DOCUMENT RESUME

ED 352 849 FL 800 534

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TITLE Correlation Study of Adult English as a Second Language (ESL) and Adult Basic Education (ABE) Reading Tests. Final Report.
INSTITUTION Adult Learning Resource Center, Des Plaines, IL.
SPONS AGENCY Department of Education, Washington, DC.; Illinois State Board of Education, Springfield. Adult Education and Literacy Section.
PUB DATE 30 Mar 91
NOTE 86p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Adult Basic Education; *Adult Literacy; Comparative Analysis; *English (Second Language); *Language Tests; Literacy Education; Mainstreaming; Norm Referenced Tests; *Reading Tests; Standardized Tests
IDENTIFIERS English Language Skills Assessment; *Test of Adult Basic Education; William Rainey Harper College IL

ABSTRACT

In a study prompted by the need to standardize the reporting of educational progress of adult language minority students in Illinois, a commonly used adult English-as-a-Second-Language (ESL) reading test was compared with two frequently used Adult Basic Education (ABE) reading tests. The testing instruments used were the ELSA (English Language Skills Assessment, also called CELSA), the ABLE (Adult Basic Learning Examination), and the TABE (Test of Adult Basic Education). These tests were identified through a preliminary research project conducted in 1988 by William Rainey Harper College in Palatine, Illinois. More than 1,500 adult ESL students enrolled in Mainstream English Language Training (MELT) classes in the metropolitan Chicago area were tested. A strong correlation was found between the CELSA and TABE tests, although the strength of the correlation was not enough to reliably predict the scores for one test based on the other. However, this study indicates that the CELSA could be considered as a viable option to use with adult ESL learners in place of a standardized English native speaker normed test. The study also suggests the feasibility of using the TABE with adult ESL students at high-intermediate MELT levels. It is concluded that dichotomies found in most adult education programs between ESL and ABE coursework and sequences need to be reviewed. It should be possible to design parallel programs that allow for the merging of ESL students into a transitional program or curriculum much earlier than previously thought. (Contains 7 references.) (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

" Correlation Study of Adult English as a Second Language (ESL) and Adult Basic Education (ABE) Reading Tests "

FINAL REPORT

MARCH 30, 1991.

Adult Learning Resource Center

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This research project which was conducted by The Adult Learning Resource Center was funded under the provisions of Section 353 of the Federal Education Act, P.L. 100-297, and supported in whole or in part by the U.S. Department of Education and the Illinois State Board of Education, Adult Education and Literacy Section. The facts and opinions stated in this report are those of the project staff and do not necessarily represent those of the U.S. Department of Education or those of the Illinois State Board of Education.

" Correlation Study of Adult English as a Second Language (ESL) and Adult Basic Education (ABE) Reading Tests "

EXECUTIVE SUMMARY

MARCH 30, 1991

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ABSTRACT

The goal of this research project was to determine the correlations between a commonly used Adult English as a Second Language (ESL) reading test with two frequently used Adult Basic Education (ABE) reading tests. The study was prompted by the need to standardize the reporting of educational progress of adult language minority students in the state.

METHOD

The testing instruments used in this study were the ELSA (English Language Skills Assessment - now called CELSA), the ABLE (Adult Basic Learning Examination), and the TABE (Test of Adult Basic Education) . These tests were identified through a preliminary research project conducted in 1988 by William Rainey Harper College (Palatine, Il.)

Over 1500 adult ESL students from the metropolitan Chicago area were tested between October, 1990 and January, 1991. The tests were administered to students who were enrolled in high-beginning through high-intermediate levels (MELT levels 3 - 7), since the great majority of adult ESL students in Illinois are enrolled in classes at those levels. MELT (Mainstream English Language Training) levels were used to determine and assign appropriate levels of the ABLE and the TABE tests. One thousand one hundred thirty-five (1135) pairs of scores were obtained and 250 - 300 pairs of scores for the tests selected. In addition, some basic demographic information was collected for every student.

RESULTS & DISCUSSION

This study expanded the findings of an earlier study conducted in 1988 by William Rainey Harper College. There is a strong correlation between an ESL specific test (CELSA) and an ABE test (TABE). The strength of the correlation, nevertheless, is not enough to reliably predict (less than 80% certainty) the scores for one test based on the other. Correlations in the order of .80 and above are generally considered necessary to predict or substitute one test for another (Ilyin 87: p. 150).

TABLE 1. CORRELATION ANALYSIS (Pearson Correlation Coefficients)
PARTIAL SCORES

CELSA

	TABE-E VOC	TABE-E COM	TABE-M VOC	TABE-M COM	ABLE-1 VOC	ABLE-1 COM	ABLE-2 VOC	ABLE-2 COM
Correlation coefficient	.607	.742	.633	.615	.161	.685	.577	.710
# of Observations	317	315	253	253	276	274	274	260

VOC - Vocabulary
COM - Comprehension

TABLE 2. CORRELATION ANALYSIS (Pearson Correlation Coefficients)
COMBINED SCORES

CELSA

	TABE -E	TABE -M	ABLE -1	ABLE -2
Correlation Coefficient	.775	.687	.654	.713
# of observations	313	252	271	260

Correlation coefficients in the range of 0.7-0.9 are considered to be strong or marked. As a general rule, tests should have correlations of 0.80 or above to permit the substitution or prediction of scores from one test to the other.

The R^2 values confirm the statement made above. In the best case, only 60% of the variance in the CELSA could be explained by the score in the TABE E. For our purposes, this means that a score in the CELSA would fall within a range of +- 10.5 in the TABE E. Predictions for other ABE tests would have a greater degree of variability. [1]

TABLE 3. REGRESSION MODEL STRENGTH
Prediction of the independent variable: CELSA

PREDICTOR(s)	R^{2*}	R^2 with part scores	
		VOC	COM
TABE E	.599	.601	.567
TABE M	.470	.399	.478
ABLE 1	.425	.473	.468
ABLE 2	.506	.517	.504

* R^2 refers to the degree to which tests measure something which varies concomitantly, which could be the same trait. For example, in the table above, 60% of the variance of scores in the CELSA is explained by scores in the TABE E. As observed, the R^2 values decrease for the other tests as predictors.

In order to ascertain the potential of additional variables to enhance the predictability of scores, additional analysis was performed. Number of years in school (yrssch) and number of years in the USA (yrsusa) were added to the model to determine regression coefficients.

Table 4. Regression Model Strength
Prediction of the independent variable: CELSA

PREDICTOR(s)	R^2
TABE E + YRSSCH	.62
TABE E + YRSSCH + YRSUSA	.63
TABE M + YURSSCH	.51
TABE M + YRSSCH + YRSUSA	.52

Addition of the two variables increased the degree of predictability of the CELSA by the TABE tests. The increase, nevertheless, was minimal. In the best of cases the increase in the TABE E went from .59 to .62. In other words, the degree of variance on the CELSA explained by a combination of the scores on the TABE E plus the number of years of schooling, went from approximately 60% to 62%. However, these variables are frequently, and sometimes exclusively, used to determine student's placement in ESL programs.

This study indicates that the CELSA could be considered as a viable option to use with adult ESL learners in place of a standardized English native speaker normed test.

[1] Although it would be generally unreliable to use the predicted scores from one test to the other, it is nevertheless possible, given the degree of correlation between the tests, to obtain a general idea of the range in which students would score.

In light of the strong correlation we found, the following recommendations emerge:

- When statute or funding programs (e.g. public aid, job training, etc.) require a standardized norm referenced test designed for English native speakers, the CELSA should be regarded as an appropriate instrument to assess second language reading ability and should satisfy such requirements.

- Other academic/vocational programs which are required to test students as a result of the "test of ability to benefit legislation" (P.L. 101-508 enacted November 5, 1990 - which ammended section 484(d) of the Higher Education Act of 1965), should also be able to use the CELSA in addition to the approved tests. Since tests designed for native English speaking populations and Spanish speaking populations are currently approved, the CELSA may serve as an eligible test for other language groups. This is especially pertinent for programs that serve adults who speak languages other than Spanish or English.

Another important element that emerges from the study is the feasibility of using the TABE with adult ESL students. If the use of a standardized test becomes necessary for administrative purposes or requirements, the TABE is the best possible option to use if the following conditions are met:

a) Students should be at MELT level 7 (high-intermediate). Students with lower levels of English language proficiency should be tested using an adult ESL specific test such as the CELSA.

b) Results of the test should be interpreted loosely. Scores obtained in the test should be used primarily to ascertain individual student progress and skills development, rather than to compare a student to a group.

The study also found that the skills measured by a norm referenced test such as the TABE, specifically in the vocabulary and reading comprehension sections, appear to be generally the same skills measured by an ESL specific test such as the CELSA.

This finding has curricular and programmatic implications. Adult students in ESL programs appear to be developing skills similar to those of their counterparts enrolled in ABE programs. Reading and vocabulary skills are developed similarly in both types of programs. Although classroom teaching techniques might differ, it is possible to contend that students in ESL and ABE classes are developing coinciding skills. In most cases, Adult ESL Instructional programs focus on developing listening and speaking skills concurrently with reading and writing.

Dichotomies found in most adult education programs between ESL and ABE coursework and sequences need to be reviewed. A common practice is to require students to complete a full ESL sequence before they can be admitted into any additional transitional sequence, i.e. ABE, GED, vocational and/or academic programs. Based on our observations, it should be possible to design parallel programs which allow for the merging of ESL students into a transitional program or curriculum much earlier than previously thought.

TEST AUTHORS AND PUBLISHERS

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ACKNOWLEDGEMENTS

Linda Davis, the project coordinator, provided the continuity, follow-up and perseverance necessary to carry-out the tasks of this project.

Fred Davidson, from the University of Illinois in Champaign, was instrumental in conducting the statistical analysis and providing testing theory insight to the project.

Elizabeth Minicz, consultant at the Adult Learning Resource Center, supplied the project with valuable advice based on her experience conducting earlier testing research.

Noreen Lopez, Manager of the Illinois State Board of Education - Adult Education and Literacy Section, provided the foresight and support that made possible the research in this critical area of inquiry.

Patricia Mulcrone, from William Rainey Harper College, provided the framework upon which this research was built upon, through the study conducted by Harper College in 1988.

Donna Illyin, authorized us to use and duplicate the CELSA test and provided us with valuable background information on testing guidelines.

The dozens of adult education directors and instructors selflessly collaborated and encouraged this effort.

The hundreds of adult ESL students patiently submitted themselves to the testing procedures. Their cooperation provided the project with a comprehensive sample, which allowed for meaningful results.

To all our most sincere thanks and appreciation, without their support and collaboration this project would have not been possible.

Rodrigo Garretón
Project Director
March, 1991

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ABSTRACT

The goal of this research project was to determine the correlations between a commonly used Adult English as a Second Language (ESL) test with two frequently used Adult Basic Education (ABE) tests. The study was prompted by the need to standardize the reporting of educational progress of adult language minority students in the state.

The testing instruments used in this study were the ELSA (English Language Skills Assessment - now called CELSA), the ABLE (Adult Basic Learning Examination), and the TABE (Test of Adult/Basic Education) . These tests were identified through a preliminary research project conducted in 1988 by Harper College.

