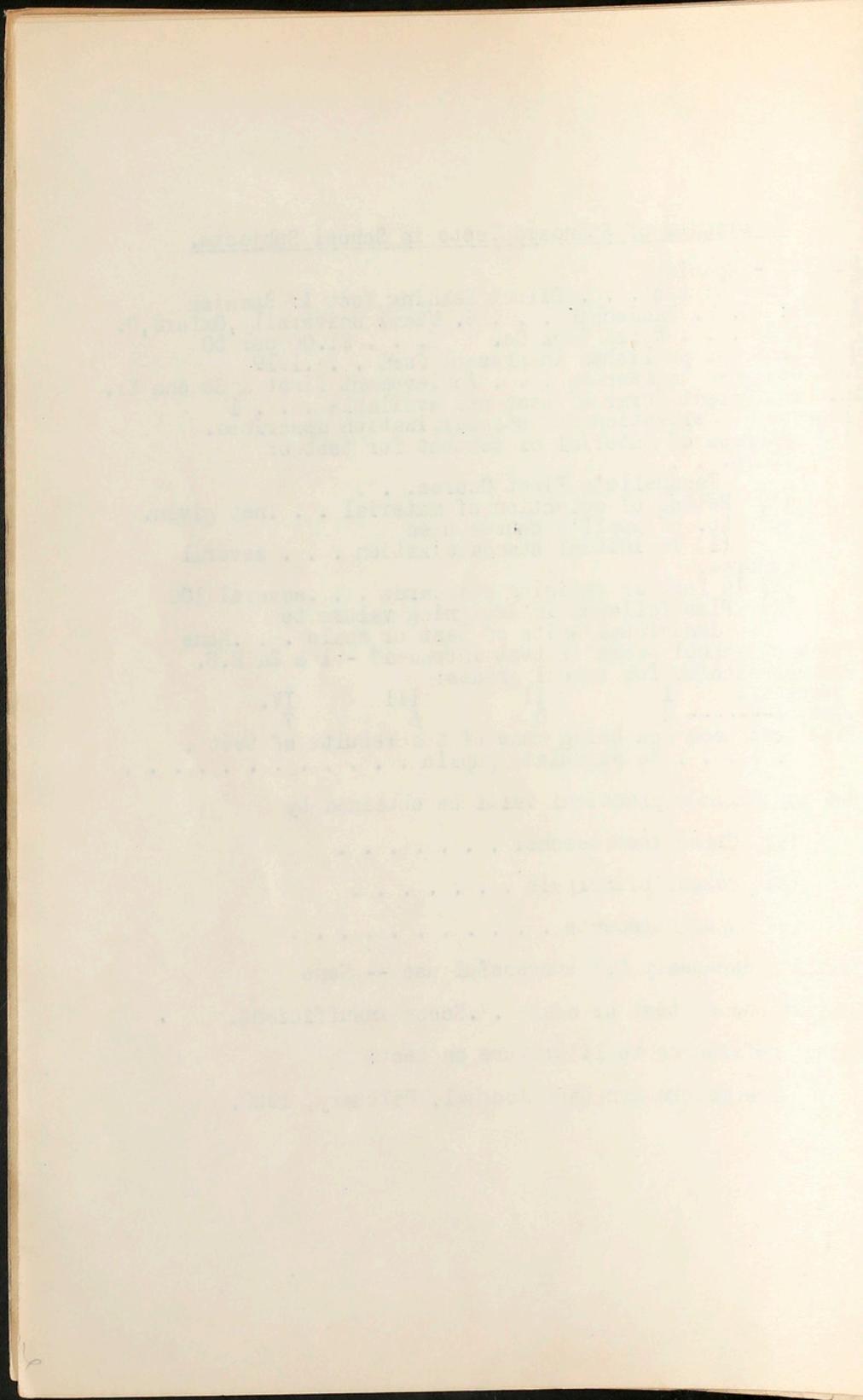
Hispania, October, 1923.

Memorandum of Standard Tests in School Subjects.

1. Subject - Spanish
2. Exact name of test . . . Silent Reading Test A: Spanish
3. Author: C. H. Handschin . . . 4. Miami University, Oxford, O.
5. Publisher . . . World Book Co. 6. . . \$1.00 per 50
7. Date test was published in present form . . . 1919
8. Test designed to measure . . . Achievement first & Second Yr.
9. No. equivalent forms of test now available . . . 1
10. Process of derivation and standardization described.
 - (a) Sources of material or content for test or scale. . .
Fasquelle's First Course. . .
 - (b) Method of selection of material . . . not given.
 - (c) No. of pupil's scores used
 - (1) In initial standardization . . . several hundred.
 - (2) In further refining standards . . . several 100
 - (d) Plan followed in assigning values to individual units of test or scale . . . None
11. For what school grade is test intended? - 1 & 2d H.S.
12. Standard scores for school grades:

Semesters	I	II	III	IV.
Test A-----	4	5	6	7
13. Practical uses now being made of the results of test to stimulate pupils
14. How may maximum practical value be obtained by
 - (a) Class room teacher
 - (b) School principals
 - (c) Superintendents
15. Training necessary for successful use -- None
16. Limitations of test or scale . . Scope insufficient.
17. Select references to literature on test:

The Modern Language Journal, February, 1920.



Memorandum on Standard Tests in School Subjects.

1. Subject . . . Spanish
2. Exact name of test or scale . . . Wilkins Prognosis Test in Modern Languages
3. Author - Lawrence A. Wilkins. 4. 500 Park Ave, New York City
5. Publisher. . . World Book Co. 6. \$1.60 per 25
7. Date test published - 1922.
8. Test designed to measure - - Ability to learn a foreign language by measuring 4 special traits.
9. No. equivalent forms of test now available - 2
10. Process of derivation and standardization described.
 - (a) Source of content for material of test based on N. Y. City syllabus of minima of High Schools
 - (b) Method of selection of material - at large
 - (c) No. of pupils' scores used --
 - (1) In initial standardization --Not given
 - (2) In further standardization --Not given
 - (d) Plan followed in assigning values to individual units of scale --- Arbitrarily assigned based on Syllabus.
12. For what school grades is test intended? - - above 7th
13. Standard scores for school grades ---Not given
13. Practical use now being made of test --Not given
14. How may maximum practical value be obtained by:
 - (a) Class room teacher -----
 - (b) School principals-----
 - (c) Superintendents-----
15. Limitations of test or scale . . . Prognosis only
16. Training necessary for successful use - acquaintance with manual
17. Select references to above test:
Hispania, October, 1923
Modern Language Journal, Sept. 1922.
Bull. of High Points, May 1921.
18. Remarks - See accompanying letter
(signed) Lawrence A. Wilkins.

This is the extent of the work done in this subject in the United States.

In answer to our inquiries addressed to other countries relative to the work being done in measuring learning in Spanish, the following replied:-

Canada: Dr. Peter Sandifer of the Ontario College of Education in the University of Toronto. He also enclosed a valuable bibliography prepared for Dr. B. R. Buckingham.

Scotland: Professor William McClelland of the University of Edinburgh, Edinburgh Provincial Training Centre.

India: Principal C. H. Chakravarttz, David Hare Training College, Calcutta.

Australia: Principal K. S. Cunningham, Teachers' Training College, Carlton.

These replies follow:-

"Ontario College of Education
University of Toronto"

January 16, 1924.

Miss M. C. Wilkie,
University of Virginia,
Charlottesville, Virginia.

My dear Madam:

Your letter to Professor J. A. Dale, now of the University of Toronto, has been passed on to me with the request that I would answer it.

I regret to say that very little is being done in Canada with Tests and Scales. Professor Earle McPhee of the University of Alberta, Edmonton, is doing a little, Professor Tait of McGill, Montreal, is doing a little, and I have a few graduate students working on various aspects of the problems connected with tests and scales. The movement, so far as Canada is concerned, is in its infancy. We are acquainted with the literature and the majority of the tests, but up to the present have done little original work upon them. Students of mine have done work in Geography, Spelling, Handwriting and Science Scales. Others have used Terman and other tests in research work. Teachers are beginning to use intelligence tests (usually the Stanford Revision) for grading pupils. In the University of Toronto, Bridges, Bott and myself use tests fairly freely, but there is still a considerable body of hostile opinion to be overcome.

In Spanish we have never used a test; in English Professor G. M. Jones (a colleague of mine) has done some work with composition scales.

I enclose an undiscriminating bibliography that I prepared for Dr. B. R. Buckingham some time ago. Perhaps you will be interested enough to glance over it.

Very truly yours,

(signed) Peter Sandiford."

Edinburgh Provincial Committee for the Training of Teachers.

Experimental Education Laboratory,

Edinburgh Provincial Training Centre,

Edinburgh.

22 January, 1924.

Dear Madam:

Professor Darrack has asked me to reply to your letter to him of the 6th inst. in which you enquire as to the use made in this country of educational measurements in Spanish.

As regards Spanish, no use whatever has been made in Scotland of educational tests and scales. The nearest approach is the occasional use of the Wilkins Prognosis test in Modern Languages by some of the Honours Modern Language students in my Experimental education classes here. That, however,

is only for purposes of obtaining practice in the use of scholastic tests. We use also the Henmon tests in French and Latin, not in Spanish.

In English Dr. Boyd, etc. . . .
You can, I think, take it that no significant use is being made of any scholastic scales in connection with teaching practice in Scotland. The general position here is roughly this: In 1918 Edinburgh University established an Honours Degree (B.Ed.) in Education, one of the qualifying courses for which is a course in Experimental education. Glasgow and Aberdeen Universities followed suit. The chief development, however, has been in Edinburgh and our present arrangement is as follows: . . . Of course more has been done along this line in England, but you will be making inquiries there directly.

If there are any other points on which you require information, I shall be glad to furnish you with further particulars if you will let me know.

