

DOCUMENT RESUME

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TM 004 163

**TITLE** IEA Six-Subject Survey Instruments: Stage 3 Manuals. [English as a Foreign Language, French as a Foreign Language, and Civic Education].

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**ABSTRACT**

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are three manuals setting out the basic procedures to be followed by national centers, school coordinators, and test administrators in administering all phases of the English as a Foreign Language, French as a Foreign Language, and Civic Education testing. (RC)

## IEA SIX-SUBJECT SURVEY MANUALS

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The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

- Stage 2 IEA/M1 Manual for National Centers  
 IEA/M2 Manual for School Coordinators  
 IEA/M3 Manual for Test Administrators
- Stage 3 IEA/M1/Stage 3 Manual for National Centers  
 IEA/M2/Stage 3 Manual for School Coordinators  
 IEA/M3/Stage 3 Manual for Test Administrators

The Six-Subject Survey Instruments are available from ERIC Clearinghouse.

In the Six-Subject Survey Data Bank, every questionnaire and test item used is identified by a unique short variable name; the majority of these are formed from the new instrument number (which identifies the IEA instrument by type, population in which used, and subject) and the respective item number within the instrument. However, the instrument number used in the IEA manuals is the number which was in use at the time of testing. Here follows the key to the new instrument numbers, then a listing of the old numbers used in the manuals with the new ones used in the Data Bank.

1: Type of Instrument

- E = Examination (student)  
 Q = Questionnaire (student)  
 T = Teacher questionnaire  
 S = School questionnaire

2: Student Population

- |              |   |
|--------------|---|
| 1 = I        | 6 = II and IV                           |
| 2 = II       | 7 = I, II and IV                        |
| 3 = III      | 8 = I and IV                            |
| 4 = IV       | S = IV Specialist                       |
| 5 = I and II | N = NA: Teacher or School questionnaire |

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3: Subject

- S = Science  
 R = Reading Comprehension  
 L = Literature  
 M = Mother Tongue (Reading Comprehension and Literature)  
 E = English as a Foreign Language  
 F = French as a Foreign Language  
 C = Civic Education  
 2 = All Stage 2 Subjects  
 3 = All Stage 3 Subjects  
 5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

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SUBJECT-UNIQUE INSTRUMENTS FOR ENGLISH AS A FOREIGN LANGUAGE

IEA / M1 / STAGE 3

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<u>New DB No.</u>	<u>Old No.(s)</u>	<u>Population</u>	<u>Title</u>
<u>English Tests</u>			
E2EL	IEA/ENG/IIL	II	Listening Comprehension
E4EL	IEA/ENG/IVL	IV	Listening Comprehension
E2ER	IEA/ENG/IIR	II	Reading Comprehension
E4ER	IEA/ENG/IVR	IV	Reading Comprehension
E6EW	IEA/ENG/II, IVW	II, IV	Writing
E6EC	IEA/ENG/II, IV Sp	II, IV	Speaking (Structural control)
E6EØ	IEA/ENG/II, IV Sp	II, IV	Speaking (Oral Reading)
E2EF	IEA/ENG/II Sp	II	Speaking (Fluency)
E4EF	IEA/ENG/IV Sp	IV	Speaking (Fluency)

English Student Questionnaires

Q6E1	IEA/20 ENG IEA/40 ENG	II, IV	Questions About Learning English
Q6E2	IEA/20 ENG IEA/40 ENG	II, IV	English Student Questionnaire

English Teacher Questionnaire

TNE	IEA/TQ7	Not	Teacher Questionnaire: Applicable English as a Foreign Language
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SUBJECT-UNIQUE INSTRUMENTS FOR FRENCH AS A FOREIGN LANGUAGE

French Tests

E1FL	FR/1	I	Listening
E2FL	FR/6	II	Listening
E4FL	FR/15	IV	Listening
ESFL <sup>d</sup>	FR/24	IVS	Listening
E1FR	FR/2	I	Reading
E2FR	FR/7	II	Reading
E4FR	FR/16	IV	Reading
ESFR <sup>d</sup>	FR/25	IVS	Reading
E2FWS	FR/8	II	Writing (Sentence completion)
E2FWC	FR/9	II	Writing (Composition)
E4FWS	FR/17	IV	Writing (Sentence completion)
E4FWC	FR/18	IV	Writing (Composition)
E7FP	FR/3 FR/10 FR/19	I, II, IV	Speaking (Pronunciation)

French Tests continued

<u>New DB No.</u>	<u>Old No.(s)</u>	<u>Population</u>	<u>Title</u>
E1FC	FR/4	I	Speaking (Structural Control)
E6FC	FR/11 FR/20	II, IV	Speaking (Structural Control)
E6FØ	FR/12 FR/21	II, IV	Speaking (Oral Reading)
E1FF	FR/5	I	Speaking (Fluency)
E6FF	FR/13, 14 FR/22, 23	II, IV	Speaking (Fluency)

French Student Questionnaires

Q6F1	IEA/20FR IEA/40FR	II, IV	Questions About Learning French
Q6F2	IEA/20FR IEA/40FR	II, IV	French Student Questionnaire

French Teacher Questionnaire

TNF	IEA/TQ6	Not Applicable	Teacher Questionnaire: French as a Foreign Language
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## SUBJECT-UNIQUE INSTRUMENTS FOR CIVIC EDUCATION

Civic Education Tests

E1C	IEA/CIV/I/COG	I	Civics Cognitive Test
E2C	IEA/CIV/II/COG	II	Civics Cognitive Test
E4C	IEA/CIV/IV/COG	IV	Civics Cognitive Test

Civic Education Student Questionnaires

Q7CH	IEA/CIV/I/HSW IEA/CIV/II/HSW IEA/CIV/IV/HSW	I, II, IV	How Society Works Questionnaire
Q7CA	IEA/CIV/I/AFF IEA/CIV/II/AFF IEA/CIV/IV/AFF	I, II, IV	Affective Questionnaire
Q7CB	IEA/CIV/I/BQ IEA/CIV/II/BQ IEA/CIV/IV/BQ	I, II, IV	Background Questionnaire

Civic Education Teacher Questionnaire

TNC	IEA/TQ8	Not Applicable	Teacher Questionnaire: Civic Education
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## STAGE 3 INSTRUMENTS COMMON TO ENGLISH, FRENCH AND CIVIC EDUCATION

Word Knowledge Tests

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<u>New DB No.</u>	<u>Old No.(s)</u>	<u>Population</u>	<u>Title</u>
E15W <sup>e</sup>	IEA/10WK	I	Word Knowledge Test
E25W <sup>e</sup>	IEA/20WK	II	Word Knowledge Test
E45W <sup>e</sup>	IEA/40WK	IV	Word Knowledge Test

Student Questionnaires

Q13G	IEA/10GEN	I	General Student Questionnaire
Q63G	IEA/20GEN IEA/40GEN	II, IV	General Student Questionnaire
Q13A	IEA/10ATT	I	General Attitude and Descriptive Scales
Q63A	IEA/20ATT IEA/40ATT	II, IV	General Attitude and Descriptive Scales

Teacher General Questionnaire

TN3	IEA/TQ5	Not Applicable	Teacher Questionnaire: General Section
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School Questionnaire

SN3	IEA/SQ2	Not Applicable	School Questionnaire
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<sup>e</sup>N.B. Same as Stage 2.

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revised cover page

IEA/M1/Stage 3

I.E.A.

MANUAL FOR NATIONAL CENTERS

MANUAL 1

This Manual sets out the basic procedures to be followed for the Main Testing in Stage 3. Some suggestions are made which may not be appropriate in certain countries. If you intend to deviate from the procedures in the Manual, please clear your changes with either Dr. Pidgeon or Dr. Postlethwaite.

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## Manual 1

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### Manual 1

#### General Notes

##### IEA International

- This designation refers to the international headquarters at the Wenner-Gren Center in Stockholm.

##### Numbering of Documents

- Documents from Stage 2 which are being reused in Stage 3 will keep the same document numbers used in Stage 2. To avoid confusion, however, they will be written as follows: IEA/A/32 (Stage 3).

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## STEPS TO BE TAKEN FOR THE MAIN RUN

### Section in Manual 1

1. Submit Sampling Forms (G.F. Peaker to p: ..... Section 1
2. Draw schools ..... Section 1
3. Approach schools and make every effort to ensure cooperation ..... Section 2
4. Appoint School Coordinator and brief ..... Section 2
5. Complete Student Name Forms and Teacher Name Forms ..... Section 2
6. Subsample where necessary ..... Section 2
7. Send IEA/A/32 (Stage 3) to Slough ..... Section 3
8. Receive cards ..... Section 4
9. Assemble student and teacher envelopes and despatch to school coordinator ..... Section 4
10. Brief School Coordinator ..... Section 4
11. T E S T ..... Manual 1, Section 5 and Manual 2
12. Return materials from school coordinator to National Center ..... Manual 1, Section 5 and Manual 2
13. Post-coding and stencilling if necessary ..... Section 6
14. Package cards and despatch MRC cards to Iowa and punched cards to New York ..... Section 6
15. Send extra information:
  - i) marker variables
  - ii) NCSQ supplementary questions
  - iii) International and National options and spaces used
  - iv) report errors ..... Section 6

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## SECTION 1

### Some Technical Matters

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A. Instruments for Stage 3 .....	5
B. Sampling Procedures .....	7
C. Major and Minor Stratifications .....	12
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## SECTION 1

### Checklist of Activities

Activities	section
Instruments (Define Civic Education)	A
Sampling	B
Major and Minor Stratifications	C
Determining Group 5	D
Translation and Printing of Instruments	E
Decide whether to use MRC cards for Civics	F

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## A. Instruments for Stage 3

Stage 3 consists of testing in Civic Education, French as a Foreign Language and English as a Foreign Language. While definitions for the subjects called French and English are obvious, each National Center will have to arrive at a definition of Civic Education which is appropriate for that country. Please send this definition to IEA International.

Within each of the three subjects there are various instruments which are compulsory for all countries testing in that subject and others which are either international or national options. The data from international options will be processed internationally along with the data from compulsory instruments. If a country decides to administer national options, the data collected will be for that country's purposes only and will not be included in the international analysis.

The following instruments are available in the IEA Stage 3 battery:

### French as a Foreign Language

#### Population I

Reading comprehension	compulsory
Listening comprehension	international option
Speaking	international option

#### Populations II and IV

Reading comprehension	compulsory
Listening comprehension	international option
Speaking	international option
Writing	international option
Questions about Learning French	compulsory
French Student Questionnaire	compulsory
French Specialist Tests (IVS)	international option

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## English as a Foreign Language

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### Populations II and IV

Reading Comprehension	compulsory
Listening comprehension	international option
Writing	international option
Speaking	international option
Questions about Learning English	compulsory
English Student Questionnaire	compulsory

### Civic Education

Cognitive	compulsory
How Society Works	compulsory
Affective Scales	compulsory
Background Questionnaire	compulsory

### Others

### All Populations

Word Knowledge Test	compulsory
General Questionnaires	compulsory
General attitude and descriptive Scales	compulsory

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## B. Sampling Procedures

Separate sampling plans may be required for Civic Education and Foreign Languages. For Civic Education, the defined target population will be all pupils in the tested population in full-time schooling. For foreign languages, the defined target population will be those pupils in the tested populations currently studying the foreign languages in full-time schooling. If 100% of pupils in a country study the foreign language being tested, then only one sampling plan will be required. If this is not the case, then separate plans will be necessary for Civic Education and foreign language(s)

**B.1 Civic Education.** Since the procedure is the same as Stage II, we can put down for Civic Education testing every student in schools of small or moderate size in countries testing in Civic Education. It is reasonable to regard schools with a relevant population of up to 40 students as falling within this description. If we took every student from a school with a population much greater than 40, we should be testing more than we need from that school. We could avoid this by taking only half the students where the population is between 41 and 80, a third where it is between 81 and 120, and so on, with compensation by giving the student a weight of 2 where the sub-sampling fraction is half, of 3 where it is a third, and so on. This would be a fair design, but it would be inefficient, because unequal weights increase the standard errors, and are therefore, to be avoided as far as possible. This means that while unequal weights may finally be needed, because the execution deviates to some extent from the design, they should not be deliberately introduced at the design stage. To avoid them we can couple the sampling fraction for schools with the sub-sampling fraction for students within schools, keeping their product, which is the sampling fraction over all, constant. If we do this we give every student in the population the same chance of being drawn for the sample, so that all students who are drawn have the same weight. This is equivalent to splitting large schools into two, three or more parts, and giving to each part the same chance of being drawn that a small school has. Alternatively we may regard it as giving the large schools two, three or more tickets in the draw, whereas the small schools have only one ticket. If one of the tickets of a three ticket school is drawn, a third of the population of that school will appear in the sample. The measures of size should be chosen so that the number of students appearing in the sample from any school is roughly 30. Thus if the school is thought to have about 90 students in the population it can be given 3 tickets in the draw. If it is drawn, a third of its pupils will be taken into the sample, so that if the conjectured 90 turns out to be 108 then 36 will be included. If the 90 is in fact 73 then 24 will be included, and so on. A school thought to have about 70 students would be given 2 tickets. If it is drawn, half its students would be taken into the sample. Thus if it turned out to have not 70 but 50 students then 25 of them would be included.

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We can put this scheme down formally as follows:

		Sampling Fractions		
Size Group	Measure of size	For Schools	For Students within schools	Over All
Up to 40	1	$f$	$f'$	$ff'$
41 - 80	2	$2f$	$\frac{f'}{2}$	$ff'$
81 - 120	3	$3f$	$\frac{f'}{3}$	$ff'$
etc.	etc.	etc.	etc.	etc.

The essential point is that the product of the two sampling fractions should be the same for all size groups. There is nothing sacrosanct about the particular size groups used in the illustration above, nor is it essential that the measures of size should be very accurate. This is important, because it may be hard to obtain exact information about size in advance. The general scheme is:

		Sampling Fractions		
Size Group	Measure of size	For Schools	For Students within schools	Over All
1	$M_1$	$M_1 f$	$f'/M_1$	$ff'$
2	$M_2$	$M_2 f$	$f'/M_2$	$ff'$
3	$M_3$	$M_3 f$	$f'/M_3$	$ff'$
etc.	etc.	etc.	etc.	etc.

The conditional probability that a student is drawn, given that his school has been drawn, is inversely proportional to the measure of size. But the probability of the school being drawn is directly proportional to the measure of size. Therefore the measure of size does not appear in the total probability of the students being drawn, so that all students have the same weight. Furthermore, the weight of the school is proportional to the number of students drawn from

it, and not to the number it contains. The compensation for this is of course that there will be relatively more large schools in the sample than in the population.

To make the draw for schools, the measure of size can be entered against the name of the school in the stratum list, and a running total made in the next column. One can then go down the column systematically with a constant sampling interval from a random start less than the interval, and take the schools where each interval ends. For selecting students within selected schools the Student Name Forms can be used. The school will have written down the names of the population in the left hand column, and a similar sampling procedure as outlined for schools can be used, the sampling interval being given by measure of size.

Alternatively, a procedure can be adopted whereby the sub-sampling is carried out by participating schools. Where this procedure is adopted the Student Name Form will have to contain the instructions in the top left hand corner requesting schools to enter the names of students who fall within the defined population and whose dates of birth fall within certain specified periods. Such periods will be determined by the sub-sampling fraction ( $f_2$ ), e.g. - in a two ticket school instructions should be given for entering the names of students whose birth dates fall on the 1st-15th (inclusive) of each month or, alternatively, on even or odd dates. In a three ticket school students whose birth dates fall of the 1st-10th (inclusive) should be entered or, alternatively, students born on the 1st, 4th, 7th, etc. of each month.

Where sub-sampling is done by the school using a date-of-birth method, a box should be included on the Student Name Form in which the school is required to enter the total number of students falling within the defined population.

The purpose of the study will be better served if the selection of students within selected schools is made by systematic selection of individual students from the whole population within the school. But if, for administrative or other reasons, it has to be decided that selection must be by selecting one whole class (teaching unit) from several in the schools then the rank of the class must be given - e.g. "The best of three", "The second of four", "The worst of three", and so on. These examples can be chosen as 1/3, 2/4, 3/3, the general code being x/y, where y is the number of classes in the school that contain the population, and x is the rank of the selected class. Unless both x and y are given, the main analyses cannot be carried out. Even when x and y are given the analysis will be less effective than when selection is made not by classes but by individuals. Selection by classes should, therefore, be avoided if possible, but if it has to be used it is essential to give the rank of the class.

B.2 Foreign Languages. The target population definitions for Foreign Languages are as follows:

Population I - all students aged 10 in full-time schooling currently studying the foreign language (French or English)

Population II - all students aged 14 in full-time schooling currently studying the foreign language

Population IV - all students in the pre-university year grade in full-time schooling who are currently studying the foreign language and have studied it for at least two years before the present academic year (National Centers may wish to deviate from the Population IV definition but should check their intention with Dr. Postlethwaite first.)

Population IVS - (French only) - French IVS tests are designed for students who are specialising in French. National Centers may define such students as they wish.

Where a National Center is testing in both English and French, the National Center must decide whether one sample for both languages or separate samples should be used. Where less than 100% of schools in a particular population teach the foreign language under study, the following procedure is suggested for determining the sample pool:

A. Estimate the proportion of schools teaching the foreign language (e.g.  $1/5$ ,  $1/4$ ,  $1/3$ , etc.);

B. Draw a sample pool equal in size to the product of the reciprocal of that fraction and the sample size you would ordinarily draw (e.g., if it is estimated that  $1/3$  of all schools teach French, then draw three times as many schools as you would ordinarily draw);

C. Send a preliminary questionnaire to this sample pool of schools asking

1. if they teach the foreign language or not, and,
2. if yes, the number of students being taught that foreign language at each population level.

D. Then include in the sample all schools teaching the foreign language. This technique also allows a reasonable estimate to be made of all schools in the country actually

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## B.3 Sub-samples for international option parts of foreign languages

In foreign languages, the listening comprehension tests and speaking tests have been made international options since it is supposed that in some countries not all schools will have tape recorders. The writing tests have also been made international options because a National Center may not wish to undertake the burden of post-scoring of Part I on the writing tests. If a National Center decides to undertake an international option, it may wish to draw a sub-sample of schools of the total sample. It is hoped that where two or more international options are used, they will be given to the same students so that the relationship between language skills can be ascertained. For drawing sub-samples, the following procedure is suggested:

- a. To draw the sub-sample of schools take every  $i^{\text{th}}$  school from a stratified list of the schools in the full sample drawn for the reading comprehension test, beginning with a random start and choosing  $i$  so that the number of schools in the sub-sample is not less than 30. Thus if there are a hundred schools in the complete sample  $i$  could be 3, and the schools drawn could be the 2nd, 5th, 8th . . . 98th - 33 schools in all.
- b. If there are any schools so drawn that do not have tape recorders then tape recorders should be supplied for the exercise.
- c. If b. is for any reason impracticable or too onerous, then please write to Dr. Postlethwaite explaining the circumstances, saying how many of the schools in the full sample have tape recorders, and suggesting what might be done. In certain circumstances it might be possible to accept an unrepresentative sub-sample, containing too large a proportion of the schools that had tape recorders, and adjust the results by regression on the reading comprehension test. But it is very much hoped that the need for this will be avoided by choosing representative sub-samples.

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- d. It may be that National Centers also wish to sub-sample students within schools, particularly for Speaking. In this case, it is desirable to use as much information as is known in order to sample the variance existing within the school. Of the possibilities which exist, three examples are given below:
1. If the students taking the I.E.A. tests can be ranked for their ability in speaking the foreign language (or in their overall proficiency in the foreign language), the following method may be used. If a National Center wishes to sub-sample three students, the top student, the middle student and the bottom student should be tested. If, however, five students are to be sub-sampled, then the three students mentioned above should be tested plus one student halfway between the top and the middle student and one halfway between the middle and the bottom student.
  2. If the students cannot be ranked, the teachers may be able to classify them into three groups: the top group, the middle group and the bottom group. If three students are to be tested, one should be picked at random from each of the three groups. If six students are to be tested, two should be selected from each group, etc.
  3. If no information is available, then a random draw of students should be made, but in this case it is desirable that as large a sample as possible be drawn.

It is hoped that the sub-sample of students drawn would be in the region of five to ten, on the assumption that about thirty students per school are being tested.

B.4 On the question of whether the sample of schools used for Stage 2 should be used again for Stage 3, the following points may be noted:

- a. If the same schools can be used, the comparisons between subjects will be more accurate.
- b. But if it is likely that many schools will refuse to contribute twice, then, to avoid a large refusal rate, a different sampling can be drawn.
- c. A compromise may be possible in which schools that are willing to contribute twice can be used again and the remainder replaced by another selection.

Obviously, the National Center is the best judge of the expected refusal rate.

- B.5 Sub-sampling of teachers may also be necessary for the purpose of selecting those who will complete the Teacher Questionnaire. For Population I, if there are fewer than 20 teachers in a school, then all Population I teachers should complete the Questionnaire. If there are more than 20, it will be legitimate to take a 1 in 2 sample of the Population I teachers making sure that the sub-sample contains at least 5 teachers per school. For Populations II and IV, all teachers in the relevant target population for the subject should be included in the sample. However, if there are more than 20 teachers in the target population, they may be sub-sampled.  
(See Accompanying Notes to the Teacher Questionnaire for definitions of target populations.)

- B.6 All sampling proposals must be passed by Mr. Peaker before schools are approached by the National Center.

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### C. Major and Minor Stratifications

- C.1 Many of the sampling designs include a very large number of stratifications. In itself this is an excellent thing, but not all these stratifications need be used in data processing for the weighting calculations.
- C.2 To decide which should be so used we should consider whether the stratum mean is likely to differ very much from the general mean. Thus, if the stratum mean exceeds by ten points the mean for all the other strata taken together, then a mistake of  $p$  in estimating the stratum proportion will produce an error of  $10p$  in the estimate of the general mean. But if the excess were only two points, the error would be reduced to  $2p$ . In the first case a weighting correction would be important; in the second, not.
- C.3 Consequently, in cases where the sampling design includes a large number of stratifications, it is hoped that colleagues will be able to indicate which stratifications should be taken into account for weighting, and which may safely be ignored.
- C.4 N.T.O.'s are therefore requested to indicate by use of capital letters (e.g. A, B, C, etc.) those strata which they consider can be collapsed into super strata. Thus all strata to be collapsed into the first super stratum should have a capital letter A put next to them on the IEA/A/37 (Stage 3) form, and strata to be collapsed into the second super stratum B, etc. This information should be sent to Dr. Postlethwaite no later than when the data are returned to IEA International. If any N.T.O. is unsure about carrying out this procedure, please contact Dr. Postlethwaite immediately.
- C.5 Three points about super strata should be emphasised: (1) there should be few of them; (2) each should be of fair size (minimum of 15 sample schools, say); and (3) they should be assembled in such a way as to maximize the differences between them.

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## D. How to decide whether you have a Group 5 (see IEA/A/32 (Stage 3))

D.1 If IVS French tests (the specialist tests in French listening and reading comprehension) are not being administered, a Group 5 cannot exist.

D.2 However, the fact that IVS French tests are being administered does not necessarily mean that a Group 5 exists.

D.3 Group 5 consists of those students who are being given IVS French tests but who do not belong to the sample of Population IV students.

D.4 If, for a given sampled school, Population IV students must be sub-sampled in order to get the overall sampling fraction right, then the Population IV students in that school will fall into two groups:

- a. those who are ACCEPTED into the Population IV sample.
- b. those who are REJECTED.

The ACCEPTED group take the appropriate standard testing program given in that country. The French specialists within the ACCEPTED group may also be given some or all of the IVS tests without affecting their status as members of the Population IV sample.

However, there are also French specialists among the REJECTED group who may be given all, or a selection of, the test program in French in order to build up the numbers of specialists for whom test results exist. These students in the REJECTED group who are given specialist French tests are considered to belong to Group 5. (Note that there can be no Group 5 in schools where a 1 in 1 student-within-school sampling fraction is used. In these schools, all Population IV students are ACCEPTED and hence there is no REJECTED group.)

D.5 If a special sample of schools is drawn simply for the purpose of administering the specialist French tests (plus, possibly, some of the questionnaire material), the students sampled in these schools also belong to Group 5.

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D.6 It should be noted that there are some items which are included in both the French IV and IVS tests. Therefore, students who will be taking both tests (i.e. the French specialists within the ACCEPTED group) will be repeating some items. This will not affect the outcome and it may be of interest to see to what extent the scores on the common items increase for such students.

However, because of this overlap, two steps should be taken:

- a. Population IVS testing should be done after the Population IV testing.
- b. In the instructions for the Population IVS test, the examinees should be told that they may encounter items they have found on the Population IV tests (if they have taken those tests), and if so, to try their best on those items just like the other items in the test.

It also might be a good idea if students in Population IV do not know at the time of testing whether they are also going to be given the French IVS tests. Certainly they should not be told when taking the Population IV test that the IVS test will contain some of the same items.

D.7 Group 5 is an artifact for the purpose of completing an order for MRC answer cards - Form IEA/A/32 (Stage 3). It enables the data processor to distinguish between those students who are regular members of the Population IV sample and those who are not. Note the distinction here between population and sample: every specialist student is, of course, by definition a member of Population IV.

D.8 Note that it is not necessary to complete a separate Form IEA/A/37 (Stage 3) for Population IVS. IEA has not defined as one of its international target populations a Population IVS and therefore does not require a completed IEA/A/37 (Stage 3) in respect to this "population".

If you have any queries on Group 5, please write to:

John Hall  
I.E.A.  
Box 37  
Teachers College  
525 West 120th Street

# STAGE 3

## Manual 1 Section 1

### E. Translation and Printing

R.R.

E.1 It is suggested that two translators be employed to translate the various materials. Translators should be specialists in the subject matter and also experienced in item-writing. If the two translators do not agree, opinions of other translators should be sought. It is further suggested that back translations be made as a check. Where limitation of resources prohibit back translation, an increased effort should be put into the translation from English into the native language.

### Questionnaires

E.2 Accompanying notes are provided with each questionnaire. However, it should be noted that in general greater freedom is permissible in the translation of the questionnaires and in many instances, questions will have to be modified considerably for national use. It must be stressed, however, that where an international code has been provided, it is essential that the information is obtained nationally in such a way that the international coding can be applied. Where it is known that a given policy or practice is identical for one entire country, the question regarding that practice need not be asked. However, it is important that information about this item be properly coded at the National Center according to the international coding, e.g., in Poland, all schools in the country are financed by the Central Government. Thus, it is not necessary to ask about the source of finances in the school questionnaire. However, the information would have to be coded appropriately at the National Center. It is also important to note that if certain information is not variable throughout the country, it can be obtained at the National Center, or from a source other than the school, and be coded appropriately. However, if there is any doubt at all about whether information is variable, the National Center should leave the question as specified in the appropriate questionnaire. As a general rule it can be stated that when a question can be meaningfully asked of students, teachers or principals, it should be asked even though it is suspected that there will be no variability.

Please note that though some questions are identical to Stage 2 Questionnaires, many are new.

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### Attitude and Descriptive Scales

E.3 Accompanying notes are provided with each instrument. Where problems are encountered in translation, please write immediately to IEA International. The N.T.O. should run into little difficulty, however, since the Stage 3 Attitude and Descriptive scales have been selected from those used in Stage 2.

### Manuals 2 and 3

E.4 These are straightforward to translate, but should you encounter problems, please write immediately to IEA International.

E.5 Booklets containing criterion tests should be printed, typeset or photo-offset. Booklets containing Questionnaires may be duplicated or lithographed but obviously printing would be better. Answer cards will be supplied to each National Center which requests them. Manuals 2 and 3 may be mimeographed, but again printing would be better.

When printing instruments, 10% more than the anticipated requirements should be produced.

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**E.6 Preparation of French Listening test tapes.** When French Listening tapes are sent to National Centers, there will be blank spaces left on the tapes for directions to be inserted in the native language. Sent at the same time is a printed script for each test.

On the printed script for each test there are boxes labeled A, B, C, and so forth. All printed material within each box must be translated into the native language and then recorded onto the master tape at the appropriate places. After the material in the boxes is translated, the person who is to speak the instructions on the tape should practice reading the instructions until they can be delivered in the amount of time indicated for each box. For example, on the script for the Population II test, the directions in box B must be read in no more than 20 seconds including the five second pause indicated.

At the time of recording the master tape, an assistant should monitor the tape as it is fed through the tape recorder to signal the beginning and end of the blank tape as indicated by the white leaders. In the event that any part of the test is accidentally erased, appropriate portions of the "safety" tape may be spliced in. However, it is felt that recording of the native language voice directions will prove reasonably straightforward using the described procedure and that this will prove more efficient than recording the instructions separately and then splicing them onto the master tape as was done with the first series of pretests.

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### F. Civic Education - Special Problems

#### Use of MRC Cards

F.1 Although Civic Education cognitive tests for Population II and IV, (IEA/CIV/II/COG and IEA/CIV/IV/COG) have been written for MRC cards, N.F.O.'s will notice that the other sections (How Society Works, Affective Scales and Background Questionnaires) are set out so that students will answer directly in the test booklet. The Accompanying Notes to the Civic Education Bulletin contain instructions for preparing these instruments for MRC card use.