Over 1500 adult ESL education students from the metropolitan Chicago area were tested between October 1990 and January 1991. The tests were administered to students who were enrolled in high-beginning and high-intermediate levels (MELT levels 3 - 7), since the great majority of adult ESL students in Illinois are enrolled in classes at those levels. MELT (Mainstream English Language Training) levels were used to determine and assign appropriate levels of the ABLE and the TABE tests. 1135 pairs of scores were obtained and 250 - 300 pairs of scores for the tests selected. In addition some basic demographic information was collected for every student.

The study found a strong positive correlation (.775) between the CELSA and the TABE. The strength of the correlation between the tests was not sufficient to reliably predict the scores for one test based on the other. Nevertheless, it should be possible to use the TABE as an assessment instrument with adult ESL students under certain conditions.

The study also found that there is a weak relationship between the years of schooling in a non-English speaking country and the length of time residing in the US with scores obtained on an ESL or an ABE test.

INTRODUCTION.

A variety of assessment instruments are used in adult education and literacy programs throughout Illinois and the U.S., but such instruments are not designed to report results with a usable reading score. Nonnative speakers of English are tested for listening comprehension, speaking ability, grammar usage, and writing skills. Native speakers are assessed primarily for reading ability which is usually reported in grade level equivalents.

The need to report progress of students enrolled in adult ESL programs across the state using uniform and standardized formats is a critical issue in the management of programs. Employers and state and federal agencies are demanding ever more strongly the implementation of guidelines for standardized testing of adult ESL students. Furthermore, the U.S. Department of Education has issued directives to state adult education agencies requesting standardized achievement reporting. The trend towards uniform measures is growing in strength.

The Adult Education Section of the Illinois State Board of Education, anticipating the heightened interest in this issue, provided in FY'88 a research grant to address some of its elements. In June of 1988 the final report of a 353 funded testing research project, which was directed by Patricia Mulcrone and conducted by Elizabeth Minicz through William Rainey Harper College, was submitted to the Illinois State Board of Education. (See appendix A)

This earlier study was conducted to address following questions:

1) Is there a correlation between commonly used ESL tests of reading comprehension and adult education norm referenced tests?

2) Which tests have a higher degree of correlation?

3) Can adult ESL reading comprehension tests be used to predict performance on norm referenced adult education tests?

The project effectively narrowed the field of appropriate instruments to be used for assessment of adult ESL students. The results of the study revealed strong correlations between the TEPL (Test of English Proficiency Level) and the TABE (Test of Adult/Basic Education) and also between the ELSA I (English Language Skills Assessment) and the ABLE (Adult Basic Learning Examination).

Unfortunately, due to time constraints and limited sample size, those correlations could not be plotted into regression equations. Those findings needed to be confirmed with a separate and larger sample of student scores. Nevertheless, the findings provided a clear framework for additional research. The study narrowed the field of inquiry and clearly established the ESL tests which showed most promise and in need of additional scrutiny: the TEPL and ELSA.

The major goal of the present research project was to determine the correlations between a commonly used Adult English as a Second Language (ESL) test with two frequently used Adult Basic Education (ABE) tests to try to establish reading level equivalencies for nonnative speakers of English for purposes of reporting progress to funding and educational agencies.

The tests used in this study were the CELSA. the ABLE the TABE. These were the tests identified through the preliminary research conducted in 1988 by Harper College.

METHOD

PROCEDURES

Directors of ESL programs which did not participate in the earlier 353 Project were contacted by telephone in September in order to determine interest in field testing the ESL and ABE tests. Sites which offered a variety of ESL instructional levels and ethnic diversity of students were given priority consideration for the study. Potential participants received a letter explaining the purpose of the project and requesting that they identify instructors who would be willing to administer the tests (see appendix B). Program directors were also asked to appoint a lead instructor or coordinator who would be responsible for conveying all pertinent information to the testers, monitoring the procedure, and distributing and collecting the tests. The program administrators approached responded very positively; eleven programs and sixty-six instructors agreed to participate in the project. (See appendix C)

The project consultant met with each of the directors and coordinators of programs to deliver the testing materials and convey all the instructions for the test administration. Testing was conducted during October, November and early December 1990. Each site conducted the testing during a two week period selected to ensure the greatest number of participating students. Make-up test dates were arranged by instructors to make sure that students would take both the ESL and the ABE tests assigned to them.

As directed by the 1988 study, it was agreed that the tests would be administered to students who were enrolled in high-beginning and high-intermediate levels (MELT levels 3 - 7), since the great majority of adult ESL students in Illinois are enrolled in classes at those levels. MELT (Mainstream English Language Training) levels were used to determine and assign appropriate levels of the ABLE and the TABE tests. ESL program directors were given the task of submitting an approximate number of students from their programs to be tested at each MELT level. (See appendix D)

All students in the sample were given the same form of the CELSA, form 2. Only one form of the CELSA (form 2) was used to ensure obtaining large numbers of paired test scores. This form was selected at random. Level I of the ABLE or level E of the TABE was administered to students performing at MELT levels 3, 4 and 5. Students possessing skills within MELT levels 6 and 7 were assigned to take either Level 2 of the ABLE or the M level of the TABE.

SUBJECTS

Over 1500 adult ESL education students from the metropolitan Chicago area were tested between October 1990 and January 1991. The expectation was to obtain between 250 - 300 pairs of scores for the tests selected. 1135 pairs of scores, together with some basic demographic information, collected by the student identification form (see appendix E), were entered into the data system.

Table 1.

Average years in the US	5.0
Average years of schooling	11.3
Average age	29.4

Table 2.

Gender	Count	Percentage
Females	581	51%
Males	549	49%

Students came from a variety of language groups. The majority were from Mexico (49%) and Poland (18%).

Table 3.

Country of Origin	Number of respondents	Percentages
MEXICO	559	49.25%
POLAND	205	18.06%
KOREA	30	2.64%
GUATEMALA	27	2.38%
COLOMBIA	21	1.85%
ECUADOR	19	1.67%
EL SALVADOR	16	1.41%
CHINA	13	1.15%
PUERTO RICO	13	1.15%
HAITI	12	1.06%
PAKISTAN	11	0.97%
PERU	10	0.88%
ROMANIA	10	0.88%
THAILAND	10	0.88%

The remaining 179 students were from the following countries (less than 10 per country):
CUBA, INDIA, JAPAN, SPAIN, YUGOSLAVIA, FRANCE, GREECE, ARGENTINA, BRAZIL, LAOS, SYRIA, TAIWAN, VENEZUELA, GERMANY, HONDURAS, IRAN, DOMINICAN REPUBLIC, EGYPT, HONG KONG, IRAQ, JORDAN, LITHUANIA, RUSSIA, BULGARIA, ISRAEL, ITALY, LEBANON, NICARAGUA, PALESTINE, PHILIPPINES, TURKEY, VIETNAM, AFGHANISTAN, ALGERIA, BOLIVIA, CAMBODIA, CZECHOSLOVAKIA, CHILE, DENMARK, ETHIOPIA, HUNGARY, JERUSALEM, MARSHALL ISLANDS, SOMALIA, SWEDEN, VIETNAM, and YEMEN.

It is interesting to note that the proportion of countries of origin for students in the survey is representative of the distribution of new immigrants in the greater Chicago area. The SLIAG (Immigration Amnesty) education projects have impacted on the number and the distribution of students in adult ESL classes in Chicago. There has been considerable growth in the number of programs available, and the number of students taking advantage of the educational opportunities provided has increased.

DISTRIBUTION OF THE SAMPLE.

All statistical analysis was performed using PC-SAS version 6.04 (Statistical Analysis System, Cary, North Carolina) statistical package.

CORRELATION ANALYSIS

15 'VAR' Variables: AGE YRSUSA ELSA TABEEVOC* TABEECOM* TABEMVOC* TABEMCOM* ABLE1VOC* ABLE1COM* ABLE2VOC* ABLE2COM* TABEE** TABEM** ABLE1** ABLE2**

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
AGE	1055	29.42464	9.96806	31043	16.00000	74.00000
YRSUSA	954	5.04088	5.93259	4809	1.00000	44.00000
ELSA	1131	36.39699	15.02655	41165	1.00000	75.00000
TABEEVOC	317	15.47799	5.38702	4922	1.00000	36.00000
TABEECOM	315	21.23734	9.50676	6711	2.00000	40.00000
TABEMVOC	253	14.32422	5.54627	3667	2.00000	29.00000
TABEMCOM	253	24.39063	8.04081	6244	4.00000	40.00000
ABLE1VOC	276	10.15927	2.92693	2824	1.00000	16.00000
ABLE1COM	274	25.09783	6.19805	6927	2.00000	39.00000
ABLE2VOC	274	14.85145	5.85364	4099	2.00000	30.00000
ABLE2COM	260	28.07634	11.64521	7356	2.00000	47.00000
TABEE	313	36.73885	13.66657	11536	9.00000	68.00000
TABEM	252	38.73725	12.29516	9878	9.00000	66.00000
ABLE1	271	35.32601	7.15017	9644	10.00000	51.00000
ABLE2	260	43.38550	15.70075	11367	7.00000	74.00000

* VOC stands for Vocabulary.
* COM stands for Reading Comprehension.

** TABEE is a created variable and corresponds to the sum of scores of TABE E-VOC and TABE E-COM for each observation.
** TABEM is a created variable and corresponds to the sum of scores of TABE M-VOC and TABE M-COM.
** ABLE1 is a created variable and corresponds to the sum of scores of ABLE 1-VOC and ABLE 1-COM.
** ABLE 2 is a created variable and corresponds to the sum of scores of ABLE 2-VOC and ABLE 2-COM.

CORRELATION ANALYSIS (Pearson Correlation Coefficients)

Table 4. SUMMARY

CELSA

	TABEE VOC	TABEE COM	TABEM VOC	TABEM COM	ABLE1 VOC	ABLE1 COM	ABLE2 VOC	ABLE2 COM	TABE E	TABE M	ABLE 1	ABLE 2
Correlation coefficient	.607	.742	.633	.615	.161	.685	.577	.710	.775	.687	.654	.713
# of Observations	317	315	253	253	276	274	274	260	313	252	271	260

Correlation coefficients of 0.7-0.9 are considered strong or marked. As a general rule tests should have correlations of 0.80 or above to permit the substitution or prediction of one test to the other. Of note is the low correlation (.16) found between CELSA and ABLE 1 VOC. Since the ABLE 1 VOC relies on listening skills, it would appear that the Vocabulary section of this test does not provide a reliable measure and is not suitable for use with ESL adults.

Low correlations have been reported in the testing literature for listening tests when testing adult ESL students. (Ilyin 87: p. 150)

REGRESSION MODEL STRENGTH

Prediction of the independent variable: CELSA

Table 5.

PREDICTOR(s)	R^2*	R^2 with part scores	
		VOC	COM
TABE E	.599	.601	.567
TABE M	.470	.399	.478
ABLE 1	.425	.473	.468
ABLE 2	.506	.517	.504

* R^2 refers to the degree to which tests measure something which varies concomitantly, which could be the same trait. For example, in the table above, 60% of the variance of scores in the CELSA is explained by scores in the TABEE. As observed, the R^2 values decrease for the other tests as predictors.

ANALYSIS OF ADDITIONAL VARIABLES

In order to ascertain the potential of additional variables to enhance the predictability of scores, additional analysis was performed. Number of years in school (yrssch) and number of years in the USA (yrsusa) were added to the model to determine regression coefficients.

Regression Model Strength

Prediction of the independent variable: CELSA

Table 6.