Faithfully yours,
(signed) William McClelland."

D.O. NO/52, David Hare Training College,
45 Beniatola Lane, Calcutta,
15th February, 1924.

Dear Sir:-

In reply to your inquiry regarding the progress of Educational measurements to test the ability and achievement of pupils in Spanish and English, I regret to inform you that no such systematic efforts have been made in any of the provinces of India. Spanish is not taught in our schools in Bengal. Testing the ability to learn English and the achievement in that subject has not even yet been seriously attempted.

In our colleges we are soon going to have a preliminary survey of general intelligence and achievement of our children through Otis Group Tests adapted to Bengal conditions.

Yours respectfully,
(signed) C. H. Chakravarttz,
Offg. Principal.

Teachers' Training College,
University Grounds
Grattan-street,
Carlton.

5th March, 1924.

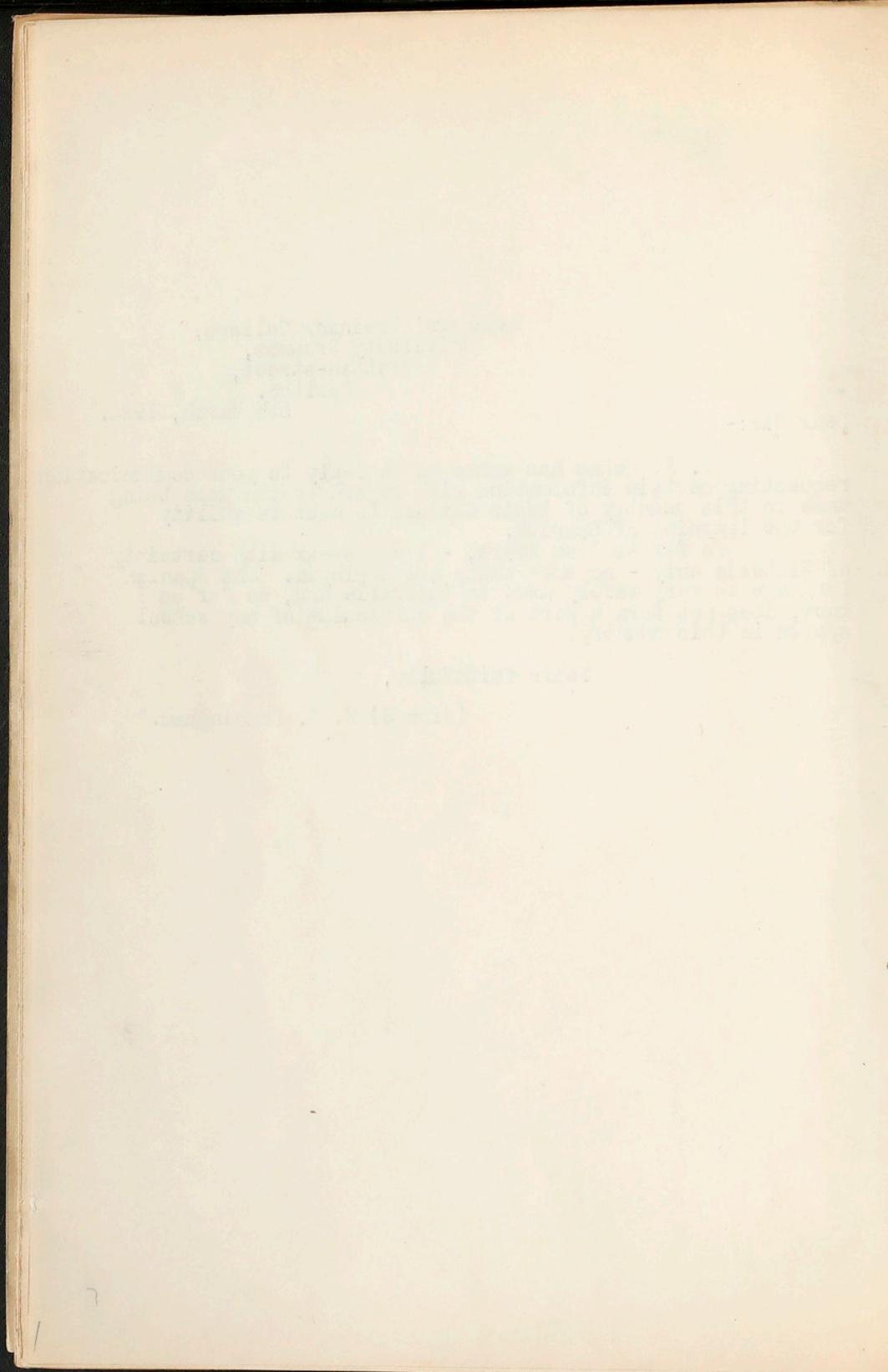
"
Dear Sir:-

Mr. J. McRae has asked me to reply to your communication requesting certain information with regard to the uses being made in this country of tests devised to measure ability for the learning of Spanish.

So far as I am aware, - I can speak with certainty of Victoria only - no such tests are employed. The Spanish language is very rarely used in Australia and, so far as I know, does not form a part of the curriculum of any school system in this country.

Yours faithfully,

(signed) K. S. Cunningham."



PART II.

The next step is to develop a suitable test or tests in Spanish, and since this test should cover the entire scope of the subject as taught, it should cover the three fundamentals of language acquisition, namely,; (1) Reading or translation, (2) Grammar, and (3) Vocabulary.

Since the test is for use in the first year of the four-year high schools of Virginia, it should contain only material that is available to all first-year students in the high schools of the state. Hence all material is taken from the state high school text-book, Hills & Ford's First Spanish Course, and from the first twenty lessons, the ground usually covered the first year being twenty-four lessons. Thus allowance is made for these tests being given a few weeks before the end of the session.

That there may be no loss of time, each of the three tests can be taken in five minutes and brief but complete directions are printed on the face of each sheet.

The tests were given an arbitrary value of 100 points each and these values were assigned as follows:

(1) In the reading test there are ten simple groups of two sentences or more requiring an answer of a word or two. The answer depends upon the ability to translate the question; nothing abstruse is involved. Each of the ten groups has a value of 10 points.

more, the first edition is followed by a note from Mr. H. S. Edwards, the author of the book, which reads: "The author has been informed that the original title of the book was 'The History of the English Language' and that it was published in 1855, but that it was never issued under that title, and that the title 'The English Language' was first used in 1856." This note is dated April 1, 1856, and is signed "H. S. Edwards". The book itself is bound in a dark brown leather cover with gold-tooled edges and corners. The spine is decorated with blind-tooled lines and a central panel containing the title "THE ENGLISH LANGUAGE" in large, bold letters. The front cover features a similar design with the title "THE ENGLISH LANGUAGE" in a smaller panel. The back cover is plain, and the title "THE ENGLISH LANGUAGE" is printed in a small, rectangular label near the bottom center. The book is in good condition, with some minor wear along the edges and corners.

(2) The grammar sheet is a completion test. There are fifteen very short sentences covering the naked elements of grammar, as position and agreement of adjectives, position of pronouns, use of certain verbs and tenses, etc. Each word inserted has a value of five points.

(3) There are fifty words in the vocabulary test actually taken from the vocabularies listed in the lessons of Hills & Ford. Each word has a value of 2 points.

RESULTS: The tests were given to the first-year class in Spanish in the University of Virginia in April and to the first-year Spanish pupils in Woodberry Forest Academy, John Marshall High School, Richmond, Petersburg High School, and Roanoke High School.

The results in every case showed that ability in translation (always the easiest ability to acquire in mastering a language) was in advance of ability in grammar and far in advance of vocabulary. But the piling of the scores between 90 and 100 , indicate that the reading test is too easy. In the University 8 out of 136 scored 100 on this test, and 30 of 136 scored between 90 and 100. Of course it is not for college students, but the same tendency is shown in the high school scores. In Woodberry Forest one pupil scored 100, in John Marshall, two made 100.

The grammar test was more nearly a measure of first-

and were making up their writing with (2)
affectionate and sincere expression. And this will be
inviting you to know one another as nothing is
more easy and pleasant for them to do, according to
the custom of the country, which will be a good argument
for concluding all their talk at once (3). As
you may see, and as you will perceive by the next page, I have
written a few words now of importance, what else are
there to write? But there need not be any more
unless it should be necessary to add something to make
it more complete. And so I will leave it, though it will do
no harm to add a few words more, though they will not
be of much use to you. I will then return to
the subject of your own personal address and
from whence you will take up your particular business
and where you will go to speak in case (excepting a short
space of time) and will endeavor to converse in such
a way as to give you good direction. So I am now
done with all this before all, so that I may proceed on to the
next part of my speech. And so I will now proceed to the
third and last part of my speech, and that, which is equal
in value to the two former parts, and that, which is equal
to the whole of the speech. And so I will now proceed to the
third and last part of my speech, and that, which is equal

year students, though the charts in this case also indicate the test is too easy. In the University two made a hundred, in Woodberry Forest, one.

The vocabulary presented a good curve in every instance except two, Roanoke High School and John Marshall, when it skewed to the left. In no case did the test fail to measure the upper range, and indeed the lower range too, of the pupil's ability.

All results are shown in tables and charts and, as a key to those unfamiliar with pictorial statistics, I have prefaced the first chart with its frequency distribution, which may serve as a key to the others.

In the case of each school tested the chart shows the scores for each of the three tests separately, and then one called 'composite' which combines the scores of that school.

Chart II exhibits the tentative median established by combining the four high schools tested, and Table I exhibits the method of scoring by which these results are obtained. Table II summarizes results in each school showing medians scored by each school in each test.