F.2 Each National Center will have to make its decision whether or not to use MRC cards for their Civic Education tests on the basis of at least two considerations:

- a. If MRC cards are used, the time needed for testing will be more than if students mark directly onto their test booklets since in How Society Works, the Affective Scales and the Background Questionnaire the students are asked to respond to long lists of institutions or situations. Going from the booklet to the card may also be tiring and there is the danger that students may react negatively. Finally, the longer the testing time, the more likely it is that a school that is approached will decline to participate.

#### P U T

- b. Although ticking off responses in a long list is quick and easy for the students, this method will require considerable expenditure of time, money and personnel on the part of the National Center. The students' responses will have to be transferred to MRC or punched cards. Also, of course, the opportunity for error is increased in the process of transferring the answers from one form to another.

National Centers should weigh these factors carefully and then report their decision to I.E.A. International.

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### Answers to Civic Education Cognitive

F.3 It has been pointed out that in some countries or sections of countries, two alternative answers to some Civic Education cognitive items could be considered correct. An example is item 3 of the Population II test (ISA/CIV/II/COG). In New York and Pennsylvania in the U.S.A., high court judges are elected whereas in many other states they are not. For students in these two states both answers C and D will be correct. However, if they mark both C and D on their answer card, the Card Reader Machine will ignore the item. Since there must obviously be only one right answer, National Centers are requested to identify the given correct answer from the scoring key and replace any competing right answer with a suitable distractor. However, be sure that the letter given in the scoring key remains the correct answer for the question. Thus, in the example given above, it is expected that the U.S. National Center would replace "high court judges" by, for example, "U.S. Supreme Court judges." The correct answer would remain "members of Congress" (D).

It must be stressed that students are to fill in only one answer for each question. This instruction is given on the front of the test and written into Manual 3, but it would be well also for National Centers to emphasise this point in their communications with schools.

SECTION 2

Administrative Arrangements

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## Section 2

### Checklist of Activities

Activity	section
Make initial contact with schools	A
Follow up contact	B
Action on completed Student Name Forms	C
Action on completed Teacher Name Forms	D

SECTION 2

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Administrative Arrangements

- It is assumed that
- (a) the sampling plan has been approved
  - (b) an appropriate number of schools have been drawn.
  - (c) agreement has been obtained, where necessary, to approach the schools drawn in the sample.

A. Initial Contact with Schools

- A.1 A letter signed by the Head of the National Center or some other appropriate high official, including the following points is to be sent to the head teachers of those schools:
- a. Giving the purpose of the project.
  - b. Asking the co-operation of the school.
  - c. Indicating the approximate number of students from various grades (forms) to be tested in that school.
  - d. Giving the proposed dates of testing in that school.
  - e. Indicating the amount of time involved in testing.
  - f. Detailing the other demands to be made on the school (e.g. students to fill in questionnaires and attitude and descriptive scales, and for Teacher and School Questionnaires to be completed.)
  - g. Asking for the name of the person to be responsible for testing in that school (School Co-ordinator) or informing the Head Teacher of the arrangements you will be making from your National Center.
  - h. Requesting name of person to whom all future correspondence should be addressed and also asking for confirmation that the address of the school used in the letter is correct.

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### B. Follow-up Contact with schools

- B.1 As soon as co-operation has been obtained, a further letter covering the following points should then be sent to each school:
- a. Thanking the school for co-operation.
  - b. Enclosing copies of Manual 2.
  - c. Giving an explanation of how to complete Student Name Forms (see Section 2, Appendix). This may be an onerous task for large schools. National Centers must find the most appropriate way to induce the schools to co-operate. One such procedure is to have the schools do the sub-sampling by using date of birth (see Section 1, B). If, on the other hand, sub-sampling is carried out at the National Center, then the N.T.O. should ensure that this is done accurately for each school according to the sampling fraction for the school.
  - d. Giving an explanation of how to complete Teacher Name Forms (see Section 2, Appendix). The National Center will need to know which teachers are English teachers, which are French teachers, and which are Civic Education teachers. Please note the distinction between the definition of the target population of teachers for Population I and Populations II and IV (see Accompanying Notes to Teacher Questionnaires).
  - e. Pointing out the necessity for keeping to the arrangements in Manuals 2 and 3.
- B.2 National Centers may wish to enclose the above information in a school folder into which the School Co-ordinator could be requested to place subsequent correspondence and instructions. This would probably result in less confusion since all procedures for the testing would be kept together. The folder could be labelled with the National Center's name and address, the name of the school and Co-ordinator and the school number.

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### C. Action on Completed Student Name Forms

C.1 When the Student Name Forms have been returned, the following (or some agreed alternative) action will have to be taken on each:

- a. Check the date of birth and eliminate all students who fall outside the determined target population.
- b. Carry out appropriate sub-sampling, where necessary (see Section 1, F).
- c. Enter consecutive numbers in Column 3 against the names of the students to be tested. Start with 001, 002, etc. This process should be carried out separately for each population.

### D. Action on Completed Teacher Name Forms

D.1 When the Teacher Name Forms have been returned, the following steps (or some alternative agreed upon with IEA International) should be taken:

- a. For Population I teachers, carry out appropriate sub-sampling where necessary (see Section 1, B).
- b. Enter consecutive numbers in Column 3 against the names of the teachers beginning with 101 and numbering to 199 for Population I teachers and beginning with 201 onwards for teachers of other populations (see Section 3, J).

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**A P P E N D I X**

**Student Name Forms**

**Teacher Name Forms**









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## SECTION 3

### Introduction

This section must be read carefully by all N.T.O.'s who are planning to use MRC cards. It should be read once as soon as possible and if there are any matters in it which are unclear (not dealt with in sufficient detail or not dealt with at all) a query should be addressed to Dr. Postlethwaite immediately.

N.T.O.'s will need to make constant reference to this section when they are completing their orders for answer cards and when the shipments of answer cards arrive at their National Centers.

The Contents list on the next page contains a brief summary of the points dealt with in this section and on the following page there is a checklist of activities arranged in the sequence in which they will occur.

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## SECTION 3

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SECTION 3

Checklist of Activities

Handling Answer Cards

Activities	section
Complete order for answer cards and send to Slough and New York	D-G
Receive letter informing about shipment of cards	L
Examine, save packaging, see that whole shipment is present	K, L
Inform IEA International of complete arrival	L
Discard superfluous answer cards, create card sets if insufficient were ordered	M, F
Supply exact numbers of students and teachers if this information was not available earlier	E

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## A. The MRC Answer Card Types

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- A.1 Every NTO will have been provided with at least one set of answer cards either at or shortly after the NTO meeting in November. A familiarity with the design of each answer card will greatly aid NTOs in their reading of the various manuals of instruction and assist them in taking decisions about national options.
- A.2 A summary of the MRC cards to be used in Stage 3 is presented on the next page. Please note the following points:
- a. NO answer cards are provided for use with any Population I instruments. All responses at this population will be made directly into test booklets. National Centers will have to transfer the information recorded in these booklets to punched cards.
  - b. Where a country chooses to define and test a Population III, it is expected that the students sampled in this population will follow exactly the same testing program as Population II students.
  - c. Card 20 is meant for use by students of both French and English since the language questionnaires and the questions about Learning... are identical for French and English. However, to facilitate identification, two Card 20s will be produced: the yellow Card 20 is to be used for French students and the cream Card 20 is for English.
  - d. Section F of Card 26 is meant to be used for the French or English Teacher Questionnaire. Card 26 will also be produced in two colors, yellow and cream. The yellow Card 26 is for use by teachers of French only. The cream Card 26 is for use by teachers of English only. If a teacher is teaching both French and English, he will fill out the whole of the yellow card-- General section (A) and French section (F)--and section F only of the cream card for English.

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CARD	POP(S)	SECTION(S)	USE OF CARD	BOOKLET
10	All Pops	Sections I, II, III and IV	Optional	----
15	Pop II	Section R Section L	French Reading French Listening	Booklet 30 Booklet 31
16	Pop IV	Section R Section L	French Reading French Listening	Booklet 42 Booklet 43
17	Pop IVS	Section R Section L	French Reading French Listening	Booklet 54 Booklet 55
18	Pop II	Section R Section L	English Reading English Listening	Booklet 34 Booklet 35
19	Pop IV	Section R Section L	English Reading English Listening	Booklet 46 Booklet 47
20	All Pops	Section A Section X1 Section V Section X2	Questions About Learning French/English Optional French/English Student Questionnaire (W1-2 French/English Writing; 1-2 English Dictation)	Booklets 33, 37, 45 & 49 (Booklets 32, 35, 36, 44, 47, & 48)
21	All Pops	Section F Section G Section H Section O	Word Knowledge Student General Questionnaire (IEA/20-40 GEN) General Attitude and Descriptive Scales (First page of (IEA/20-40 GEN))	Booklets 41 & 53
22	All Pops	Section C Section X3 Section X4	Civics Cognitive Optional Optional	Booklets 38 & 50
23	All Pops	Section W	Civics "How Society Works"	Booklets 38 & 50
24	All Pops	Section S	Civics Affective Scales	Booklets 39 & 51
25	All Pops	Section B	Civics Background Questionnaire	Booklets 40 & 52
26	Teachers	Section G Section F Section C Section D	General Questionnaire French/English Questionnaire Civics Questionnaire Optional	TQ5 TQ6 & TQ7 TQ8

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### B. Card 10 and other National Option Spaces

- B.1 The table on page 31 shows that there are national option spaces on Card 20 (Spaces X1 and X2) and Card 22 (Spaces X3 and X4). Most National Centers will be able to satisfy their demands for optional space with these spaces. However, if a National Center's options cannot be fitted into these spaces, the N.F.O. may request a Card 10 for each student.
- B.2 Card 26 (the Teacher Card) also has its own optional space (Space D). As in the case of students, if this space is not sufficient, a Card 10 may be requested for each teacher.

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### C. Agreed Order Date and Agreed Reception Date

C.1 At the N.T.O. meeting in November arrangements will have been made with each country to specify agreed dates as follows:

- a. The date by which the order for answer cards will be submitted (agreed order date).
- b. The date by which the N.T.O. requires cards to arrive at his National Center (agreed reception date).

These two dates will normally need to be at least two months apart. Should an N.T.O. wish to vary either of these dates, he should contact Dr. Postlethwaite immediately.

C.2 If an order for answer cards is not received by the agreed order date, immediate communications either from the Data Processing Unit in New York or from Dr. Postlethwaite will be sent to the National Center concerned. Such communications should be dealt with at the National Center as a matter of extreme urgency.

C.3 It is likely that if an order for answer cards is not received by the agreed order date it will not be possible to send answer cards to the National Center by the agreed reception date.

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### D. Ordering Answer Cards

D.1 Answer cards should be ordered on Form ICA/A/32 (Stage 3), which is described in the next section (E). Two copies of the order should be made, both in black and as legible as possible.

a. One of these copies should be sent to:

Miss Doreen Trinder  
National Foundation for Educational Research  
The Here  
Upton Park  
Slough  
Bucks  
England.

b. The other copy should be sent to:

I.B.A.  
Box 37  
Teachers College  
525 West 120th Street  
New York, N.Y. 10027, U. S. A.

c. N.T.O.'s should make a third copy of the order to keep in their own files.

D.2 The point about sending in two orders is to ensure against losses in the post. Added protection would be gained by despatching the orders on consecutive days rather than simultaneously.

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## E. Description of Form IEA/A/32 (Stage 3)

- E.1 Because most National Centers are drawing separate samples for each subject, it has been decided to have a separate form IEA/A/32 (Stage 3) for each subject. Completion of the forms for National Centers not drawing separate samples will be discussed with the individual N.T.O. at the N.T.O. meeting in November 1970 in Rome.
- E.2 Each form is in two parts: the first indicates which answer cards are required for each population and the second part shows the numbers of students and teachers to be tested in each school.
- E.3 It is assured that at the point in time when an N.T.O. completes his order for answer cards, he will have available the Student Name Forms (SNFs) and Teacher Name Forms (TNFs) for all the schools in the sample. If this is the case, the N.T.O. will be able to put a check mark in the first column of each row to indicate that the numbers of students and teachers which he has entered are exact.
- E.4 However, if SNFs and TNFs are not available for some schools at the time when an N.T.O. wishes to complete his order, he may estimate the numbers of students and teachers in these schools. For these schools he would not place a check mark in the first column.
- Any estimates which an N.T.O. makes should be on the large side to ensure that he is not left with too few cards. However, estimates should not be so large as to be wasteful of cards. There is a remedy in those cases where an N.T.O. underestimates which involves use of blank, unpunched cards (see sub-section K).
- An N.T.O. should have to make estimates for no more than 25% of his schools. Many N.T.O.'s will be able to provide exact figures for all schools. Any N.T.O. who foresees having to make estimates for more than one-quarter of his schools should raise the matter with Dr. Postlethwaite.
- E.5 N.T.O.'s who need to estimate some of their numbers in order to submit their answer card requirements will be asked at a later date by Mr. Hall to replace their estimates with exact figures. The reason for this is because the information contained in Form IEA/A/32 (Stage 3) is used not only for punching identification numbers and for reserving space in the data files which are being created for the computer, but also for maintaining some check over the execution of the sample design.

CIVIC EDUCATION

Office Use  
Only

COUNTRY \_\_\_\_\_

Date Cards required \_\_\_\_\_

C1

C2

C3

(2)
(3)
(4)
(8)
(9)

MRC CARD TYPE	S T U D E N T S			T e a c h e r s		
	Pop II	Pop III	Pop IV	Pop I	Other Pops	
CARD 21	8	8	8			C11
CARD 22	9	9	9			C12
CARD 23	A	A	A			C13
Card 24	B	B	B			C14
CARD 25	C	C	C			C15
CARD 26				E	E	/C17
CARD 10	D	D	D	G	G	C16/C19

E	E	E	E	E	E	C20
N	N	N	N	N	N	C21
D	D	D	D	D	D	C22



# STAGE 3 MANUAL 1

M R C C A R D O R D E R F O R M . . . . . IEA/A/32 (Stage 3)

FRENCH AS A FOREIGN LANGUAGE

Office Use  
Only

COUNTRY \_\_\_\_\_

Date Cards required \_\_\_\_\_

C1

C2

2     3     4     5     8     9

C3

MRC CARD TYPE	S T U D E N T S				Teachers	
	Pop II	Pop III	Pop IV	Gp.5	Pop I	Other Pops
CARD 15	1	1				
CARD 16			2			
CARD 17			3			
CARD 20	6	6	6	6		
CARD 21	8	8	8	8		
CARD 26					E	E
CARD 10	D	D	D	D	G	G

C4

C5

C6

C9

C11

/C17

C16/C19

E	E	E	E	E	E	E
N	N	N	N	N	N	N
D	D	D	D	D	D	D

C20

C21

C22



# STAGE 3 MANUAL 1

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M R C C A R D O R D E R F O R M . . . . . IEA/A/32 (Stage 3)

ENGLISH AS A FOREIGN LANGUAGE

Office Use  
Only

COUNTRY \_\_\_\_\_

Date Cards required \_\_\_\_\_

C1

C2

2      3      4      9

C3

MRC CARD TYPE	S T U D E N T S			TEACH- ERS
	Pop II	Pop III	Pop IV	
CARD 18	4	4		
CARD 19			5	
CARD 20	7	7	7	
CARD 21	8	8	8	
CARD 26				F
CARD 10	D	D	D	G

C7

C8

C10

C11

/C18

C16/C19

E     F     E     E

C20

N     N     N     N

C21

D     D     D     D

C22



# TAGE 3

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## F. Further Notes about Completing Form IEA/A/32 (Stage 3)

- F.1 If some populations are being tested at widely different dates from others, an N.T.O. may submit his order for cards for earlier testing dates separately from his order for cards for the later testing dates, the latter order being delayed until an appropriate moment. However, if these are an N.T.O.'s intentions, they must be made clear to IEA International (and stated in the Steps form, IEA/A/61), and arrangements will be made with the N.T.O. to have two sets of agreed dates.
- F.2 In assigning identification numbers to schools, care must be taken to ensure that each school is assigned a unique number, regardless of the number of populations being tested in it. The need to have unique school numbers is of paramount importance. Any doubts or problems which any N.T.O. has should be raised as a matter of urgency with Dr. Postlethwaite.
- F.3 Before completing form IEA/A/32 (Stage 3), N.T.O.'s should pay special attention to the following:
- a. to the definitions of teachers given on page 1 of the Accompanying Notes to the Teacher Questionnaires in the white Questionnaires Bulletin and to the implications of these definitions in providing the numbers of teachers asked for.
  - b. to the definition of "Group 5" given in Manual 1, Section 1D and to its implication for providing the appropriate numbers under the heading "Group 5" in the order form.
  - c. to special procedures which must be followed if the same teacher teaches both French and English. See Manual 1, Section 3.

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## G. Structure of the Punched Identification Numbers on IIRC Cards

G.1 The numbers which N.F.O.'s enter in Form IIR/A/32 (Stage 3) specify the sequences of identification numbers which are punched into the answer cards. Ten identification digits are punched in each answer card starting at column 3 and ending at column 12. These digits have the following structure:

---

Cols. 3 - 4	2-digit <u>country number</u>
Cols. 5 - 7	3-digit <u>school number</u>
Col. 8	<u>Population number</u>
Cols. 9 - 11	3-digit <u>student number</u>
Col. 12	<u>card code/test version</u>

---

Additionally, the ten digits of information are printed along the top edge of the cards.

G.2 Note that, since the school number is a 3-digit number, the greatest school number possible is 999. Note further that, since each school must have a unique number, the maximum number of schools which a country can employ for the testing of Foreign Languages and Civics is 999. Any N.F.O. who plans to have more schools than this should discuss the matter urgently with John Hall.

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## H. The Card Code/Test Version Identification Digit

H.1 Column 12 will normally have nothing punched in it, i.e., it will be blank. Exceptions to this rule are:

- a. an optional Card 10 ordered for a student will have an S punched in column 12; a Card 10 for a teacher will have a T punched in column 12.
- b. Card 20 for French will have an A punched in column 12; Card 20 for English will have a B punched in column 12.
- c. the yellow Card 26 (the Teacher Card) will have an A punched in column 12; the crea. Card 26 will have a B punched in column 12.



# STAGE 3

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## I. Teacher Identification Numbers

I.1 Population I teachers are numbered from 101 to 199 within schools. Teachers of other populations are numbered from 201 onwards within each school. The general structure of the ten digits of identification for teachers can be seen from the following:

aabbb-1ccA	Card 26 for a Population I teacher
aabbb-2ccA	Card 26 for a teacher of populations other than Population I

Where 1cc and 2cc are teacher numbers within schools. No population code is punched into column 8 in the case of teachers; instead, a hyphen ("-") is punched into this column.

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### J. Extra 10% of Answer Cards

- J.1 In addition to the answer cards ordered on Form IEA/A/32 (Stage 3) all of which will have 10 digits of identification punched in columns 3 - 12, 10 per cent extra answer cards will be sent to countries. These extra cards will have no identification holes punched in them and therefore will be for general use in National Centers, as follows:
- a. in replacing damaged answer cards.
  - b. in supplying full sets of answer cards in cases where the N.T.O. underestimated the numbers of students who would require materials.
- These uses will be mentioned again in Section 3, E and Section 6, I and J, and will be described there in greater detail.

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### K. Packaging of Answer Cards

K.1 To give further protection to the answer cards during their journey to National Centers, stout pieces of card will be inserted at intervals within boxes. H.T.O.'s should note the method of packaging on their arrival, save all packaging materials (cartons, boxes, pieces of stout card, etc.) and ensure that the same standard of packaging is employed when the cards are sent to Iowa for processing.

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### L. Conveyance of Answer Cards to National Centers

- L.1 Answer cards will be airfreighted to National Centers. As soon as cards are despatched from Slough a form giving details of what has been packaged (see also L.3) will be sent to you by Miss Doreen Trinder who is responsible for the identification-punching of the cards at Slough.
- L.2 At the same time as the shipment is despatched, an express airmail letter will be sent to the N.T.O. telling of the despatch and recording the number of cartons and the number of boxes in the shipment. On arrival of the shipment, the N.T.O. should carefully check that the whole shipment is there and, if it is not, query the matter with the delivery agents. When the N.T.O. is satisfied that the whole shipment has arrived, he should notify Dr. Postlethwaite of this fact.
- L.3 If the shipment does not arrive in a reasonable time after receipt of the airmail express letter, the N.T.O. should begin making urgent enquiries as to what has happened.

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### M. Superfluous Answer Cards

M.1 There are two situations where cards (among the pre-punched sequence of cards) will be superfluous and can therefore be discarded at the earliest convenience of the N.T.O. However, the conditions under which these cases occur will not necessarily arise. These cases are as follows:

- a. The first case is quite simple. If, in ordering answer cards for a school, an N.T.O. has had to supply an estimated figure for number of students (see sub-section E3 and E4), it is quite likely that the figure he supplied will be too large and that by the time the answer cards arrive at his National Center (and certainly before he sends them to the school in question!) he will know that he does not need, say, 5 of the sets of cards he ordered. In this case, he should discard the 5 sets he does not need (starting from the back of the pack of answer cards for the school, i.e., from the student with the highest number). For example, if for a particular school the N.T.O. has specified an estimate of 32 students on Form IEA/A/32 (Stage 3) and he later learns, on receipt of the Student Name Form, that he needs to test only 27 students, he should discard the answer cards associated with student numbers 028-032.
- b. The second case arises where an N.T.O. specified that he intends to administer French IVS tests at the Population IV level. Such a specification will lead to a Card 17 being produced for every Population IV student. Since the N.T.O. will want to give the IVS tests only to specialist French students, the Card 17 for students not falling into this category are superfluous and should be discarded.

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## N. Missing Answer Cards

N.1 It is hoped that there will be no missing answer cards which cannot be readily accounted for. The only case which should arise is where, for a given school, the N.T.O. has underestimated the number of students he needs to test when completing Form IEA/A/32 (Stage 3). In this case he should make up the required sets of cards from his stock of unpunched answer cards, assign student numbers which continue the sequences already established among the punched cards, and write these identification numbers at the top left of the cards in the spaces provided. All these tasks should be completed before sending the cards to the school.

For example, if for school 029 the N.T.O. has ordered 14 sets of Population II cards and he finds later, on receiving the SNF, that he needs 16 sets of cards, he creates two additional sets as follows:

Card 15, identification = aa0292015  
Card 20, identification = aa0292015A      SET 1  
Card 21, identification = aa0292015

Card 15, identification = aa0292016  
Card 20, identification = aa0292016A      SET 2  
Card 21, identification = aa0292016

N.2 When writing in identification numbers by hand, N.T.O.'s should take care that these numbers do not stray outside of the areas provided for them. Otherwise, the tail ends of the numbers will be read as stray marks and produce what is known in the computer field as "garbage". The written identifications cannot be machine read meaningfully but are meant only as a visual check for human card handlers.

N.3 A method of providing marks which can be machine read meaningfully will be described in Section 6J along with the procedures for dealing with answer cards as they are returned to the National Centers from schools. This method will involve making pencil marks where otherwise the punched holes would have been and is the only approved method N.T.O.'s may use in identifying sets of cards created out of the stocks of blanks. Under no circumstances should N.T.O.'s try to punch identification numbers into blank cards.

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## SECTION 4

### Preparation for Despatch of Materials to Schools

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## SECTION 4

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### Checklist of Activities

#### Preparation for Despatch of Materials to Schools

Activities	section
Indicate tests on Student Name Forms	A
Receive cards	-
Prepare student and teacher envelopes and pack materials	B
Brief school co-ordinators	C
Send materials to schools	D

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### A. Completion of Student Name Forms

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A.1 Using the returned Student Name Forms indicate in the appropriate columns the particular materials to be given to each student to be tested. Student, Teacher and card envelopes should be ordered at this point and preparations made to hire clerks to package material.

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### B. Packaging Test Materials

- B.1 The IRC answer card boxes can now be lined up ready for packaging cards in envelopes. The cards for each student in turn can now be put into a SMALL envelope which should be marked on the front with the full student identification number.
- B.2 Using the Student Name Forms the appropriate booklets (and small envelopes) for any one student can now be packaged into the large Student Envelope. The name and code number of the student and his school should be clearly written on the front of the Student Envelope. All of the Student Envelopes for any one school are now packaged together with a duplicate copy of the relevant Student Name Form for that school and target population.
- B.3 Using the Teacher Name Form, the appropriate Teacher Questionnaires together with the Teacher Return Envelope containing the answer card are packaged into the Teacher Envelope. The name of the school should be clearly written on the front of the Teacher Return Envelope together with the appropriate code numbers. All of the Teacher Envelopes for any one school are now packaged together with a duplicate copy of the Teacher Name Form for that school.
- B.4 The School Questionnaire should be enclosed.

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B.5 Spare copies of tests. It is suggested that each National Center print ten per cent more of each booklet than required. Each school should be sent an appropriate number of spare copies of each booklet to cover replacements and extra supply for students.

B.6 The materials for any one school can now be made ready for despatch.

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### C. Briefing of School Co-ordinators

- C.1 A copy of Manual 3 along with all the testing materials to be used for each testing session should be sent to each school Co-ordinator so that he can become familiar with the actual testing procedures. He will have already received Manual 2. National Centers may feel, however, that it would be desirable to bring School Co-ordinators together (perhaps on a regional basis) some weeks before the actual testing, so that they may be fully instructed about the part they have to play in the survey. Their briefing should include the following points:
- a. Purpose of survey.
  - b. Explanation of all survey documents (tests, questionnaires, attitude scales and descriptive measures, answer cards, envelopes (students' and teachers'), manuals, etc.).
  - c. Instructions for briefing of test supervisors.
  - d. Organisation of testing sessions.
  - e. Arrangements for completion of Teacher and School Questionnaires.
  - f. Procedures for dealing with administrative errors which occur (e.g. the wrong tests being given to a particular child).
  - g. Procedures for checking student answer cards.
  - h. Procedures for returning materials.

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### D. Sending Materials to Schools

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- D.1 At the appropriate time before the country's date for testing, the packages containing all the materials for testing should be sent to the School Co-ordinators. At the same time a letter should be sent to each School Co-ordinator asking him to check that the right materials are received. Note: Descriptions of the contents of the envelopes should be given.
- D.2 At this time the National Center may also wish to send out a memorandum listing all documents which have been circulated to the schools so that the School Co-ordinator can check that he has received all instructions and studied all the procedures required of him.

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## SECTION 5

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### Administration of Tests

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**A. Testing Programs**

The testing programs which follow give estimated times for the administration of instruments for Populations I, II, IV and IVS. These tables also give I.E.A. numbers for sections of booklets and card numbers for answer cards. These numbers will be prominently displayed on the answer card. The time estimates shown in the tables do not include time for distribution of test materials and giving of directions. Testing materials have been assembled into a series of booklets, and testing has been organised into a series of sessions for each subject.

POPULATION I - CIVIC EDUCATION

Booklet Number	Instrument	I.E.A. Number	Time	Session*
26	Civic Education Cognitive	CIV/I/COG	35 min**	1
		CIV/I/HSW	35 min	2
27	Civic Education Affective Scales	CIV/I/AFF	30 min	3
28	Civic Education Background Questionnaire	CIV/I/BQ	30 min	4
29	Word Knowledge Test General Questionnaire General Attitude and Descriptive Scales	10 WK 10 GEN 10 ATT	30 min	5

\* The testing for Civic Education has been split into five sessions as indicated, but National Centers may re-allocate the sessions according to local conditions.

\*\* The time allotted for the first session of the Cognitive test is 35 minutes. A National Center may give more time (an extra 10 minutes) as it feels necessary.

POPULATION I - FRENCH

Booklet Number	Instrument	I.E.A. Number	Time	Session
24	French Reading Comprehension	FR/2	20 min	1
25	French Listening Comprehension	FR/1	20 min	
29	Word Knowledge Test General Questionnaire General Attitude and Descriptive Scales	10 WK 10 GEN 10 ATT	30 min	2
T1	French Speaking	FR/3-5	9 min per student individually administered	

## Testing Programs for Population II

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## POPULATION II - CIVIC EDUCATION

Booklet Number	Instrument	I.E.A. Number	Card Number	Time	Session*
38	Civic Education Cognitive	CIV/II/COG	22	35 min**	1
		CIV/II/HSW	23	25 min**	2
39	Civic Education Affective Scales	CIV/II/AFF	24	20 min**	3
40	Civic Education Background Questionnaire	CIV/II/BQ	25	20 min**	4
41	Word Knowledge Test General Questionnaire General Attitude and Descriptive Scales	20 WK			
		20 GEN			
		20 AFF	21	30 min	5

\* The testing for Civic Education has been split into five sessions as indicated, but National Centers may re-allocate the sessions according to local conditions.

\*\* If MRC cards are being used with these instruments, an extra 10 minutes should be allocated to the testing session.