PREDICTOR(s)	R^2
TABE E + YRSSCH	.62
TABE E + YRSSCH + YRSUSA	.63
TABE M + YURSSCH	.51
TABE M + YRSSCH + YRSUSA	.52

Addition of the two variables increased the degree of predictability of the CELSA by the TABE tests. The increase, nevertheless, was minimal. In the best of cases the increase in the TABE E went from .59 to .62. In other words, the degree of variance on the CELSA explained by a combination of the scores on the TABE E plus the number of years of schooling, went from approximately 60% to 62%.

DISCUSSION

Our study confirmed the findings of the previous study conducted in 1988 by William Rainey Harper College. There is a strong correlation between an ESL specific test (CELSA) and an ABE test (TABE). The strength of the correlation, nevertheless, is not enough to reliably predict (less than 80% certainty) the scores for one test based on the other. Correlations in the order of .80 and above are generally considered necessary to predict or substitute one test for another. (Ilyin 87: p. 150) The R^2 values, confirm this assertion. In the best case only 60% of the variance in the CELSA could be explained by the score in the TABE E. For our purposes, this means that a score in the CELSA would fall within a range of +- 10.5 in the TABE E. (See table 7.) Predictions for other tests ABE tests would have a greater degree of variability.

Although it would be generally unreliable to use the predicted scores from one test to the other, it is nevertheless possible, given the degree of correlation between the tests, to obtain a general idea of the range in which students would score.

Our study also found that there is a weak relationship between the years of schooling in a non-English speaking country and the length of time residing in the US with scores obtained in an ESL or an ABE test. However, these variables are frequently, and sometimes exclusively, used to determine student's placement in ESL programs.

This study indicates that the CELSA could be considered as a viable option to use with adult ESL learners in place of a standardized English native speaker normed test. In light of the strong correlation we found, the following recommendations emerge:

- When statute or funding programs (e.g. public aid, job training, etc.) require a standardized norm referenced test designed for English native speakers, the CELSA should be regarded as an appropriate instrument to assess second language reading ability and should satisfy such requirements.

- Other academic/vocational programs which are required to test students as a result of the "test of ability to benefit legislation" (P.L. 101-508 enacted November 5, 1990 - which ammended section 484(d) of the Higher Education Act of 1965), should also be able to use the CELSA in addition to the approved tests. This is especially pertinent for programs that serve adults who speak languages other than Spanish or English.

Another important element that emerges from our study is the feasibility of using the TABE with adult ESL students. If the use of a standardized test becomes necessary for administrative purposes or requirements, the TABE is the best possible option to use if the following conditions are met:

a) Students should be at MELT level 7 (high-intermediate). Students with lower levels of English language proficiency should be tested using an adult ESL specific test such as the CELSA.

b) Results of the test should be interpreted loosely. Scores obtained in the test should be used primarily to ascertain individual student progress and skills development, rather than to compare a student to a group.

Our study found that the skills measured by a norm referenced test such as the TABE, specifically in the vocabulary and reading comprehension sections, appear to be generally the same skills measured by an ESL specific test such as the CELSA. This finding has curricular and programmatic implications.

Adult students in ESL programs appear to be developing skills similar to those of their counterparts enrolled in ABE programs. Reading and vocabulary skills are developed similarly in both type of programs. Although classroom teaching techniques might differ, it is possible to contend that students in ESL and ABE classes are developing coinciding skills. Dichotomies found in most adult education programs between ESL and ABE coursework and sequences, need to be reviewed. A common practice is to require students to complete a full ESL sequence before they can be admitted into any additional transitional sequence, i.e. ABE, GED, vocational and/or academic programs. Based on our observations, it should be possible to design parallel programs which allow for the merging of ESL students into a transitional program or curriculum much earlier than presently contemplated.

STATISTICAL TABLES

Predicted scores of TABE-E
Table 7.

CELSA	TABEE	Rounded scores
1	7.77	8
2	8.54	9
3	9.31	9
4	10.08	10
5	10.85	11
6	11.62	12
7	12.39	12
8	13.16	13
9	13.93	14
10	14.70	15
11	15.47	16
12	16.24	16
13	17.01	17
14	17.78	18
15	18.55	19
16	19.32	19
17	20.09	20
18	20.86	21
19	21.63	22
20	22.40	22
21	23.17	23
22	23.94	24
23	24.71	25
24	25.48	26
25	26.25	26
26	27.02	27
27	27.79	28
28	28.56	29
29	29.33	30
30	30.10	30
31	30.87	31
32	31.64	32
33	32.41	32
34	33.18	33
35	33.95	34
36	34.72	35
37	35.49	36
38	36.26	36

39	37.03	37
40	37.80	38
41	38.57	39
42	39.34	39
43	40.11	40
44	40.88	41
45	41.65	42
46	42.42	42
47	43.19	43
48	43.96	44
49	44.73	45
50	45.50	46
51	46.27	46
52	47.04	47
53	47.81	48
54	48.58	49
55	49.35	50
56	50.12	50
57	50.89	51
58	51.66	52
59	52.43	52
60	53.20	53
61	53.97	54
62	54.74	55
63	55.51	56
64	56.28	56
65	57.05	57
66	57.82	58
67	58.59	59
68	59.36	59
69	60.13	60
70	60.90	61
71	61.67	62
72	62.44	62
73	63.21	63
74	63.98	64
75	64.75	65

Standard Error = 10.48

CORRELATION ANALYSIS

Pearson Correlation Coefficients / Prob > |R| under Ho: Rho=0
/ Number of Observations

	AGE	YRSUSA	ELSA	TABEEVOC	TABEECOM
AGE	1.00000 0.0 1056	0.51499 0.0001 895	-0.05814 0.0592 1054	0.02081 0.7205 298	-0.09500 0.1034 295
YRSUSA	0.51499 0.0001 895	1.00000 0.0 955	-0.09754 0.0026 953	0.05285 0.3844 273	-0.04911 0.4198 272
ELSA	-0.05814 0.0592 1054	-0.09754 0.0026 953	1.00000 0.0 1132	0.53979 0.0001 319	0.73665 0.0001 317
TABEEVOC	0.02081 0.7205 298	0.05285 0.3844 273	0.53979 0.0001 319	1.00000 0.0 319	0.66134 0.0001 315
TABEECOM	-0.09500 0.1034 295	-0.04911 0.4198 272	0.73665 0.0001 317	0.66134 0.0001 315	1.00000 0.0 317
TABEMVOC	0.08148 0.2114 237	0.01931 0.7783 215	0.60568 0.0001 256	. 1	1.00000 2
TABEMCOM	0.03368 0.6067 236	-0.02988 0.6638 214	0.61530 0.0001 255	. 0	. 0
ABLE1VOC	-0.09558 0.1235 261	-0.03063 0.6397 236	0.16132 0.0070 278	. 1	. 0
ABLE1COM	0.04876 0.4328 261	0.14793 0.0236 234	0.68448 0.0001 276	. 1	. 0
ABLE2VOC	-0.03029 0.6289 257	0.05988 0.3703 226	0.57694 0.0001 275	. 0	. 0
ABLE2COM	-0.18753 0.0033 244	-0.05911 0.3918 212	0.70973 0.0001 261	. 0	. 0
TABEE	-0.05390 0.3571 294	-0.01574 0.7969 270	0.74765 0.0001 315	0.85735 0.0001 315	0.95309 0.0001 315
TABEM	0.04862 0.4582 235	-0.01787 0.7954 213	0.68697 0.0001 254	. 0	. 0
ABLE1	0.00619 0.9212 258	0.12717 0.0536 231	0.65356 0.0001 273	. 1	. 0
ABLE2	-0.14767 0.0210 244	-0.02837 0.6812 212	0.71293 0.0001 261	. 0	. 0

CORRELATION ANALYSIS

Pearson Correlation Coefficients / Prob > |R| under Ho: Rho=0
/ Number of Observations

	TABEMVOC	TABEMCOM	ABLE1VOC	ABLE1COM	ABLE2VOC
AGE	0.08148 0.2114 237	0.03368 0.6067 236	-0.09558 0.1235 261	0.04876 0.4328 261	-0.03029 0.6289 257
YRSUSA	0.01931 0.7783 215	-0.02988 0.6638 214	-0.03063 0.6397 236	0.14793 0.0236 234	0.05988 0.3703 226
ELSA	0.60568 0.0001 256	0.61530 0.0001 255	0.16132 0.0070 278	0.68448 0.0001 276	0.57694 0.0001 275
TABEEVOC	. 1	. 0	. 1	. 1	. 0
TABEECOM	1.00000 2	. 0	. 0	. 0	. 0
TABEMVOC	1.00000 0.0 257	0.62713 0.0001 255	. 0	. 0	. 0
TABEMCOM	0.62713 0.0001 255	1.00000 0.0 256	. 0	. 0	. 0
ABLE1VOC	. 0	. 0	1.00000 0.0 278	0.13245 0.0287 273	. 0
ABLE1COM	. 0	. 0	0.13245 0.0287 273	1.00000 0.0 276	. 0
ABLE2VOC	. 0	. 0	. 0	. 0	1.00000 0.0 276
ABLE2COM	. 0	. 0	. 0	. 0	0.60874 0.0001 262
TABEE	. 1	. 0	. 0	. 0	. 0
TABEM	0.86093 0.0001 255	0.93616 0.0001 255	. 0	. 0	. 0
ABLE1	. 0	. 0	0.52133 0.0001 273	0.91489 0.0001 273	. 0
ABLE2	. 0	. 0	. 0	. 0	0.80854 0.0001 262

CORRELATION ANALYSIS

Pearson Correlation Coefficients / Prob > |R| under Ho: Rho=0
/ Number of Observations

	ABLE2COM	TABEE	TABEM	ABLE1	ABLE2
AGE	-0.18753 0.0033 244	-0.05390 0.3571 294	0.04862 0.4582 235	0.00619 0.9212 258	-0.14767 0.0210 244
YRSUSA	-0.05911 0.3918 212	-0.01574 0.7969 270	-0.01787 0.7954 213	0.12717 0.0536 231	-0.02837 0.6812 212
ELSA	0.70973 0.0001 261	0.74765 0.0001 315	0.68697 0.0001 254	0.65356 0.0001 273	0.71293 0.0001 261
TABEEVOC	. 0	0.85735 0.0001 315	. 0	. 1	. 0
TABEECOM	. 0	0.95309 0.0001 315	. 0	. 0	. 0
TABEMVOC	. 0	. 1	0.86093 0.0001 255	. 0	. 0
TABEMCOM	. 0	. 0	0.93616 0.0001 255	. 0	. 0
ABLE1VOC	. 0	. 0	. 0	0.52133 0.0001 273	. 0
ABLE1COM	. 0	. 0	. 0	0.91489 0.0001 273	. 0
ABLE2VOC	0.60874 0.0001 262	. 0	. 0	. 0	0.80854 0.0001 262
ABLE2COM	1.00000 0.0 262	. 0	. 0	. 0	0.95904 0.0001 262
TABEE	. 0	1.00000 0.0 315	. 0	. 0	. 0
TABEM	. 0	. 0	1.00000 0.0 255	. 0	. 0
ABLE1	. 0	. 0	. 0	1.00000 0.0 273	. 0
ABLE2	0.95904 0.0001 262	. 0	. 0	. 0	1.00000 0.0 262