Table III is a comparison of each school with the tentative median showing number of pupils tested, number equaling or exceeding the tentative standard and per cent equaling or exceeding standard.

the first time that I have ever seen a bird of this kind, and it was a very singular object. It had a long, thin, pointed beak, and its body was covered with a dark, glossy plumage, which was very smooth and shiny. Its wings were long and narrow, and its tail was very short and deeply forked. The bird was perched on a branch of a tree, and it was looking down at something on the ground. I could see that it was a small, dark-colored insect, which it was evidently trying to catch. The bird's movements were very quick and agile, and it seemed to be a very skillful hunter. I watched it for a few moments, and then it flew away, leaving behind a small cloud of dust. I have never seen such a bird before, and I am sure it is a species of hawk or falcon.

1. Ramón es el hermano de Juan y María es la hermana de Juan.
¿Son hermanos Juan, Ramón y María?
2. Yo tengo nueve libros, mi hermana tiene siete y mi hermano tiene doce. Si tengo más libros que mi hermano, escriba Vd. la palabra **sí**. Si mi hermano tiene más, escriba Vd. la palabra **no**.
3. En la clase de español pasamos a la pizarra y escribimos todo el ejercicio con tiza. ¿Con qué escribimos en la pizarra?
4. Tengo mis plumas. Vd. escribe con la pluma de Juan. ¿De quién es la pluma que Vd. tiene?
5. Los abuelos viven en la misma casa. El abuelo es anciano pero es un hombre muy fuerte. La abuela también es anciana; no es una mujer fuerte. ¿Es más fuerte el abuelo o la abuela?
6. En la familia de mi tío Fernando hay cuatro personas. Éstas son: don Fernando; doña Ana, su esposa; un hijo, Juan; y una hija, María. ¿Quién es el hermano de María?
7. En la biblioteca hay una mesa, un escritorio, dos sillas, dos sillones y muchos libros. ¿Cuántos muebles hay en la biblioteca?
8. A las doce y media almorzamos, y comemos a las seis y media. Mis tíos comen una hora más tarde. ¿A qué hora comen mis tíos?
9. Los labradores tienen que trabajar mucho para cultivar los campos. Se levantan a las cinco y se acuestan a las ocho. ¿Por qué se levantan a las cinco los labradores?
10. Los niños empezaron a vestirse. Para ponerse los zapatos se sentaron en la cama. Los niños no usaban pantalones largos. ¿En dónde se sentaron los niños para ponerse los zapatos?

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Arranged under the direction
of
John L. Manahan
by
Mary C. Wilkie assisted
by
J. C. Bardin

SILENT READING TEST: SPANISH For First-Year Spanish in a Four-Year High School

Name _____ Date _____ Score _____

Directions: Sign your name and fill in the date above. There are on the other side of this sheet ten exercises in Spanish. You are to answer as many of them correctly in **five minutes** as possible. The following is an example of what they are like: Juan tiene veinte años y el muchacho y Juan tienen treinta años. *¿Qué edad tiene el muchacho?* All answers must be in Spanish and in words.

1	pencil	26	to dine
2	exercise	27	tired
3	I study	28	never
4	who?	29	how much?
5	industrious	30	after
6	also	31	to enter
7	the address	32	while
8	there is not	33	to begin
9	wide, broad	34	the cup
10	window	35	yesterday
11	tall	36	illness
12	few	37	almost
13	everybody	38	what is your name?
14	to find	39	to marry
15	yet	40	the flower
16	grandparents	41	to teach
17	strong	42	to open
18	century	43	because
19	dining room	44	it is one (o'clock)
20	to seek	45	I am hungry
21	armchair	46	pocket
22	lawyer	47	cow
23	mirror	48	to carry
24	to lunch	49	I believe not
25	every day	50	then

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VOCABULARY TEST: SPANISH For First-Year Spanish in a Four-Year High School

Name _____ Date _____ Score _____

Directions: Sign your name and fill in the date above. There are on the other side of this sheet fifty words to be written in Spanish. You are to answer as many of them correctly in **five minutes** as possible. All answers must be in Spanish and not in figures.

1. Vivo en una _____ casa. (Insert adjective "blanca" in proper space.)
2. Veo a _____ hombres en la calle. (Insert "ciertos" in proper space to express meaning "several".)
3. Tiene un libro _____, dos tazas _____ y libros y tazas _____. (Insert proper form of "rojo" in spaces.)
4. _____ veo. (Insert pronoun meaning "him").
5. _____ hablo. (Insert the word meaning "to them".)
6. Él habla a _____. (Insert pronoun meaning "us" (feminine).)
7. Compro _____ casa. (Insert possessive adjective meaning "their".)
8. Tiene su caballo, mi madre tiene _____ caballo; mis tíos tienen _____ caballos; y yo tengo _____ caballo. (Insert possessive adjective meaning (1) her; (2) their (plural); and (3) my.)
9. El hombre _____ en la cárcel por toda la vida. (Use proper form of "ser" or "estar").
10. Mi hermano _____ enfermo. (Use proper form of "ser" or "estar").
11. El hombre _____ rico. (Use proper form of "ser" or "estar").
12. Él _____ cuando yo _____. (Insert proper tense of "escribir" and of "entrar" to make sentence read, "I was writing when he entered".)
13. Yo _____ mucho en Cuba. (Insert tense of "fumar" to make meaning "used to smoke").
14. _____ un libro. (Insert either "tengo" or "he".)
15. Él debe _____ un perro. (Insert either "tener" or "haber").

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J. C. Bardin

COMPREHENSION AND GRAMMAR TEST: SPANISH For First-Year Spanish in a Four-Year High School

Name _____ Date _____ Score _____

Directions: The object of this test is to discover the pupil's comprehension of some principles of grammar. In fifteen short sentences there are left spaces in which the student is to write the proper form of the indicated word. Read each one carefully before filling the blank. You will be allowed **five minutes** to finish.

TABLE I.

University of Virginia

First-Year Spanish

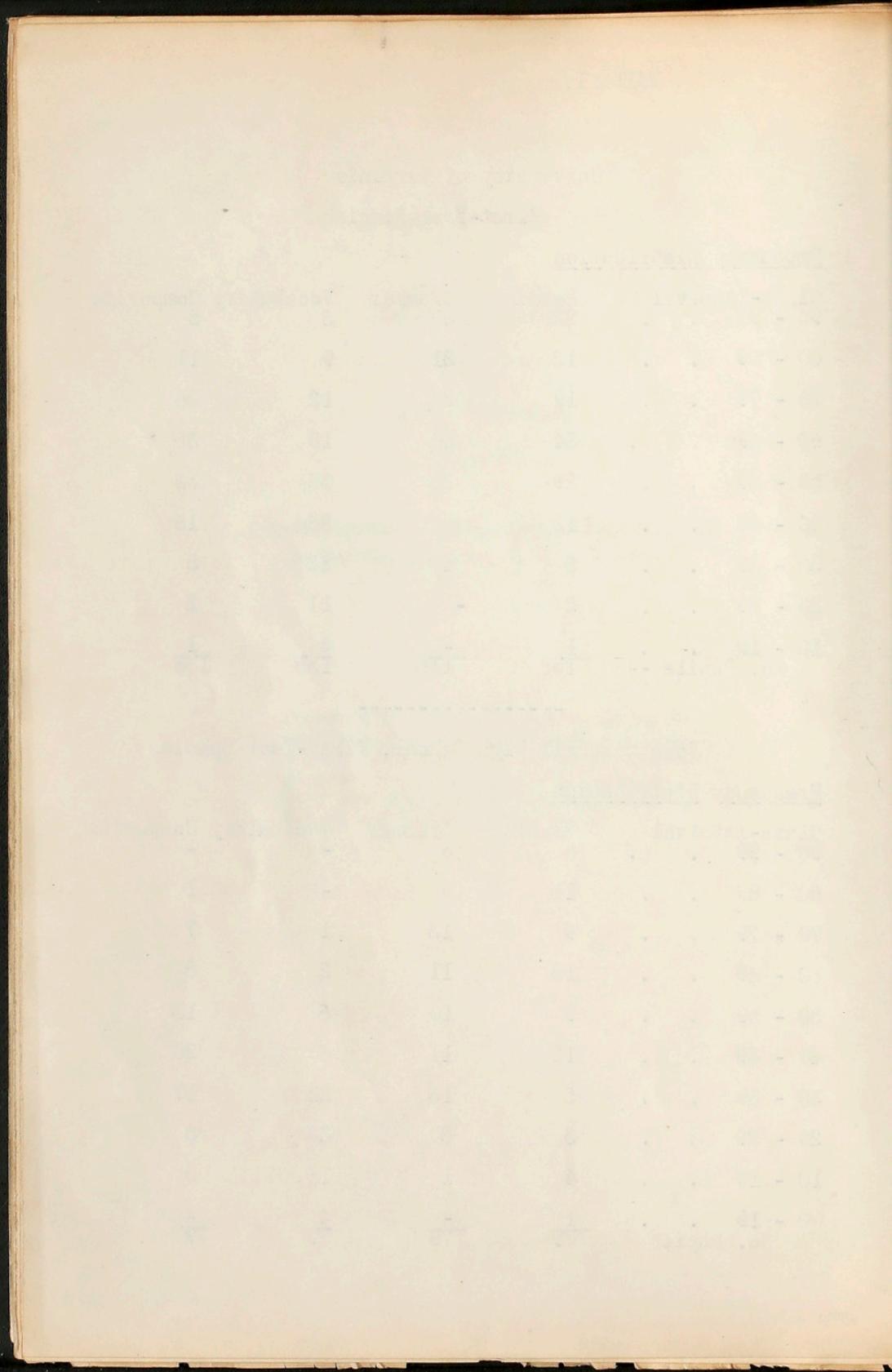
Frequency Distribution

Class-Interval	Reading	Grammar	Vocabulary	Composite
90 - 99 . .	22	30	3	5
80 - 89 . .	12	21	9	11
70 - 79 . .	19	25	12	26
60 - 69 . .	34	30	15	36
50 - 59 . .	29	20	36	33
40 - 49 . .	12	6	26	16
30 - 39 . .	5	4	22	8
20 - 29 . .	2	-	11	2
10 - 19 . .	1	-	4	1
No. Pupils :-	136	136	138	138