## POPULATION II - FRENCH

Booklet Number	Instrument	I.E.A. Number	Card Number	Time	Session
30	French Reading Comprehension	FR/7	15	25 min	1
31	French Listening Comprehension	FR/6	15	25 min	
32	French Writing Part I Part II	FR/8-9	--	25 min	2
33	Questions About Learning French French Student Questionnaire	20 FR	20	20 min	
41	Word Knowledge Test General Questionnaire General Attitude and Descriptive Scales	20 WK			
		20 GEN			
		20 ATT	21	30 min	3
T2	French Speaking	FR/10-14	--	19 minutes per student - individually administered	

POPULATION II - ENGLISH

Booklet Number	Instrument	I.E.A. Number	Card Number	Time	Session
34	English Reading Comprehension	ENG/IIR	18	1 hour	1
35	English Listening Comprehension	ENG/IIL	18	30 min	2
36	English Writing	ENG/IIW	--	40 min	
37	Questions About Learning English English Student Questionnaire	20 ENG	20	20 min	3
41	Word Knowledge Test General Student Questionnaire General Attitude and Descriptive Scales	20 WK 20 GEN 20 ATT	21	30 min	4

T3	English Speaking	ENG/II Sp	--	30 min per student - individually administered
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## Testing Programs Population IV

## POPULATION IV - CIVIC EDUCATION

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Booklet Number	Instrument	I.E.A. Number	Card Number	Time	Session*
50	Civic Education Cognitive	CIV/IV/COG	22	35 min	1
		CIV/IV/HSW	23	25 min	2
51	Civic Education Affective Scales	CIV/IV/AFF	24	20 min**	3
52	Civic Education Background Questionnaire	CIV/IV/BQ	25	20 min**	4
53	Word Knowledge Test General Questionnaire General Attitude and Descriptive Scales	40 WK	21	30 min	5
		40 GEN			
		40 ATT			

\* The testing for Civic Education has been split into five sessions as indicated, but National Centers may re-allocate the sessions according to local conditions.

\*\* If MRC cards are being used with these instruments, an extra 10 minutes should be allocated to the testing session.

## POPULATION IV - FRENCH

Booklet Number	Instrument	I.E.A. Number	Card Number	Time	Session
42	French Reading Comprehension	FR/16	16	30 min	1
43	French Listening Comprehension	FR/15	16	25 min	
44	French Writing Part I Part II	FR/17-18	--	25 min	2
45	Questions About Learning French French Student Questionnaire	40 FR	20	20 min	
53	Word Knowledge Test General Questionnaire General Attitude and Descriptive Scales	40 WK	21	30 min	3
		40 GEN			
		40 ATT			
T4	French Speaking	FR/19-23	--	20 min per student - individually administered	

POPULATION IV - ENGLISH

Booklet Number	Instrument	I.E.A. Number	Card Number	Time	Session						
46	English Reading Comprehension	ENG/IVR	19	1 hour	1						
47	English Listening Comprehension	ENG/IVL	19	30 min	2						
48	English Writing	ENG/IVW	---	40 min							
49	Questions About Learning English English Student Questionnaire	40 ENG	20	20 min	3						
53	Word Knowledge Test General Student Questionnaire General Attitude and Descriptive Scales	40 WK 40 GEN 40 ATT	21	30 min	4						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">T5</td> <td style="width: 40%;">English Speaking</td> <td style="width: 15%;">ENG/IV Sp</td> <td style="width: 10%;">--</td> <td style="width: 15%;">30 min per student - individually administered</td> <td style="width: 10%;"></td> </tr> </table>						T5	English Speaking	ENG/IV Sp	--	30 min per student - individually administered	
T5	English Speaking	ENG/IV Sp	--	30 min per student - individually administered							

Testing Program for Population IVS

POPULATION IVS - FRENCH

Booklet Number	Instrument	I.E.A. Number	Card Number	Time	Session
54	French Reading Comprehension	FR/25	17	25 min	1
55	French Listening Comprehension	FR/24	17	25 min	

B. Sequence of Testing

B.1 The sequence in which instruments are administered should correspond as much as is appropriate to the order in which the sessions are listed in the previous tables. National Centers must decide, according to local conditions, how many sessions should be given in one morning or afternoon.

For countries administering tests in both French and English, it is suggested that these subjects be tested on different days. National Centers should put the timetable they arrive at for their national testing into their Manual 2 for school co-ordinators and also send a copy to Dr. Postlethwaite.

B.2 Speaking tests need not be completed on the testing day but may be administered at the school's convenience within a time period specified by the National Centers, but hopefully within two weeks.

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## SECTION 6

### On Receipt of Materials from Schools

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SECTION 6

Checklist of Activities

On Receipt of MRC Cards from Schools

Activities	section
See that all necessary information has been sent to IEA International	A, B
Check that all material has been returned from schools	C
Carry out necessary punching	D
Carry out necessary operations on MRC cards	E - J
Carry out necessary operations on foreign languages writing and speaking tests	K
pack cards and other materials for shipment	K, L
Ship cards and other materials to proper addresses	K, .
Send all necessary information to IEA International	A, B, D

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## SECTION C

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The emphasis of this section is on how to deal with IRC Cards as they are returned from schools, but specific references are to be found also to the treatments to which punched cards are to be subjected.

### A. Materials to be Sent to IEA International at the Completion of Testing

- A.1 When an N.T.O. has completed all the steps described in this section, all the data he has collected in his country will be in the process of being despatched for processing. At this time, therefore, the N.T.O. should consider whether IEA International has all the information it needs to be able to deal adequately with these data and their analyses. A list of the information which should have been provided is as follows:
- a. Completed National Case Study Questionnaire supplementary questions. A short document containing National Case Study questions relevant to Stage 3 subjects will be sent out for completion.
  - b. Specification of Marker Variables with National Statistics of same for any marker variables different from those in Stage II.
  - c. What International Options are being used and where they are recorded.
  - d. What National Options are being used.
  - e. Population numbers of students by stratum (or groups of strata) which can be used as a basis for weighting if different from numbers submitted on IEA/A/37 (Stage 3).
  - f. Specification of super strata.

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### B. Discrepancies in Test Content or Quality

- B.1 Notice should be sent to IEA International of any deviations from the standard tests which are found in national versions. This would include any corrections which should have been made in the tests but were received by National Centers after those sections were printed. Please send a list of all such deviations to Dr. Postlethwaite.
- B.2 National Technical Officers should also make written notes of any peculiarities which they discover either in their instruments or their fieldwork and let Dr. Postlethwaite have a copy of these notes. Such written notes would, for instance, itemize in detail any substantial differences that occur between quantity of testing material sent to a school and quantity of completed material returned (see sub-section F1)

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### C. Checking that All Material is Present

- C.1 All materials returned from schools must be carefully checked and steps taken to retrieve missing items. In particular, a check should be made to ensure that the School Questionnaire is present and complete.

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### D. Punching of Instruments

D.1 The following instruments are punched by all countries:

- a. All instruments for Population I students
- b. School Questionnaire

As return parcels from schools are opened and sorted, a check should be made that these instruments are marked clearly with the correct identification numbers, and then they should be accumulated ready for punching.

D.2 Coding and punching schemes are to be found in the appendix to this Manual.

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### E. Checklist of Operations Carried out on IRC Cards

- E.1 A number of operations have to be performed on the materials returned from schools in countries using IRC cards. In addition to checking that there is not a great deal of missing material (see sub-section C above), the following operations should also be performed. (Each is described in detail in the indicated sub-section)
- a. The Answer Cards for students who were absent for all sessions should be discarded. (sub-section F)
  - b. Answer cards should be checked for appropriate markings. (sub-section G)
  - c. Open-ended student questionnaire material to be coded and marked into section G on the back of Answer Card 21. (sub-section H)
  - d. Answer Cards which are damaged or which are marked badly beyond mending should be re-copied onto fresh, blank answer cards. (sub-section I)
  - e. Those students who have marked up their responses on the booklets (see Manual 2, sub-section 10c) should have their responses copied onto fresh, blank answer cards. (I2)
  - f. Answer Cards which do not have their identifications prepunched (see Section 3F, and d and e above) should have the identification hand-marked upon them in the way described later in this section. (I3 and J).

F. Absentees and Unused IIC Cards

- F.1 The Data Processing Unit will be checking how much completed material is being returned from each school, and where there is a large discrepancy between the returned amount and the expected amount, a query will be raised. National Centers should, therefore, anticipate such queries by sending to Dr. Postlethwaite a list of their schools which have returned much less material than expected, together with the reasons why this has happened.
- F.2 Note the emphasis above on completed material. If all the cards in a student's envelope are unused (i.e., the student has made no marks on any of them), they should not be returned to IEA International. There is also no point in returning blank teacher cards (Card 26).

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## G. Checking Answer Cards for Appropriate Markings

- G.1 It is accepted that there is a limit to the amount of scrutiny to which each answer card can be subjected. The best that can be expected in the way of scrutiny is as follows:
- a. Screening for cards marked up in other than pencil (e.g. ballpoint).
  - b. Screening for marks made outside of response areas which are likely to interfere with the reading performance of the 1501 card reader.
  - c. Screening for absence of identification (i.e., if identification is not pre-punched, it must be stencilled).

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### H. Central Coding of Questionnaire Materials

- H.1 The open-ended questions of the Student Questionnaire (IEA/20 GEN and IEA/40 GEN), e.g., Student Age, Grade, and expected Occupation, Father's Occupation, and School Program, need to be coded in the appropriate spaces in Section O of the Student Answer Card 21.
- H.2 See K.1.

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### I. Central Copying of Answer Cards

- I.1 Stray pencil marks on answer cards can be erased without difficulty. However, some answer cards will have to be recopied at the National Center if the originals returned by the schools are in very bad shape. Examples of cards which will need recopying are as follows:
- a. Cards which have been marked up in ball-point.
  - b. Cards which have been folded, crumpled or torn.
- I.2 There will also be a need for N.T.O.'s to arrange the transference of marks from booklets onto answer cards. This should occur very infrequently (see Manual 2, sub-section 10a).
- I.3 Whenever blank, unpunched answer cards are used for copying or recopying responses, the identification should be carefully written in the appropriate space (see Section 3b).

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## J. Hand Marking of Identification Numbers

J.1 There are two cases where an N.T.O. will need to hand-mark (stencil) identifications:

- a. where he has underestimated his card requirements and needs to create entirely new sets of cards from his store of blanks, and
- b. where a pre-punched card has become damaged and needs to be replaced.

There will be an extreme temptation, in the latter case, to mark up the identifications by simply pencilling through the holes of the damaged punched card. THIS MUST NOT BE DONE.

J.2 When hand-marking identifications, the first step is to write the identification number needing marking in the box at the top left of the card if it is not already written there. An example of this is shown in Diagram 1.

J.3 The next step is to turn over the card and again write the identification number above the columns of numbers. The columns are labelled clearly and short lines are provided for guidance in writing the numbers above the correct columns.

J.4 Having written the identification number on the reverse side, the next step is to mark the number in the form in which it can be machine read. This marking must be done in pencil. Diagram 2 illustrates the proper procedure. The following points should be noted:

- a. Only columns 3-11 are marked up on Card 15. In general National Centers need not mark anything in column 12.
- b. In the case of Cards 10, 20, and 26, there is a Card Code/Test Version identification digit in column 12 (see Section 3H). On these cards the letters of identification in column 12 must be marked up as numbers in the boxes. The following key should be used: A = 1; B = 2; S = 3; and T = 4.
- c. The digits of written identification are written directly above the columns into which they are marked. Care must be taken to ensure that the marks are placed in the correct columns.
- d. The marks are made in pencil. This is very important and means that the marks can be erased and corrected if necessary and also that they can be read by machine.
- e. The marks should be made boldly but should not stray outside the stencil outlines provided for them.

J.5 Diagram 3 shows the proper method of marking up the teacher card 26.

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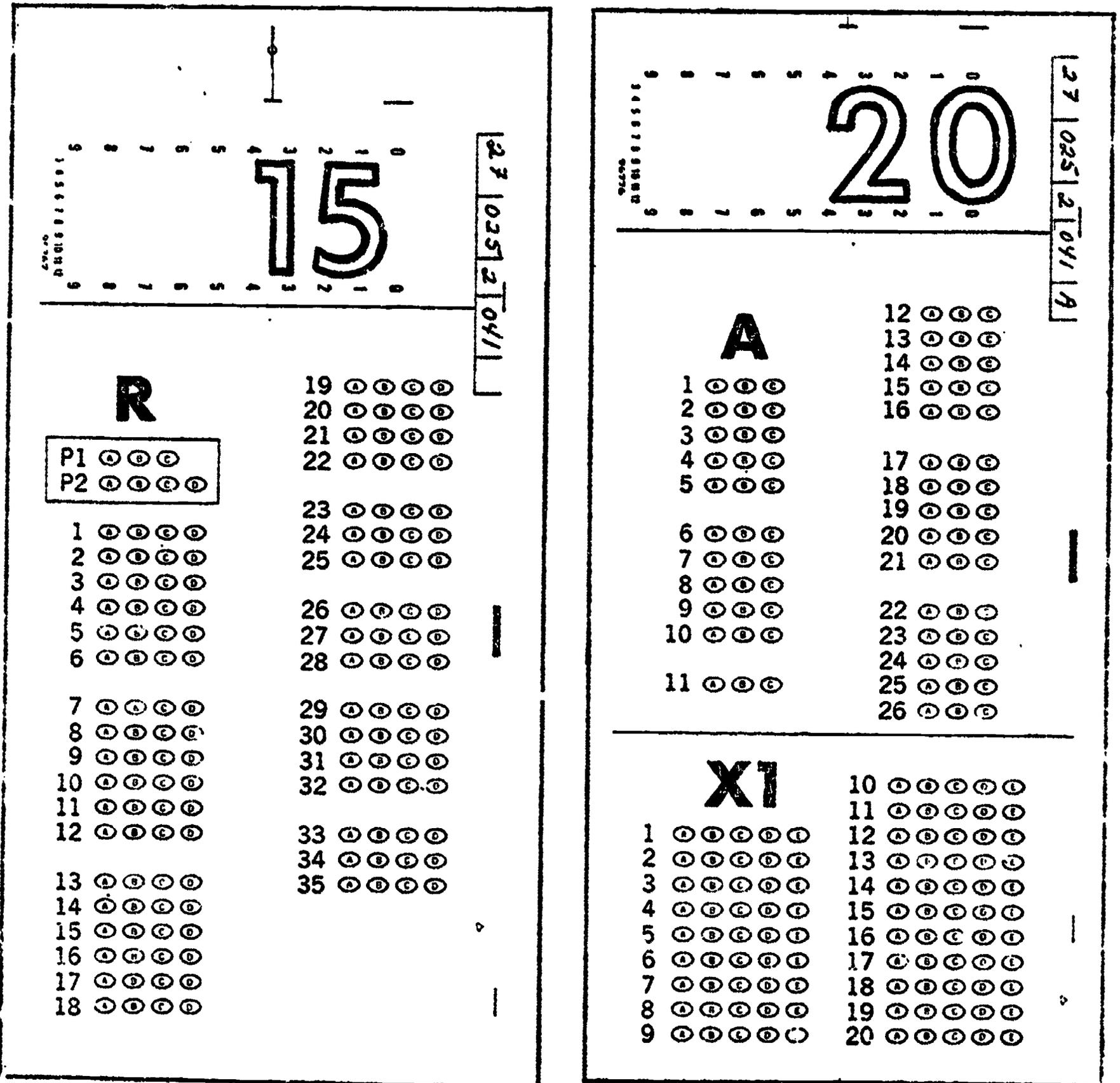
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DIAGRAM 1

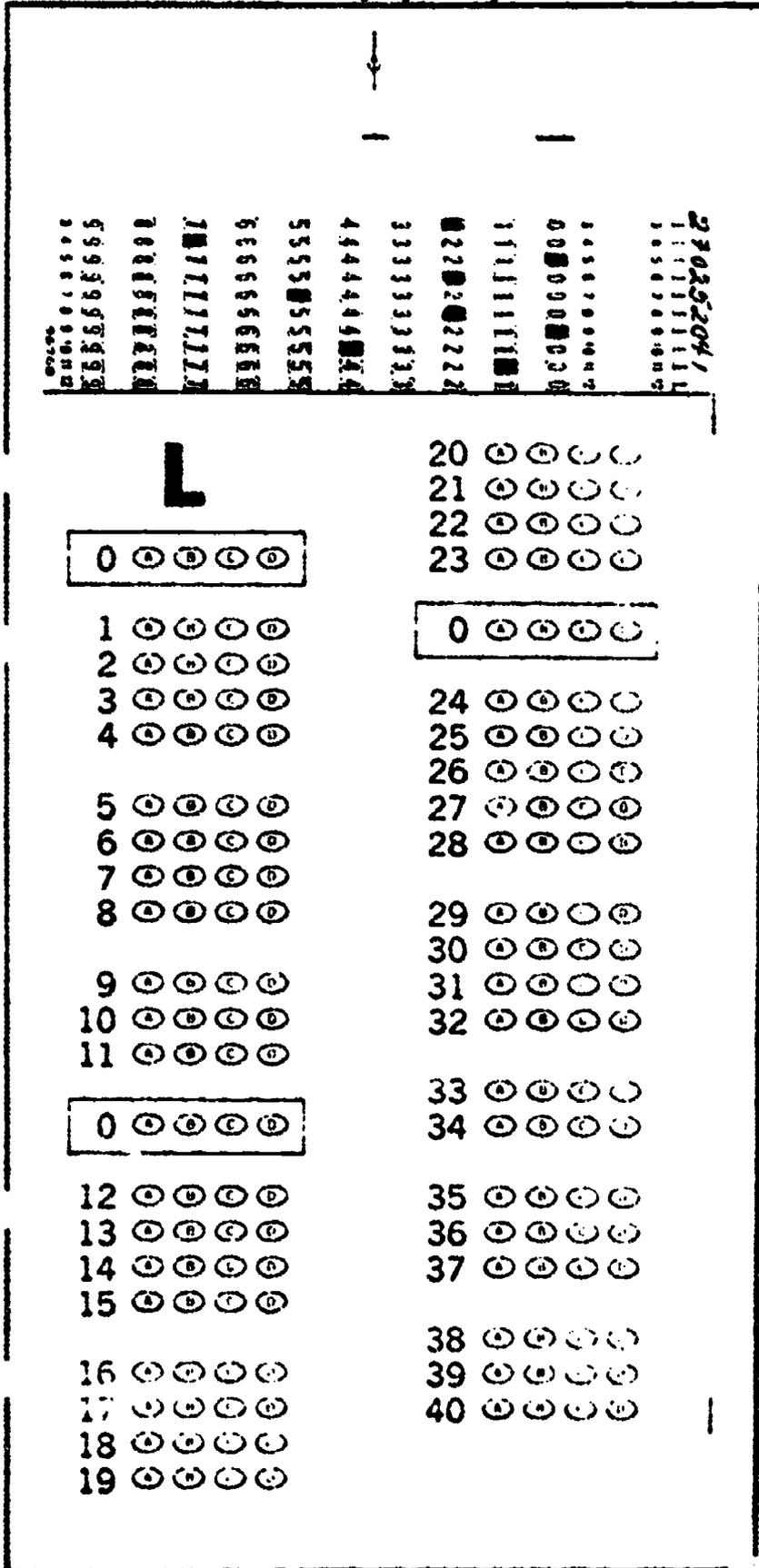


The diagram shows cards 15 and 20 for a Population II student of French with the identification marked pencil on the front of the card. For card 15 no Card Code/Test Identification digit is required in column 12, so the column is left blank. Card 20 requires an A in column 12 to specify that it is for French (see Section 3H).

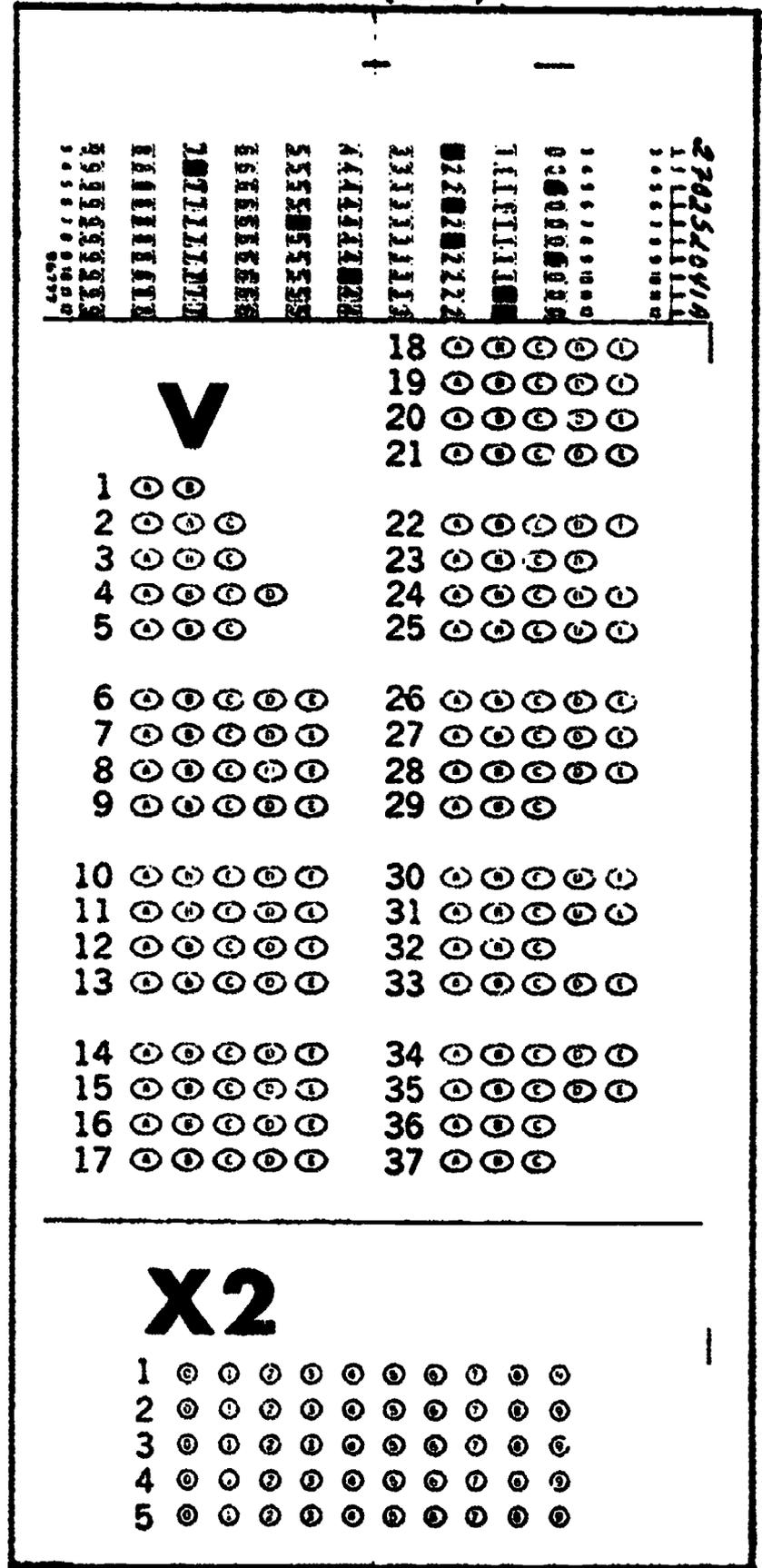
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**DIAGRAM 2**

**Card 15 (back)**



**Card 20 (back)**



The diagram shows the back of cards 15 and 20 with the student's identification stencilled in. Note that it is not necessary to fill each box completely, but marks should not stray outside the boxes. The marks are made in pencil.

Column 12 for card 15 is left blank. The Card Code/Test Version identification digit for Card 20 is an A, which is stencilled as '1'.

(The diagram is based on a preliminary version of Card 20.)



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- J.5 The preceding section gives the general method of marking up identification numbers. There is, however, a special case whenever an identification has to be marked up on a teacher card (Card 26). WHEN MARKING IDENTIFICATIONS ON A TEACHER CARD (CARD 26), NO MARK SHOULD BE MADE IN COLUMN 8. This is because the required character is a minus sign, which would be difficult for National Centers to mark up correctly.
- J.6 When hand marking of identifications has been completed, the cards so marked should be grouped into one block and placed at the rear of the whole pack of cards, immediately following the last card with punched identification.

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### K. Post-testing Operations on French and English

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#### Writing and Speaking Tests

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Writing: It is assumed that the Writing booklets will be returned from schools in the large student envelopes. National Centers must obviously make the necessary arrangements to have the booklets removed from the large student envelopes. At the same time it must be made certain that the appropriate identification codes are marked on both Parts I and II of the Writing Scripts.

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#### K.1 Scoring and recording of foreign language Writing tests, Part I.

The scoring keys for the Part I Writing tests are to be found in the French and English Bulletins. The scoring will be carried out by National Centers. In scoring Part I, National Centers should score student responses as either correct or incorrect. A correct response is a response that is identical to the keyed correct response. No deviations are allowed. The number of correct responses for each student should be counted and recorded on Card 20, Section XE, positions 1 and 2. The tens digit of the total score is to be recorded in position 1 (even if it is a zero) and the units digit in position 2 (even if it is a zero).

#### K.2 Preparation and despatch of foreign language Writing tests, Part II.

As scripts are returned from schools, National Centers should ensure that each script has on it full identification information, i.e., Country, Population, School number and Student number. Scripts should then be packaged by population and despatched. The French scripts should be sent to Professor De Landsheere and the English to Mrs. Hurstall in the same way as described for the Speaking tapes in the next section.

Note: For English Writing tests, Part I refers to Sections I - III, and Part II refers to Section IV, the Composition.

For French, Part I is FR 5 (for Population II) and FR 17 (for Population IV). Part II is FR 9 and FR 18.

**K.3 Preparation for return of Part II Writing Scripts and Speaking Tapes for French and English**

When tapes are received back from schools, they must be prepared for despatch as follows:

- a. The student responses for any given population must be edited and transferred to a set of tapes for that population, i.e., students from different populations must not be recorded on the same tape. At the beginning of each separate tape and on the outside of the box containing the tape, there must be clearly stated in French for the French tests and in English for the English tests, the Population number and tape number, i.e., Pop I Tape 1 or Pop I Tape 2, etc.

On the outside of the box there should be written the school and student numbers which correspond to the contents of that tape, and the name of the country sending the tape.

- b. Each student's responses must be preceded by his school number and student number recorded on the tape in French or English according to the test.
- c. The tapes may be recorded on both sides. The first side should be filled completely before the other is recorded, and the list on the outside of the box should follow exactly the order of students on the first side of the tape and then on the other. Indicate on the box how many sides of the tape are used.

**K.4** Once the tapes have been prepared in accordance with the instructions given above, they should be parcelled. The contents of each parcel should be clearly stated on the outside of that parcel.

**K.5** Parcels containing French tapes should be despatched to Monsieur Georges Henry. His address is:

M. Georges Henry  
Laboratoire de Pédagogie Expérimentale  
1D Rue Charles-Magnette  
LIEGE  
Belgium.

In addition, the following despatch slip should be completed and returned in 2 copies to Dr. Postlethwaite and M. Henry.

<u>Despatch Slip</u>	<u>Date</u> .....
From: (Country) .....	
To: M. Georges Henry Dr. T.N. Postlethwaite	
Today ..... parcels containing ..... Speaking tapes were despatched air mail to M. Henry.	
These tapes were for schools .....	
.....	
.....	
.....	
For Populations .....	



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K.6 Parcels containing English tapes should be despatched to Mrs. Clare Burstall. Her address is:

Mrs. Clare Burstall  
National Foundation for Educational Research  
79 Wimpole Street  
London, W.1  
England

All parcels should be clearly and prominently labelled I.E.A. on the outside.

When the parcels are despatched, the following despatch slip should be completed and returned in 2 copies to Dr. Postlethwaite and Mrs. Burstall.

<u>Despatch Slip</u>	<u>Date</u> .....
From (Country) .....	
To: Mrs. Clare Burstall Dr. I. F. Postlethwaite	
Today ..... parcels containing ..... Speaking test tapes were despatched air mail to Mrs. Burstall. These tapes were for schools .....	..... ..... ..... ..... .....
For Populations .....	

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### L. Packaging of Despatch

- L.1 The natural way to which returned answer cards will be dealt with at the National Center will be by school, since it will be usual for all material for a particular school to be returned at the same time. It is, therefore, recommended that cards be grouped together by school as they are prepared for despatch. Note, however, that the order of cards within schools is not prescribed. If it is not convenient for a National Center to group cards by school, it will cause no trouble whatsoever if they are grouped in the manner most convenient for the National Center.
- L.2 As answer cards emerge from the series of operations described above (sub-section E), they should be packed into boxes in just the same way as they were when they arrived (see Section 3K). When enough boxes have been assembled, they should be packed into cartons. The whole process should be carried out sequentially and the cartons and boxes labelled exactly as they were when sent to the National Center. (See Section M.5 below.)
- L.3 The stores of blank answer cards (the remains of the extra 10,000 of cards) held at the National Centers should not be included in the shipment of answer cards.

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BEST COPY AVAILABLE

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### M. Shipment of Answer (MRC) Cards and Punched Cards

M.1 Great care should be taken not to mix punched cards with answer cards. Punched cards should never be despatched in the same package (shipment) as answer cards. Note that the two types of cards are sent to two different addresses.

### M.2 MRC Cards

Shipment of answer cards (MRC cards) should be sent to:

ATTENTION: Jay Clark  
Measurement Research Center  
325 East Market Street  
Iowa City, Iowa 52240  
U. S. A.

Air-freighting is the preferred method of shipment, but there is no great objection to the shipment being sent surface-freight. H.T.O.'s are advised to investigate the shipping method, and particularly the costs, with a shipping agent, preferably the one used to ship cards to the National Center. If the costs of shipping present budgetary difficulties for any H.T.O., he should write to Dr. Postlethwaite giving full details.

The chances of shipments getting lost appear to be so slim that there is no need for H.T.O.'s to split their shipment into two parallel halves. However, if the cards for one population become ready for despatch considerably before the cards for other populations, then it is advisable to send the earlier population separately.