REGRESSION ANALYSIS

BIVARIATE regression, PREDICTOR(S)=tabee, DEPENDENT=elsa

Model: MODEL1
Dependent Variable: ELSA

Analysis of Variance

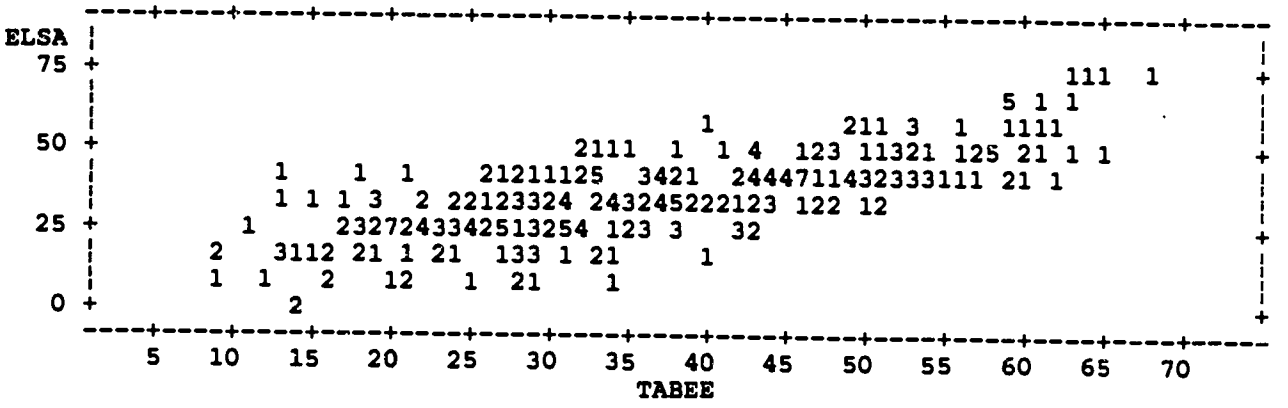
Source	DF	Sum of Squares	Mean Square	F Value	Prob>F
Model	1	34595.06131	34595.06131	468.799	0.0001
Error	312	23024.06289	73.79507		
C Total	313	57619.12420			

Root MSE	8.59041	R-square	0.6004
Dep Mean	35.25159	Adj R-sq	0.5991
C.V.	24.36884		

BIVARIATE regression, PREDICTOR(S)=tabee, DEPENDENT=elsa

Parameter Estimates

Variable	DF	Parameter Estimate	Standard Error	T for H0: Parameter=0	Prob > |T|
INTERCEP	1	6.989711	1.39240927	5.020	0.0001
TABEE	1	0.769264	0.03552893	21.652	0.0001



BIVARIATE regression, PREDICTOR(S)=tabem, DEPENDENT=elsa

Model: MODEL1
Dependent Variable: ELSA

Analysis of Variance

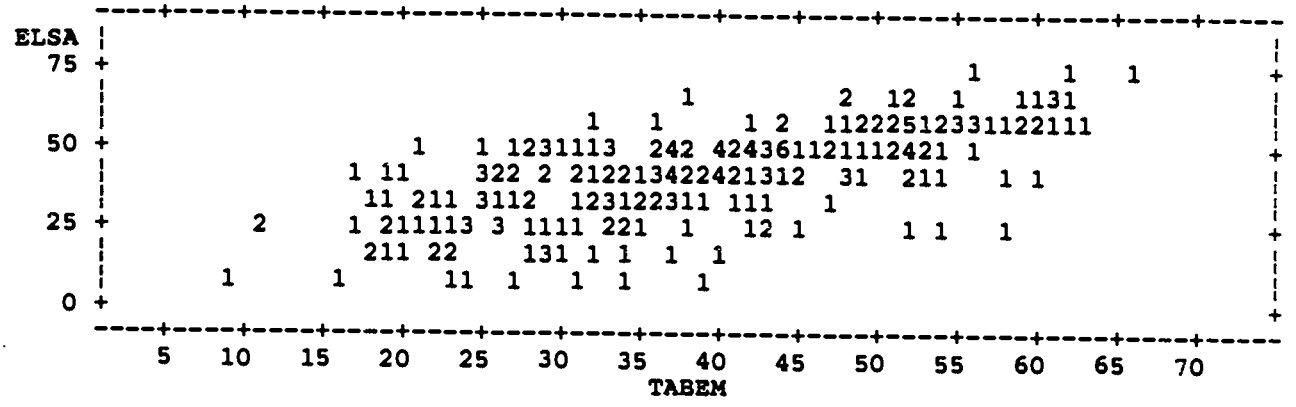
Source	DF	Sum of Squares	Mean Square	F Value	Prob>F
Model	1	25471.19086	25471.19086	225.208	0.0001
Error	252	28501.36426	113.10065		
C Total	253	53972.55512			

Root MSE	10.63488	R-square	0.4719
Dep Mean	41.66535	Adj R-sq	0.4698
C.V.	25.52451		

Parameter Estimates

Variable	DF	Parameter Estimate	Standard Error	T for H0: Parameter=0	Prob > |T|
INTERCEP	1	10.032980	2.21095233	4.538	0.0001
TABEM	1	0.815698	0.05435471	15.007	0.0001

BIVARIATE regression, PREDICTOR(S)=tabem, DEPENDENT=elsa



BIVARIATE regression, PREDICTOR(S)=able1, DEPENDENT=elsa

Model: MODEL1
Dependent Variable: ELSA

Analysis of Variance

Source	DF	Sum of Squares	Mean Square	F Value	Prob>F
Model	1	22196.60344	22196.60344	202.069	0.0001
Error	271	29768.45883	109.84671		
C Total	272	51965.06227			

Root MSE	10.48078	R-square	0.4271
Dep Mean	28.60806	Adj R-sq	0.4250
C.V.	36.63575		

Parameter Estimates

Variable	DF	Parameter Estimate	Standard Error	T for H0: Parameter=0	Prob > |T|
INTERCEP	1	-16.022974	3.20313000	-5.002	0.0001
ABLE1	1	1.263404	0.08887767	14.215	0.0001

BIVARIATE regression, PREDICTOR(S)=able1, DEPENDENT=elsa
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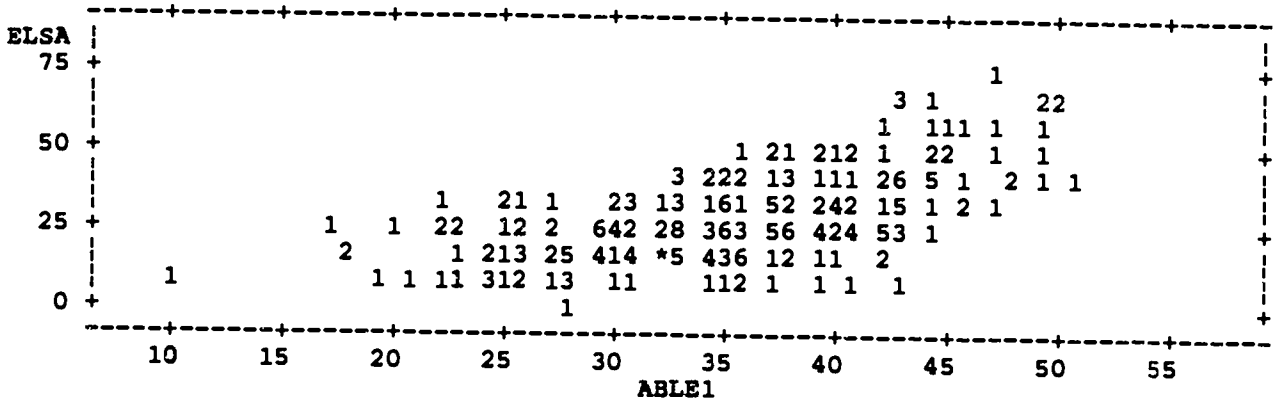


BIVARIATE regression, PREDICTOR(S)=able2, DEPENDENT=elsa

Model: MODEL1
Dependent Variable: ELSA

Analysis of Variance

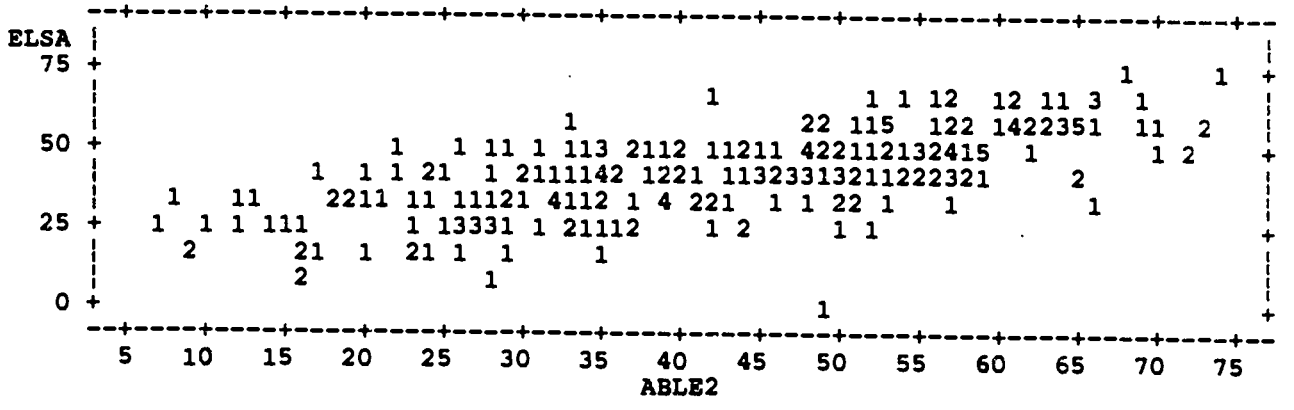
Source	DF	Sum of Squares	Mean Square	F Value	Prob>F
Model	1	25509.78035	25509.78035	267.714	0.0001
Error	259	24679.44571	95.28744		
C Total	260	50189.22605			

Root MSE	9.76153	R-square	0.5083
Dep Mean	42.26820	Adj R-sq	0.5064
C.V.	23.09426		

Parameter Estimates

Variable	DF	Parameter Estimate	Standard Error	T for H0: Parameter=0	Prob > |T|
INTERCEP	1	14.887277	1.77919031	8.367	0.0001
ABLE2	1	0.632427	0.03865223	16.362	0.0001

BIVARIATE regression, PREDICTOR(S)=able2, DEPENDENT=elsa



FORWARD regression, PREDICTOR(S)=yrssch, yrsusa, DEPENDENT=elsa

Forward Selection Procedure for Dependent Variable ELSA

Step 1 Variable YRSSCH Entered R-square = 0.14446945 C(p) = 2.16981436

	DF	Sum of Squares	Mean Square	F	Prob>F
Regression	1	29285.85864681	29285.85864681	156.37	0.0001
Error	926	173427.29652561	187.28649733		
Total	927	202713.15517241			

Variable	Parameter Estimate	Standard Error	Type II Sum of Squares	F	Prob>F
INTERCEP	18.94995544	1.41432219	33622.20100935	179.52	0.0001
YRSSCH	1.51680715	0.12129827	29285.85864681	156.37	0.0001

Bounds on condition number: 1, 1

Step 2 Variable YRSUSA Entered R-square = 0.14555005 C(p) = 3.00000000

	DF	Sum of Squares	Mean Square	F	Prob>F
Regression	2	29504.90890954	14752.45445477	78.78	0.0001
Error	925	173208.24626288	187.25215812		
Total	927	202713.15517241			