John Marshall High School, First-Year Spanish

Frequency Distribution

Class-Interval	Reading	Grammar	Vocabulary	Composite
90 - 99 . .	6	3	-	-
80 - 89 . .	11	8	-	1
70 - 79 . .	9	13	1	7
60 - 69 . .	18	11	2	8
50 - 59 . .	9	10	6	13
40 - 49 . .	12	11	6	20
30 - 39 . .	6	13	23	17
20 - 29 . .	3	8	24	8
10 - 19 . .	4	1	13	5
0 - 19 . .	1	-	4	-
No. Pupils	79	79	79	79

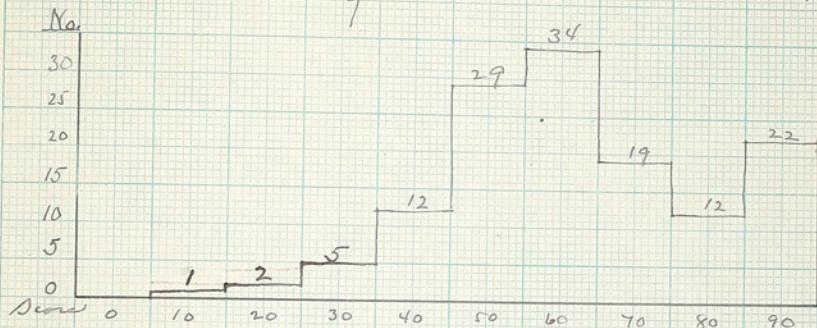


UNIVERSITY OF VIRGINIA, SCHOOL OF ENGINEERING

SCALE: EACH DIVISION 1, 2, 5, 10, 100, 1000, ETC.
OR — 0.5, 0.02, 0.01, 0.001, 0.0001, ETC.

U.V.A. First-Year Spanish
No. 136
median 66

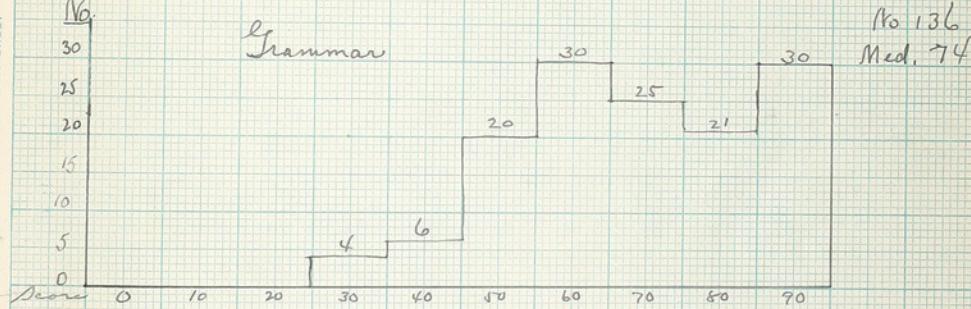
Reading



No.

Grammar

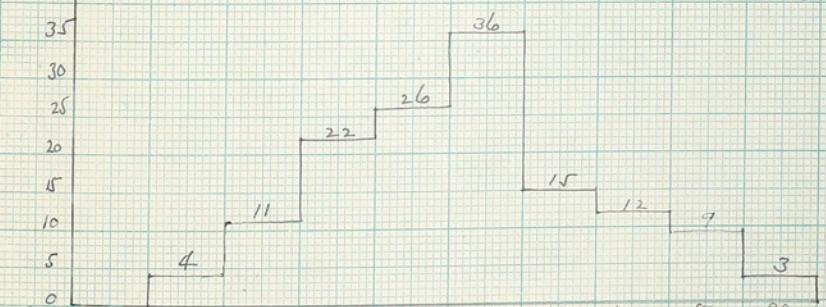
No. 136
Med. 74



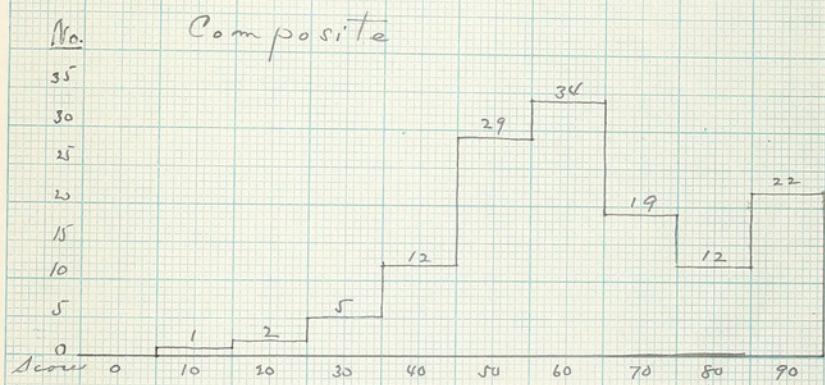
No.

Vocabulary

No. 138
med 52

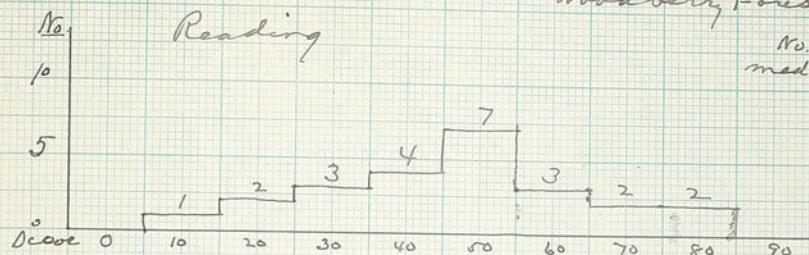


W. Va. First Year Spanish

No 136
median 66

First-year Spanish
Woodberry ForestNo. 24
med. 63

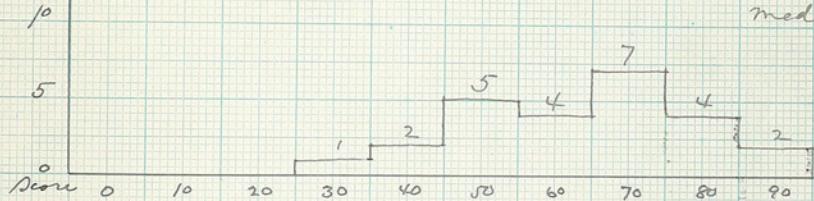
Reading



No. Gramma...