An H.T.O. should wait, within reason, until all his cards (or all the cards for one population) are ready before assembling the shipment. However, there is always the chance that small quantities of answer cards will accumulate after the main shipment has been sent (e.g., from late-returning schools). Such small quantities should be sent not through a shipping agent but by ordinary registered air-mail. They should be sent to the same address given above.

No correspondence should be enclosed with cards sent to Iowa. The Measurement Research Center is not geared to engage in a dialogue with countries and so any observations which an N.T.O. wishes to make should be sent to John Hall.

### M.3 Punched Cards

Shipments of punched cards should be sent to:

I.E.A.  
Box 37  
Teachers College  
525 West 120th Street  
New York, New York 10027  
U. S. A.

Where possible, punched cards should be written to magnetic tape before despatch. Any computer installation has standard utilities for putting card-images on tape, so the N.T.O. should be able to have this done quite easily.

If magnetic tape is used, the following information should be sent to the Data Processing Unit in New York:

- a. Whether the tape is LABELLED. (N.B.: this is an internal labelling of the tape done by the computer.)
- b. The number of TRACKS and DENSITY, i.e., 7 track (200, 556 or 800 b.p.i.) or 9 track (800 or 1600 b.p.i.)
- c. PARITY: for 7 track tape.
- d. The CHARACTER SET used. (N.B.: must be BCD or EBCDIC.)
- e. The BLOCKSIZE. (N.B.: it is advantageous to "block" card images, a usual blocksize being 3200 bytes.)

This information can be easily supplied by personnel at the computer installation handling the job.

It will not be worthwhile to write small quantities of punched data to tape. These should be sent in card form by ordinary registered air mail directly to John Hall at the above address.

If magnetic tape is not being used and there is a large quantity of punched cards to be despatched, an N.T.O. may wish to handle the operation through a shipping agent. If so, then the procedures detailed above for IRC cards should be followed.

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National Centers should always retain a duplicate copy of any set of punched cards which they despatch to the I.E.A. Data Processing Unit in New York.

### M.4 Description of Shipments and Packages

For customs purposes, a description will have to be given of the contents of packages. The following is suggested:

- a. Punched cards can be described very simply as "used punched cards,"
- b. For magnetic tape, a possible description is "magnetic data tape containing punched-card images,"
- c. For IMC answer cards, a possible description is "used mark sense answer cards, identical in size and function to punched cards."

In addition, and very importantly, the packages should be marked "EDUCATIONAL MATERIAL OF NO COMMERCIAL VALUE." If a value for the shipment has to be quoted, a nominal value should be given.

### M.5 Packaging of Cards

All answer cards will be sent to National Centers in standard card-boxes (of size 2000 cards) which are themselves packed together in groups of 5 in cartons. Answer cards and punched cards should be similarly packed for return. Cards should not be packaged loosely in envelopes or in any other but a secure and well-protected manner.

While punched cards and answer cards can hardly be described as fragile, when they are being freighted through a shipping agent it should be made clear to the agent that they need to be handled fairly gently and in no circumstance should they be allowed to get damp.

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M.6 Please note the following points when packing MRC cards for shipment:

- a. No responsible I.E.A. officer may ever see the answer cards. MRC in Iowa City operates at a purely technical level. MRC technicians assemble the cards in batches, pass them through the card-reading machine, and finally, place the cards in storage. Therefore, any messages which are included with the answer cards (either written on separate pieces of paper or on the stout pieces of card) are very likely to be ignored. Any special subdivisions of the cards (other than those described in this Manual) will certainly be ignored.
- b. The card-reader in Iowa can read only answer cards of standard size and thickness. Any other material has to be removed before reading. Stout pieces of card inserted between blocks of answer cards for added protection can easily be detected (and removed) by MRC technicians. Large pieces of paper, which protrude beyond the dimensions of the answer cards, can also easily be detected. But small pieces of thin paper tucked between answer cards cannot easily be detected and will foul up the card-reader. Therefore, care should be taken not to introduce foreign material into packages of answer cards, unless the presence of this material will be completely obvious to the card-handlers at MRC.

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### N. Notification of Shipment

- N.1 It is important that N.T.O.'s keep John Hall informed about their shipments and postings. At the same time as cards (both MRC and punched) are despatched, a separate letter should be sent to John Hall giving the following information:
- a. Method of shipment (air-freight, surface-freight or ordinary registered air-mail)
  - b. Waybill number (if shipment is sent by air-freight or surface-freight). The shipping agent will be able to supply this information
  - c. Number of packages, approximate number of cards (or other information which describes fairly precisely the quantity of the shipment)
  - d. Which populations the cards are for, and whether the cards represent a complete or only partial shipment for that population
- N.2 At the same time that notification of shipment is sent to John Hall, a letter should be sent to Dr. Postlethwaite informing him of the despatch of the MRC or punched cards. The letter should contain the following items of information:
- a. What the cards are
  - b. Approximately how many they are
  - c. How many cartons and boxes they have been packed into

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## APPENDIX

Stage 3

MAIN TESTING

Punching Schemes for all I.E.A. Documents

Punching Scheme for Standard ID

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Contents	Card Column	Punch	Graphic
Country	01-02	22	Australia
		25	Belgium (Flemish)
		26	Belgium (French)
		30	Chile
		34	Denmark
		33	Fed. Rep. of Germany
		42	Finland
		45	France
		50	Hungary
		54	India
		58	Iran
		59	Ireland
		60	Israel
		62	Italy
		66	Japan
		70	Netherlands
		74	New Zealand
		78	Poland
		80	Rumania
		82	Scotland
86	Sweden		
90	Thailand		
94	United States		
School Number	3-5	001-999	School Number coded by N.C.
Target Population	6	1	Population I
		2	Population II
		3	Population III
		4	Population IV
		5	Population IVS
		-	Teacher
		Blank	School where more than one population tested
Student Number	7-9	001-299	Student Number coded by N.C.
		000	For School card
		101-199	For Population I teacher number
		201-299	For Populations II, III and IV teacher number

All card columns not specified for instructional purposes in the punching schemes can be used for national options.

The exception to this guideline is Card 22C, where no national option should begin before card column 61.

Note that the scores of the foreign language writing exams are to be entered on Card 20.

**Punching Scheme for National Options Card**

**104**

<b>Contents</b>	<b>Card Column</b>	<b>Punch</b>	<b>Graphic</b>
<b>Standard ID</b>	<b>1-9</b>		
<b>Card ID</b>	<b>10-11 12</b>	<b>10 1</b>	

**Punching Scheme for French Reading Comprehension****105****Population I, 2FR, in Booklet 24**

<b>Contents</b>	<b>Card Column</b>	<b>Punch</b>	<b>Graphic</b>
<b>Standard ID</b>	<b>1-9</b>		
<b>Card ID</b>	<b>10-11 12</b>	<b>27 R</b>	
<b>R 1-35</b>	<b>13-47</b>	<b>1 2 3 4</b>	<b>A B C D</b>

105 A

Punching Scheme for French Listening Comprehension

Population I. LFR. in Booklet 25

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	27 L	
L 1-35	13-47	1 2 3 4	A B C D

Punching Scheme for French Listening Comprehension**106**Population II, FR/6, in Booklet 31

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	L L	
L 1-40	13-52	1 2 3 4	A B C D

**Punching Scheme for French Reading Comprehension**

**Population II, FR/7, in Booklet 30**

<b>Contents</b>	<b>Card Column</b>	<b>Punch</b>	<b>Graphic</b>
<b>Standard ID</b>	<b>1-9</b>		
<b>Card ID</b>	<b>10-11</b>	<b>15</b>	
	<b>12</b>	<b>R</b>	
<b>R 1-35</b>	<b>13-47</b>	<b>1</b>	<b>A</b>
		<b>2</b>	<b>B</b>
		<b>3</b>	<b>C</b>
		<b>4</b>	<b>D</b>

Punching Scheme for French Listening Comprehension

Population IV FR/15, in Booklet 43

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	16 L	
L 1-40	13-52	1 2 3 4	A B C D

Punching Scheme for French Reading Comprehension

Population IV, FR/16. in Booklet 42

Contents	Card Column	Punch	Graphic
Cardard ID	1-9		
Card ID	10-11 12	16 R	
R 1-39	13-51	1 2 3 4	A B C D

Punching Scheme for French Reading Comprehension

**110**

Population IVS, 5, FR/25, in Booklet 54

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	17 R	
R 1-36	13-48	1 2 3 4	A B C D

Punching Scheme for French Listening Comprehension

111

Population IVS, 5, FR/24, in booklet 55

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	17 L	
L 1-37	13-49	1 2 3 4	A B C D

Punching Scheme for English Listening Comprehension

Population II, ENG/IIL, in Booklet 35

112

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	18 L	
L 1-24	13-36	1 2 3	A B C

Punching Scheme for English Reading Comprehension

Population II, ENG/ITR, in Booklet 34

113

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	18 R	
R 1-60	13-72	1 2 3 4 5	A B C D E

Punching Scheme for English Listening Comprehension

Population IV, ENG/IVL, in Booklet 47

**114**

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	10 L	
1-12	13-24	1 2 3	A B C
13-20	25-32	1 2 3 4 5	A B C D E
21-36	33-48	1 2 3	A B C

Punching Scheme for English Reading Comprehension

Population IV, ENG/IVR, in Booklet 46

**115**

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	19 R	
1-16	13-28	1 2 3 4 5	A B C D E
17-35	29-47	1 2 3	A B C
36-60	48-72	1 2 3 4	A B C D

Punching Scheme for Questions About Learning French.

French Student Questionnaire

**116**

Population II, 20FR, in Booklet 33  
Population IV, 40FR, in Booklet 45

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	20 A	
A 1-26	13-38	1 2 3	A B C
V 1-37	39-75	1 2 3 4 5	A B C D E
X 1-2	76-77	01-99	Number of responses identical to key on Writing Test Part I*

\*Population II, FR/8, in Booklet 32  
Population IV, FR/17, in Booklet 44

Punching Scheme for Questions About Learning English.

English Student Questionnaire

Population II, 20ENG, in Booklet 37  
Population IV, 40ENG, in Booklet 49

**117**

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	20 B	
A 1-26	13-38	1 2 3	A B C
V 1-37	39-75	1 2 3 4 5	A B C D E
W 1-2	76-77	01-99	Number of responses identical to key on Writing Test Part I*
D 1-2	78-79	00-12	Punch score according to scoring key

\*Population II, ENG/IIW, in Booklet 36  
Population IV, ENG/IVW, in Booklet 48

Punching Scheme for Word Knowledge

**118**

Population I, 10WK, in Booklet 29  
Population II, 20WK, in Booklet 41  
Population IV, 40WK, in Booklet 53

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	21 F	
F 1-40	13-52	1 2	+ 0

Punching Scheme for General Questionnaire

Population II, 20GEN, in Booklet 41  
Population IV, 40GEN, in Booklet 53

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	21 0	
0 A1-A2	13-14	01-99	{ Age in months if Pop. II less 150. Age in months if Pop. IV less 175.
GR	15-16	01 02 03 04 05 06 07 08 09 10 11 12	
01	17	See Questionnaire Guide	
02	18		
P	19		
G 1	20	} 1 2 3 4 5	A
2	21		B
3X	22		C
3Y	23		D
4-48	24-68		E

Punching Scheme for General Attitude and Descriptive Scales

Population I, 10ATT, in Booklet 29  
 Population II, 20ATT, in Booklet 41  
 Population IV, 40ATT, in Booklet 53

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	21 H	
H 1-24	13-36	1 2	A B

Punching Scheme for General Questionnaire

Population I, 10GEN, in Booklet 29

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Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11	21	
	12	Q	
2	13-15		Age in months
3	16		Grade
4	17		Father's occupation (See Questionnaire Guide for coding)
5-6	18-19	1	A
7 First Language	20	2	B
Second Language	21	3	C
		4	D
		5	E
8	22	1	Boy
		2	Girl
9	23	1	Less than 15
		2	15-24
		3	25-34
		4	35-44
		5	45 or more
10	24	1	I do not do any homework
		2	Less than two hours
		3	Between two and five hours
		4	Between five and ten hours
		5	More than ten hours
11	25	1	In room with family, T.V.
		2	Quiet room with people
		3	In a room alone
		4	At school
		5	Never do homework
12	26	1	Yes
		2	No
13	27	1	Often
		2	Occasionally
		3	Hardly ever
14	28	1	Always
		2	Sometimes
		3	Let you speak as you please
15	29	1	Always
		2	Sometimes
		3	Rarely or never

Punching Scheme for General Questionnaire

Population I, 10GEN, in Booklet 29 (continued)

122

CONTENTS	Card Column	Punch	Graphic
16	30	1 2 3	Often Occasionally Never
17	31	1 2 3	Encourage Sometimes Do not mind
18	32	1 2 3	Always Sometimes Rarely
19	33	1 2 3	Yes No, but I read No, and I never read
20	34	1 2 3 4 5	Less than 1 hour Between 1 and 2 Between 2 and 3 Between 3 and 4 More than 4 hours
21	35	1 2 3 4 5	None 1-10 11-25 26-50 51 or more
22	36	1 2 3 4 5	0 Less than 1 hour $>1, \leq 2$ $>2, \leq 3$ More than 3 hours
23	37	1 2 3 4 5	0 1 2 3 4 or more
24	38	1 2 3 4	Only Oldest Youngest Somewhere in the middle

Punching Scheme for General Questionnaire

Population I, 10GEN, in Booklet 29 (continued)

CONTENTS	Card Column	Punch	Graphic
25	39	1 2 3 4 5	Not studying French Very easy Easy Hard Very hard
26-51	40-65	1 2 3 4 5	Have never studied Liked very much Generally liked Generally disliked Liked least

Punching Scheme for Civic Education Cognitive

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Population I, CIV/I/COG, in Booklet 26  
Population II, CIV/II/COG, in Booklet 38  
Population IV, CIV/IV/COG, in Booklet 50

Pop. I

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	22 C	
C 1-41	13-53	1 2 3 4 5	A B C D E

Pop. II

Standard ID	1-9		
Card ID	10-11 12	22 C	
C 1-47	13-59	1 2 3 4 5	A B C D E

Pop. IV

Standard ID	1-9		
Card ID	10-11 12	22 C	
C 1-48	13-60	1 2 3 4 5	A B C D E

Punching Scheme for How Society Works

Part 1

Population I, CIV/I/HSW, in Booklet 26  
Population II, CIV/II/HSW, in Booklet 38  
Population IV, CIV/IV/HSW, in Booklet 50

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	23 W	
W 1-60	13-72	1 2 3 4 5	A B C D E

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## Punching Scheme for how Society Works

### Part 2

Population I, CIV/I/HSW, in Booklet 26  
 Population II, CIV/II/HSW, in Booklet 33  
 Population IV, CIV/IV/HSW, in Booklet 50

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	23 X	
W 61-120	13-72	1 2 3 4 5	A B C D E

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## Punching Scheme for Civic Affective Scales

### Part 1

Population I, CIV/I/AFF, in Booklet 27  
 Population II, CIV/II/AFF, in Booklet 39  
 Population IV, CIV/IV/AFF, in Booklet 51

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	24 8	
S 1-49	13-61	1 2 3 4 5	A B C D E

Punching Scheme for Civic Affective Scales

Part 2

Population I, CIV/I/AFF, in Booklet 27

Population II, CIV/II/AFF, in Booklet 39

Population IV, CIV/IV/AFF, in Booklet 51

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	24 T	
S 50-105	13-68	1 2 3 4 5	A B C D E

Punching Scheme for Civic Education Background Questionnaire

Part 1

Population I, 1BQ, in Booklet 23  
 Population II, 2BQ, in Booklet 40  
 Population IV, 4BQ, in Booklet 52

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	25 B	
B 1-38	13-50	1 2 3 4 5	A B C D E

Punching Scheme for Civic Education Background Questionnaire

Part 2

Population I, 1BQ, in Booklet 28  
 Population II, 2BQ, in Booklet 40  
 Population IV, 4BQ, in Booklet 52

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	25 C	
B 39-78	13-52	1 2 3 4 5	A B C D E
79	53	0 1 2 3 4 5 6 7 8	S R C O E F G H I

Punching Scheme for Teachers of French as a Foreign Language

Population I, TQ6  
Population II, TQ6  
Population IV, TQ6

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	26 A	
F 1-38	13-50	1 2 3 4 5	A B C D E

Indexing Scheme for Teachers of English as a Foreign Language

Population II, TQ7  
Population IV, TQ7

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	2C B	
F 1-38	13-50	1 2 3 4 5	A B C D E

Punching Scheme for Civic Education Teacher Questionnaire

Population I, TQ3  
Population II, TQ3  
Population IV, TQ3

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	26 C	
C 1-62	13-74	1 2 3 4 5	A B C D E

Punching Scheme for Teachers General Questionnaire

Population I, TQ5  
Population II, TQ5  
Population IV, TQ5

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	26 G	
G 1-35	13-47	1 2 3 4 5	A B C D E
36	48	0 1 2 3 4 5 6 7 8 9	A B C D E F G H I J

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2 IEA/M1 Manual for National Centers  
 IEA/M2 Manual for School Coordinators  
 IEA/M3 Manual for Test Administrators

Stage 3 IEA/M1/Stage 3 Manual for National Centers  
 IEA/M2/Stage 3 Manual for School Coordinators  
 IEA/M3/Stage 3 Manual for Test Administrators

The Six-Subject Survey Instruments are available from ERIC Clearinghouse.

In the Six-Subject Survey Data Bank, every questionnaire and test item used is identified by a unique short variable name; the majority of these are formed from the new instrument number (which identifies the IEA instrument by type, population in which used, and subject) and the respective item number within the instrument. However, the instrument number used in the IEA manuals is the number which was in use at the time of testing. Here follows the key to the new instrument numbers, then a listing of the old numbers used in the manuals with the new ones used in the Data Bank.

1: Type of Instrument

E = Examination (student)  
 Q = Questionnaire (student)  
 T = Teacher questionnaire  
 S = School questionnaire

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2: Student Population

1 = I	6 = I and IV
2 = II	7 = I, II and IV
3 = III	8 = I and IV
4 = IV	S = IV Specialist
5 = I and II	N = NA: Teacher or School questionnaire

3: Subject

S = Science  
 R = Reading Comprehension  
 L = Literature  
 M = Mother Tongue (Reading Comprehension and Literature)  
 E = English as a Foreign Language  
 F = French as a Foreign Language  
 C = Civic Education  
 2 = All Stage 2 Subjects  
 3 = All Stage 3 Subjects  
 5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

<u>New DB No.</u>	<u>Old No.(s)</u>	<u>Population</u>	<u>Title</u>
<u>English Tests</u>			
E2EL	IEA/ENG/IIL	II	Listening Comprehension
E4EL	IEA/ENG/IVL	IV	Listening Comprehension
E2ER	IEA/ENG/IIR	II	Reading Comprehension
E4ER	IEA/ENG/IVR	IV	Reading Comprehension
E6EW	IEA/ENG/II, IVW	II, IV	Writing
E6EC	IEA/ENG/II, IV Sp	II, IV	Speaking (Structural control)
E6E9	IEA/ENG/II, IV Sp	II, IV	Speaking (Oral Reading)
E2EF	IEA/ENG/II Sp	II	Speaking (Fluency)
E4EF	IEA/ENG/IV Sp	IV	Speaking (Fluency)

English Student Questionnaires

Q6E1	IEA/20 ENG IEA/40 ENG	II, IV	Questions About Learning English
Q6E2	IEA/20 ENG IEA/40 ENG	II, IV	English Student Questionnaire

English Teacher Questionnaire

TNE	IEA/TQ7	Not Applicable	Teacher Questionnaire: English as a Foreign Language
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SUBJECT-UNIQUE INSTRUMENTS FOR FRENCH AS A FOREIGN LANGUAGE

French Tests

E1FL	FR/1	I	Listening
E2FL	FR/6	II	Listening
E4FL	FR/15	IV	Listening
ESFL <sup>d</sup>	FR/24	IVS	Listening
E1FR	FR/2	I	Reading
E2FR	FR/7	II	Reading
E4FR	FR/16	IV	Reading
ESFR <sup>d</sup>	FR/25	IVS	Reading
E2FWS	FR/8	II	Writing (Sentence completion)
E2FWC	FR/9	II	Writing (Composition)
E4FWS	FR/17	IV	Writing (Sentence completion)
E4FWC	FR/18	IV	Writing (Composition)
E7FP	FR/3 FR/10 FR/19	I, II, IV	Speaking (Pronunciation)

French Tests continued

<u>New DB No.</u>	<u>Old No.(s)</u>	<u>Population</u>	<u>Title</u>
E1FC	FR/4	I	Speaking (Structural Control)
E6FC	FR/11 FR/20	II, IV	Speaking (Structural Control)
E6F8	FR/12 FR/21	II, IV	Speaking (Oral Reading)
E1FF	FR/5	I	Speaking (Fluency)
E6FF	FR/13, 14 FR/22, 23	II, IV	Speaking (Fluency)

French Student Questionnaires

Q6F1	IEA/20FR IEA/40FR	II, IV	Questions About Learning French
Q6F2	IEA/20FR IEA/40FR	II, IV	French Student Questionnaire

French Teacher Questionnaire

TNF	IEA/TQ6	Not Applicable	Teacher Questionnaire: French as a Foreign Language
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SUBJECT-UNIQUE INSTRUMENTS FOR CIVIC EDUCATION

Civic Education Tests

E1C	IEA/CIV/I/COG	I	Civics Cognitive Test
E2C	IEA/CIV/II/COG	II	Civics Cognitive Test
E4C	IEA/CIV/IV/COG	IV	Civics Cognitive Test

Civic Education Student Questionnaire

Q7CH	IEA/CIV/I/HSW IEA/CIV/II/HSW IEA/CIV/IV/HSW	I, II, IV	How Society Works Questionnaire
Q7CA	IEA/CIV/I/AFF IEA/CIV/II/AFF IEA/CIV/IV/AFF	I, II, IV	Affective Questionnaire
Q7CB	IEA/CIV/I/BQ IEA/CIV/II/BQ IEA/CIV/IV/BQ	I, II, IV	Background Questionnaire

Civic Education Teacher Questionnaire

TNC	IEA/TQ8	Not Applicable	Teacher Questionnaire: Civic Education
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## STAGE 3 INSTRUMENTS COMMON TO ENGLISH, FRENCH AND CIVIC EDUCATION

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Word Knowledge Tests

<u>New DB No.</u>	<u>Old No.(s)</u>	<u>Population</u>	<u>Title</u>
E15W <sup>e</sup>	IEA/10WK	I	Word Knowledge Test
E25W <sup>e</sup>	IEA/20WK	II	Word Knowledge Test
E45W <sup>e</sup>	IEA/40WK	IV	Word Knowledge Test

Student Questionnaires

Q13G	IEA/10GEN	I	General Student Questionnaire
Q63G	IEA/20GEN IEA/40GEN	II, IV	General Student Questionnaire
Q13A	IEA/10ATT	I	General Attitude and Descriptive Scales
Q63A	IEA/20ATT IEA/40ATT	II, IV	General Attitude and Descriptive Scales

Teacher General Questionnaire

TN3	IEA/TQ5	Not Applicable	Teacher Questionnaire: General Section
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School Questionnaire

SN3	IEA/SQ2	Not Applicable	School Questionnaire
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<sup>e</sup>N.B. Same as Stage 2.

I.E.A.

MANUAL FOR SCHOOL COORDINATORS (IEA/M2/Stage 3)

MANUAL 2

(This manual is to be translated and modifications made such that the document is meaningful to the School Co-ordinators and Test Administrators in each country. The procedures in this document are recommendations only. However, if National Centers wish to use alternative procedures, they should clear these first with Dr. Pidgeon. If possible, this should be done at the November, 1970, N.T.O. meeting.)

**Note:** At the same time as you receive this manual, you will also receive blank Student Name Forms and Teacher Name Forms for the populations to be tested in your school. Please complete these immediately according to the instructions sent to you by the National Center and return them immediately to the National Center.

## **1. Introduction**

Educational Research centers from different countries have, on their own initiative joined together in this research project of the International Association for the Evaluation of Educational Achievement (I.E.A.). These countries are: Australia, Belgium, Chile, England, Federal Republic of Germany, Finland, France, Hungary, India, Iran, Israel, Italy, Japan, the Netherlands, New Zealand, Poland, Scotland, Sweden, Thailand and the U.S.A.

The aim of the project is to study in a systematic way how the educational outcomes in certain subject areas in the different school systems are related to features of school organisation, curriculum practices, teaching practices and teacher characteristics, technological factors, etc. in the countries participating in the research. The first subject area studied by I.E.A. was mathematics where the mathematical performance of various groups of students was measured as they emerged at different points in their respective school systems. The first results published in 1967<sup>(1)</sup>, and the many subsequent studies of the I.E.A. mathematics data have proved to be of great value to educational policy makers in many countries. I.E.A. has continued its research studies in three subject areas: Science, Reading Comprehension, Literature, and now is undertaking three other subject areas: French as a Foreign Language, English as a Foreign Language and Civic Education.

The plans for the research require representative samples of students aged 10 to 11 years (Population I), students aged 14 to 15 (Population II) and students in the pre-university grade (Population IV) to be tested in each country. Some countries are also testing groups of students leaving school between Population II and Population IV (Population III).

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(1) Husén, Torsten (ed.) International Study of Achievement in Mathematics: A Comparison of Twelve Countries, Vols. I and II, Almqvist & Wiksell, Stockholm; John Wiley, N.Y. 1967

Apart from testing the performance in French, English and Civic Education, it is also important to assess many non-cognitive aspects (e.g. attitudes) of the learning of these subjects. It should be pointed out that the achievement tests and the attitude measures have been constructed as the result of a great deal of pre-testing over the past three years in all the countries concerned. In order to be able to describe some background factors of the students making up the samples, information is being collected from the students themselves by means of a student questionnaire. It is thought that the way in which the children are taught particular topics in these three subjects and the organisation of the school which they attend will also prove to be important and hence questionnaires are also to be completed by teachers.

This is a major cross-national study in comparative education using an empirical approach. The results are likely to have important implications for the teaching of these subjects in all countries. Apart from elucidating the role of these three subjects in the schools of today, the study will bring out the relative importance of various factors in school learning. Such analyses can be made only by means of cross-national comparisons and evaluations. The study does not aim at making crude comparisons in terms of average subject area competence at certain age levels, nor does it aim at criticising existing practices. But an investigation like the present one gives countries an opportunity to learn from each other on the basis of systemised facts.

2. The mechanics of organising an investigation of this kind are necessarily complex. Essentially, a number of 'target populations' of students at different levels of schooling has been defined, and, in each country sampling of students in each of these populations have been selected. The sampling scheme has been devised in such a way that good representative samples of students for each defined population will be tested.

International definitions of the target populations have, of course, been worked out in detail. However, for administrative purposes in this country, brief operational definitions of the actual groups to be tested are given in Table 1. This table also gives details of which tests and other materials are to be given in each group.

National Centers will fill in their own National Table here

### 3. Receipt and Storage of Testing Material

For the sample of students to be tested for any one target population in a school, the School Co-ordinator will receive:

- (a) a copy of the Student Name Form for the sample indicating (or a separate letter indicating) which tests, questionnaires and answer cards are being supplied for each student to be tested.
- (b) a set of Student Envelopes which contain the material designated on the Student Name Form (or in a separate letter). Each envelope will have the student's name and code number on it (or whatever is decided by the National Center).
- (c) a copy of the Teacher Name Form.
- (d) a set of Teacher Envelopes which contain the material for teachers. Each envelope will have the teacher's name and code number on it (or whatever is decided by the National Center).
- (e) a School Questionnaire.
- (f) copies of Manual 3 - Instructions for Administration.
- (g) spare sets of tests.

As soon as the above material has been received from the National Centers the School Co-ordinator should check that the correct number of Student and Teacher Envelopes have been supplied. If there are any major deficiencies the National Centers should be contacted immediately. Small deficiencies of tests can be remedied by drawing upon the stocks of spares mentioned in 3 (g) above.

The School Co-ordinator is responsible for the safe storage of all materials prior to testing. The materials should be locked up when not in use.

4. Days of testing

It is important that the timetable for the administration of the tests and questionnaires be followed as closely as possible. The timetable is given below. Should the School Co-ordinator have any queries, he should contact the National Center immediately. Foreign language speaking tests, which are administered on an individual basis, need not all be completed on one day. The school may arrange for students to take these tests at any time between \_\_\_\_ and \_\_\_\_ . (National Center to fill in.)

National Centers insert timetable here - see Manual 1

5. Student Name Forms

This form contains the names of those students selected to be tested. No other students should be tested. If a student has left school since the names were selected, a horizontal red line should be drawn through the name. No further names should be added.

The tests and answer cards to be given to a particular student are all packed in order for the Student Envelope.

6. Teacher Name Forms

This form contains names of those teachers who are to be requested to complete Teacher Questionnaires. If a named teacher has left the school since the names were selected, his envelope should be given to his replacement if one exists; in such circumstances the name on the front of the Teacher Envelope and Teacher Return Envelope and the Teacher Name Form should be changed. If no replacement exists, a horizontal red line should be drawn through the name on the Teacher Name Form.

**BEST COPY AVAILABLE**General Instructions for Administration

7. It has been suggested that the information for certain questions on the Student Questionnaire can best be supplied by student's parents. If the practice of setting these questions as a home task be adopted, the necessary instructions should be entered here by the National Centers.