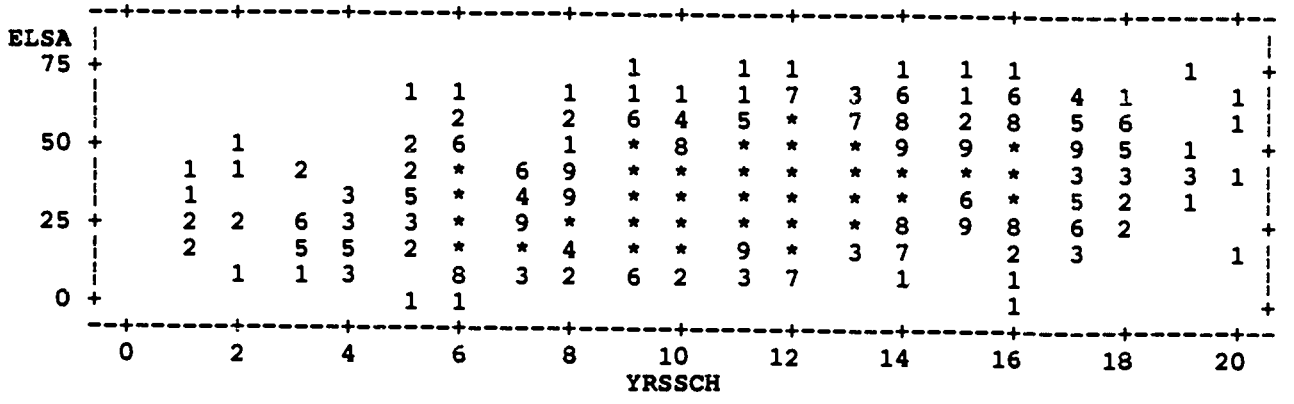
Variable	Parameter Estimate	Standard Error	Type II Sum of Squares	F	Prob>F
INTERCEP	18.05028867	1.64068443	22664.44141976	121.04	0.0001
YRSSCH	1.55864575	0.12730647	28068.59696525	149.90	0.0001
YRSUSA	0.08764622	0.08103539	219.05026273	1.17	0.2797

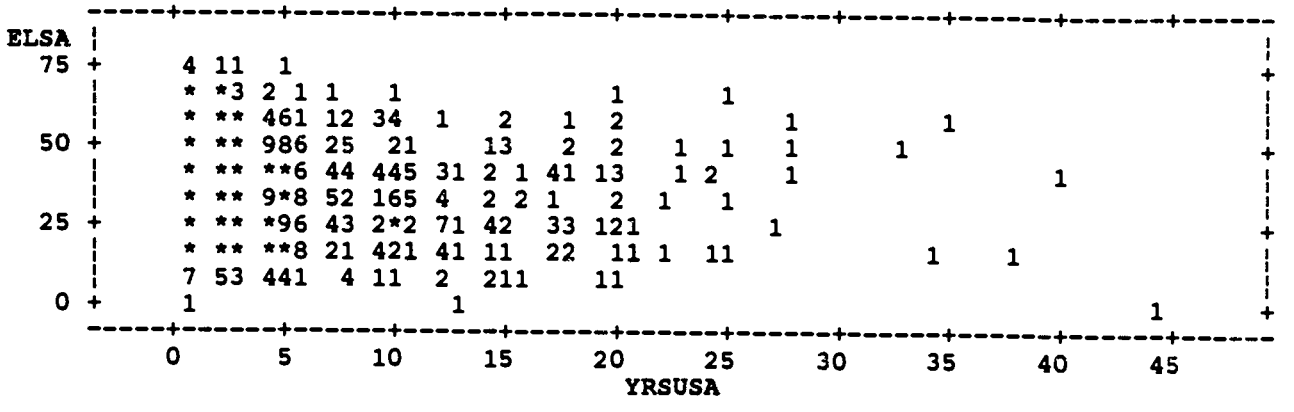
Bounds on condition number: 1.10172, 4.406881

No other variable met the 0.5000 significance level for entry into the model.

Summary of Forward Selection Procedure for Dependent Variable ELSA

Step	Variable Entered	Number In	Partial R**2	Model R**2	C(p)	F	Prob>F
1	YRSSCH	1	0.1445	0.1445	2.1698	156.3693	0.0001
2	YRSUSA	2	0.0011	0.1456	3.0000	1.1698	0.2797





FORWARD regression, PREDICTOR(S)=yrssch, yrsusa, tabee, DEPENDENT=elsa
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Forward Selection Procedure for Dependent Variable ELSA

Step 1 Variable TABEE Entered R-square = 0.57962696 C(p) = 35.79650589

	DF	Sum of Squares	Mean Square	F	Prob>F
Regression	1	26597.73624192	26597.73624192	358.50	0.0001
Error	260	19289.94314740	74.19208903		
Total	261	45887.67938931			

Variable	Parameter Estimate	Standard Error	Type II Sum of Squares	F	Prob>F
INTERCEP	7.66638608	1.49892904	1940.78230658	26.16	0.0001
TABEE	0.74362504	0.03927448	26597.73624192	358.50	0.0001

Bounds on condition number: 1, 1

Step 2 Variable YRSSCH Entered R-square = 0.61818844 C(p) = 10.84609023

	DF	Sum of Squares	Mean Square	F	Prob>F
Regression	2	28367.23307181	14183.61653590	209.67	0.0001
Error	259	17520.44631751	67.64651088		
Total	261	45887.67938931			

Variable	Parameter Estimate	Standard Error	Type II Sum of Squares	F	Prob>F
INTERCEP	1.88224228	1.82416432	72.02255687	1.06	0.3031
YRSSCH	0.77572160	0.15167140	1769.49682989	26.16	0.0001
TABEE	0.67463285	0.03985433	19383.37060535	286.54	0.0001

Bounds on condition number: 1.129386, 4.517543

Step 3 Variable YRSUSA Entered R-square = 0.63084570 C(p) = 4.00000000

	DF	Sum of Squares	Mean Square	F	Prob>F
Regression	3	28948.04521310	9649.34840437	146.96	0.0001
Error	258	16939.63417621	65.65749681		
Total	261	45887.67938931			

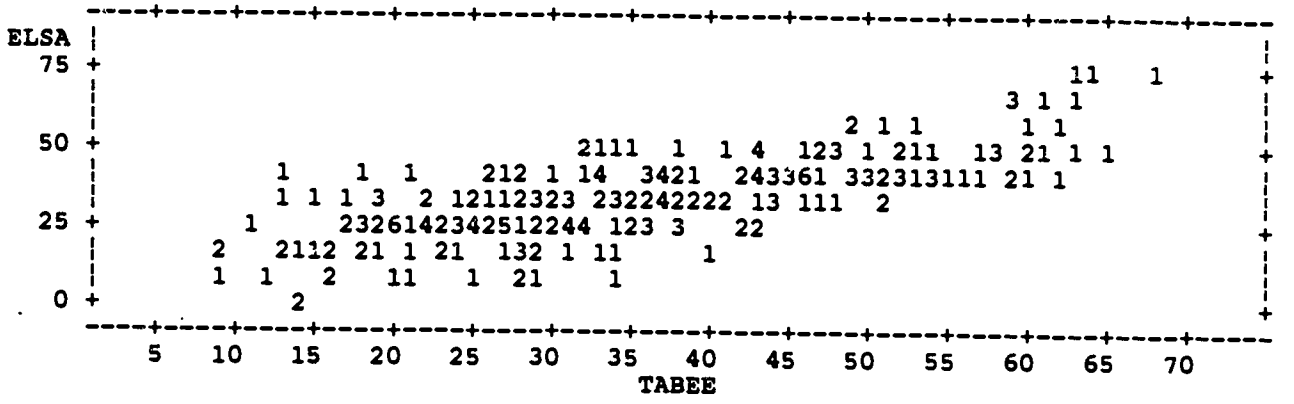
Variable	Parameter Estimate	Standard Error	Type II Sum of Squares	F	Prob>F
INTERCEP	4.15011922	1.95221705	296.72166907	4.52	0.0345
YRSSCH	0.64874722	0.15540391	1144.22508433	17.43	0.0001
YRSUSA	-0.26899850	0.09044284	580.81214130	8.85	0.0032
TABEE	0.68409210	0.03939264	19800.82872815	301.58	0.0001

Bounds on condition number: 1.221574, 10.32083

No other variable met the 0.5000 significance level for entry into the model.

Summary of Forward Selection Procedure for Dependent Variable ELSA

Step	Variable Entered	Number In	Partial R**2	Model R**2	C(p)	F	Prob>F
1	TABEE	1	0.5796	0.5796	35.7965	358.4983	0.0001
2	YRSSCH	2	0.0386	0.6182	10.8461	26.1580	0.0001
3	YRSUSA	3	0.0127	0.6308	4.0000	8.8461	0.0032



FORWARD regression, PREDICTOR(S)=yrssch, yrsusa, tabem, DEPENDENT=elsa

Forward Selection Procedure for Dependent Variable ELSA

Step 1 Variable TABEM Entered R-square = 0.47069743 C(p) = 19.90704731

	DF	Sum of Squares	Mean Square	F	Prob>F
Regression	1	21526.75362150	21526.75362150	182.30	0.0001
Error	205	24206.98550894	118.08285614		
Total	206	45733.73913043			

Variable	Parameter Estimate	Standard Error	Type II Sum of Squares	F	Prob>F
INTERCEP	8.98379076	2.50088823	1523.76340831	12.90	0.0004
TABEM	0.82939449	0.06142785	21526.75362150	182.30	0.0001

Bounds on condition number: 1, 1

Step 2 Variable YRSUSA Entered R-square = 0.51351669 C(p) = 3.87442305

	DF	Sum of Squares	Mean Square	F	Prob>F
Regression	2	23485.03838346	11742.51919173	107.67	0.0001
Error	204	22248.70074697	109.06225856		
Total	206	45733.73913043			

Variable	Parameter Estimate	Standard Error	Type II Sum of Squares	F	Prob>F
INTERCEP	12.25671160	2.52452635	2570.76634597	23.57	0.0001
YRSUSA	-0.54867606	0.12948377	1958.28476197	17.96	0.0001
TABEM	0.82968264	0.05903498	21541.68555378	197.52	0.0001

Bounds on condition number: 1.000001, 4.000005

Step 3 Variable YRSSCH Entered R-square = 0.51796759 C(p) = 4.00000000

	DF	Sum of Squares	Mean Square	F	Prob>F
Regression	3	23688.59467369	7896.19822456	72.71	0.0001
Error	203	22045.14445675	108.59677072		
Total	206	45733.73913043			

Variable	Parameter Estimate	Standard Error	Type II Sum of Squares	F	Prob>F
INTERCEP	9.42742023	3.25831556	909.10983749	8.37	0.0042
YRSSCH	0.31555128	0.23048154	203.55629023	1.87	0.1725
YRSUSA	-0.47995992	0.13861318	1302.02041409	11.99	0.0007
TABEM	0.79983956	0.06281235	17608.91330313	162.15	0.0001

Bounds on condition number: 1.287482, 10.72589

No other variable met the 0.5000 significance level for entry into the model.