No. 25
med 71

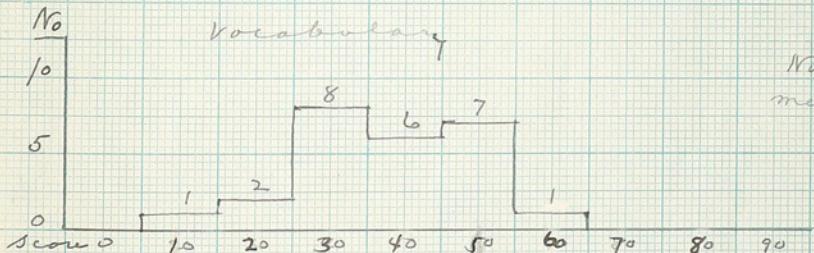
Grammar



No. Vocabulary

No. 25
med. 43

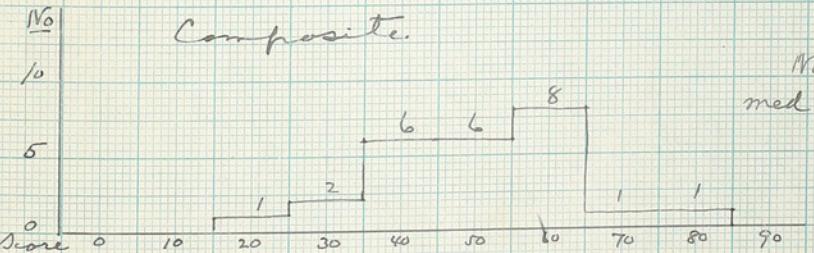
Vocabulary

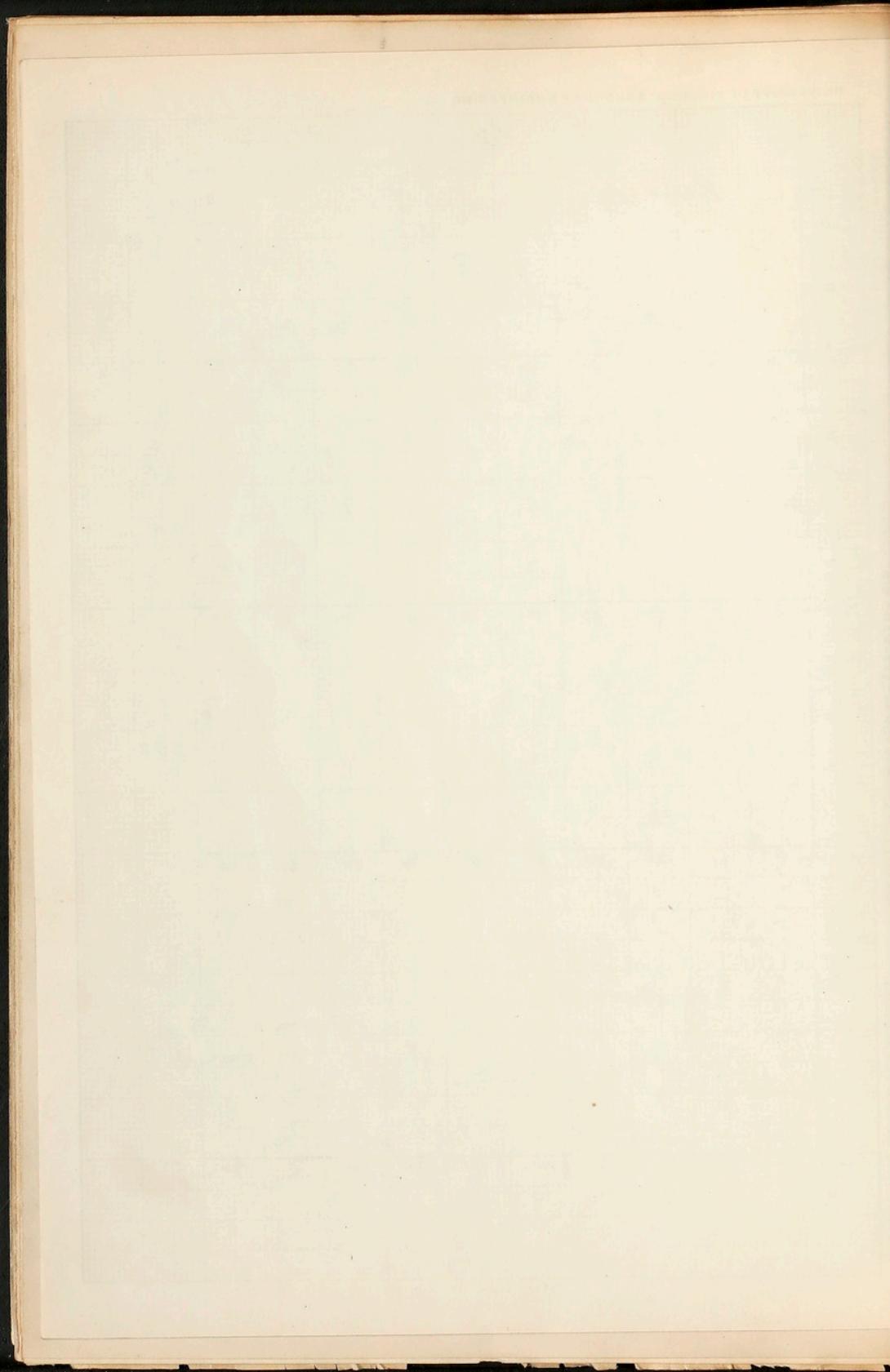


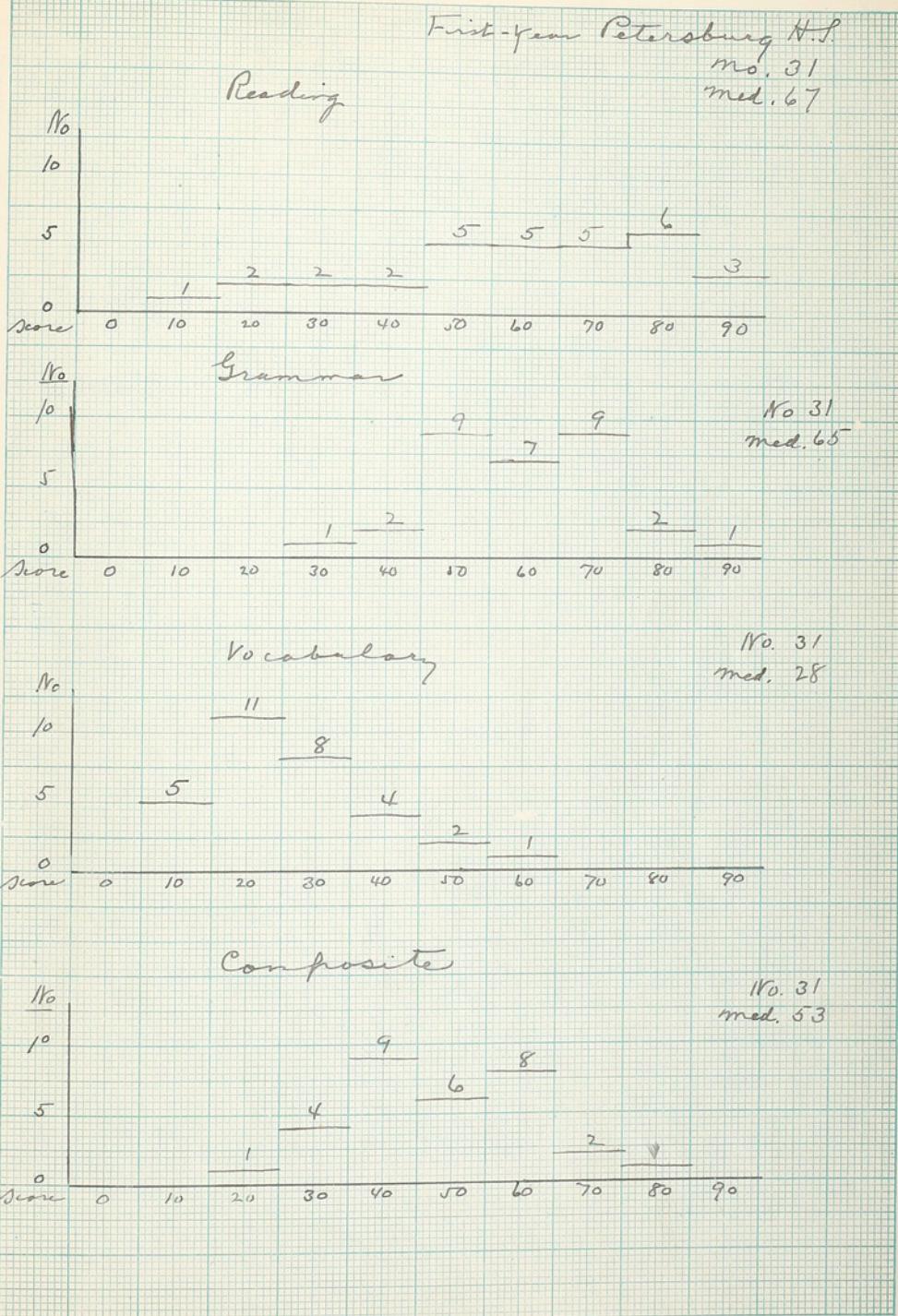
No. Composite.

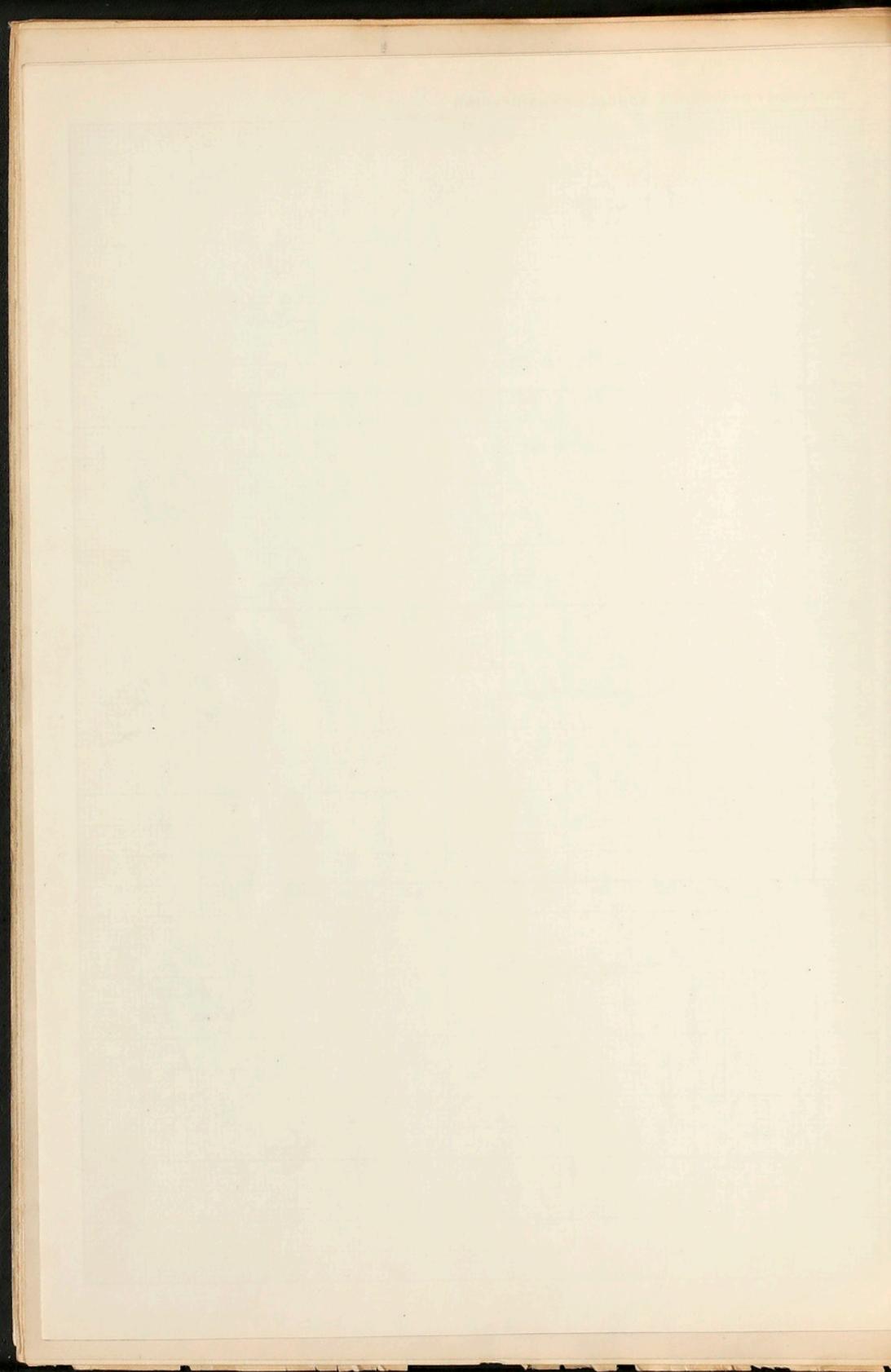
No. 25
med 57

Composite.