8. Testing Room

The ideal room for testing is one in which students will be comfortable, sufficiently well separated from one another so that there will be little opportunity or inclination to seek help from others, and free from distractions of other students coming and going. As far as possible a room should be obtained that will permit good testing conditions.

There should be a test administrator to each room. He/she should be directly responsible for administering the tests. If at all possible, there should be an Invigilator (Proctor) who should patrol the room quietly, and ensure that answers are given in the correct places and in the correct way. However, no help should be given to students on any of the questions in the cognitive and attitudinal instruments. Help in completing questionnaire material is, however, permissible. Specific directions for each instrument are given in Manual 3.

If more than 25 or 30 students are being tested at the same time, it would be desirable to have additional assistant(s) to help with passing out papers and invigilating (proctoring) the tests.

The answer cards are to be completed in pencil only. It is, therefore, necessary for a sufficient supply of sharpened pencils to be available. A supply of rubbers (erasers) is also required.

The following are special instructions to be included for schools which are administering Foreign Language Listening and Speaking tests.

The administration of Reading and Writing tests in French and English poses no special problem. For the Listening and Speaking tests, on the other hand, the quality of sound reproduction is crucial. This means that the school must have available reliable tape-recorders in good working order and must arrange adequate facilities for students' responses to the speaking tests. Please observe the following points in the administration of these tests:

- a. Use a good quality tape-recorder with an adequate loud-speaker (either separate or built in). This machine must be able to play preferably 7 inch (18 centimeters) reels or at least 4 inch (10 centimeters) reels at a speed of 7-1/2 inches per second (19 centimeters per second) or 3-3/4 ips (9.5 centimeters per second).
- b. The French Listening and Speaking test master tapes have been recorded at a speed of 7-1/2 ips (19 centimeters per second). English Listening and Speaking test master tapes have been recorded at 3-3/4 ips (9.5 centimeters per second). No variation in speed in the reproduction of these master tapes can be permitted.
- c. Student responses to the Speaking test may be recorded at either 7-1/2 ips or 3-3/4 ips. No other variation in speed is permitted.
- d. Tape reels used must not exceed 7 inches (18 centimeters) in diameter.
- e. It is essential that new tapes (bandes vierges) be used to reproduce the student responses to the speaking tests. Previously used tapes which have been cleaned are not suitable for these purposes.
- f. Listening and Speaking tests must be administered in an adequate room and every precaution should be taken to reduce or eliminate extraneous noises. Thus, windows and doors should be closed and precautions taken to eliminate interruption. In the case of the Speaking test, it is essential that the students be tested alone with the test administrator and not in the presence of other students. A language laboratory would be the most suitable room for administering the test, but other rooms (e.g. principal's office/study, school library, etc.) could be used.
- g. Since it is essential that the school and student numbers for each student taking the Speaking test be recorded in French/English on the student response tape, it is essential that the test administrators for the speaking test be able to speak French/English and that they are given the school and student identification numbers by the school coordinator.
- h. It is also important that test administrators for the Speaking tests be thoroughly briefed in the use of the tape recorders.

**10. Briefing Test Administrators**

Manual 3 (Manual for Test Administrators) gives the full details necessary for the actual administration of the tests. It is important, however, that this manual (Manual 2) should also be studied by all Test Administrators. The School Co-ordinator should complete the necessary arrangements for ensuring that the appropriate Student Envelopes are available at each agreed testing session. He should also brief the Test Administrators on what happens to materials at the end of each testing session. (see Manual 3)

**CARE SHOULD BE TAKEN AT ALL TIMES TO ENSURE THAT ANSWER CARDS ARE NEVER BENT OR TORN.**

Administrators should arrange for reading material to be available for those students who finish a test early.

Two points should be particularly stressed to Test Administrators:

- (a) where a student indicates at the beginning of any testing session that the particular test booklet is missing from his envelope, the Test Administrator should supply one to him from the set of spares. If the accompanying answer card is missing (or unsuitable for use) the student should be instructed to mark his responses on the test booklet by clearly circling the chosen response. In this case, it is imperative that the test booklet is returned in the large student envelope to the National Center.
- (b) when students answer the Student Questionnaires (see Manual 3) the Test Administrators should be encouraged to help students answer the questions. Indeed, Test Administrators should check that all items on the Student Questionnaires have been completed by every student. However, no help should be given with attitudinal or cognitive items. (see Manual 3)

**11. Teacher Questionnaires**

The School Co-ordinator is responsible for passing on the Teacher Envelopes to the appropriate teachers and to do everything possible to ensure their return, completed. (Each teacher is expected to fill in only two or three of the parts of the questionnaires. The parts which are appropriate are explained in the questionnaires themselves). Teachers should be requested to insert their completed answer cards into the Teacher Return Envelope which can then be sealed.

The School Co-ordinator should collect the Teacher Return Envelopes for return to the National Center.

**12. School Questionnaire**

The School Co-ordinator is responsible for the completion of the School Questionnaire. It is possible that several senior members of the school staff including the school principal himself (if he, in fact, is not the co-ordinator) will need to be consulted.

When completed, the School Questionnaire should be held ready for return to the National Center.

**13. Returning Materials to National Center**

The School Co-ordinator is responsible for the prompt return of materials to the National Center. All the Student Envelopes, Teacher Return Envelopes and the completed School Questionnaire together with the Student Name Form and Teacher Name Form should be packaged into one parcel and returned to the National Center. Strong packaging must be employed to prevent any damage (bending, tearing, etc.) to answer cards.

All the other materials, (i.e. booklets collected at the end of testing sessions, and remaining spare copies) should either be returned by separate mail to the National Center, or destroyed.

National Centers are to insert here the appropriate arrangements

**14. Reporting Results to Schools**

Regrettably it is not possible for all the many thousands of teachers who have taken part in this research to be thanked personally. However, it is hoped that the School Co-ordinator will pass on the thanks of the National Center to all those who have assisted.

The information which is being returned from each participating school will in due course, find its way into computer storage at the I.E. 's. Computation Center.

The processing of all the information received from approximately half a million students from 16,000 schools in twenty countries will naturally take some time. It is intended, however, that in due course a report will be sent to each school showing the scores of the students in that school in relation to students in similar schools and students in the country as a whole.

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2 IEA/M1 Manual for National Centers  
IEA/M2 Manual for School Coordinators  
IEA/M3 Manual for Test Administrators

Stage 3 IEA/M1/Stage 3 Manual for National Centers  
IEA/M2/Stage 3 Manual for School Coordinators  
IEA/M3/Stage 3 Manual for Test Administrators

The Six-Subject Survey Instruments are available from ERIC Clearinghouse.

In the Six-Subject Survey Data Bank, every questionnaire and test item used is identified by a unique short variable name; the majority of these are formed from the new instrument number (which identifies the IEA instrument by type, population in which used, and subject) and the respective item number within the instrument. However, the instrument number used in the IEA manuals is the number which was in use at the time of testing. Here follows the key to the new instrument numbers, then a listing of the old numbers used in the manuals with the new ones used in the Data Bank.

1: Type of Instrument

E = Examination (student)  
Q = Questionnaire (student)  
T = Teacher questionnaire  
S = School questionnaire

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2: Student Population

1 = I                      6 = II and IV  
2 = II                     7 = I, II and IV  
3 = III                    8 = I and IV  
4 = IV                    S = IV Specialist  
5 = I and II              N = NA: Teacher or School questionnaire

3: Subject

S = Science  
R = Reading Comprehension  
L = Literature  
M = Mother Tongue (Reading Comprehension and Literature)  
E = English as a Foreign Language  
F = French as a Foreign Language  
C = Civic Education  
2 = All Stage 2 Subjects  
3 = All Stage 3 Subjects  
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

<u>New DB No.</u>	<u>Old No.(s)</u>	<u>Population</u>	<u>Title</u>
<u>English Tests</u>			
E2EL	IEA/ENG/IIL	II	Listening Comprehension
E4EL	IEA/ENG/IVL	IV	Listening Comprehension
E2ER	IEA/ENG/IIR	II	Reading Comprehension
E4ER	IEA/ENG/IVR	IV	Reading Comprehension
E6EW	IEA/ENG/II, IVW	II, IV	Writing
E6EC	IEA/ENG/II, IV Sp	II, IV	Speaking (Structural control)
E6EØ	IEA/ENG/II, IV Sp	II, IV	Speaking (Oral Reading)
E2EF	IEA/ENG/II Sp	II	Speaking (Fluency)
E4EF	IEA/ENG/IV Sp	IV	Speaking (Fluency)
<u>English Student Questionnaires</u>			
Q6E1	IEA/20 ENG IEA/40 ENG	II, IV	Questions About Learning English
Q6E2	IEA/20 ENG IEA/40 ENG	II, IV	English Student Questionnaire
<u>English Teacher Questionnaire</u>			
TNE	IEA/TQ7	Not Applicable	Teacher Questionnaire: English as a Foreign Language

## SUBJECT-UNIQUE INSTRUMENTS FOR FRENCH AS A FOREIGN LANGUAGE

<u>French Tests</u>			
E1FL	FR/1	I	Listening
E2FL	FR/6	II	Listening
E4FL	FR/15	IV	Listening
ESFL <sup>d</sup>	FR/24	IVS	Listening
E1FR	FR/2	I	Reading
E2FR	FR/7	II	Reading
E4FR	FR/16	IV	Reading
ESFR <sup>d</sup>	FR/25	IVS	Reading
E2FWS	FR/8	II	Writing (Sentence completion)
E2FWC	FR/9	II	Writing (Composition)
E4FWS	FR/17	IV	Writing (Sentence completion)
E4FWC	FR/18	IV	Writing (Composition)
E7FP	FR/3 FR/10 FR/19	I, II, IV	Speaking (Pronunciation)

French Tests continued

<u>New DB No.</u>	<u>Old No.(s)</u>	<u>Population</u>	<u>Title</u>
E1FC	FR/4	I	Speaking (Structural Control)
E6FC	FR/11 FR/20	II, IV	Speaking (Structural Control)
E6F0	FR/12 FR/21	II, IV	Speaking (Oral Reading)
E1FF	FR/5	I	Speaking (Fluency)
E6FF	FR/13, 14 FR/22, 23	II, IV	Speaking (Fluency)

French Student Questionnaires

Q6F1	IEA/20FR IEA/40FR	II, IV	Questions About Learning French
Q6F2	IEA/20FR IEA/40FR	II, IV	French Student Questionnaire

French Teacher Questionnaire

TNF	IEA/TQ6	Not Applicable	Teacher Questionnaire: French as a Foreign Language
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## SUBJECT-UNIQUE INSTRUMENTS FOR CIVIC EDUCATION

Civic Education Tests

E1C	IEA/CIV/I/COG	I	Civics Cognitive Test
E2C	IEA/CIV/II/COG	II	Civics Cognitive Test
E4C	IEA/CIV/IV/COG	IV	Civics Cognitive Test

Civic Education Student Questionnaires

Q7CH	IEA/CIV/I/HSW IEA/CIV/II/HSW IEA/CIV/IV/HSW	I, II, IV	How Society Works Questionnaire
Q7CA	IEA/CIV/I/AFF IEA/CIV/II/AFF IEA/CIV/IV/AFF	I, II, IV	Affective Questionnaire
Q7CB	IEA/CIV/I/BQ IEA/CIV/II/BQ IEA/CIV/IV/BQ	I, II, IV	Background Questionnaire

Civic Education Teacher Questionnaire

TNC	IEA/TQ8	Not Applicable	Teacher Questionnaire: Civic Education
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## STAGE 3 INSTRUMENTS COMMON TO ENGLISH, FRENCH AND CIVIC EDUCATION

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Word Knowledge Tests

<u>New DB No.</u>	<u>Old No.(s)</u>	<u>Population</u>	<u>Title</u>
E15W <sup>e</sup>	IEA/10WK	I	Word Knowledge Test
E25W <sup>e</sup>	IEA/20WK	II	Word Knowledge Test
E45W <sup>e</sup>	IEA/40WK	IV	Word Knowledge Test

Student Questionnaires

Q13G	IEA/10GEN	I	General Student Questionnaire
Q63G	IEA/20GEN IEA/40GEN	II, IV	General Student Questionnaire
Q13A	IEA/10ATT	I	General Attitude and Descriptive Scales
Q63A	IEA/20ATT IEA/40ATT	II, IV	General Attitude and Descriptive Scales

Teacher General Questionnaire

TN3	IEA/TQ5	Not Applicable	Teacher Questionnaire: General Section
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School Questionnaire

SN3	IEA/SQ2	Not Applicable	School Questionnaire
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<sup>e</sup>N.B. Same as Stage 2.

I. E. A.

MANUAL 3

MANUAL FOR TEST ADMINISTRATORS (IEA/M3/STAGE 3)

**Instructions for Administration of Stage 3 Instruments**

Population I

Population II

Population IV (and IVS)

# STAGE 3

Manual 3  
revised

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## Accompanying Notes to National Centers

1. This Manual is divided into three sections: Population I, Population II and Population IV. Instructions for administration of IVS instruments are included with the Population IV instructions.

The Manual consists of instructions to the test administrator and instructions which the test administrator reads to the students. The former are single spaced and flush to the margin. The latter are double spaced and indented. It is hoped that when the Manual is translated and produced by National Centers, some similar method will be adopted so that it will be absolutely clear to the test administrator what he is to do and say to the students.

2. When translating the Manual, National Centers should check that the translations of the instructions agree exactly with those written on the instruments themselves. This is obviously important when the teacher is reading aloud what is printed in the student booklets. A double check should be made that the Manual always agrees with the instruments as translated and produced by the National Center.
3. Any changes in testing schedule, administration procedures, etc., which the National Center decides upon must be incorporated into this Manual. Please notify Dr. Postlethwaite of any such changes.
4. Please note that for Civic Education tests (How Society Works, Affective Scales and Background Questionnaire) two sets of directions are provided, one for National Centers not using MRC cards for these instruments and one for those which are using MRC cards. National Centers should select the appropriate set of directions for inclusion in the test administrator's booklet.
5. In several places throughout the Manual, page numbers of the test booklets are left blank. National Centers should fill in the number of the page as it appears in their national version of the instrument.
6. The word confidential is used several times in the general instructions to instruments. It is felt that this term may be too difficult for ten-year-old children, and National Centers may wish to explain the meaning or to replace confidential with another word. This change should be made both in Manual 3 and on the instruments affected.

**General Instructions**

- A. The tests and questionnaires should be answered in pencil. Students should be provided, beforehand, with a sharpened pencil and an eraser. An adequate supply of spare pencils should be available.
- B. The materials to be given to the students are arranged in booklets. In general, booklets contain both test and questionnaire sections.
- C. The time limits given in the table below while they are to be followed exactly in the case of the tests, are intended only as a guide for the other materials and may be extended if it is necessary in order to obtain answers to all questions from all students.

National Centers give timetable.

Some help may be given to individual students if they are unsure of their answers to factual questions on the questionnaire sections, but no help should be given on the opinion sections or any test.

(National Centers - see General Notes for Student Questionnaires)

- D. If National Centers intend to administer the National Option French Tests, then the necessary instructions should be included here about the apparatus and materials that will be required.

In the case of a student not having a particular test booklet in his envelope, the test administrator should hand him a spare booklet from his set of spares. In the case of an MRC card being missing, the student must be instructed to answer by circling the chosen response on the booklet. In this case the booklet must be returned in the envelope to the National Center.

I.E.A.

MANUAL 3

MANUAL FOR TEST ADMINISTRATORS (IEA/M3/Stage 3)

POPULATION I

Civic Education

- Session 1 - Cognitive
- Session 2 - How Society Works
- Session 3 - Affective Scales
- Session 4 - Background Questionnaire
- Session 5 - Word Knowledge Test, General Questionnaire and  
General Attitude and Descriptive Scales

French as a Foreign Language

- Session 1 - Reading Comprehension and Listening Comprehension
- Session 2 - Word Knowledge Test, General Questionnaire and  
General Attitude and Descriptive Scales
- Individually Administered - Speaking Test

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Population I

Detailed Instructions for Administration

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Population I

## Civic Education

Session 1 · Civic Education Cognitive (Section 1 of Booklet 26, 35 minutes<sup>\*</sup>)

### Test Administrator's Requirements

1. One student envelope marked with his name for each child taking the test.
2. Extra test booklets
3. A supply of sharpened pencils
4. A watch or stopwatch
5. Scrap paper, so that any children who finish the test early will be able to occupy themselves quietly without disturbing those who have not finished.

The instructions that follow should be read by the test administrator clearly and with emphasis; no attempt should be made to commit them to memory. The wording given should be followed exactly whenever possible. When the students are in the room and quietly seated distribute the student envelopes. Students should check that they have received the envelope with their name on it. Then the following statement should be made:

This school has been chosen as one of those in (name of country) to take part in an international project to study what young people know and think about their nation and others. Different nations from all over the world are taking part in this study. You will probably find some parts of the test easy; some you are likely to find hard. Do your best on all the questions. Listen carefully to the instructions as they are given, follow them exactly, and do the best you can.

First we are going to do a test to see what you know about how our nation works and its relations with the rest of the world. Take out Booklet 26 from your envelope but do not open it until I tell you to do so.

Make sure students have taken out the correct booklet. Then say:

Before you start the test, there are two practice examples to make sure that you understand what to do. The practice examples do not count in the test. Now look at the directions on the front of Booklet 26 and follow along silently as I read them aloud.

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\* National Centers may allow more time. See Manual 1, Section 5.

Each of the questions or incomplete statements in this test is followed by five possible answers. You are to decide which one of these answers is best.

Mark your answer by putting a tick (✓) in the appropriate space on the test booklet. If you want to change an answer, be sure to erase the old mark completely. You will have 35 minutes to answer the 41 questions in this test. This is NOT a test on which you will be graded. Therefore, do NOT guess at any answer unless you are fairly sure that you know the answer. If you are unsure of the answer, simply leave it blank. You must mark your answer by putting a tick next to the answer you have chosen. For example:

P1. Which one of the following is a nation?

- A. Tokyo \_\_\_\_\_
- B. Australia \_\_\_\_\_
- C. Copenhagen \_\_\_\_\_
- D. Montreal \_\_\_\_\_
- E. Cairo \_\_\_\_\_

Pause for the students to answer. Then say:

Since Australia is a nation and the others are only cities, you should choose the answer numbered B. On your test booklet you should put a tick next to the answer numbered B. This is how the example should be marked on your test booklet:

- A. Tokyo \_\_\_\_\_
- B. Australia \_\_\_\_\_ ✓
- C. Copenhagen \_\_\_\_\_
- D. Montreal \_\_\_\_\_
- E. Cairo \_\_\_\_\_

Check that all students have understood how to mark the answer. Then say:

Here is another kind of question which you will see in this test.

Tick the answer you think is correct:

P2. Only four of the following are national capitals. Which one is NOT the capital city of its country?

- A. Paris, France \_\_\_\_\_
- B. New Delhi, India \_\_\_\_\_
- C. Berne, Switzerland \_\_\_\_\_
- D. Barcelona, Spain \_\_\_\_\_
- E. Oslo, Norway \_\_\_\_\_

Pause for the student to answer. Then say:

The answer to this question is D, because each of the other four cities is a capital city. Madrid is the capital of Spain. Therefore, Barcelona is NOT the capital city of its country, Spain - so the correct choice is D and you should have put a tick after D in the test booklet.

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Population I

Make sure that all students have answered the practice items correctly.  
Then say:

Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

The rest of the test is just like the practice examples which you have done. You will always put a tick next to the answer you choose. If you make a mistake and want to change your answer, erase your first answer completely and then tick the answer you think is right. Do NOT tick two answers for any question.

Pause to answer any questions about the instructions given so far. Repeat any part of the instructions which the children do not appear to have understood, but do not volunteer any extra information. Then say:

Now we are ready to begin. Try to answer every question, but do not spend too much time on any one question. If a question seems too difficult go on to the next one. Remember that no-one is expected to get all the answers right. Just do your best. If you finish ahead of time, you may look back over your work, but don't stop working until you have finished all that you can do. If your pencil breaks during the test, raise your hand and you will be given a new one. **THERE MUST BE NO MORE QUESTIONS NOW.** Ready? Turn over the page and begin.

Make a note of the time when 'begin' is said. When 30 minutes have passed say:

There are 5 minutes left.

When 35 minutes have passed, tell the children to put their pencils down and close their test booklets. The booklets should be replaced in the student envelope.

Civic Education

Session 2 - How Society Works (Section 2 of Booklet 26, 35 minutes)

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When the students have been seated, pass out the student envelopes and ask the students to take out Booklet 26. Check that every student has the envelope with his name on it and that all have taken out the correct booklet. Then say:

Open your test booklet to section 2 on page\_\_, and follow along silently as I read the directions aloud.

On the next few pages we shall give you a chance to explain how society works.

On each page you will find a heading, such as Elections, Taxes, Police and so on; underneath each of these we have given you a set of descriptions, to say what they do or how they work. Read each of these carefully, then put a tick in the right column, under

Does this almost always,

Does this fairly often,

Does this sometimes, or

Does this almost never.

If you really don't know the answer, put a tick under 'Don't know'. If you want to change an answer, be sure to erase the old mark completely.

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National Centers: if National Option open-ended questions are being used, add the following:

At the bottom of every page, we have left you a space in which you can give us your own explanations of how things work.

-----  
Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

You will be given 35 minutes to complete this test. Now turn over the page and begin.

Make a note of the time. When 35 minutes have passed, say:

Stop. Put down your pencil, close your test booklet and replace it in the student envelope.

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Civic Education

Session 3 - Affective Scales (30 minutes)

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When the students have been seated, pass out the student envelopes and ask the students to take out Booklet 27. Check that every student has the envelope with his name on it and that all have taken out the correct booklet. Ask the students to follow along silently as you read the following directions from the front of the booklet:

These questions are being given to a number of children in several countries to find out what they think. For these questions there are no right or wrong answers, so this is NOT a test. We just want to know what you think. Your answers are CONFIDENTIAL, so be as truthful as you can.

Mark your answer by putting a tick in the appropriate space on the test booklet. If you want to change an answer, be sure to erase the old mark completely.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

You will have 30 minutes to complete the questions in this booklet.  
Now turn over the page and begin.

Make a note of the time when the students begin the test. After 30 minutes say:

Stop. Close your booklet and replace it in the envelope.

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## Session 4 - Background Questionnaire (30 minutes)

When the students have been seated, pass out the student envelopes and ask the students to take out Booklet 28. Check that every student has the envelope with his name on it and that all have taken out the correct booklet. Ask the students to follow along silently as you read the following directions from the front of the booklet:

These questions are being given to a number of children in several countries to find out what they think. For these questions there are no right or wrong answers, so this is NOT a test. We just want to know what you think or do. Your answers are CONFIDENTIAL, so be as truthful as you can.

Mark your answer by putting a tick in the appropriate space on the test booklet. If you want to change an answer, be sure to erase the old mark completely.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

You will have 30 minutes to complete the questions in this booklet.

Now turn over the page and begin.

Make a note of the time when the students begin the test. After 30 minutes say:

Stop. Close your booklet and replace it in the envelope.

## Session 5 - Word Knowledge Test, General Questionnaire and General Attitude and Descriptive Scales.

## Detailed Instructions for Administration

## Population I

French as a Foreign Language

Session 1 - French Reading Comprehension (20 minutes)  
French Listening Comprehension (20 minutes)

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National Centers are to select those parts of the instructions which are relevant to the tests being administered in their country. Note that since instructions are given in the native language, National Centers will have to fill in the name of the mother tongue at various indicated places throughout these administration instructions. N.B.: Scripts of appropriate Listening and Speaking test tapes must be attached to the end of each administration booklet.

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Reading Test

This test is a group test of reading comprehension in French. It is intended for children in the 10.0 - 10.11 age range who are currently learning French as part of their regular schooling. The test contains 35 picture items of a multiple-choice type, preceded by 5 practice items to familiarise the children with the test procedure.

No instructions are printed in the student's test booklets. The test administrator will give all instructions for the test orally in (National Centers fill in mother tongue). The maximum time allowance for the test is 20 minutes.

Listening Test

This is a group test of Listening comprehension in French. It is intended for children in the 10.0 - 10.11 age range who are currently learning French as part of their regular schooling. The test contains 35 picture items of a multiple-choice type. These are preceded by 5 practice items to familiarise the children with the test procedure. The practice examples are numbered P1 - P5 to distinguish them from the actual test items.

All instructions for the test, including the numbering of the items, are given in (mother tongue). Each item is spoken once only and is followed by a 10-second pause, during which the children indicate their answers by writing "A", "B", "C" or "D" in their test booklets. The total running time for the Listening test tape is approximately 20 minutes. The tape should be played at a speed of 7-1/2 ips or 19 centimeters per second. An extra pause of 10 seconds is provided after each set of 5 items to give the children time to turn the page.

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On the day of testing you will require:

For the Reading Comprehension Test:

1. One student envelope marked with his name for each child taking the test
2. Extra test booklets
3. A supply of sharpened pencils
4. A watch or stopwatch
5. Scrap paper, so that any children who finish the test early will be able to occupy themselves quietly without disturbing those who have not finished.

For the Listening Comprehension Test:

1. A good tape recorder with an adequate speaker
2. The Listening test tape
3. One student envelope marked with his name for each child taking the test. (If the National Center is testing both Listening and Reading, obviously there will be only one student envelope which will contain booklets for both tests.)
4. Extra test booklets
5. A supply of sharpened pencils.

The instructions that follow should be read by the test administrator clearly and with emphasis, no attempt should be made to commit them to memory. The wording given should be followed exactly whenever possible.

When the students are in the room and quietly seated, the following statement should be made:

This school has been chosen as one of those in (name of country) to take part in an international project to study how young people learn French. Different countries from all over the world are taking part in this study. You will probably find some parts of the tests easy; some you are likely to find hard. Do your best on all the questions. Listen carefully to the instructions as they are given, follow them exactly, and do the best you can.

Distribute the student envelopes. Students should check that they have received the envelope with their name on it. Then say:

We are going to do a test to see how well you can read French. Take out Booklet 24 from your envelope but do not open it until I tell you to do so.

Before you start the test, you are going to do some practice examples to make sure that you understand what you have to do. The practice examples do not count in the test, so your score on them will not change your final mark. Now open your test booklet so that you are looking at the first page of pictures.

Check quickly that all children are in fact looking at Page 1, then say:

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You will notice that the pictures are arranged in sets of 4 and that each set of pictures has a sentence written below it. The sentence is about 1 of the 4 pictures. Now read the sentence below the first set of pictures and decide which picture the sentence is about.

Pause for the students to answer. Then say:

The sentence is about picture 'B', so 'B' is the right answer. You will see that 'B' has been written in the box at the right-hand side of the page. That is where the answer goes: in the box beside the pictures.

Now read the second sentence. Decide which picture the sentence is about, then write your answer in the box.

Pause while the children do this. Then say:

Which letter did you write in the box? ..... Yes, 'D' is the correct answer. You should have written 'D' in box number P2. Write it in now, if you have not already done so.

Pause to answer any questions arising from the instructions given so far. Repeat any part of the instructions which the children do not appear to have understood, but do not volunteer any extra information. Avoid translations and explanations of vocabulary. Then say:

Now go on and do the other 3 practice examples on this page. If you should want to change your answer, you must cross it out carefully and then write the new answer just below the box. (Demonstrate on the board, if necessary). When you have finished the practice examples, put your pencil down. Do not turn the page until I tell you to do so.

When all the children have attempted the practice examples on Page 1, tell them that the correct answers are as follows:

P3 - C

P4 - A

P5 - C

If any child appears confused, repeat the instructions in detail, but do not volunteer any extra information. Then say

Now you have done all the practice examples. The rest of the test is just like the practice examples which you have been doing. You must always write your answers in the box at the end of the row. If you make a mistake and want to change your answer, cross out your answer and write the correct answer just below the little box. Do not write the new answer on top of the old one, or you will score no marks for that question.

Pause to answer any questions arising from the instructions given so far. Repeat any part of the instructions which the children do not appear to have understood, but do not volunteer any extra information. Then say:

Right, now we are ready to begin. Try to answer every question, even if you have to guess the answer sometimes. Remember that no-one is expected to get all the answers right. Just do your best. If you finish ahead of time, you may look back over your work, but don't stop working until you have finished all that you can do. When I say 'begin', turn over to Page 2 and go on with the test. **THERE MUST BE NO MORE QUESTIONS NOW. Ready? Begin!**

Make a note of the time when 'Begin' is said. Those children who finish early should be allowed to draw quietly until the rest of the class have finished the test. When 20 minutes is up tell the children to put their pencils down and close their test booklets. Allow a 5 or 10 minute break before the next test is given.

### French Listening Test

#### Procedure

The tape recorder should be ready for use, with the volume level properly adjusted, before the children assemble. Please ensure that the tape-recorder is clearly audible in all parts of the room. (It is a wise precaution for the Test administrator to listen to the whole of the test tape privately, before the day of testing, to make sure that it is complete and in good order.)

When the children have been seated again say:

Now we are going to do a test to see how well you can understand French you hear spoken. Take booklet 25 out of your envelope. Do not open the test booklet until I tell you to do so.

Before you start the test, you are going to do some practice examples to make sure that you understand what you have to do. The practice examples do not count in the test so your score on them will not change your final mark. Now open your test booklet, so that you are looking at the first page of pictures.

Check quickly that all children are in fact looking at Page 1. Then say:

You will notice that the pictures are arranged in sets of four. Each set of pictures has a number. You will see that the sets of pictures on this page are numbered P1 to P5 down the left-hand side of the page. Each picture in the set has its own letter - either 'A', 'B', 'C' or 'D' - in the top right-hand corner of the picture.