Summary of Forward Selection Procedure for Dependent Variable ELSA

Step	Variable Entered	Number In	Partial R**2	Model R**2	C(p)	F	Prob>F
1	TABEM	1	0.4707	0.4707	19.9070	182.3021	0.0001
2	YRSUSA	2	0.0428	0.5135	3.8744	17.9557	0.0001
3	YRSSCH	3	0.0045	0.5180	4.0000	1.8744	0.1725

FORWARD regression, PREDICTOR(S)=yrssch, yrsusa, tabem, DEPENDENT=elsa
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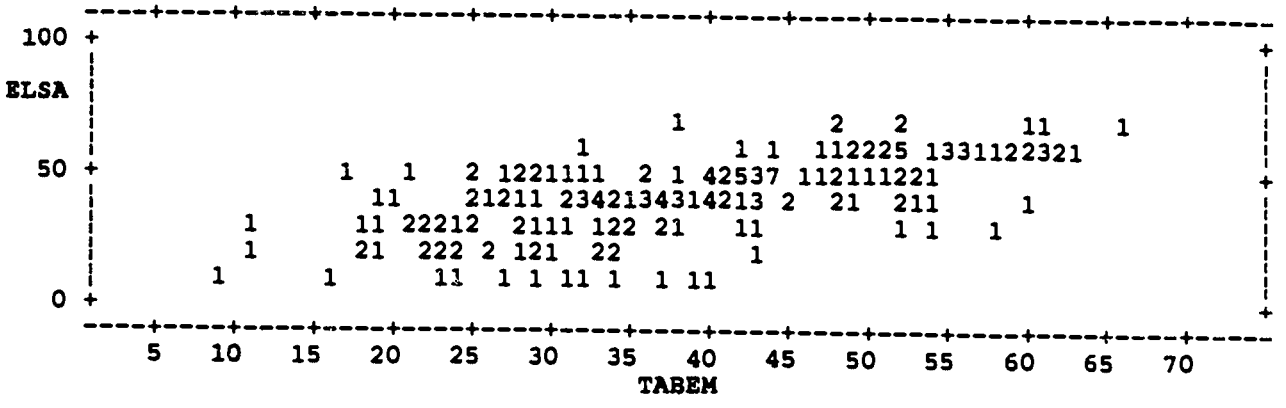

FORWARD regression, PREDICTOR(S)=yrssch, yrsusa, able1, DEPENDENT=elsa
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Forward Selection Procedure for Dependent Variable ELSA

Step 1 Variable ABLE1 Entered R-square = 0.41296325 C(p) = 28.45619990

	DF	Sum of Squares	Mean Square	F	Prob>F
Regression	1	16865.76360027	16865.76360027	155.47	0.0001
Error	221	23975.07048045	108.48448181		
Total	222	40840.83408072			

Variable	Parameter Estimate	Standard Error	Type II Sum of Squares	F	Prob>F
INTERCEP	-15.63442850	3.61669624	2027.25122296	18.69	0.0001
ABLE1	1.23420607	0.09898479	16865.76360027	155.47	0.0001

Bounds on condition number: 1, 1

Step 2 Variable YRSSCH Entered R-square = 0.47960337 C(p) = 2.36509612

	DF	Sum of Squares	Mean Square	F	Prob>F
Regression	2	19587.40158379	9793.70079189	101.38	0.0001
Error	220	21253.43249693	96.60651135		
Total	222	40840.83408072			

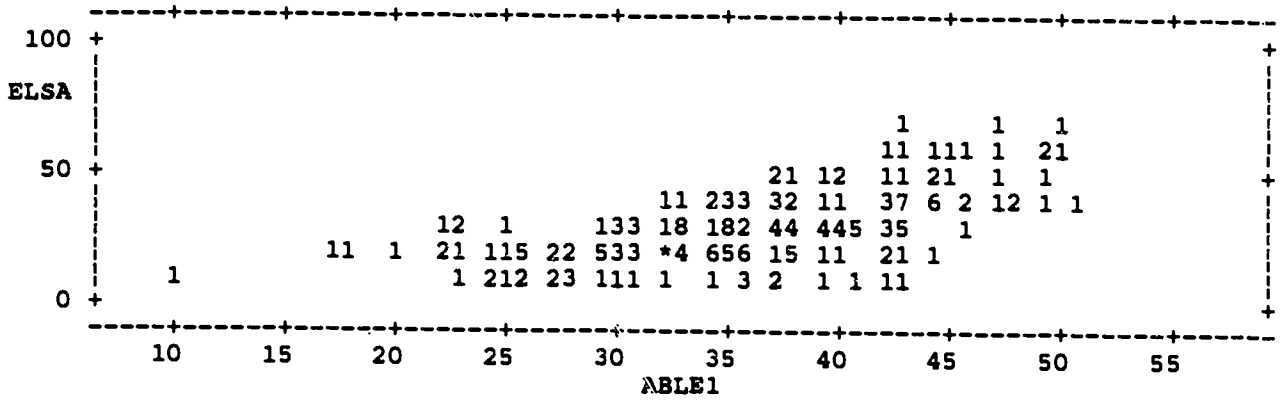
Variable	Parameter Estimate	Standard Error	Type II Sum of Squares	F	Prob>F
INTERCEP	-23.06293479	3.68877462	3776.34182344	39.09	0.0001
YRSSCH	0.96485797	0.18178222	2721.63798352	28.17	0.0001
ABLE1	1.14609468	0.09487245	14098.31249216	145.94	0.0001

Bounds on condition number: 1.031584, 4.126335

No other variable met the 0.5000 significance level for entry into the model.

Summary of Forward Selection Procedure for Dependent Variable ELSA

Step	Variable Entered	Number In	Partial R**2	Model R**2	C(p)	F	Prob>F
1	ABLE1	1	0.4130	0.4130	28.4562	155.4671	0.0001
2	YRSSCH	2	0.0666	0.4796	2.3651	28.1724	0.0001



FORWARD regression, PREDICTOR(S)=yrssch, yrsusa, able2, DEPENDENT=elsa
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Forward Selection Procedure for Dependent Variable ELSA

Step 1 Variable ABLE2 Entered R-square = 0.49822004 C(p) = 6.28344949

	DF	Sum of Squares	Mean Square	F	Prob>F
Regression	1	18898.42253028	18898.42253028	204.54	0.0001
Error	206	19033.45727741	92.39542368		
Total	207	37931.87980769			

Variable	Parameter Estimate	Standard Error	Type II Sum of Squares	F	Prob>F
INTERCEP	14.95066885	1.97081315	5317.17313611	57.55	0.0001
ABLE2	0.61818049	0.04322428	18898.42253028	204.54	0.0001

Bounds on condition number: 1, 1

Step 2 Variable YRSUSA Entered R-square = 0.51165365 C(p) = 2.65375740

	DF	Sum of Squares	Mean Square	F	Prob>F
Regression	2	19407.98476258	9703.99238129	107.39	0.0001
Error	205	18523.89504512	90.36046363		
Total	207	37931.87980769			

Variable	Parameter Estimate	Standard Error	Type II Sum of Squares	F	Prob>F
INTERCEP	16.23369030	2.02249084	5821.56614791	64.43	0.0001
YRSUSA	-0.22756808	0.09583010	509.56223229	5.64	0.0185
ABLE2	0.61668384	0.04275028	18802.93730437	208.09	0.0001

Bounds on condition number: 1.000217, 4.00087

Step 3 Variable YRSSCH Entered R-square = 0.51321365 C(p) = 4.00000000

	DF	Sum of Squares	Mean Square	F	Prob>F
Regression	3	19467.15852781	6489.05284260	71.69	0.0001
Error	204	18464.72127988	90.51333961		
Total	207	37931.87980769			

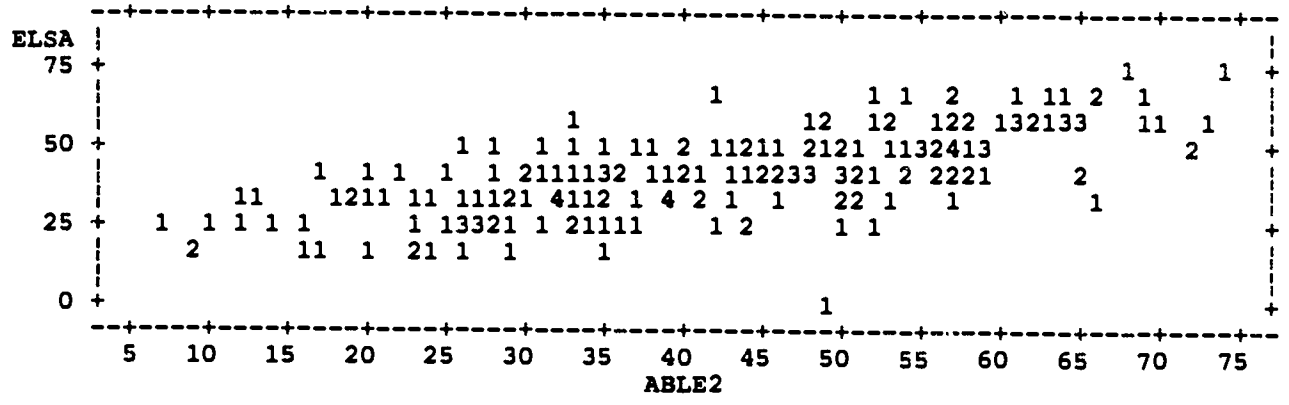
Variable	Parameter Estimate	Standard Error	Type II Sum of Squares	F	Prob>F
INTERCEP	14.50121271	2.94762779	2190.66490653	24.20	0.0001
YRSSCH	0.16426629	0.20316091	59.17376523	0.65	0.4197
YRSUSA	-0.19469552	0.10417226	316.16975240	3.49	0.0631
ABLE2	0.60784559	0.04416066	17148.57381517	189.46	0.0001

Bounds on condition number: 1.248201, 10.48093

No other variable met the 0.5000 significance level for entry into the model.

Summary of Forward Selection Procedure for Dependent Variable ELSA

Step	Variable Entered	Number In	Partial R**2	Model R**2	C(p)	F	Prob>F
1	ABLE2	1	0.4982	0.4982	6.2834	204.5385	0.0001
2	YRSUSA	2	0.0134	0.5117	2.6538	5.6392	0.0185
3	YRSSCH	3	0.0016	0.5132	4.0000	0.6538	0.4197



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APPENDICES

APPENDIX A

SUMMARY OF THE 1988 HARPER COLLEGE STUDY.

William Rainey Harper College
Federal 353 Project
Fiscal Year 1989

FINAL REPORT

DETERMINING READING LEVELS FOR NONNATIVE SPEAKERS OF ENGLISH: A STUDY TO EXPLORE THE POSSIBILITY OF CORRELATIONS BETWEEN NONNATIVE LITERACY (ESL) and ADULT BASIC EDUCATION (ABE) READING TESTS

Project Coordinator
Elizabeth A. Watson Minicz

Project Director
Patricia Mulcrone

Project Advisor
Dennis Terdy

July 28, 1989

DISCUSSION

The major goal of this project was to correlate two commonly used adult ESL reading tests with two frequently used ABE tests to establish reading level equivalencies for non-native speakers of English for purposes of reporting progress to employers and funding agencies. Although the project has made steps toward achieving its goal, at this time further testing of students is necessary before recommendations can be made. The initial estimates of time and resources proved to be inadequate for a project of one year's duration. It does appear likely; however, that an extension would result in the verification of the already fairly strong correlation that appears to exist between the TEPL and TABE M and ELSA IN and ABLE I. It would be inappropriate at this time to suggest that a score on the TEPL or ELSA IN would be equivalent to a particular grade level because the samples are not large enough. An increase in the samples of 150-200 cases for each test would most likely substantiate the correlations.