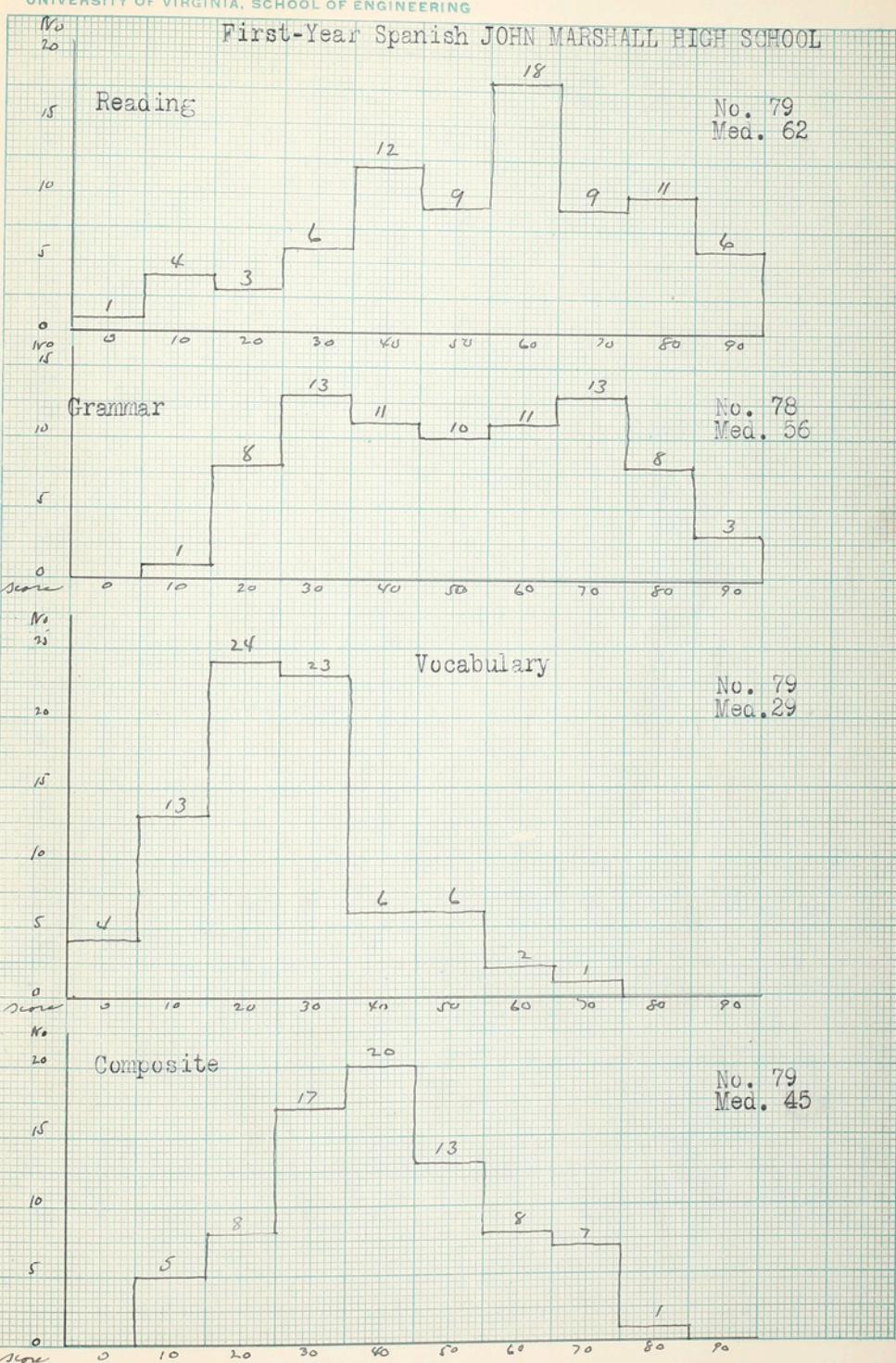




First-Year Spanish JOHN MARSHALL HIGH SCHOOL

SCALE: EACH DIVISION 1, 2, 5, 10, 100, ETC.
OR - 0.5, 0.2, 0.1, 0.05, ETC.