Down the right-hand side of the page, at the end of each set of pictures, you will see an empty box with the number of the set of pictures written above it. This is where you will put your answer. You will always write the answer in the empty box at the end of the row.

Pause to answer any questions arising from the instructions given so far. Repeat any part of the instructions which the children do not appear to have understood, but do not volunteer any extra information. Continue as follows:

When I start the tape-recorder, you will hear a voice telling you the number of the set of pictures in (mother tongue), and then you will hear a sentence spoken in French. Listen carefully to the sentence while you are looking at the set of pictures. The sentence will be about one of the pictures in the set of four.

When you have decided which picture the sentence is about, look at the top right-hand corner of the picture to see which letter is written there. This letter is the answer.

So, if you thought that the sentence was about picture 'B', you would write 'B' in the box at the end of the row.

Pause to answer any questions arising from the instructions given so far. Repeat any part of the instructions which the children do not appear to have understood, but do not volunteer any extra information. Then say:

Now we are going to do the practice examples together. Pick up your pencil and keep your test booklet open at the first page. I am going to start the tape-recorder and you will hear the first sentence spoken in French. Listen carefully to the sentence while you are looking at the first set of pictures.

Start the tape running. The script of the test begins as follows:  
"Listening Test ..... Practice one ..... C'est un oiseau .

Stop the tape immediately after the word "oiseau". Say:

Which picture do you think the sentence was about?

Pause for students to answer. Then say:

It is about picture 'B', so 'B' is the correct answer. You will see that 'B' has been written in the box at the right-hand side of the page. That is where the answer goes: in the box beside the pictures.

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You will notice that the box has the number P1 above it. That is to show that box number P1 belongs to the first set of pictures. All the boxes are numbered so that when you hear the voice say the number of the set of pictures, you will know that your answer must go in the box with the same number above it.

Pause to answer any questions arising from the instructions given so far. Repeat any part of the instructions which the children do not appear to have understood, but do not volunteer any extra information. Then say:

Now listen to the second sentence. When you have heard the sentence, decide which is the correct picture, then write the correct letter in the box at the end of the row. Listen carefully.

Start the tape again. After a pause, the voice will say: Practice Two  
..... Les poissons sont dans l'eau."

Stop the tape immediately after the word 'eau'. Pause, then say:

What letter did you write in the box? ..... Yes, 'D' is the correct answer. You should have written 'D' in box number P2. Write it in now, if you have not already done so. Now we will listen to the third sentence. Which box will you put your answer in this time? ..... That's right - in box P3, because it will be the answer to the sentence P3. Listen carefully now.

Start the tape again. After a pause, the voice will say: Practice Three  
..... Le bébé tient son jouet dans ses bras.

Stop the tape immediately after the word 'bras'. Pause, then say:

What letter have you written in box P3 ..... That's right: Letter 'C'. Picture 'C' is the correct one, so you should have written 'C' in box P3. Now listen to Practice sentence 4 and write the correct answer in box P4.

Start the tape again. After a pause, the voice will say: Practice Four  
..... C'est un gros chat.

Stop the tape immediately after the word 'chat'. Pause, then say:

What letter have you written in box P4? ..... That's right: Letter 'A', because picture 'A' is the correct one. Now listen to Practice sentence 5. Write the correct letter in box P5 when you have listened to the sentence.

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Start the tape again. After a pause, the voice will say: Practice Five .....  
Les enfants jouent dans le jardin .

Stop the tape immediately after the word 'jardin . Pause, then say:

What letter have you written in box P5? ..... That's right 'D' is the correct answer.

Now you have done all the practice examples. The rest of the test is just like the practice examples which you have been doing. You will always hear the number of the set of pictures in (mother tongue) followed by a sentence in French. You must always write your answer in the box at the end of the row. If you make a mistake and want to change your answer, cross your answer out and write the correct answer just below the little box. Do not write the new answer on top of the old one, or you will score no marks for that question.

Try to answer every question, even if you have to guess the answer sometimes. Remember that no-one is expected to get all the answers right. Do your best and be careful always to write your answer in the box which has the same number as the set of pictures.

Ask the children if they wish to ask any more questions before the test begins. Explain that they will not be able to ask questions once the tape has been switched on again. Repeat any part of the instructions which the children do not appear to have understood, but do not volunteer any extra information. Then say:

I am going to start the tape in a moment. THERE MUST BE NO MORE QUESTIONS. Turn to page 2 of your booklet and be ready to start when you hear the voice say 'one'. Keep absolutely quiet and listen carefully to the tape.

Start the tape again. After a pause, the voice will say: 'One ..... La petite fille chante'.

The complete script of the Listening Test is given at the end of this document. While the tape is running, check quietly that all children are turning their pages at the appropriate time and indicating their answers in the correct manner. DO NOT ALLOW ANY QUESTIONS AT ALL WHILE THE TAPE IS RUNNING. If sudden aircraft or traffic noises or any other interruption should prevent the children from hearing an item, stop the tape and re-play the item in question. Note the occurrence on the front page of one of the test booklets.

After item 35, there will be a 10-second pause. The voice will then say: ..... That is the end of the test.

Switch off the tape-recorder at this point. Tell the children to close their test booklets and replace them in the student envelope.

FRENCH SPEAKING TEST (individually administered, 9 minutes per student)

This test must be administered on an individual basis. It requires the use of 2 tape-recorders: one to play the test tape, the other to record the student's responses. The Speaking Test should be given in a quiet room, where background noises will not interfere with the recording nor distract the child. The test contains 3 sections: Pronunciation; Structural Control; and Fluency. The Pronunciation section contains 19 items, the first 8 of which serve as untimed practice examples to familiarise the child with the test procedure. In this section the child is required to listen to and repeat a number of brief but complete and meaningful sentences. The Structural Control section contains 12 items, of which the first 2 are practice examples. In this section of the test, the child is required to answer a series of questions, each question relating to a simple drawing. In the Fluency section, the child will be required to describe a single picture in some detail. He will be given a choice of 2 pictures.

Requirements

On the day of testing you will require:

1. Two tape-recorders, one with microphone attachment.
2. The Speaking Test tape (Population I)
3. The Administration instructions.
4. The Population I test booklet.
5. Blank tape. (For recording the child's responses)
6. Note of school identification number and list of student identification numbers to be recorded in French.

Procedure

The tape-recorders should be ready for use before the first child enters the room to take the test. Test Administrators are advised to listen to the whole of the test tape privately, before the test period, to make sure that it is complete and in good order. The tape-recorder with the microphone attachment should be threaded with blank tape, switched on and ready to record. The child will need to sit at a table or desk, so that he can have the Speaking test booklet placed in front of him at the appropriate moment. Make sure that he is seated where he can speak clearly and directly into the microphone. (If necessary, practice making a trial recording with a child who is not going to take the actual test.) The second tape-recorder should be threaded with the Speaking master-tape, switched on and ready to play. Make sure that the volume level is properly adjusted before the first child to be tested enters the room. The tape-recorder should be set to play at 7-1/2 ips (19 centimeters per second). The second tape recorder threaded with the blank tape should be set to record at either 7-1/2 ips or 3-3/4 ips (9.5 centimeters per second).

When adequate recording facilities have been set up, switch on the student response tape and record in French the school number and the number of the student being tested. Thus... "Ecole quatre vingt trois, Elève zero zero trois". Also write the student's identification number on the Student Identification Record Sheet which is provided at the end of this booklet, Then call the first student in, make sure that he settles down comfortably and say:

Today you are going to do a test to see how well you can speak French. In the first part of the test, you are going to repeat some sentences in French. We are going to do some practice examples first, to make sure that you understand what you have to do. The practice examples

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When I start the tape, you will hear the name of the test spoken in (mother tongue) and then the first practice sentence, spoken in French. I want you to listen carefully to the sentence and then repeat it as soon as you have heard it. Each sentence will be spoken twice, so listen carefully and then repeat what you have heard.

Start the master-tape. The script of the test begins as follows: "Speaking Test - Population I ..... Pronunciation ..... Quelle heure est-il? ..... Quelle heure est-il? ....."

Stop the tape immediately after the word "il" and pause for the child to repeat the phrase. Do not tape-record the child's responses to the practice examples.

If the child appears confused, or makes no response, repeat any part of the instructions which he does not appear to have understood, but do not volunteer any extra information. Then say:

Now listen to the second sentence and repeat it as soon as you have heard it twice.

Start the master-tape again. After a pause the voice will say: "..... Elle est là-bas ..... Elle est là-bas ....."

Stop the tape immediately after the word "là-bas" and pause while the child repeats the phrase. Then start the master-tape again. After a pause, the voice will say: "..... Il fait chaud ..... Il fait chaud ....."

Stop the tape immediately after the word "chaud" and pause while the child repeats the phrase. Then say:

The rest of this part of the test is just like the practice examples which you have just done. There will be 16 more short sentences and you are to repeat each one as soon as you have heard it twice.

Listen very carefully

Make sure the child understands what he has to do and explain to him that, once the tape has been switched on again, he will not be able to ask any more questions.

When this has been done, make sure that the student is ready to begin, and then switch on both the master-tape and the student response tape. The script of the master-tape continues as follows: "..... Tout est fini ..... Tout est fini ..... La nuit est tombée ..... La nuit est tombée ....." There is a pause of approximately 6 seconds between each item. When the child has repeated item 19 ('Elles servent la soupe'), stop both tape-recorders. Allow the child a few moments' break before continuing with the Structural Control section of the test.

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When the child is ready to continue, say:

Now we are going to do the second part of the test. We will do some practice examples first, to make sure that you understand what you have to do.

Hand the child the Speaking Test booklet, opened at the page headed 'Structural Control - Population I' and say:

In this part of the test you will be asked one question about each of these 12 pictures. The first 2 questions are just for practice and do not count in the test. You will hear a question in French and then you will be given time to reply. Listen carefully to each question, because it will only be asked once. Try to answer each question as soon as you have heard it. If you do not understand a question or cannot answer it, you can say 'Je ne sais pas'. Try to answer each question with a whole sentence, not just a single word like 'oui' or 'non'.

Now look at the first picture and listen to the first question just for practice.

Switch on the master-tape again. After a pause the voice will say: 'Structural Control ..... 1 ..... Que font les enfants?'

Stop the tape and pause for the child to reply. Do not tape-record the child's replies to the practice examples.

If the child is unable to reply or appears to have misunderstood the instructions, prompt him with a reply such as: 'Les enfants dansent' or 'Ils dansent'. Then say:

Now let's listen to the next question.

Start the tape again. After a pause the voice will say: '2 ..... Quel temps fait-il?'

Stop the tape and pause for the child to reply. If the child is unable to reply, or replies incorrectly, prompt him with a reply such as: 'Il pleut' or 'Il fait mauvais'. Repeat any part of the instructions which he does not appear to have understood. Emphasise that each sentence in French refers to the picture bearing the same number. Then say:

The rest of this part of the test is just like the practice examples which you have just done. Listen carefully to each question and then try to answer it. Don't worry if there is a question which you do not understand. Just answer 'Je ne sais pas'. Just do your best. There will be 10 more questions. Each question will be about one of the pictures you have in front of you.

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When the child is ready to begin, say:

There must be no more questions now. Look at picture number three and be ready to listen to question three when I switch on the tape.

Start both the master-tape and the child's response tape. The script of the master-tape continues as follows: '3 ..... Qu'est-ce que c'est?'

From now on, do not prompt the child or react in any way to his responses. There are 10 actual items in this part of the test, each item followed by a pause of 15 seconds.

When the child has answered item 12 ("Qu'est-ce qu'il y a sur la table?") stop both tape-recorders.

The final section of the test, - Fluency - is a free-response section and so does not require a master-tape. Tell the child to turn to the page headed "Fluency Population I" and tell him that he is to choose one of the two pictures to describe in French. Tell him that he may say anything he likes about the picture he has chosen, provided that it is in French. Tell him he has a minute to think about what he is going to say. After a minute say:

We are now ready to begin. You will only have a short time to talk about your picture so be ready to begin as soon as I give you a signal to start.

Start the tape on which the child's responses have already been recorded. Signal the student to begin. After 30 seconds switch off the tape-recorder.

Tell the student that he has finished the test. Switch on the tape-recorder and let the student response tape run for a few seconds so that there is a space before you record the number of the next student to be recorded.

Please write on the outside of the box containing the student's tape the number of the school and the number of each student recorded on that tape.

Rewind the master-tape. Remove the picture-booklet from the child's table before the second child enters. Proceed as with the first child until all the children selected for the Speaking Test have been tested. The full script of the Speaking Test - Population I, master-tape is provided at the end of this document.

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Population I

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Word Knowledge Test, General Questionnaire, General Attitude and Descriptive Scales

Session 5 (with Civic Education) (30 minutes)  
Session 2 (with French)

When the students have been seated, pass out the student envelopes and ask the students to take out Booklet 29. Check that every student has the envelope with his name on it and that all have taken out the correct booklet. Ask the students to follow along silently as you read the directions from the front of the test booklet:

In this test, words are given to you in pairs. In each pair, the two words have something in common. You must decide whether the words mean nearly the same thing, or nearly the opposite thing, with respect to what they have in common.

If you think the words have the same meaning, draw a ring around the '+'.

If you think the words have the opposite meaning, draw a ring around the 'O'.

Put the following example on the blackboard: high low + O  
Then say.

The two words 'high' and 'low' both refer to height. However, they are nearly opposite in meaning. Therefore, you should draw a ring around the 'O' like this.

Draw a ring around the 'O' on the board. Then say:

For each of the following pairs, draw a ring around the '+' or the 'O'. You should attempt every item for which you think you know the answer, but do not guess if you have no idea of the answer.

If you change your mind, you must erase the ring completely and then put a ring around your other choice. Are there any questions?

Answer any questions. Try to be sure that all students understand how they are to mark their answers. Continue as follows:

You will have 10 minutes for this test. Work as quickly as you can, and do not waste time on words you do not know. Now turn over to the first page of Booklet 29 and do the questions in Section 1.

Note what time it is when the group starts. After 5 minutes say:

About half the time is gone.

After 10 minutes say:

Stop working and put your pencils down.

Then say:

The questions in the next section of the test are about you and what you do. Answer them as accurately as you can. If you have any difficulty about understanding what is wanted by a particular question, please ask me. You should be able to answer all the questions within 15 minutes. Now open your test booklet and begin Section 2.

Help may be given to any student who appears to be in difficulty. It will be appreciated that the information requested in this section should be as accurate as possible and every assistance should be given to attain this end. Please ensure, as far as possible, that every student has given a response to every question.

After all students have completed Section 2 say:

That is the end of Section 2. We are now ready to start Section 3. Follow the directions on the first page of Section 3 as I read them to you.

These questions are being put at a large number of students in different countries to find out what they think about themselves and the schools they attend. This is NOT a test. There are no right or wrong answers. We just want to know what you think. Your teacher will not see your answers. Mark your answers by putting a tick in the appropriate space on the test booklet. If you want to change an answer, be sure to erase the old mark completely. Now turn the page and begin.

When all the students have finished, say.

Please close your booklet now and replace it in the large envelope on your desk.

I.E.A.

MANUAL 3

MANUAL FOR TEST ADMINISTRATORS ( IEA/M3/Stage 3)

POPULATION II

Civic Education

- Session 1 - Cognitive
- Session 2 - How Society Works
- Session 3 - Affective Scales
- Session 4 - Background Questionnaire
- Session 5 - Word Knowledge Test, General Questionnaire, and  
General Attitude and Descriptive Scales

French as a Foreign Language

- Session 1 - Reading Comprehension and Listening Comprehension
- Session 2 - Writing, Questions about Learning French and  
French Student Questionnaire
- Session 3 - Word Knowledge Test, General Questionnaire and  
General Attitude and Descriptive Scales
- Individually Administered - Speaking Test

English as a Foreign Language

- Session 1 - Reading Comprehension
- Session 2 - Listening Comprehension and Writing
- Session 3 - Questions about Learning English and  
English Student Questionnaire
- Session 4 - Word Knowledge Test, General Questionnaire and  
General Attitude and Descriptive Scales
- Individually Administered - Speaking Test

Notes to National Centers:

1. If the same students are being tested in more than one subject area, instructions for use of MRC cards should be given in the Test Administrator's booklet only for the first subject being tested.
  2. If foreign language Listening Comprehension and Speaking tests are being administered, scripts of the tapes should be attached at the end of the Test Administrator's booklet.
  3. The Test Administrator's booklet for each subject should contain those parts of the instructions contained in this Manual which are relevant to the tests being administered in the country. National Centers should select only those sections which deal with instruments they are administering in their testing program.
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Detailed Instructions for Administration

Population II

Civic Education

Session 1 - Civic Education Cognitive (Section 1 of Booklet 38, 35 minutes)

The test administrator will need the student envelope for the students he is supervising. The student envelopes (still closed) should be handed out to the students, who are to check that they have received the envelope with their name on it.

The instructions that follow should be read by the test administrator clearly and with emphasis; no attempt should be made to commit them to memory. The wording given should be followed exactly wherever possible. When the students are in the room and seated, the following statement should be made:

This school has been chosen as one of those in (name of country) to take part in an international project to study what young people know and think about their nation and others. Different nations from all over the world are taking part in this study. You will probably find some parts of the tests easy; some you are likely to find hard. Do your best on all the questions. Listen carefully to the instructions as they are given, follow them exactly, and do the best you can.

Open the envelope in front of you and take out booklet 38. Do not open the booklet until you are told to do so.

See that all students have taken out the correct booklet, then say:

For this test we shall use a special answer card that is separate from the test itself. With this answer card, all the tests can be scored quickly and accurately by a special machine. From your envelope, take out the smaller envelope and check that your name is written on it. The small envelope contains your answer cards. Be careful not to tear or bend them. Take out the card marked 22. Put the small envelope back inside the larger envelope and place it on the top of your desk (table). The answer card is a little tricky to mark the first time you use it, so listen to the instructions and follow them carefully.

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Population II  
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For the questions you will be asked in this section there are five possible answers. These are indicated on your answer card by a row of ovals like this.

Put a sample on the blackboard like this:

Ⓐ   Ⓑ   Ⓒ   Ⓓ   Ⓔ

Say:

Look at what I have put on the board. There are five choices, A, B, C, D, E. If you think the correct answer to a question is the one marked C, you should blacken the oval marked C with a solid pencil mark like this.

Fill in the oval C on the board.

If you change your mind and want to change an answer, erase the first mark completely and then mark your other choice. You **MUST NEVER MARK MORE THAN ONE ANSWER FOR ANY QUESTION**. This is extremely important, since you will get no credit at all if you mark two answers. Make sure to erase all other marks on the card except those within the answer ovals.

Now look at the side of your card which is labelled C. You will see that there is a section at the top with holes punched in it. Do not touch this at all. Underneath you will see a box with 2 rows of ovals marked P1 and P2 where we shall do some practice items, and underneath that there are rows of ovals numbered 1 - 48. This is where you will put your answers to the questions on the test. There are 48 rows of ovals marked on the card, but there are only 47 questions on this test, so you will leave one row blank at the end.

Remember, you must give **ONLY ONE ANSWER** for each question and you must not put any marks anywhere else on the card. The only marks should be where you have blackened in one oval in each row for the answer you have chosen. Are there any questions about what you have been told?

Answer any questions. Be sure that all students know how to mark their answers. Then say:

**BEST COPY AVAILABLE**

First we are going to do a test to see what you know about how our nation works and its relations with the rest of the world. Look at the directions on the front of Booklet 38 and follow along silently as I read them aloud.

Each of the questions or incomplete statements in this test is followed by five possible answers. You are to decide which one of these answers is best.

Mark your answer by blackening in the appropriate space on the answer card. If you want to change an answer, be sure to erase the old mark completely. You will have 35 minutes to answer the 47 questions in this test. This is NOT a test on which you will be graded.

Therefore, do NOT guess at any answer unless you are fairly sure that you know the answer. If you are unsure of the answer simply leave it blank. Here is the first example:

P1. Which one of the following is a nation?

- A. Tokyo
- B. Australia
- C. Copenhagen
- D. Montreal
- E. Cairo

Pause for the students to answer. Then say:

Since Australia is a nation and the others are only cities, you should choose the answer numbered B. On your answer card you see space B blackened in for you. Now you blacken in the appropriate space on your answer card for the next example:

P2. Which of the following are the capital cities of their countries?

- I. Vienna, Austria
  - II. Copenhagen, Denmark
  - III. Barcelona, Spain
  - IV. Ankara, Turkey
  - V. Athens, Greece
- A. I and II only
  - B. III and IV only
  - C. II, III and V only
  - D. I, II, IV and V only
  - E. I, II, III, IV and V

Pause for the students to answer. Then say:

The answer to this question is D, because each of these cities, I, II, IV, and V is a capital city. Madrid is the capital of Spain, NOT Barcelona. Therefore, number III CANNOT be part of the right answer.

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Population II  
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Make sure that all students have filled in the practice item correctly on their answer card. Then say:

Mark only one answer for each question. If you change your mind about an answer, be sure to erase the first mark completely. Do NOT spend too much time on any one question. If a question seems too difficult go on to the next one.

You are now ready to begin the test. Do NOT turn the page to begin the test until you are told to do so.

Are there any questions?

Answer any questions by repeating or paraphrasing the instructions already given. Then say:

During the test, if you need a new pencil or if you have other problems, raise your hand and someone will help you. When I give the signal you may begin work on the test and you should continue working on it until you are told to stop. If you finish before the time is up, you may look back over your work. Remember, mark only one answer for each question. Are there any questions?

Answer any questions and then say:

Now turn the page and begin to work.

Begin timing the test. When thirty minutes have elapsed, say:

There are 5 minutes left in the test.

When exactly thirty-five minutes have elapsed, say:

**STOP, LAY DOWN! YOUR PENCIL RIGHT NOW. THIS IS THE END OF THE TEST.**

Ask the students to replace the test booklet in the large student envelope and the answer card in the small envelope. The small envelope should be placed in the large envelope.

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For National Centers NOT using MRC cards

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After the students have been seated, pass out the student envelopes. Students should check that they have received the envelope with their name on it. Ask the students to remove Booklet 38 from their envelope. Check that all students have taken out the correct booklet. Then say:

For this test you will not be using an answer card but will mark your answers directly in the text booklet. Open Booklet 38 to Section 2 on page \_\_\_\_\_. Follow along as I read the directions.

On the next few pages we shall give you a chance to explain how society works.

On each page you will find a heading, such as Elections, Taxes, Police and so on; underneath each of these we have given you a set of descriptions, to say what they do or how they work. Read each of these carefully, then put a tick in the right column, under

Does this almost always,

Does this fairly often,

Does this sometimes, or

Does this almost never

If you really don't know the answer, put a tick under 'Don't know'. If you want to change an answer, be sure to erase the old mark completely.

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National Centers: if national option open-ended questions are being used, add the following:

At the bottom of every page, we have left you a space in which you can give us your own explanations of how things work.

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Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

You will be given 25 minutes to complete this test. Now turn over the page and begin.

Make a note of the time. When 25 minutes have passed, say:

Stop. Put down your pencil, close your test booklet and replace it

in the student envelope.

Session 2 - How Society Works (Section 2 of Booklet 38, \_\_\_ minutes)

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For National Centers using MRC cards - Insert above the number of minutes to be allowed for the test. See Manual 1, Section 5.

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After the students have been seated, pass out the student envelopes. Students should check that they have received the envelope with their name on it. Ask the students to remove Booklet 38 from their large envelope and answer card 23 from the small envelope. Check that all students have taken out the correct booklet and answer card. Then say:

Turn your answer card to the side labelled W. Open Booklet 38 to Section 2 on page \_\_. Follow along silently as I read the directions aloud:

On the next few pages we shall give you a chance to explain how society works.

On each page you will find a heading, such Elections, Taxes, Police and so on; underneath each of these we have given you a set of descriptions, to say what they do or how they work. Read each of these carefully, and choose the one that you think suits the heading best

- A. Does this almost always,
- B. Does this fairly often,
- C. Does this sometimes, or
- D. Does this almost never.

If you really don't know the answer, choose

- E. I don't know.

Indicate your answer by blackening in the oval on your answer card for the letter you choose. If you want to change an answer, be sure to erase the old mark completely. Mark only one answer for each question.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

There are 120 questions in this test. When you have finished questions 1 - 60 on the first side of the card, turn the card over and go on with questions 61 - 120 on the back.

You will be given \_\_\_ minutes to complete this test. Now turn over the page and begin.

Make a note of the time. When \_\_\_ minutes have passed, say:

Stop. Put down your pencil, and close your test booklet. Replace your answer card in the small envelope and put it and the test booklet into the large envelope.

# STAGE 3

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Population II

Civic Education

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Session 3 - Affective Scales (20 minutes)

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For National Centers NOT using MRC cards

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When the students have been seated, pass out the student envelopes and ask the students to take out Booklet 39. Check that each student has the envelope with his name on it and that all have taken out the correct booklet. Ask the student to follow along silently as you read the following directions from the front of the booklet:

These questions are being given to a number of children in several countries to find out what they think. For these questions there are no right or wrong answers, so this is NOT a test. We just want to know what you think. Your answers are CONFIDENTIAL, so be as truthful as you can.

Mark your answer by putting a tick in the appropriate space on the test booklet. If you want to change an answer, be sure to erase the old mark completely.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

You will have 20 minutes to complete the questions in this booklet.

Now turn over the page and begin.

Make a note of the time when the students begin the test. After 20 minutes say:

Stop. Close your booklet and replace it in the envelope.

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Manual 3

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Population II

Civic Education

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Session 3 - Affective Scales ( \_\_\_ minutes)

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For National Centers using MRC cards - Insert above the number of minutes to be allowed for the test. See Manual 1, Section 5.  
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When the students have been seated, pass out the student envelopes and ask the students to take out Booklet 39 and answer card 24. They should turn the card to the side labelled S. Check that each student has the envelope with his name on it and that all have taken out the right booklet and card. Ask the students to follow along silently as you read the directions from the front of the booklet:

These questions are being given to a number of children in several countries to find out what they think. For these questions there are no right or wrong answers, so this is NOT a test. We just want to know what you think. Your answers are CONFIDENTIAL, so be as truthful as you can.

Mark your answer by blackening the appropriate space on your answer card. If you want to change an answer, be sure to erase the old mark completely.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

There are 105 questions in this section. When you have finished questions 1 - 49 on the front of the card, turn over the card and go on with questions 50 - 105 on the back.

You will have \_\_\_ minutes to complete the questions in this booklet. Now turn over the page and begin.

Make a note of the time when the students begin the test. After \_\_\_ minutes say.

Stop. Close your booklet and replace it in the envelope. Put your answer card in the small envelope and put the small envelope in the large envelope.

# STAGE 3

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Population II

Civic Education

Session 4 - Background Questionnaire (20 minutes)

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For National Centers NOT using MRC cards

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When the students have been seated, pass out the student envelopes and ask the students to take out Booklet 40. Check that each student has the envelope with his name on it and that all have taken out the correct booklet. Ask the students to follow along silently as you read the following directions from the front of the booklet.

These questions are being given to a number of children in several countries to find out what they think. For these questions there are no right or wrong answers, so this is NOT a test. We just want to know what you think or do. Your answers are CONFIDENTIAL, so be as truthful as you can.

Mark your answer by putting a tick in the appropriate space on the test booklet. If you want to change an answer, be sure to erase the old mark completely.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

You will have 20 minutes to complete the questions in this booklet.  
Now turn over the page and begin.

Make a note of the time when the students begin the test. After 20 minutes say:

Stop. Close your booklet and replace it in the envelope.

## Civic Education

Session 4 - Background Questionnaire ( \_\_\_ minutes)

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For National Centers using MRC cards - Insert above the number of minutes to be allowed for the test. See Manual 1, Section 5.

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When the students have been seated, pass out the student envelopes and ask the students to remove Booklet 40 and answer card 25. They should turn the card to the side labelled B. Check that each student has the envelope with his name on it and that all have taken out the right booklet and card. Have the students follow along silently as you read the directions on the front of the booklet:

These questions are being given to a number of children in several countries to find out what they think. For these questions there are no right or wrong answers, so this is NOT a test. We just want to know that you think or do. Your answers are CONFIDENTIAL, so be as truthful as you can.

Mark your answer by blackening the appropriate space on your answer card. If you want to change an answer, be sure to erase the old mark completely.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

There are 79 questions in this section. When you have finished questions 1 - 38 on the front of the card, turn over the card and go on with questions 39 - 79 on the back.

You will have \_\_\_ minutes to complete the questions in this booklet. Now turn over the page and begin.

Make a note of the time when the students begin the test. After \_\_\_ minutes say:

Stop. Close your booklet. Replace your answer card in the small envelope and place it and the booklet in the large envelope.

Session 5 - Word Knowledge Test, General Questionnaire and General Attitude and Descriptive Scales.

**BEST COPY AVAILABLE****189**

## Detailed Instructions for Administration

## Population II

French as a Foreign Language

Session 1 - French Reading Comprehension (25 minutes)  
French Listening Comprehension (25 minutes)

Tape Recorder for Listening Test

For the Listening Test, a good quality tape recorder with an adequate loudspeaker (either separate or built-in) will be required. This machine must be able to play 7 inch reels at 7-1/2 inches per second (19 centimeters per second). If possible, a technician who is able to splice recording tape should be on hand with the proper equipment: although tape breakage is unlikely, it can seriously disrupt test administration if remedial facilities are not available. The tape recorder should be plugged in and warmed up several minutes before it will be needed, and the test tape should already be threaded, so that the test can be begun simply by operating the start control. Good practice suggests that the test administrator privately listen to the entire test before the administration, to make sure it is complete and in good order; if this preliminary hearing takes place in the room where the test is to be administered, a suitable volume setting can also be determined at the same time by moving about the room to make sure that the sound is sufficiently loud to be heard clearly in the back of the room but not so loud as to be uncomfortable for those in the front rows.