The project did establish a framework for additional research in the assessment of reading comprehension skills of nonnative speakers. This is especially important at a time when there are few publishers interested in marketing ESL reading tests, but the market for providing ESL instruction in business and industry is exploding and demands for accountability from many sources are increasing.

As in any project, the goal is to find answers to the research questions. This study has determined that there is very likely a correlation between the TEPL and the TABE M and between the ELSA IN and ABLE I. In addition, this project has attracted the interest and attention of publishers who may themselves decide to pursue the subject of additional correlation studies. The issue is controversial in that historically the limited English proficient population has been viewed as distinctly separate from the native speaking population of undereducated adults. This project seems to indicate that there are commonalities between the two populations.

This project was quite successful in heightening the awareness of adult educators to the crisis in testing procedures in Illinois. The lack of uniformity from program to program, the use of inappropriate tests, and the lack of accountability measures have been highlighted by this project. The Coordinator has reported the results of the survey to the ESL Providers Group, the ISBE administrators, and to IACEA conference participants. She has also received numerous phone calls for assessment information from adult programs throughout the state. The mechanism for continuing the project is in place, the interest in it is high, and the
promise that further testing will result in a strong correlation, all point to the

importance of this project. Technically it may not be definitive, but in reality it has far exceeded the proposers' expectations.

Finally, this project has yielded additional information about the adult ESL population in the northwest Chicago suburban area. The demographic information collected may be useful in developing profiles of adult ESL students which could be of assistance in program planning. A continuation of the project would require that additional students at other program sites be tested, resulting in an increase of the demographic sample.

APPENDIX B

LETTERS TO PROGRAM DIRECTORS AND INSTRUCTORS.

September 12, 1990

1~
2~
3~
4~
5~

6~

Thank you for your interest in the 353 testing project which the Illinois State Board of Education awarded to the Illinois Adult ESL Service Center and School District 54. The purpose of the project, directed by the Dr. Rodrigo Garreton, is to develop correlations between ABE and ESL tests. This study, which is actually a continuation of the project conducted by Liz Minicz in FY'88, will address the statewide problem of accurately reporting student progress to funding and educational agencies.

We are asking ESL instructors to administer two tests to their students: the ELSA (has been revised and now consists of 75 items) and the TABE or ABLE during separate class sessions. It is important that the students take both tests in order for the score to be meaningful. It is our hope to test students who are within the high beginning to high intermediate range (MELT levels 3-7, see attachment).

Instructors who participate will be paid a stipend of $30.00 for administering the tests (They will not be asked to grade them). Lead instructors will receive $100 for conveying all pertinent information to the testers, monitoring the procedure, and distributing and collecting the tests.

On the attached form, will you kindly indicate the lead person who will monitor the testing, the names of the instructors who will participate, the approximate number of students in each class as well as the approximate MELT level for each. We need this information in order to assign the correct level of the TABE and ABLE. If at all possible, please return the form by September 26.

Thank you again for your cooperation. The results of these correlation studies will be meaningful for all Adult ESL educators in Illinois. If you have any questions, please don't hesitate to contact me.

Sincerely,

Linda Davis,
Project Consultant

(708) 803-3535
(708) 383-7581 home

M E M O R A N D U M

September 17, 1990

TO: **ESL Instructors**

FROM: **Linda Davis, Project Consultant**

RE: ESL Testing Project

Your supervisor has expressed an interest in the 353 project which the Illinois State Board of Education awarded to the Illinois Adult ESL Service Center and School District 54. The purpose of the project, directed by the Dr. Rodrigo Garreton, is to develop correlations between ABE and ESL tests. This study, which is actually a continuation of the project conducted by Liz Minicz in FY'88, will address the statewide problem of accurately reporting student progress to funding and educational agencies.

We are asking ESL instructors to administer two tests to their students: the ELSA (has been revised and now consists of 75 items) and the TABE or ABLE during separate class sessions. It is important that the students take both tests in order for the score to be meaningful. We will test students who are within the high beginning to high intermediate range (MELT levels 3-7, see attachment).

Instructors who participate will be paid a stipend of $30.00 for administering the tests. You will not be asked to grade them. If you wish to participate, please notify your supervisor as soon as possible.

Thank you again for your cooperation. The results of these correlation studies will be meaningful for all Adult ESL educators in Illinois.

Sincerely,

Linda Davis,
Project Consultant

(708) 803-3535 x 334
(708) 383-7581 home

September 12, 1990

1~
2~
3~
4~
5~

6~

Thank you for your willingness to participate in the 353 project which the Illinois State Board of Education awarded to the Illinois Adult ESL Service Center and School District 54. The purpose of the project, directed by the Dr. Rodrigo Garreton, is to develop correlations between ABE and ESL tests. This study, which is actually a continuation of the project conducted by Liz Minicz in FY'88, will address the statewide problem of accurately reporting student progress to funding and educational agencies.

We are asking ESL instructors to administer two tests to their students: the ELSA (has been revised and now consists of 75 items) and the TABE or ABLE during separate class sessions. It is important that the students take both tests in order for the score to be meaningful. It is our hope to test students who are within the high beginning to high intermediate range (MELT levels 3-7, see attachment).

Instructors who participate will be paid a stipend of $30.00 for administering the tests (They will not be asked to grade them). Lead instructors will receive $100 for conveying all pertinent information to the testers, monitoring the procedure, and distributing and collecting the tests.

On the attached form, will you kindly indicate the lead person who will monitor the testing, the names of the instructors who will participate, the approximate number of students in each class as well as the approximate MELT level for each. We need this information in order to assign the correct level of the TABE and ABLE. If at all possible, please return the form by September 26.

Thank you again for your cooperation. The results of these correlation studies will be meaningful for all Adult ESL educators in Illinois. If you have any questions, please don't hesitate to contact me.

Sincerely,

Linda Davis,
Project Consultant

(708) 803-3535 x 334
(708) 383-7581 home

Adult Learning Resource Center - NEC

1855 Mt. Prospect Rd. Des Plaines, Illinois 60018 (708) 803-3535

January, 1991

Dear

Many thanks for administering the ELSA and ABE tests to your students. We appreciate your cooperation and that of all the students who participated in this project.

The testing data will be analyzed in the next few months, and a final report will be sent to the Illinois State Board of Education at the end of March. I am certain the results of these studies will be important for all of us.

Will you kindly complete the indicated portions of the enclosed consultant form and return it to your superior? We will process the reimbursements as quickly as possible.

Again, thanks for your participation.

Sincerely,

Linda Davis
ESL Testing Project Consultant

:td

Encl.

Adult Learning Resource Center - NEC

1855 Mt. Prospect Rd. *Des Plaines, Illinois 60018* *(708) 803-3535*

January, 1991

Dear

Many thanks for coordinating the administration of the ELSA and ABE tests at your institution. We appreciate your cooperation and commitment as well as that of instructors and students.

The testing data will be analyzed in the next few months, and a final report will be sent to the Illinois State Board of Education at the end of March. I am certain the results of these studies will be important for all of us.

Again, thanks for your participation.

Sincerely,

Linda Davis
ESL Testing Project Consultant

:td

Encl.

"Correlation Study of Adult
ESL and ABE Reading Tests"

Institution _____

Contact Person _____

Lead inst-uctor for testing project _____

Names of instructors	Approximate MELT levels	# of Students
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Please return to Linda Davis in the enclosed envelope.

APPENDIX C

COOPERATING ESL PROGRAM PERSONNEL.

Cooperating ESL Program Personnel

Truman College

Assistant Director, Adult Learning Skills Program:
Therese Turnipseed

ESL Coordinator (Site coordinator for project):
Sheldon Silver

ESL Instructors:
Nancy Quinn
Elizabeth Gil
Mary Rose Obholz
Therese Lyons
Tamara Hefter
Sherley Kilcoyne
Sahar Darwish
Phillip Schwartz

Triton College

ESL Coordinator:
Sheila McMillen

ESL Instructor (Site coordinator for project):
Sandra Saldana

ESL Instructors:
Miriam Griseto
Mary Lou Byrne
Barbara Stanek
Jane Gattone
Kate Secco

Morton College

Adult Ed. Coordinator:
Linda Oltmann

Instructor (Site coordinator for project):
Annie Hall

ESL Instructors:
Sheila Scott
Linda Johnson
Linda Rice
Barbara Sisto

Township High School Dist. 113 - Highland Park/Deerfield

ESL Coordinator (Site coordinator for project):
Barbara Smith-Palinkas

ESL Instructors:
Donna Wawrzyniak
Hope Zuniga
Dorothy Weaver
Angeneta Oussenko
Terry Reese
Grazyna Jazwierska-Parsons
Liz Sklar
Isabel Emory

South Suburban College of Cook County

ESL Coordinator (Site coordinator for project):
Louise Musto

ESL Instructors:
Barbara Van Weelden
Pat Kruse
Ruth Meredith

Moraine Valley Community College

Adult Ed. Program Director:
Phillip Bobich

GED Coordinator (Site coordinator for project):
Joan Wisniewski

ESL Instructors:
Elden Stockey
Irene Derrico
Judy Jozaitis
Mary Hennessey
Patricia Horton
Chuck Theodore
Therese Connors

Evanston Township High School (Vocational and Adult Education)

Director:
Goldie Boldridge-Brown

ESL Coordinator:
Laura Long

ESL Instructor (Site coordinator for project):
Nancy Charak

ESL Instructors:
Donald MacGregor
Max Kelly
Dahlia Derin
Gretchen O'Neill

Waubonsee Community College

Director, ABE, GED, ESL, and Literacy:
Susan Nespechal

ESL Assessment Coordinator (Site coordinator for project):
Judith Sotir

ESL Instructors:
Dock Caton
John Carpenter
Claudia Polzin
Marcia Cromer
Esther Blair
Barbara Peterson

Daley College

Director, Adult Learning Skills Program:
Mary Moreno

Assistant Director (Site coordinator for project):
Jeff Janulis

ESL Instructors:
Pascuala Gonzalez Casas
Naeem Nabili
Mary Pagan
Diane Baldwin

Lakeview Learning Center

ESL Coordinator (Site coordinator for project):
Armando Mata

ESL Instructors:
Blanche Cook
Maria Koen
Lucho Castillo
Robert Saigh
Anthony Alvarez
Angel Escalante
Mirtha Quintana

Wright College

Director, Adult Learning Skills Program:
Lilian Fleming

ESL Coordinator (Site coordinator for project):
Dolores Zawadski

ESL Instructors:
Julie Tryboski
Cheryl Rogers
Phyllis Henry
Mary Beth Selbo
Alba Pezzarossi
Yolanda Mijangos
Malcomb Warnsby
Peter Lopresti

APPENDIX D

MELT LEVELS AND TEST INSTRUCTIONS.