THIS EDGE MUST BE LEFT ON TOP OR LEFT-HAND SIDE OF SHEET



FIRST-YEAR SPANISH ROANOKE

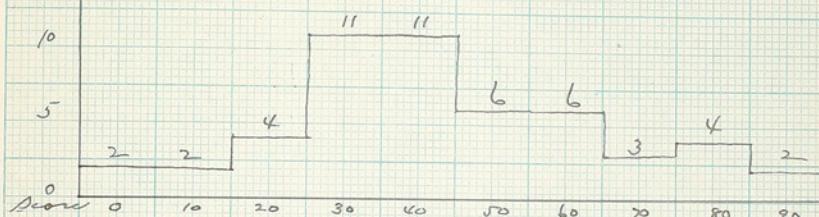
No. 51

Med. 46

No

15

Reading

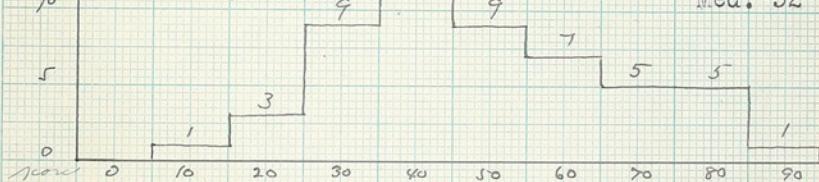


No

Grammar

No. 51

Med. 52

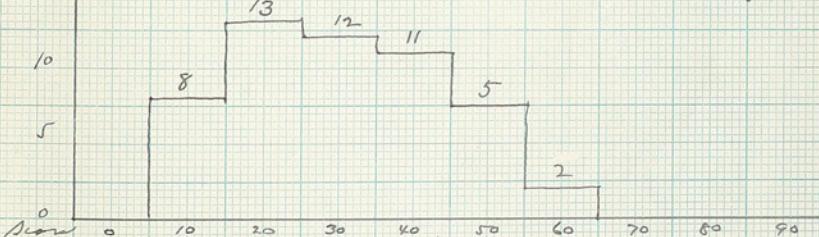


No

Vocabulary

No. 51

Med. 34

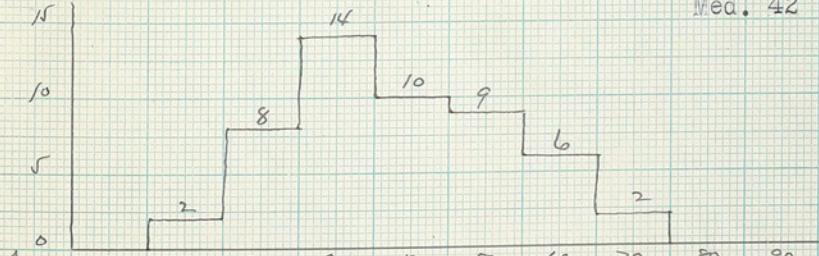


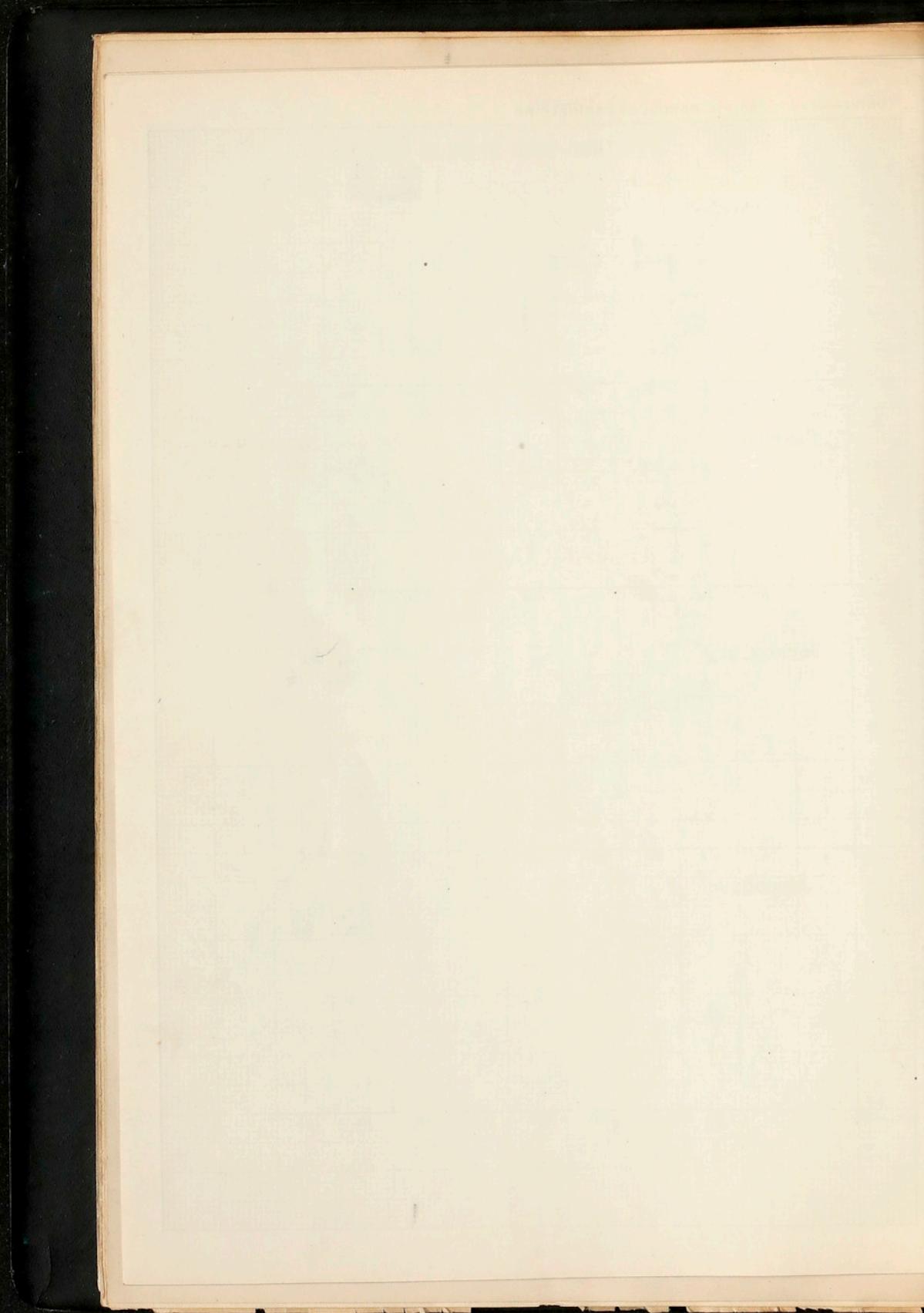
No

Composite

No. 51

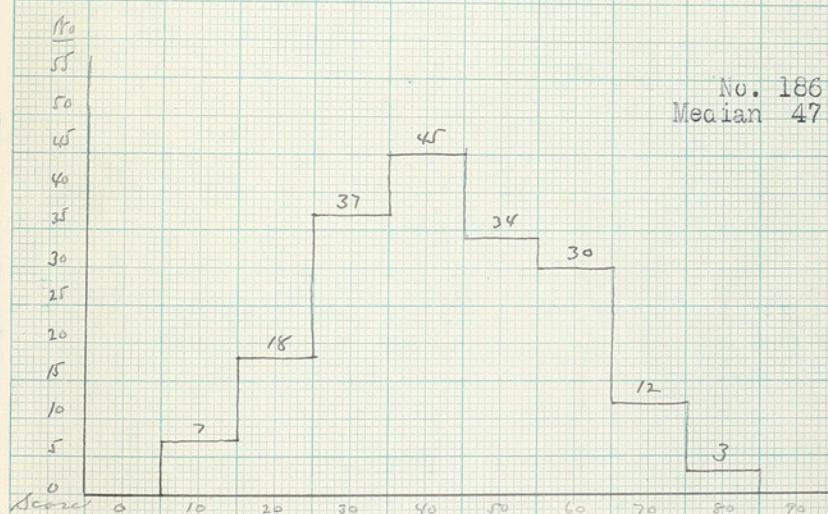
Med. 42

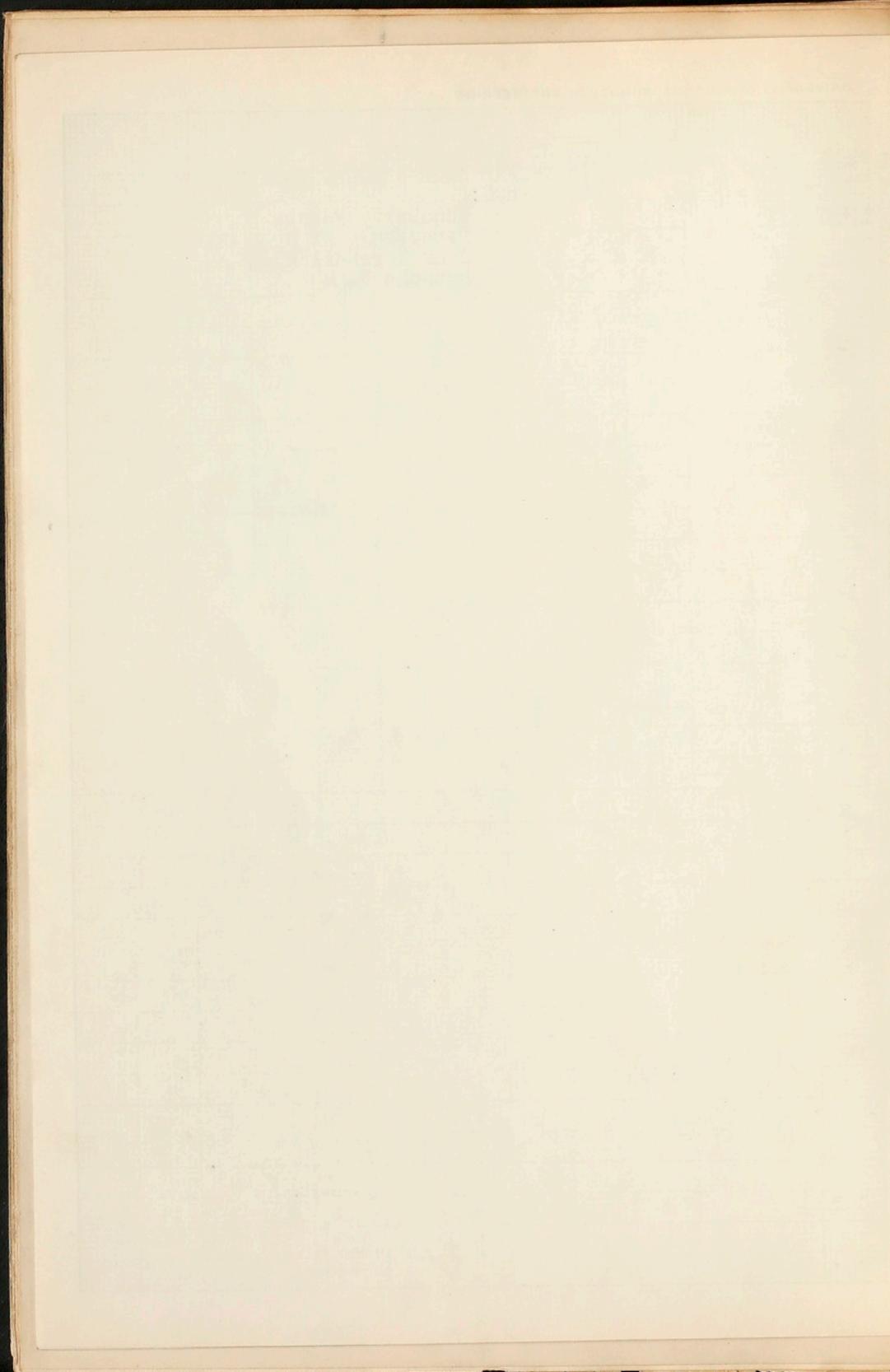




TENTATIVE STANDARD SCORES
FOR FIRST-YEAR HIGH SCHOOL SPANISH
TAKEN FROM:Wooberry Forest
Petersburg High
John Marshall High
Roanoke High

CHART VII

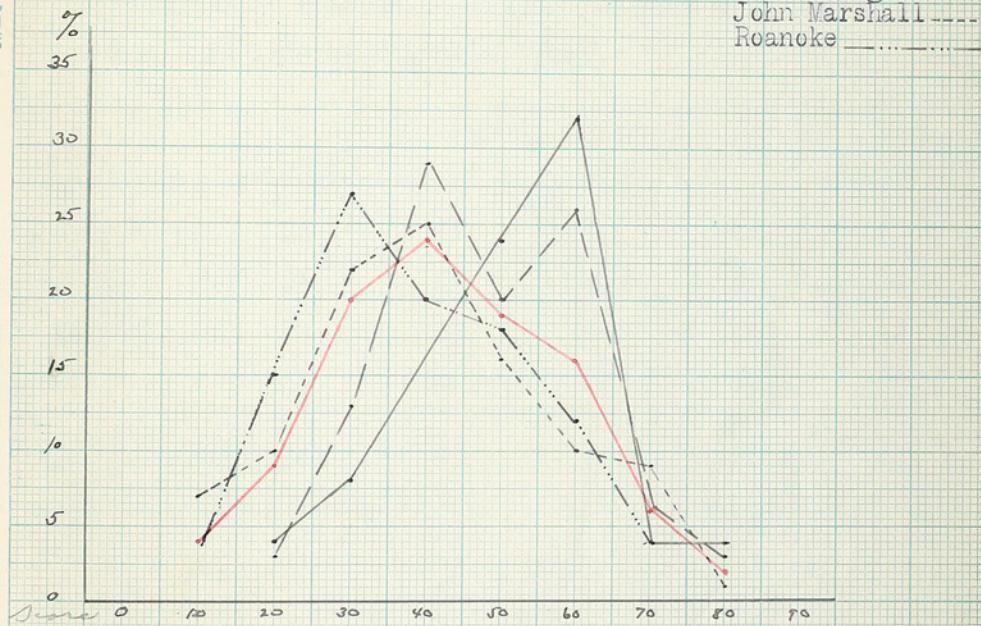
No. 186
Median 47.