Procedure

The test administrator will need the student envelopes for the students he is supervising. The student envelopes (still closed) should be handed out to the students who are to check that they have received the envelope with their name on it.

The instructions that follow should be read by the test administrator clearly and with emphasis: no attempt should be made to commit them to memory. The wording given should be followed exactly wherever possible.

When the students are in the room and seated, the following statement should be made:

This school has been chosen as one of those to take part in an international project to study how young people learn French. Different countries from all over the world are taking part in this study. You will probably find some parts of the tests easy; some you are likely to find hard. Do your best on all the questions. Listen carefully to the instructions as they are given; follow them exactly and do the best you can.

# STAGE 3

Open the envelope in front of you. Take out Booklet 30. Do not open the booklet until you are told to do so.

See that all students have taken out the right booklet. Then say:

For this test we shall use a special answer card that is separate from the test itself. With this answer card, all the tests can be scored quickly and accurately by a special machine. From your envelope take out the small envelope and check that your name is written on it. This second envelope contains your answer cards. Be careful not to tear or bend them. Take out the card marked 15. Put the small envelope back inside the larger envelope and place it on the top of your desk (table). The answer card is a little tricky to mark the first time you use it, so listen to the instructions and follow them carefully.

For the questions you will be asked, there are four possible answers. These are indicated on your answer card by a row of ovals like this.

Put a sample on the blackboard like this:



Say:

Look at what I have put on the board. There are four choices, A, B, C, and D. If you think the correct answer to a question is the one marked C, you should blacken the oval with a solid pencil mark like this.

Fill in the oval C on the board.

If you change your mind and want to change an answer, erase the first mark completely and then mark your other choice. It is important that you only leave one oval blackened for any question. Erase all other marks. If you look at the side of your answer card labelled R you will see that there is a section at the top with holes punched in it. Do not touch this at all. Underneath that is a box with 2 rows of ovals marked P1 and P2, where we shall do some practice items and underneath these there are rows of ovals numbered from 1 - 35. This is where you will put your answers to the questions in the test. Let me repeat that you must not put any marks anywhere else on the card. The only marks should be where you have blackened in the ovals you have chosen. Are there any questions about what you have been told?

Answer any questions. Be sure that all students know how to mark their answers. Continue as follows:

Now look at the directions at the front of Booklet 30 and follow as I read.

This is a test of your ability to understand written French. For each question there are four suggested answers labelled A, B, C, and D. You are to choose the correct answer and then on your answer card make a solid pencil mark in the oval containing the correct answer letter. Look at the following example question and choose the answer you think is correct:

P1. Lundi est

- (A) une lune
- (B) un animal
- (C) un nombre
- (D) un jour

Pause for the students to answer. Then say:

The correct answer is D. Now look at the section marked R on your answer card. You will see that for number P1 the oval marked D has been blackened. This is how you are to mark your answers. Now look at the following example question and blacken in the oval after number P2 which corresponds to the answer you choose.

P2. Les petits enfants boivent beaucoup de

- (A) sucre
- (B) lait
- (C) jouet
- (D) laine

Pause for the students to mark their answer. Then say:

The correct answer is B, so you should have marked the answer space B for number P2 on the answer card.

Make sure that all students know how to mark their answers correctly. Then say:

In going through the test, do not spend too much time on any one question. If a question seems to be too difficult, make the most careful guess you can, rather than waste time over it. Your score will be based on the number of questions you answer correctly. It will be to your advantage to answer every question even though you may not be sure that your answer is correct. If you make a mistake or wish to change an answer, erase your first answer and then blacken in the oval for the answer which you intend. There are 35 questions in the test, and you will have 25 minutes to work on it.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

During the test, if you need a new pencil or if you have other problems, raise your hand and someone will help you. When I give the signal you may begin work on the test, and you should continue working on it until you are told to stop. If you finish before the time is up, you may look back over your work. Are there any other questions?

Wait for questions, then say

Now turn the page and begin work.

Begin timing the test. When 20 minutes have elapsed, say:

There are 5 minutes left in the test.

When exactly 25 minutes have elapsed, say:

**STOP, LAY DOWN YOUR PENCIL RIGHT NOW, THIS IS THE END OF THE TEST.**

Ask the students to replace the test booklet in the large student envelope and the answer card in the small envelope. A five or ten minute break should be given before administering the next test.

### Listening Comprehension Test

When the students have been seated again, ask them to take Booklet 31 and answer card 15 out of their envelopes. They should turn to the side of the answer card labelled L. Then say:

Now look at the General Directions on the cover page of your test booklet while the directions are read to you by the test tape.

Start the test tape. The announcer will give general directions and then a practice example. When he has read the practice example ('Numero Zero. Voici le petit garçon'), stop the tape immediately. Then say:

Mark the answer that you think is correct. You should blacken either oval A, B, C or D in the box immediately under the L on your answer card.

Pause to allow the students to mark their answers. Then turn on the tape recorder again. The announcer will say, 'Picture C best fits the statement, so C is the correct answer. The test is about to begin.' Stop the tape immediately. Make sure the students understand what they have to do, and answer any questions by rephrasing the instructions already given.

Then say:

Get ready, the test is about to begin. Turn the page and look at the pictures for number 1.

Restart the tape. The test tape will run for approximately 25 minutes and will supply all the necessary instructions and response timing. A script of the listening test tape is provided at the end of this document. When the announcer says, 'This is the end of the Listening test, close your book and lay down your pencil,' stop the tape recorder. Ask the students to replace the test booklet in the large student envelope and the answer card in the small envelope. Then they should put the small envelope into the large one.

## French as a Foreign Language

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Session 2 - Writing Test (25 minutes)Questions about Learning French and French Student  
Questionnaire (20 minutes)

After the students have been seated, ask them to remove Booklet 32 from their large student envelope. Check that all students have the correct booklet. Then say:

Do not open the test booklet until you are told to do so. Now follow along as I read aloud the instructions printed on the front of the booklet.

This is a test of your ability to write French. There are two parts in this test. At the beginning of each part, directions for that part are printed in your test booklet. As you work through the test, be sure to read all the directions carefully.

Write all of your answers in the spaces provided in the test booklet. Write clearly and legibly so that there is no doubt as to what answer you mean in each case. If you make a mistake or wish to change an answer, be sure to erase your first answer completely.

Do not spend too much time on any one exercise. If an exercise seems too difficult, do the best you can with it, rather than waste time over it. You will have 15 minutes to work on the test.

Are there any questions?

Answer any questions by rephrasing the instructions already given. Then say:

During the test, if you need a new pencil or if you have other problems, raise your hand and someone will help you. When I give the signal you may begin working on the test, and you should continue to work on it until you are told to stop. If you finish before the time is up, you may look back over your work. Are there any other questions?

Wait for questions. Then say

Now turn the page, read the directions carefully and begin work.

Begin timing the test. When exactly 15 minutes have elapsed say:

**STOP. LAY DOWN YOUR PENCIL RIGHT NOW. THIS IS THE END OF THE TEST.**

Then say:

The next part of this test will see how well you can write a composition in French. Open your test booklet to page \_\_\_ and read the directions silently while I read them aloud:

In this part of the test you will write a six-exchange dialogue between Louis and Paul, using the 'tu' form throughout. Use all the words listed below in the order given, changing the form of the words if necessary so that they will fit grammatically into the sentence. Each exchange should have at least three words, but in some cases you may need to use more in order to tell the story clearly. Remember to write the dialogue in the 'tu' form. You will have 10 minutes to write your dialogue.

Are there any questions?

Answer any questions by rephrasing the instructions already given. Then say:

During the test, if you need a new pencil or if you have other problems, raise your hand and someone will help you. When I give the signal you may begin working on the test, and you should continue to work on it until you are told to stop. If you finish before the time is up, you may look back over your work. Are there any questions?

Begin timing the test. When exactly 10 minutes have elapsed, say:

**STOP. LAY DOWN YOUR PENCIL RIGHT NOW. THIS IS THE END OF THE TEST.**  
Close your test booklet and replace it in the large student envelope.

After a short break, say:

Take out Booklet 33 from your envelope. Also, take the answer card 20 from the small envelope of answer cards.

Check to see that the students have taken out the right booklet and answer card. Now say:

Booklet 33 contains a number of questions about you and your study of French. It is not a test. You are to answer the questions in this section as accurately as you can. You will record your answers to the questions in this section on answer card 20 in Section A. As before, you will indicate your answers by blackening in the oval that corresponds to the answer you choose.

Make sure that all students know where to record their answers on the answer card. Ask the students if they have any questions. Then say:

Turn over the page and begin.

After all the students have completed section 1, say:

That is the end of section 1. We are now ready to start section 2. The questions in this section deal with some of your interests and outside activities. It is not a test. In answering the questions, choose the answer that suits you best and mark your choice in section V on the other side of your answer card. Are there any questions?

Make sure that the students understand what they are to do. Then say:

Begin working.

When all students have completed section 2, tell them to replace the answer card in the small envelope. The test booklet and the small envelope should then be put into the large envelope which can be left on the desk to be collected.

Session 3 - Word Knowledge Test, General Questionnaire and General Attitude and Descriptive Scales.

SEE PAGE 42

**BEST COPY AVAILABLE****197**French Speaking Test (19 minutes)- individually administered

This test must be administered on an individual basis. It requires the use of 2 tape-recorders: one to play the test tape, the other to record the student's responses. The Speaking Test should be given in a quiet room, where background noises will not interfere with the recording nor distract the student. The test contains 4 sections: Pronunciation; Structural Control, Oral Reading; and Fluency. The Pronunciation section contains 19 items, the first 3 of which serve as untimed practice examples, to familiarise the student with the test procedure. In this section the student is required to listen to and repeat a number of brief but complete and meaningful sentences. The Structural Control section contains 12 items, of which the first 2 are practice examples. In this section of the test, the student is required to answer a series of questions, each question relating to a simple drawing. The Oral Reading section consists of a prose passage which the student must read aloud. The Fluency section is divided into 2 parts. In the first part the student must describe a series of pictures. He will be given three series to choose from. In the second part he must relate the probable action that took place before the events depicted in a single picture, the actual events, and the probable outcome of the situation. He will be given a choice of 3 pictures.

Requirements

On the day of testing you will require:

1. Two tape-recorders, one with microphone attachment.
2. Speaking Test tape. (Populations II, IV and IVS)
3. The administration instructions.
4. The Populations II, IV and IVS test booklets.
5. Blank tape (for recording the student's responses).
6. Note of school identification number and list of student identification numbers to be recorded in French.

Procedure

The tape-recorders should be ready for use before the first student enters the room to take the test. Test administrators are advised to listen to the whole of the test tape privately, before the test period, to make sure that it is complete and in good order. The tape-recorder with the microphone attachment should be threaded with blank tape, switched on and ready to record. The student will need to sit at a table or desk, so that he can have the Speaking test booklet placed in front of him at the appropriate moment. Make sure that he is seated where he can speak clearly and directly into the microphone. (If necessary, practise making a trial recording with a student who is not going to take the actual test). The second tape-recorder should be threaded with the speaking master-tape, switched on and ready to play. Make sure that the volume level is properly adjusted before the first student to be tested enters the room. The tape-recorder threaded with the master tape should be set to play at 7-1/2 i.p.s. (19 centimeters per second). The second tape-recorder threaded with blank tape should be set to record at either 7-1/2 i.p.s. (19 centimeters per second) or 3-3/4 i.p.s. (9.5 centimeters per second).

When adequate recording facilities have been set up, switch on the student response tape and record in French the school number and the number of the student being tested. Thus ..... Ecole quatre vingt trois Elève zero zero trois. Also write the student's identification number on the Student Identification Record Sheet which is provided at the end of this booklet. Then call the first student in, make sure that he/she settles down comfortably and says:

Today you are going to do a test to see how well you can speak French. In the first part of the test, you are going to repeat some sentences in French. We are going to do some practice examples first, to make sure that you understand what you have to do. The practice examples do not count as part of the test.

When I start the tape, you will hear the name of the test spoken in (mother tongue) and then the first practice sentence, spoken in French. I want you to listen carefully to the sentence and then repeat it as soon as you have heard it. Each sentence will be spoken twice, so listen carefully and then repeat what you have heard.

Start the master-tape. The script of the test begins as follows: Speaking Test - Populations II, IV, and IVS ..... Pronunciation ..... Quelle heure est-il? ..... Quelle heure est-il? .....

Stop the tape immediately after the word 'il' and pause for the student to repeat the phrase. Do not tape-record the student's responses to the practice examples.

If the student appears confused, or makes no response, repeat any part of the instructions which he does not appear to have understood, but do not volunteer any extra information. Then say:

Now listen to the second sentence and repeat it as soon as you have heard it twice.

Start the master-tape again. After a pause the voice will say: '..... Elle est là-bas ..... Elle est là-bas .....

Stop the tape immediately after the word 'là-bas' and pause while the student repeats the phrase.

Then start the master-tape again. After a pause, the voice will say: '..... Il fait chaud, ..... Il fait chaud .....

Stop the tape immediately after the word 'chaud' and pause while the student repeats the phrase. Then say:

The rest of this part of the test is just like the practice examples which you have just done. There will be 16 more short sentences and you are to repeat each one as soon as you have heard it twice.

Listen very carefully.

Make sure that the student understands what he has to do and explain to him that, once the tape has been switched on again, he will not be able to ask any more questions. When this has been done, make sure that the student is ready to begin, and then switch on both the master-tape and the student's response tape.

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The script of the master-tape continues as follows: '..... Tout est fini ..... Tout est fini ..... La nuit est tombée ..... La nuit est tombée .....'. There is a pause of approximately 6 seconds between each item. When the student has repeated item 19 ('Elles servent la soupe'), stop both tape-recorders. Allow the student a few moments' break before continuing with the Structural Control section of the test.

When the student is ready to continue say:

Now we are going to do the second part of the test. We will do some practice examples first, to make sure you understand what you have to do.

Hand the student the Speaking test booklet opened at the section Structural Control - Population II.

In this part of the test you will be asked one question about each of these 12 pictures. The first 2 questions are just for practice and do not count in the test. You will hear a question in French and then you will be given time to reply. Listen carefully to each question, because it will only be asked once. Try to answer each question as soon as you have heard it. If you do not understand a question or cannot answer it, you can say, 'Je ne sais pas'. Try to answer each question with a whole sentence, not just a single word like 'oui' or 'non'.

Now look at the first picture and listen to the first question, just for practice.

Switch on the master-tape again. After a pause the voice will say: 'Structural Control ..... 1 ..... Que font les enfants?'

Stop the tape and pause for the student to reply. Do not tape-record the student's replies to the practice examples.

If the student is unable to reply or appears to have misunderstood the instructions, prompt him with a reply such as: 'Ils jouent au ballon' or 'Les enfants jouent'. Then say:

Now let's listen to the next question.

Start the tape again. After a pause the voice will say: '2 ..... Quel temps fait-il?'

Stop the tape and pause for the student to reply. If the student is unable to reply, or replies incorrectly, prompt him with a reply such as: 'Il pleut' or 'Il fait mauvais'. Repeat any part of the instructions which he does not appear to have understood. Emphasise that each sentence in French refers to the picture bearing the same number. Then say:

The rest of this part of the test is just like the practice examples which you have just done. Listen carefully to each question and then try to answer it. Don't worry if there is a question which you do not understand. Just answer 'Je ne sais pas'. Just do your best. There will be 10 more questions. Each question will be about one of the pictures you have in front of you.

When the student is ready to begin, say:

There must be no more questions now. Look at picture number 3 and be ready to listen to question 3 when I switch on the tape.

Start both the master tape and the student's response tape. The script of the master tape continues as follows: '3 ..... Qu'est ce qui est arrivé au garçon'.

From now on do not prompt the student or react in any way to his responses. There are ten actual items in this part of the test, each item followed by a pause of 15 seconds.

When the student has answered item 12 ( 'Est-ce que le père pourra léser son journal en se réveillant?' ) stop both tape recorders. You will have no further need of the master tape.

### Oral Reading

Explain that this section tests oral reading. Tell the student that he will have a maximum of 3 minutes to look over a prose passage and will then be required to read it aloud.

Tell the student to turn to the page in his test booklet which is headed 'Oral Reading - Populations II, IV and IVS'. Allow him a maximum of 3 minutes to look over the passage.

Turn on the tape-recorder which has been recording the student's responses and have the student read the passage loudly and clearly, directly into the microphone.

After the student has read the last sentence of the passage ( 'Je me demande ce qu'il en portera en l'an 2000?' ), turn off the tape-recorder.

### Fluency

#### Fluency 1

Tell the student to turn to the page headed 'Fluency 1 - Population II, IV, and IVS'.

Explain that he must look at the 3 series of pictures. He must choose only one series of three pictures and then describe what is happening in the pictures.

After the student has chosen which picture series to describe he will be given one minute to prepare what he is going to say.

After a minute say:

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We are now ready to begin. You will only have a short time to talk about the pictures, so be ready to begin as soon as I give you a signal to start.

Switch on the tape-recorder which has been recording the student's responses. Signal the student to begin.

After 30 seconds turn off the tape-recorder.

### Fluency 2

Tell the student to turn to the page headed "Fluency 2 - Populations II, IV and IVS."

Explain that he must select one picture out of the three to describe.

He must relate the probable action that took place before the events depicted in the picture, the actual events, and the probable outcome of the situation.

Allow the student one minute to prepare his description.

When the student is ready, tell him, as before, that he only has a short time in which to speak. Switch on the tape-recorder. Make sure that he speaks loudly and clearly into the microphone.

After 30 seconds, signal the student to stop. Allow the tape to run for a few seconds before switching it off, so that it will be ready for the next student.

Tell the student he has finished the speaking tests. Collect the test booklet from the student. Rewind the master-tape so that it will be ready for the next student.

Follow the procedure outlined above for each student. Always make sure that the student being tested has understood the instructions before beginning each new section of the Speaking test. Never give any explanations about subject matter.

Please write on the outside of the box containing the student tape the number of the school and the number of each student recorded on that tape. The full script of the speaking test is provided at the end of this document.

## Detailed Instructions for Administration

## Population II

English as a Foreign LanguageSession 1 - Reading Comprehension (1 hour)

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Note to National Centers: All double underlined passages in the following section are to remain in the English language

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When the students have been seated, pass out the student envelopes and ask the students to check that they have the envelope with their name on it. Then say:

This school has been chosen to take part in an international project to study how young people learn English. Different countries from all over the world are taking part in this study. You will probably find some parts of the tests easy; some you are likely to find hard. Do your best on all the questions. Listen carefully to the instructions as they are given and follow them exactly. Do the best you can.

Open the envelope in front of you. Take out Booklet 34. Do not open the booklet until you are told to do so.

See that all students have the correct booklets on their desks. Then say:

For this test we shall use a special answer card that is separate from the test itself. With this answer card, all the tests can be scored quickly and accurately by a special machine. From your envelope take out the smaller envelope and check that your name is written on it. This second envelope contains your answer cards. Be careful not to tear or bend them. Take out the card marked 18. Put the small envelope back inside the larger envelope and place it on the top of your desk. The answer card is a little tricky to mark the first time you use it, so listen to the instructions and follow them carefully. For most of the questions you will be asked, there are five possible answers. These are indicated on your answer card by a row of ovals like this.

Put a sample on the blackboard like this:  
Then say.

(A) (B) (C) (D) (E)

Look at what I have put on the board. There are five choices, A, B, C, D, and E. If you think the correct answer to a question is the one marked C, you should blacken the oval with a solid pencil mark like this.

Fill in the oval C on the board.

If you change your mind and want to change an answer, erase the first mark completely and then mark your other choice. It is important that you only leave one oval blackened for any question. Erase all other marks. If you look at your answer card, you will see that there is a section at the top with holes punched in it. Do not touch this at all. Underneath that is a section marked R where there are two practice items marked P1 and P2 and underneath these are rows of ovals numbered 1 - 44. This is where you will put your answers to the questions on the test. Let me repeat that you must not put any marks anywhere else on the card. The only marks should be where you have blackened in the ovals you have chosen. Are there any questions about that you have been told?

Answer any questions. Be sure that all students know how to mark their answers. Then say:

First we are going to do a test to see how well you can read English. I am going to read aloud the instructions for the test which are printed on the front of your test booklet. Follow along as I read.

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test contains 60 items, which are divided into sections. Before each section, special directions are given. Examples are also given to show how to answer the items. Read the directions and the examples carefully before you begin each section.
3. If you do not understand the directions, raise your hand and the example will be explained to you.
4. Work fast, but carefully. Be sure to answer in the appropriate set of answer spaces. Do not spend too much time on one question. If you see that you cannot answer the question after you have thought a while, go on to the next item. First answer all the questions you can in all the sections. If there are any questions you have not been able to answer right away, return to them after you have gone through the whole test. You may guess, but you should try your best to answer correctly. You will have an hour to complete the test and you will be told the time after 30 minutes and again five minutes before the end of the test period.

5. Most questions have only one right answer. For some questions, however, you are asked to choose the most natural of the correct answers. The sections where this is the case will be indicated to you.
6. Do not turn this page until you are told to do so.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions given so far. Then say:

We will now do two practice items. Your answers for these practice items will be marked in the rows of ovals numbered P1 and P2 on your answer card. Now open your test booklet to page 1 and follow along as I read the directions for Section I aloud:

One word in each sentence has been underlined and one word has been left out. From the answers given choose the missing word, which should be the opposite of the word underlined. Answer by blackening in the appropriate space on the answer card. Here are two examples:

P1 Mr. Brown's car is not fast, but .....

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- A. large
- B. long
- C. small
- D. slow
- E. dirty

Pause for the students to answer. Then say:

The opposite of fast is slow, so space D for question P.1 on your answer card has been blackened in for you.

Make sure that all students know how to mark their answers. Then say:

Now we will do a second example. Mark the answer you think is correct after P.2 on your answer card.

P.2 The woman hasn't got black gloves. They are .....

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- A. worn
- B. white
- C. little
- D. old
- E. lost

Pause for the students to mark their answers. Then say:

The opposite of black is white, so you should have blackened in space B for question P.2 on your answer card.

Make sure that all students have understood how to mark their answers and have done so correctly. Then say:

This test is divided into 6 sections. Before each section there are directions and practice examples like those you have just done. When you finish one section go immediately on to the next section. Read through the directions for each section carefully and mark the answers to the practice items. These answers will be marked in your test booklet. Then when you have finished the practice items before each section, go immediately on to the rest of the items in the section, but mark the answers for the regular test questions on your answer card. Are there any questions?

Answer any questions. Then say:

There are 60 items in this test. When you have marked the answers for items 1 - 44 on the front of your answer card, turn the card over and go on with questions 45 - 60 on the back.

If you break your pencil or it becomes dull, raise your hand and you will be given a new one. If you finish before the time is up, look back over your work until you are told to stop. You will have 60 minutes to complete this test. Now turn the page and begin Section I.

Make a note of the time. When 30 minutes have passed say:

30 minutes have gone. You have 30 minutes left to complete the test.

After 55 minutes say:

You have 5 minutes left in the test.

After 60 minutes say:

Stop. Pencils down. Close your test booklet. Replace your answer card in the small envelope and place it and the test booklet into the large envelope. Leave the envelope on your desk.

English as a Foreign Language

Session 2 - Listening Comprehension (30 minutes)  
Writing (40 minutes)

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Tape Recorder for Listening Test

For the Listening test, a good quality tape-recorder with an adequate loud-speaker (either separate or built-in) will be required. This machine must be able to play 7 inch reels at 3-3/4 inches per second (9-1/2 centimeters per second). If possible, a technician who is able to splice recording tape should be on hand with the proper equipment; although tape breakage is unlikely, it can seriously disrupt test administration if remedial facilities are not available. The tape-recorder should be plugged in and warmed up several minutes before it will be needed, and the test tape should already be threaded, so that the test can be begun simply by operating the start control. Good practice suggests that the test administrator privately listen to the entire test before the administration, to make sure it is complete and in good order; if this preliminary hearing takes place in the room where the test is to be administered, a suitable volume setting can also be determined at the same time by moving about the room to make sure that the sound is sufficiently loud to be heard clearly in the back of the room but not so loud as to be uncomfortable for those in the front rows.

The Listening Comprehension Test is divided into 3 parts:

Section I (Discrimination of Sounds)

This section contains 12 test items. The student is required to listen to three words and then decide which one of the three words corresponds to a simple drawing. The 12 test items are preceded by two examples.

Section II (Listening Comprehension)

This section contains 12 test items. The student is required to listen to a sentence or short paragraph and then decide which one of three statements in the student's own language refers correctly to the sentence or paragraph he has heard. The 12 test items are preceded by two examples.

Section III (Dictation)

This section contains a piece of short prose read in English. The passage is read through once at normal oral reading speed and a second time slower and in short segments. The student is required to write correctly what he has heard.

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Note to National Centers: All double-underlined passages in the following section are to remain in the English language.  
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Procedure

After the students have been seated, pass out the student envelopes. Check that all students have received the envelope with their name on it. Ask them to remove Booklet 35 from the large envelope and answer card 18 from the small envelope. Ask them not to open the booklet until they are told to do so. Check that all students have the correct test booklet and answer card on the desk before them. Then read aloud the following directions and let the students look at the cover page of the test booklet:

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1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test contains 24 items plus a dictation, which are divided into sections. Before each section, special directions are given. Examples are also given to show you how to answer the items. Read the directions and the examples carefully before you begin each section.
3. If you do not understand the directions, raise your hand and the example will be explained to you.
4. Do not turn this page until you are told to do so.

You will answer the questions in this test by blackening in the appropriate oval on your answer card. Are there any questions?

Answer any questions. Then say:

Now we will read the directions for the first section of the test. Open your booklet to page 1 and follow along silently as I read them aloud.

Now look at Section 1

In each of these items you will see a picture and while you are looking at this picture you will be asked to listen to three words being spoken to you. Listen carefully and then decide which of the three words you have heard corresponds to the picture you are looking at. If it is the first word, blacken in space A on your answer card; if it is the second word, blacken in space B, and if it is the third word, blacken in space C. There are two examples.

Now turn to page 2 and look at the picture marked example P1. Turn your answer card to the section labelled L and mark your answer after P1. Now listen carefully to these three words:

Start the tape. A voice will say: Example <sup>P1</sup> ..... look ..... lack ..... lock  
Stop the tape immediately. Then say:

Now mark the correct answer on your answer card.

Pause for the students to mark their answer. Then say:

The third word was lock, which corresponds to the picture, so you should have blackened in space C on your answer card.

Make sure that all students know how to mark their answers correctly. Then say:

Now we will try the next example. Look at the picture marked Example P2 and listen to the words. Then mark your answer after P2.

# STAGE 3

Manual 3

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Population II

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Restart the tape. A voice will say. Example B ..... star ..... stir ..... store. Stop the tape immediately. Give the students time to mark their answers, then say:

The first word was star, which corresponds to the picture, so you should have blackened in space A on your answer card. Are there any questions?

Answer any questions the students may have about the instructions, but do not answer questions about the pictures. Then say:

You may not ask any questions once I have started the test tape. Remember to mark all your answers on the answer card. There are 12 items in this section. Turn over the page, look at picture number 1 and listen very carefully as I start the tape.

Turn on the tape recorder. A voice will begin, 'one ..... cut ..... cont..... caught'. Each of the 12 items will be followed by a pause of about 10 seconds to allow the students time to respond. The script of the test tape will be found at the end of this document.

When the students have answered question 12 ('twelve ..... yet ..... get..... jet') stop the tape immediately. Allow the students a few moments rest before the next section of the test.

When the students are ready for the next section of the test, restart the tape. A voice will say: 'Section II - Listening comprehension.' Stop the tape immediately. Have the students turn to page 6 and follow along as you read the directions aloud.

This test is meant to discover whether you understand what you will hear. The questions will consist of a sentence or very short paragraphs which will be spoken, followed by a short tone. In your test booklet you will find corresponding to each of these questions, three statements in your own language. After the tone, select the one which refers correctly to the sentence you heard. If it is the first, blacken in space A, if the second, blacken in space B, and if the third, blacken in space C. Here are two examples. Answer the examples in your booklet. Listen to the following sentence:

Start the tape. A voice will say: Example A ..... My parents are in Argentina. Stop the tape. Then say:

Now look at example A in your booklet and you will see three sentences in your own language. Decide which sentence refers correctly to the one you heard on the tape, and blacken in the oval in the booklet which corresponds to the answer you chose.

Pause to allow students to answer. Make sure that they mark their answer in the booklet and not on the answer card. Then say:

The correct alternative is the first, so you should have blackened in space A. Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

Now here is another example. Listen to these sentences.

Start the tape. A voice will say: Example B . . . . John went to the store. He bought some coffee. He gave the man 40 cents for it. Stop the tape immediately and say:

Now look at example B in your booklet and you will again see three sentences in your own language. Blacken in the oval underneath the three sentences which corresponds to the letter of the sentence you think correctly refers to the sentences you have heard.

