

## Assessments of language proficiency

The assessments given in the in-home interviews (years 1-3) were the BEST Plus (listening comprehension) and the Peabody Picture Vocabulary Test (PPVT). In addition, in the classroom, students were given the BEST Literacy test and the CASAS (Comprehensive Adult Student Assessment System).

		2002	2003	2004	2006
			3/28/2003	6/29/2004	3/27/2006
BEST Plus (listening/speaking)		NA	451 (high beginning)	504 (low intermediate)	471 (low intermediate)
PPVT	Raw score	NA	27	48	70
vocabulary	Age equivalence		3	4	5.5
BEST literacy		12/10/2002	6/15/2003		
		SPL* IV <sup>1</sup> (low intermediate)	SPL VI (high intermediate)		
CASAS (listening)		9/23/2002	5/22/2003	3/2/2004	
		199 (high beginning)	200 (high beginning)	207 (low intermediate)	

\*SPL= Student performance level

IV= "Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary. Individual can write simple notes and messages on familiar situations but may lack variety in sentence structure, clarity and focus of writing. Shows some control of basic grammar (e.g., present and past tense) and spelling. Uses some punctuation consistently (e.g., periods, commas, question marks, capitalization, etc.)

V and VI= "Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, logical order). Can use word analysis skills and context clues to determine meaning with texts on familiar subjects. Individual can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures. Can self- and peer-edit for spelling, grammar, and punctuation errors."

The standardized assessments show that Abby made steady progress in all areas of English. Abby continued taking English classes after leaving the Lab School classes in 2005 and we see continued improvement in her English as recorded in the assessments from 2006.

<sup>1</sup> <http://www.cal.org/bestplus/spl-nrs-charts.pdf>

In 2002-2003 Abby was part of an experiment at the Lab School on the teaching of reading (Reder, et al. forthcoming). As part of the experimental condition, she was given thirty minutes every class period to choose a book and read silently. Her experience with schooling was seen to be an asset in her ability to participate in the literacy practices that made up the modified Sustained Silent Reading (Hellermann, 2006). In table below, we see that the amount of time that Abby spent reading increased in the year after she participated in the sustained silent reading experiment. Two years after that, however, her total number of minutes reading had dropped.

	2003		2004		2006	
Reading in English	For obligation	For pleasure	For obligation	For pleasure	For obligation	For pleasure
Minutes per week	0	90	15	420	90	90

Abby was still taking English language classes in 2006. She reported that those classes were vocationally-oriented, designed to help students find work or find better work. We know also that Abby was working full time in early 2006 while for at least part of 2004 (at the time of her interview June of 2004) she was unemployed. As we have seen with other students (Inez), a change in the amount of time spent reading for Abby is likely related to another development in her life outside of school, her change in work status.