COMPARISON OF STANDARD WITH
HIGH SCHOOL MEDIAN

CHART 8

Standard _____
Woodberry _____
Petersburg _____
John Marshall _____
Roanoke _____



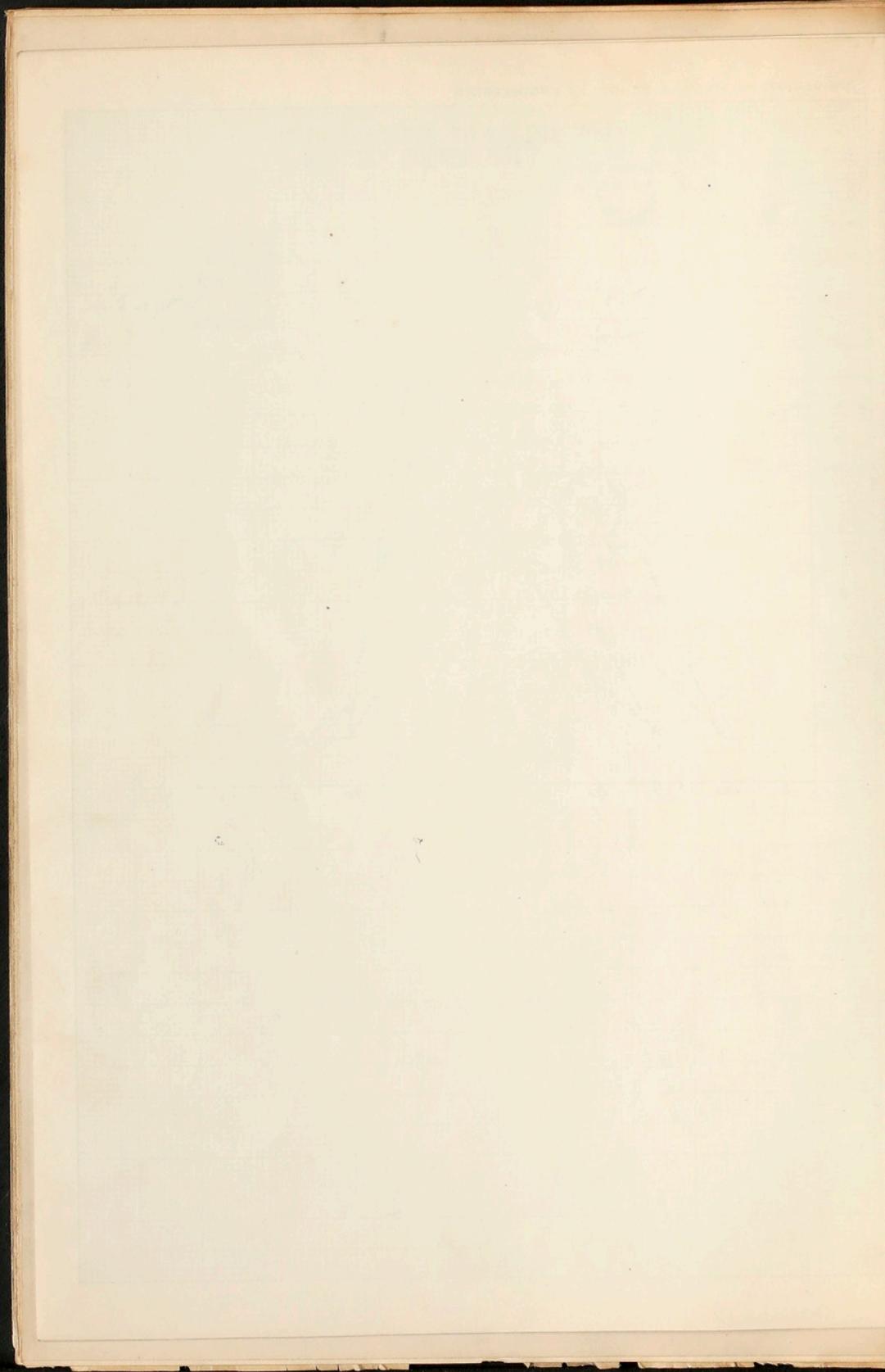


TABLE II

55
3/17/7
a. 7
4/20/7

FIRST-YEAR SPANISH: MEDIAN FOR EACH HIGH SCHOOL
IN EACH OF THE THREE TESTS.

School	No. Tested	Reading	Grammar	Vocabu- lary	Composite
Woodberry Forest	25	63	71	43	57
Petersburg	31	67	65	28	53
John Marshall	79	62	56	29	45
Roanoke	51	46	42	34	42
U. Va.	134	66	74	52	62

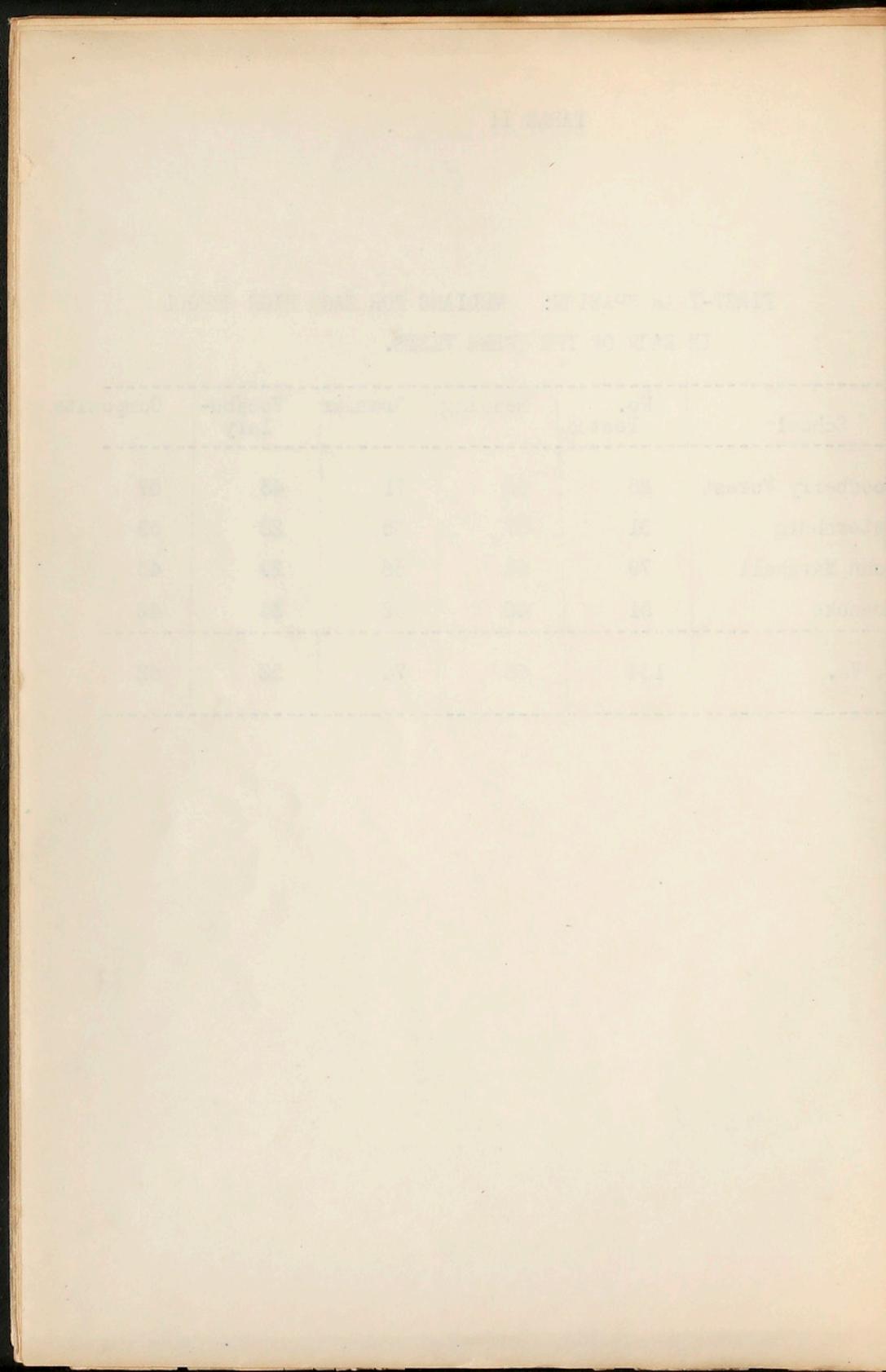


TABLE III

SPANISH: NUMBER AND PER CENT OF PUPILS IN EACH SCHOOL EQUALING
OR EXCEEDING STANDARD MEDIAN.

School	No. pupils tested	Stand- ard Median	No. equal- ing or ex- ceeding Standard	% equal- ing or ex- ceeding Standard
Tentative Standard	186	47	94	50
Woodberry Forest	24.	57	16	66
Petersburg	31	53	19	61
John Marshall	79	45	35	44
Roanoke	51	42	24	47
U. Va.	136	66	118	87

CHANCE AND THE SECRET TO GET OUT OF TROUBLE
MADE ME FEEL CALM 40

THREE WAYS TO GET OUT OF TROUBLE
A TO Z
POLAROID
DODGE

WELL
NOTICE

PROBLEMS
SEEK

IN
AND
SEEK

NOT
ILLUSION

IN
AND
SEEK

011 012 013 014

Charts I to 6 are self-explanatory.

It is much to be regretted that the tests were not better administered. Not only were the tests not given at the same period of advancement but, in two cases, exception was taken to a portion of a test and the test actually changed. The first case occurred in the University when all instructors were told to omit one-fifteenth of the grammar test. However 72 of the 136 tested attempted to answer the condemned question and 66 $\frac{2}{3}\%$ of these answers were correct. The others were scored wrong which brings down the University median.

In Petersburg High School, the person administering the test did not recognize the grammar principle as to adjectives taken from Chapter 4 of Hills & Ford and instructed the pupils to omit that sentence. This did not materially alter the score, since the preceding sentence involving the same principle was given double weight.

In the reading test, then, 8 University students made 100, two made 100 in Grammar and the highest vocabulary score was 94.

In Woodberry Forest 1 made 100 in Reading and one in grammar, the highest vocabulary score being 62.

In Petersburg the highest score in reading was 90 made by two pupils, 95 in grammar and 60 in vocabulary.

In John Marshall 2 made 100 in reading, 3 made 90 in grammar and the highest vocabulary score was 76.

In Roanoke the highest score in reading was 90 made by two pupils, two made as high as 90 in grammar and the highest vocabulary score was 62.

If one may generalize from so small a number of cases I would say the vocabulary work has not been stressed, although requiring pure abstract memory work it is more difficult of acquisition. The reading test is too easy and the grammar test might be made a trifle longer.

CX 000 098 442

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