0	**No ability whatsoever.**		
I	• **Functions minimally, if at all, in English.**	• **Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.**	• **A native English speaker used to dealing with limited English speakers can rarely communicate with a person at this level except through gestures.**
II	• **Functions in a very limited way in situations related to immediate needs.**	• **Can handle only routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.**	• **A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.**
III	• **Functions with some difficulty in situations related to immediate needs.**	• **Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated.**	• **A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.**
IV	• **Can satisfy basic survival needs and a few very routine social demands.**	• **Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated.**	• **A native English speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.**
V	• **Can satisfy basic survival needs and some limited social demands.**	• **Can handle jobs and job training that involve following simple oral and very basic written instructions but in which most tasks can also be demonstrated.**	• **A native English speaker used to dealing with limited English speakers will have some difficulty communicating with a person at this level.**

VI	• Can satisfy most survival needs and limited social demands.	• Can handle jobs and job training that involve following simple oral and written instructions and diagrams.	• A native English speaker not used to dealing with limited English speakers will be able to communicate with a person at this level on familiar topics, but with difficulty and some effort.
VII	• Can satisfy survival needs and routine work and social demands.	• Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations.	• A native English speaker not used to dealing with limited English speakers can generally communicate with a person at this level on familiar topics.
VIII	• Can participate effectively in social and familiar work situations.		• A native English speaker not used to dealing with limited English speakers can communicate with a person at this level on almost all topics.
IX	• Can participate fluently and accurately in practical, social, and work situations.		• A native English speaker not used to dealing with limited English speakers can communicate easily with a person at this level.
X	• Ability equal to that of a native speaker of the same socio-economic level.		

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
No ability whatsoever.	No ability whatsoever.	No ability whatsoever.	No ability whatsoever.	No ability whatsoever.	0-8
• Functions minimally, if at all, in English. • Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated. • A native English speaker used to dealing with limited English speakers can rarely communicate with a person at this level except through gestures.	• Understands only a few isolated words, and extremely simple learned phrases. (What's your name?)	• Vocabulary limited to a few isolated words. • No control of grammar.	• Recognizes most letters of the alphabet, and single-digit numbers.	• Copies letters of the alphabet, numbers, own name and address; needs assistance.	9-15

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
II • Functions in a very limited way in situations related to immediate needs. • Can handle only routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated. • A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.	• Understands a limited number of very simple learned phrases, spoken slowly with frequent repetitions.	• Expresses a limited number of immediate survival needs using very simple learned phrases. • Asks and responds to very simple learned questions. • Some control of very basic grammar.	• Recognizes letters of the alphabet, numbers 1-100, and a few very common sight words (e.g. name, address, stop).	• Writes letters of the alphabet, numbers 1-100, very basic personal info. on simplified forms; needs assistance.	16-28

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
III • Functions with some difficulty in situations related to immediate needs. • Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated. • A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.	• Understands simple learned phrases, spoken slowly with frequent repetitions.	• Expresses immediate survival needs using simple learned phrases. • Asks and responds to simple learned questions. • Some control of very basic grammar.	• Reads and understands a limited number of common sight words, and short, simple learned phrases related to immediate needs.	• Writes a limited number of very common words, and basic personal info. on simplified forms; needs assistance.	29-41

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
V • Can satisfy basic survival needs and a few very routine social demands. • Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated. • A native English speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.	• Understands simple learned phrases easily, and some simple new phrases containing familiar vocabulary, spoken slowly with frequent repetitions.	• Expresses basic survival needs, including asking and responding to related questions, using both learned and a limited number of new phrases. • Participates in basic conversations in a few very routine social situations (e.g. greeting, inviting). • Speaks with hesitation and frequent pauses. • Some control of basic grammar.	• Reads and understands simple learned sentences and some new sentences related to immediate needs; frequent misinterpretations.	• Writes common words and simple phrases related to immediate needs; makes frequent errors and needs assistance.	42-50

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
V • Can satisfy **basic survival needs and some limited social demands.** • Can handle **jobs and job training** that involve following **simple oral** and **very basic written** instructions but in which most tasks can also be **demonstrated.** • A native English speaker **used to dealing with limited English speakers will have some difficulty** communicating with a person at this level.	• Understands **learned phrases easily** and **short new** phrases containing familiar vocabulary spoken **slowly with repetition.** • Has **limited** ability to understand on the **telephone.**	• Functions **independently** in most **face-to-face basic survival** situations but needs **some help.** • Asks and responds to direct questions on familiar and some unfamiliar subjects. • Still relies on **learned** phrases but also uses **new** phrases (i.e. speaks with **some creativity**) but with **hesitation** and pauses. • Communicates on the **phone** to express a **limited** number of **survival** needs, but with **some difficulty.** • Participates in basic conversations in a **limited number of social** situations. • Can occasionally clarify general meaning by simple rewording. • **Increasing, but inconsistent,** control of **basic** grammer.	• Reads and understands some **short simplified** materials related to **basic needs** with some misinterpretations.	• Writes phrases and some **short, simple sentences;** completes simplified forms. • Makes some errors; needs assistance	51-57

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
VI • Can satisfy most survival needs and limited social demands. • Can handle jobs and job training that involve following simple oral and written instructions and diagrams. • A native English speaker not used to dealing with limited English speakers will be able to communicate with a person at this level on familiar topics, but with difficulty and some effort.	• Understands conversations containing some unfamiliar vocabulary on many everyday subjects, with a need for repetition, rewording or slower speech. • Has some ability to understand without face-to-face contact (e.g. on the telephone, TV)	• Functions independently in most survival situations, but needs some help. • Relies less on learned phrases; speaks with creativity, but with hesitation. • Communicates on the phone on familiar subjects, but with some difficulty. • Participates with some confidence in social situations when addressed directly. • Can sometimes clarify general meaning by rewording. • Control of basic grammar evident, but inconsistent; may attempt to use more difficult grammar but with almost no control.	• Reads and understands simplified materials on familiar subjects. • May attempt to read some non-simplified materials (e.g. a notice from gas company), but needs a great deal of assistance.	• Performs basic writing tasks in a familiar context including short personal notes and letters (e.g. to a teacher or landlord). • Makes some errors; may need assistance.	58-64

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
VII • Can satisfy survival needs and routine work and social demands. • Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations. • A native English speaker not used to dealing with limited English speakers can generally communicate with a person at this level on familiar topics.	• Understands conversations on most everyday subjects at normal speed when addressed directly; may need repetition, rewording, or slower speech. • Understands routine work-related conversations. • Increasing ability to understand without face-to-face contact (telephone, TV, radio). • Has difficulty following conversation between native speakers.	• Functions independently in survival and many social and work situations, but may need help occasionally. • Communicates on the phone on familiar subjects. • Expands on basic ideas in conversation, but still speaks with hesitation while searching for appropriate vocabulary and grammar. • Clarifies general meaning easily, and can sometimes convey exact meaning. • Controls basic grammar, but not more difficult grammar.	• Reads and partially understands some non-simplified materials on everyday subjects; needs assistance.	• Performs routine writing tasks within a familiar context. • Makes some errors; may need assistance.	65+

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
III • Can participate effectively in social and familiar work situations. • A native English speaker not used to dealing with limited English speakers can communicate with a person at this level on almost all topics.	• Understands general conversation and conversation on technical subjects in own field. • Understands without face-to-face contact (telephone, TV, radio): may have difficulty following rapid or colloquial speech. • Understands most conversation between native speakers; may miss details if speech is very rapid or colloquial or if subject is unfamiliar.	• Participates effectively in practical and social conversation and in technical discussions in own field. • Speaks fluently in both familiar and unfamiliar situations; can handle problem situations. • Conveys and explains exact meaning of complex ideas. • Good control of grammar.	• Reads and understands most non-simplified materials including materials in own field.	• Performs writing tasks with reasonable accuracy to meet social and basic work needs.	
IX • Can participate fluently and accurately in practical, social, and work situations. • A native English speaker not used to dealing with limited English speakers can communicate easily with a person at this level	• Understands almost all speech in any context. Occasionally confused by highly colloquial or regional speech.	• Approximates a native speaker's fluency and ability to convey own ideas precisely, even in unfamiliar situations. • Speaks without effort. • Excellent control of grammar with no apparent patterns of weakness.	• Reads non-simplified materials.	• Approximates a native speaker's ability to write accurately.	
X • Ability equal to that of a native speaker of the same socio-economic level	• Equal to that of a native speaker of the same socio-economic level.	• Equal to that of a native speaker of the same socio-economic level.	• Equal to that of a native speaker of the same socio-economic level.	• Equal to that of a native speaker of the same socio-economic level	

TO: ESL Instructors

FROM: Linda Davis, ESL Testing Project Consultant

SUBJECT: Testing Procedures

Many thanks for your willingness to participate in the ESL testing project which endeavors to develop correlations between ABE and ESL tests. Attached are all testing materials as well as specific instructions for each test.

Please administer the ELSA and TABE or ABLE during separate class sessions. Although the TABE and ABLE each consist of 2 subtests (Vocabulary and Comprehension) please make every attempt to administer both sections during the same class session. For our study it is important for students to take both the ELSA and TABE or ABLE. If a student is absent for one of the tests, please hold the test and administer the test when he/she returns. Return the materials to your supervisor after the majority of the students have taken both tests (as soon as possible, but no longer than 2 weeks).

Indicate on the attached form the names of students who need to take one of the tests.

Ask students to use #2 pencils if possible. Make certain that they understand all directions and record their answers only on the answer sheet (except for ABLE Level 1).

Thank you again for your cooperation. Your check for $30.00 will be processed after you have returned all testing materials.

If you have any questions, please don't hesitate to contact me at (708) 803-3535.

Instructor _____

College _____

Students who need to take one of the tests:

Name of Student	Missing Test

DIRECTIONS FOR INSTRUCTORS

Guidelines for all participants

Although ESL students are usually cooperative participants in testing situations, keep in mind that many of them have had only limited formal schooling and consequently have had little or no experience with standardized testing procedures. It is important, therefore, that the examiner make a special effort to create a testing atmosphere that is orderly, yet relaxed. Every attempt should be made to seat students to reduce any temptation to look at another's paper. Students should be encouraged to try to answer as many questions as possible even when they are not positive of the correct answer. They should also be alerted to the fact that there may be questions they cannot answer and that this should not worry them.

Student Identification Form

All students will be asked to complete a Student Identification Form which will be attached to the ELSA test. Please make certain that the top portion is completed as accurately as possible.

ELSA Form 2

All students who participate in the project will be asked to take the ELSA. The test consists of 75 items and is timed. Ask students to fill in their name and date at the top of the answer sheet. Read the Directions to Students which appear on page 1 of the test booklet. Make certain that students understand that they will only write on the answer sheet, not on the test itself. There are four possible choices for each question; students should indicate the correct answer with an X. For example, if b is correct: a X c d. Explain the practice test to the students and help them mark their responses on the answer sheet (see examples 1, 2, 3). Do not administer the test until students understand the procedure for recording their answers. Allow 45 minutes for students to complete the test. Collect all test booklets and answer sheets at the end of the session.

APPENDIX E

STUDENT IDENTIFICATION FORM.

College _____

Teacher _____

Date _____

STUDENT IDENTIFICATION FORM

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Name: _____

Age: _____

Sex: (check one) _____ Male

_____ Female

Country of Origin: _____

Number of years of schooling completed in native country: _____

Length of time in United States: _____

Do Not Write Below This Line

Test Scores:

TABE-E: Vocabulary _____

Comprehension _____

TABE-M: Vocabulary _____

Comprehension _____

ELSA (Form 2) _____

ABLE 1: Vocabulary _____

Comprehension _____

ABLE 2: Vocabulary _____

Comprehension _____