Pause to let the students mark their answer. Make sure that all students are answering in the booklet. Then say:

The correct alternative is the third sentence, so you should have blackened in space C. Are there any questions?

Answer questions on the instructions only. Then say:

You will answer the rest of the questions in this section on your answer card. The first item is number 13, so find number 13 on your answer card and turn the page of the booklet to look at the three sentences for number 13. I am going to start the tape. Listen very carefully.

Start the tape. A voice will say: Thirteen . . . . John and Mary are at a table in a restaurant . . . . There are 12 items in this section of the test. Each item is followed by a pause of 15 seconds to allow the student time to respond.

When the students have answered item 24 (Twenty-four . . . . Mr. Smith taught in a school in Florida), stop the tape immediately. Tell the students to replace their answer cards in the small envelope. Allow them a few moments rest before the next section of the test.

When the students are ready for the next section of the test, have them turn to page \_\_\_ and follow along silently as you read the directions aloud.

In this test you will hear a short piece of prose read to you in English. After the passage has been read through once, it will be repeated in short sections of two or three words at a time. After each short section you will be given time to write down as correctly as you can what you have heard. The passage will then be read through a third time, and you can then, if you wish, correct your copy. There is no need to hurry. Please write legibly.

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Are there any questions?

Answer questions on the instructions only. Then say:

I am going to start the tape in a moment. Listen very carefully the first time the passage is read, and then when it is repeated, write what you hear on the lines in your test booklet. Ready? Begin.

Start the tape. A voice will say: Part II - Dictation . . . . Mary's Birthday . . . . Mary decided to have a small party . . . . etc. After the last sentence (That night before going to bed Mary kissed her mother and thanked her for arranging such an enjoyable party) there will be a long pause. Then the passage will be read a second time more slowly and in segments. The students should then write down what they have heard. After the last sentence there will be another long pause and the passage will be read a third and final time, with normal oral reading speed.

When the passage has been read for the third time, stop the tape. Tell the students to close their test booklet and to put it and the small answer card envelope into the large envelope. Allow the students a short break.

### Writing

When the students have been seated again, ask them to remove Booklet 36 from the large envelope. They will not need an answer card for this section of the test. Ask the students to follow along silently as you read the directions on the front of the test booklet:

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test is divided into four sections. The first three sections contain a total of 31 items; the fourth section instructs you to write a composition in English.
3. Instructions for answering the test items are given before each of the first three sections of the test. Practice examples follow each set of instructions. Always read the instructions and study the practice examples carefully before you begin to answer the test items.
4. Answer the test items as quickly as you can, but work carefully. Words not spelled correctly will be marked as wrong answers. Do not spend too much time on any one item. You may guess the answer, but you should do your best to answer correctly. If you find that you cannot answer an item after you have thought a while, go on to the next item. When you have finished one section of the test, go straight on to the next section.

5. You should spend no more than 15 minutes on the first 3 sections of the test. After 15 minutes you will be told to begin the fourth section, composition. If you complete the first three sections in less than 15 minutes, you may go straight on to the fourth section without waiting to be told. You will have 25 minutes in which to write your composition. You will be reminded of the time 5 minutes before the end of the testing period. If you finish ahead of time, you may read through your earlier work and attempt to answer any items previously left unanswered.

6. If you do not understand any of the instructions, raise your hand and ask for further explanation.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

If you break your pencil or have any other problems, raise your hand and someone will help you. If you finish before the time is up, look back over your work until you are told to stop. Remember to read the instructions before each part of the test very carefully. Now turn the page, read the instructions for Section I and begin working.

Make a note of the time. After 15 minutes say:

If you have not yet begun working on Section IV, the composition, turn to page \_\_, read the directions carefully and start writing the composition.

After 35 minutes say:

There are 5 minutes left in the test.

After 40 minutes say:

Stop working now. Put your pencil down, close your test booklet and replace it in the envelope.

**English as a Foreign Language****Session 3 - Questions about Learning English and English Student  
Questionnaire (20 minutes)**

After students have been seated, pass out the student envelopes. Check that each student has the envelope with his name on it. Then say:

Take out Booklet 37 from your envelope. Also, take the answer card 20 from the small envelope of answer cards.

Check to see that the students have taken out the appropriate booklet and answer card. Then say:

Booklet 37 contains a number of questions about you and your study of English. It is not a test. You are to answer the questions in this section as accurately as you can. You will record your answers to the questions in this section on answer card 20 in section A. As before, you will indicate your answers by blackening in the oval that corresponds to the answer you choose.

Make sure that all students know where to record their answers on the answer card. Ask the students if they have any questions. Then say:

Turn over the page and begin.

After all the student have completed section 1, say:

That is the end of section 1. We are now ready to start section 2. The questions in this section deal with some of your interests and outside activities. It is not a test. In answering the questions, choose the answer that suits you best and mark your choice in section V on the answer card. Are there any questions?

Make sure that the students understand what they are to do. Then say:

Begin working.

When all the students have completed section 2, tell them to replace the answer card in the small envelope. The test booklet and the small envelope should then be put into the large envelope which can be left on the desk to be collected.

Session 4 - Word Knowledge Test, General Questionnaire and  
General Attitude and Descriptive Scales.

SEE PAGE 42

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Start both the master-tape and the student's response tape. The script of the master-tape continues as follows: "Is the lamp on the table?"  
From now on, do not interrupt the student, make any comment, or react in any way to his performance. There are 10 actual items in this section of the test. Each item is followed by a pause of 6 seconds.

When the student has answered item 10 ("Ask me if he went fishing this morning."), stop both tape-recorders. You will have no further need for the master-tape. Allow the student a few moments' rest before the next test. Then say:

Now turn to Section II - Oral Reading and follow along as I read the directions. This is a test to see how well you can read English aloud. You will be given 3 minutes to read the passage silently so that you are quite familiar with it. Then you will be required to read the passage aloud.

During the test, please read the passage clearly and naturally. Your score will depend on how correct your pronunciation of the words is, and how natural the phrasing is. After 3 minutes, you will be told to begin reading aloud.

Answer any questions the student may have, but do not give additional information. Then say:

Now turn the page and begin reading silently.

Allow the student 3 minutes to look over the passage. Then turn on the tape-recorder which has been recording the student's responses and have the student read the passage loudly and clearly, directly into the microphone.

When the student has read the last sentence of the passage ("Shall we buy another lamp?"), turn off the tape-recorder. Allow the student a few moments' rest before the next section of the test. Then say:

Now turn to Section III - Fluency A and follow along as I read the directions aloud.

In this section you are required to describe what is happening in a set of pictures. You are given a choice of two sets of pictures. You can choose which set of pictures you wish to describe. You should choose the set of pictures you can say most about.

You may say anything you like about what is happening in the pictures you have chosen, as long as it is in English. Try to say at least three or four sentences. Your score will depend on the amount you say, the accuracy of your grammar and pronunciation, the correctness of your choice of words, the variety of your vocabulary, and the variety of clauses or structures used in your sentences.

You will have two minutes to decide which set of pictures you wish to describe and to think about what you are going to say.

Section I (Structural Control)

Start the master tape. After a pause a voice will say: "English Speaking test, Section I - Structural Control." Stop the tape immediately. When adequate recording facilities have been arranged, switch on the student response tape and record in English the school number and the number of the student being tested. Thus: "School eighty-three, Student zero, zero, three." Also write the student's identification number on the Student Identification Record Sheet which is provided at the end of this booklet. Then call in the first student, make sure he settles down comfortably, and say:

Now you are going to do some tests to see how well you can speak English.

Hand the student a closed copy of the English Speaking test booklet. Read the following instructions aloud as the student reads them silently on the cover of his booklet:

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test contains three sections. Before each section, special directions are given. Read the directions carefully before you begin each section.
3. If you do not understand the directions, raise your hand and the example will be explained to you.

Then say:

Now turn the page and follow as I read the directions for Section I. This section of the test contains ten items. You will hear an instruction in the form of a statement or a question. Then you will be given six seconds to respond. Try to respond as soon as you hear the instructions. Listen carefully to each instruction, because it will be given only once. If you do not understand an instruction or cannot answer, say "I don't know." Each response must be related to the appropriate drawing.

Even though in everyday speech Yes or No is a correct reply to a question, in this test you are required to respond in a complete sentence with a subject and a verb.

You are given two practice examples. When you are told, turn the page, look at the first practice example, listen to the instruction and respond.

Make sure that the student has understood the directions. Re-explain anything he did not understand but do not offer any additional information. Then say:

Now turn the page and look at the picture labelled example A.

Start the master-tape. After a pause, a voice will say: "Example A ... Can you see a bed?"

Stop the tape and pause 6 seconds for the student to reply. Do not tape-record the student's replies to the practice examples. If the student is unable to reply or appears to have misunderstood the instructions, prompt him with a reply such as, 'Yes, I can'. Then say:

Example B is also an example and does not count as part of the test. Listen to the next instruction.

Start the master-tape again. After a pause, the voice will say: "Example B... Ask me if the man lives in England." Stop the tape and wait 6 seconds for the student to reply. If the student is unable to reply or replies incorrectly, prompt him with a response such as, "Does he live in England?" Then say:

The next items you hear will be part of the test. All the items in this section of the test are like the practice examples which you have just done. Listen carefully to each instruction and then try to respond. Don't worry if there is an item which you do not understand. Just answer, 'I don't know'. No-one is expected to answer every item correctly. Just do your best. There will be 10 more items and each item will be about one of the pictures you have in front of you.

When the student is ready to begin, say:

Look at picture number one and be ready to listen to item one when I start the tape.

Start both the master-tape and the student's response tape. The script of the master-tape continues as follows: "Is the lamp on the table?" From now on, do not prompt the student, make any comment, or react in this section of the test. Each item followed by a pause of 6 seconds.

When the student has answered item 10 ('Ask me if he went fishing this morning.') stop both tape-recorders. You will have no further need for the master-tape. Allow the student a few moments' rest before the next test.

Say:

Now turn to Section II - Oral Reading and follow along as I read the directions. This is a test to see how well you can read English aloud. You will be given 3 minutes to read the passage silently so that you are quite familiar with it. Then you will be required to read the passage aloud.

During the test, please read the passage clearly and naturally. Your score will depend on how correct your pronunciation of the words is, and how natural the phrasing is. After 3 minutes you will be told to begin reading aloud.

Answer any questions the student may have, but do not give additional information. Then say:

Now turn the page and begin reading silently.

Allow the student 3 minutes to look over the passage. Then turn on the tape-recorder which has been recording the student's responses and have the student read the passage loudly and clearly, directly into the microphone.

When the student has read the last sentence of the passage ("Shall we buy another lamp?"), turn off the tape-recorder. Allow the student a few moments' rest before the next section of the test.

Then say:

Now turn to Section III - Fluency and follow along as I read the directions aloud.

In this section you are required to describe what is happening in a set of pictures. You are given a choice of two sets of pictures.

You can choose which set of pictures you wish to describe. You should choose the set of pictures you can say most about.

You may say anything you like about what is happening in the pictures you have chosen, as long as it is in English. Try to say at least three or four sentences. Your score will depend on the amount you say, the accuracy of your grammar and pronunciation, the correctness of your choice of words, the variety of your vocabulary, and the variety of tenses or structures used in your sentences.

You will have two minutes to decide which set of pictures you wish to describe and to think about what you are going to say.

When you are told, turn the page, decide which set of pictures you wish to describe and think about what you are going to say. You will be told when to begin speaking.

Now turn the page, look at the pictures, choose which set you will describe and think about what you are going to say.

After 2 minutes have elapsed, say:

You have had 2 minutes now. Are there any questions before you begin? Remember you cannot ask any questions after the test has begun.

Answer any questions about the procedure but not about the pictures. When the student is ready, say:

When I start the tape, describe what is happening in the set of pictures you have chosen.

Start the tape and indicate to the student that he is to begin speaking.

When the student has finished all that he can say, allow the student tape to run for a few seconds before turning it off, so that it will be ready to

record the number of the next student to be tested. Tell the student that he has finished the speaking tests. Collect the test booklet from the student. Write on the sheet provided with the student tape the number of the school and the number of the student you have just recorded. Rewind the master-tape so that it will be ready for the next student.

Follow the procedure outlined above for each student. Always make sure the student has understood the instructions before beginning each new section of the speaking test. Never give any explanation about the subject matter.

Word Knowledge Test, General Questionnaire, General Attitude  
and Descriptive Scales

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Session 5 - (with Civic Education)

Session 3 - (with French) (30 minutes)

Session 4 - (with English)

National Centers must decide where the page containing questions A, GR, O1, O2 and P of IEA/20 GEN (the questions to be post coded) is to be placed, either in front of the Word Knowledge test in Booklet 41 or after it. Whichever is decided upon, the appropriate instructions must be inserted to ensure that the students tear out the page and insert it in the card envelope or student envelope for return to the National Center.

The students should be seated in the same way as before. The test administrator should ensure that each student has his own envelope on his desk in front of him.

Tell the students to take out Booklet 41 and answer card 21. Then ask the students to follow along as the directions for Section 1 are read aloud:

In this test words are given to you in pairs. In each pair, the two words have something in common. You must decide whether the words mean nearly the same thing or nearly the opposite thing with respect to what they have in common.

If you think the words have the same meaning, blacken in the oval marked "+" on your answer card.

If you think the words have the opposite meaning, blacken in the oval marked "O" on your answer card.

Here is an example:            high            low            ⊕            ⊙

The two words "high" and "low" both refer to height. However, they are nearly opposite in meaning. Therefore you should blacken in the oval marked "O" on your answer card like this:

⊕    ⊙

For each of the following pairs, blacken in either "+" or "O".

You should attempt every item for which you think you know the answer, but do not guess if you have no idea of the answer.

If you change your mind, remember that you must erase your first answer completely and then mark your other choice. The answers for this test will be marked in Section F on your answer card. Are there any questions?

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Answer any questions. Make sure that all students know where to mark their answers. Then say:

You will have ten minutes for this test. Work as quickly as you can and do not waste time on any words you do not know. Now turn over the page and do the questions in Section 1.

Note the time when the students begin the test. After 5 minutes say:

About half the time is gone.

After ten minutes say:

Stop working and put your pencils down. Turn the page to Section 2.

The questions in Section 2 are about you and what you do. Answer them as accurately as you can. If you have any difficulty in understanding what is wanted by a particular question, please ask me. The answers to the questions on the first page of Section 2 are to be written directly in the test booklet. Please answer the questions on the first page of Section 2 now.

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If this page is put at the front of Booklet 41, these instructions will have to be changed.

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After the students have completed the questions on the first page, say:

Now that you have completed the questions on the first page of this section, tear this page out of the booklet and place it in the small envelope with the answer cards.

Pause to allow all students to do this. Make sure that only the first page is torn off and placed in the envelope. After the students have had time to do this, say:

Now you will go on to answer the rest of the questions in Section 2. Answers to these questions will be marked on your answer card in section G. There are 48 questions in this section. When you have finished questions 1 - 22, turn over the card and continue with questions 23 - 48 on the other side.

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If the spaces allocated for the list of school subjects is greater than the National Center is using, then an instruction will have to be given indicating that there will be X rows of ovals to be left blank at the end of the section.

---

Are there any questions?

Answer any questions, then say

Remember, if there are any questions which you do not understand in this section, raise your hand and I will help you. You may begin.

After all the students have completed Section 2, say:

This is the end of Section 2. We are now ready to start Section 3. Follow the directions on the first page of Section 3 as I read them aloud.

These questions are being put to a large number of students in different countries to find out what they think about themselves and the schools they attend. This is NOT a test. There are no right or wrong answers. We just want to know what you think. Your teacher will not see your answers.

To answer, blacken in the oval on your answer card that corresponds to the answer you choose for each question. If you wish to change an answer, you may, but be sure to erase the mark completely for the old answer.

Answers to questions in this section should be marked on Section H of your answer card. Are there any questions?

Answer any questions. Make sure that all students know where to indicate their answers. Then say:

Now turn the page and begin.

When all students have completed Section 3, tell them to replace the answer card in the small envelope and to put the test booklet and the small envelope in the large envelope.

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National Centers may wish to issue an instruction about the collection of materials here.  
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I.E.A.

MANUAL 3

MANUAL FOR TEST ADMINISTRATORS (IEA/M3/Stage 3)

POPULATION IV

Civic Education

- Session 1 - Cognitive
- Session 2 - How Society Works
- Session 3 - Affective Scales
- Session 4 - Background Questionnaire
- Session 5 - Word Knowledge Test, General Questionnaire and  
General Attitude and Descriptive Scales

French as a Foreign Language

- Session 1 - Reading Comprehension and Listening Comprehension
- Session 2 - Writing, Questions about Learning French and  
French Student Questionnaire
- Session 3 - Word Knowledge Test, General Questionnaire and  
General Attitude and Descriptive Scales
- Individually Administered - Speaking Test

English as a Foreign Language

- Session 1 - Reading Comprehension
- Session 2 - Listening Comprehension and Writing
- Session 3 - Questions about Learning English and,  
English Student Questionnaire
- Session 4 - Word Knowledge Test, General Questionnaire and  
General Attitude and Descriptive Scales
- Individually Administered - Speaking Test

POPULATION IVS

French as a Foreign Language

- Session 1 - Reading Comprehension and Listening Comprehension

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**Notes to National Centers:**

1. If the same students are being tested in more than one subject area, instructions for use of MRC cards should be given in the Test Administrator's booklet only for the first subject being tested.
  2. If foreign language Listening Comprehension and Speaking tests are being administered, scripts of the tapes should be attached at the end of the Test Administrator's booklet.
  3. The Test Administrator's booklet for each subject should contain those parts of the instructions contained in this Manual which are relevant to the tests being administered in the country. National Centers should select only those sections which deal with instruments they are administering in their testing program.
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## Detailed Instructions for Administration

## Population I

Civic Education

## Session 1 - Civic Education Cognitive (Section 1 of Booklet 50, 35 minutes)

The test administrator will need the student envelopes for the students he is supervising. The student envelopes (still closed) should be handed out to the students, who are to check that they have received the envelope with their name on it.

The instructions that follow should be read by the test administrator clearly and with emphasis; no attempt should be made to commit them to memory. The wording given should be followed exactly wherever possible.

When the students are in the room and seated, the following statement should be made.

This school has been chosen as one of those in (name of country) to take part in an international project to study what young people know and think about their nation and others. Different nations from all over the world are taking part in this study. You will probably find some parts of the tests easy; some you are likely to find hard. Do your best on all the questions. Listen carefully to the instructions as they are given, follow them exactly, and do the best you can.

Open the envelope in front of you and take out Booklet 50. Do not open the booklet until you are told to do so.

See that all students have taken out the correct booklet, then say:

For this test we shall use a special answer card that is separate from the test itself. With this answer card, all the tests can be scored quickly and accurately by a special machine. From your envelope, take out the smaller envelope and check that your name is written on it. The small envelope contains your answer cards. Be careful not to tear or bend them. Take out the card marked 22. Put the small envelope back inside the larger envelope and place in on the top of your desk (table). The answer card is a little tricky to mark the first time you use it, so listen to the instructions and follow them carefully.

For the questions you will be asked in this section there are five possible answers. These are indicated on your answer card by a row of ovals like this.

Put a sample on the blackboard like this:

(A) (B) (C) (D) (E)

Say:

Look at what I have put on the board. There are five choices, A, B, C, D and E. If you think the correct answer to a question is the one marked C, you should blacken the oval marked C with a solid pencil mark like this.

Fill in the oval C on the board.

If you change your mind and want to change an answer, erase the first mark completely and then mark your other choice. **YOU MUST NEVER MARK MORE THEN ONE ANSWER FOR ANY QUESTION.** This is extremely important, since you will get no credit at all if you mark two answers. Make sure to erase all other marks on the card except those within the answer ovals.

Now look at the side of your card which is labelled C. You will see that there is a section at the top with holes punched in it. Do not touch this at all. Underneath you will see a box with 2 rows of ovals marked P1 and P2 where we shall do some practice items, and underneath that there are rows of ovals numbered 1 - 48. This is where you will put your answers to the questions on the test. The 48 rows of ovals marked on the card are for the 48 items in the test.

Remember, you must give **ONLY ONE ANSWER** for each question and you must not put any marks anywhere else on the card. The only marks should be where you have blackened in one oval in each row for the answers you have chosen. Are there any questions about what you have been told?

Answer any questions. Be sure that all students know how to mark their answers. Then say:

First we are going to do a test to see what you know about how our nation works and its relations with the rest of the world. Look at the directions on the front of Booklet 50 and follow along silently as I read them aloud.

Each of the questions or incomplete statements in this test is followed by five possible answers. You are to decide which one of these answers is best.

# STAGE 3

Manual 3

- 4 -

Population IV

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Mark your answer by blackening in the appropriate space on the answer card. If you want to change an answer, be sure to erase the old mark completely. You will have 35 minutes to answer the 48 questions in this test. This is NOT a test on which you will be graded. Therefore, do not guess at any answer unless you are fairly sure that you know the answer. If you are unsure of the answer simply leave it blank. Here is the first example:

P1. Which one of the following is a nation?

- A. Tokyo
- B. Australia
- C. Copenhagen
- D. Montreal
- E. Cairo

Pause for the students to answer. Then say:

Since Australia is a nation and the others are only cities, you should choose the answer numbered B. On your answer card you see space B blackened in for you. Now you blacken in the appropriate space on your answer card for the next example:

P2. Which of the following are the capital cities of their countries?

- I. Vienna, Austria
  - II. Copenhagen, Denmark
  - III. Barcelona, Spain
  - IV. Ankara, Turkey
  - V. Athens, Greece
- A. I and II only
  - B. III and IV only
  - C. II, III and V only
  - D. I, II, IV and V only
  - E. I, II, III, IV and V

Pause for the students to answer. Then say:

The answer to this question is D, because each of these cities, I, II, IV, and V is a capital city. Madrid is the capital of Spain, NOT Barcelona. Therefore, number III CANNOT be part of the right answer.

Make sure that all students have filled in the practice item correctly on their answer card. Then say:

Mark only one answer for each question. If you change your mind about an answer, be sure to erase the first mark completely. No NOT spend too much time on any one question. If a question seems too difficult go on to the next one.

You are now ready to begin the test. Do not turn the page to begin the test until you are told to do so.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

During the test, if you need a new pencil or if you have other problems, raise your hand and someone will help you. When I give the signal you may begin work on the test and you should continue working on it until you are told to stop. If you finish before the time is up, you may look back over your work. Remember, mark only one answer for each question. Are there any questions?

Answer any questions and then say:

Now turn the page and begin to work.

Begin timing the test. When thirty minutes have elapsed, say:

There are 5 minutes left in the test.

When exactly thirty-five minutes have elapsed, say:

**STOP, LAY DOWN YOUR PENCIL RIGHT NOW. THIS IS THE END OF THE TEST.**

Ask the students to replace the test booklet in the large student envelope and the answer card in the small envelope. The small envelope should be placed in the large envelope.

Civic Education

Session 2 - How Society Works (Section 2 of Booklet 50, 25 minutes)

For National Centers NOT using IRC cards

After the students have been sorted, pass out the student envelopes. Students should check that they have received the envelope with their name on it. Ask the students to remove Booklet 50 from their envelope. Check that all students have taken out the correct booklet. Then say:

For this test you will not be using an answer card but will mark your answers directly in the test booklet. Open Booklet 50 to section 2 on page \_\_. Follow along as I read the directions.

On the next few pages we shall give you a chance to explain how society works.

On each page you will find a heading, such as Elections, Taxes, Police and so on; underneath each of these we have given you a set of descriptions, to say what they do or how they work. Read each of these carefully, then put a tick in the right column, under

Does this almost always,  
Does this fairly often,  
Does this sometimes, or  
Does this almost never.

If you really don't know the answer, put a tick under 'Don't know'. If you want to change an answer, be sure to erase the old mark completely.

National Centers: if national option open-ended questions are being used, add the following:

At the bottom of every page, we have left you a space in which you can give us your own explanations of how things work.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

You will be given 25 minutes to complete this test. Now turn over the page and begin.

Make a note of the time. When 25 minutes have passed, say:

Stop. Put down your pencil, close your test booklet and replace it in the student envelope.

-----  
 For National Centers using IRC cards - Insert above the number of minutes to be allowed for the test. See Manual 1, Section 5.  
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After the students have been seated, pass out the student envelopes. Students should check that they have received the envelope with their name on it. Ask the students to remove Booklet 50 from their large envelope and answer card 23 from the small envelope. Check that all students have taken out the correct booklet and answer card. Then say:

Turn your answer card to the side labelled B. Open Booklet 50 to Section 2 on page \_\_\_. Follow along silently as I read the directions aloud:

On the next few pages we shall give you a chance to explain how society works.

On each page you will find a heading, such as Elections, Taxes, Police and so on; underneath each of these we have given you a set of descriptions, to say what they do or how they work. Read each of these carefully, and choose the one that you think suits the heading best:

- A. Does this almost always,
- B. Does this fairly often,
- C. Does this sometimes, or
- D. Does this almost never.

If you really don't know the answer, choose

- E. I don't know.

Indicate your answer by blackening in the oval on your answer card for the letter you choose. If you want to change an answer, be sure to erase the old mark completely. Mark only one answer for each question. Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

There are 120 questions in this test. When you have finished questions 1 - 60 on the front of the card, turn the card over and go on with questions 61 - 120 on the back.

You will be given \_\_\_ minutes to complete this test. Now turn over the page and begin.

Make a note of the time. When \_\_\_ minutes have passed, say:

Stop. Put down your pencil and close your test booklet. Replace your answer card in the small envelope and put it and the test booklet into the large envelope.

-----  
For National Centers NOT using IRC cards  
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When the students have been seated, pass out the student envelopes, and ask the students to take out Booklet 51. Check that each student has the envelope with his name on it and that all have taken out the correct booklet. Ask the students to follow along silently as you read the following directions from the front of the booklet:

These questions are being given to a number of children in several countries to find out what they think. For these questions there are no right or wrong answers, so this is NOT a test. We just want to know what you think. Your answers are CONFIDENTIAL, so be as truthful as you can.

Mark your answer by putting a tick in the appropriate space on the test booklet. If you want to change an answer, be sure to erase the old mark completely.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

You will have 20 minutes to complete the questions in this booklet.  
Now turn over the page and begin.

Make a note of the time when the students begin the test. After 20 minutes say:

Stop. Close your booklet and replace it in the envelope.

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Session 3 - Affective Scales (\_\_\_ minutes)

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For National Centers using MRC cards - Insert above the number of minutes to be allowed for the test. See Manual 1, Section 5.  
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When the students have been seated, pass out the student envelopes and ask the students to take out Booklet 51 and answer card 24. They should turn the card to the side labelled S. Check that each student has the envelope with his name on it and that all have taken out the right booklet and card. Ask the students to follow along silently as you read the directions from the front of the booklet:

These questions are being given to a number of children in several countries to find out what they think. For these questions there are no right or wrong answers, so this is NOT a test. We just want to know what you think. Your answers are CONFIDENTIAL, so be as truthful as you can.

Mark your answer by blackening the appropriate space on your answer card. If you want to change an answer, be sure to erase the old mark completely.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

There are 105 questions in this section. When you have finished questions 1 - 49 on the front of the card, turn over the card and go on with questions 50 - 105 on the back.

You will have \_\_\_ minutes to complete the questions in this booklet. Now turn over the page and begin.

Make a note of the time when the students begin the test. After \_\_\_ minutes say:

Stop. Close your booklet and replace it in the envelope. Put your answer card in the small envelope and put the small envelope in the large envelope.

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Civic Education

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Session 4 - Background Questionnaire (20 minutes)

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For National Centers NOT using MRC cards  
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When the students have been seated, pass out the student envelopes and ask the students to take out Booklet 52. Check that each student has the envelope with his name on it and that all have taken out the correct booklet. Ask the students to follow along silently as you read the following directions from the front of the booklet:

These questions are being given to a number of children in several countries to find out what they think. For these questions there are no right or wrong answers, so this is NOT a test. We just want to know what you think or do. Your answers are CONFIDENTIAL, so be as truthful as you can.

Mark your answer by putting a tick in the appropriate space on the test booklet. If you want to change an answer, be sure to erase the old mark completely.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

You will have 20 minutes to complete the questions in this booklet.  
Now turn the page and begin.

Make a note of the time when the students begin the test. After 20 minutes say:

Stop. Close your booklet and replace it in the envelope.

**Civic Education**

**Session 4 - Background Questionnaire ( \_\_\_ minutes)**

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For National Centers using MRC cards - Insert above the number of minutes to be allowed for the test. See Manual 1, Section 5.  
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When the students have been seated, pass out the student envelopes and ask the students to remove Booklet 52 and answer card 25. They should turn the card to the side labelled B. Check that each student has the envelope with his name on it and that all have taken out the right booklet and card. Have the students follow along silently as you read the directions on the front of the booklet:

These questions are being given to a number of children in several countries to find out what they think. For these questions there are no right or wrong answers, so this is NOT a test. We just want to know what you think or do. Your answers are CONFIDENTIAL, so be as truthful as you can.

Mark your answers by blackening the appropriate space on your answer card. If you want to change an answer, be sure to erase the old mark completely.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

There are 79 questions in this section. When you have finished questions 1 - 38 on the front of the card, turn over the card and go on with questions 39 - 79 on the back.

You will have \_\_\_ minutes to complete the questions in this booklet. Now turn over the page and begin.

Make a note of the time when the students begin the test. After \_\_\_ minutes say:

Stop. Close your booklet. Replace your answer card in the small envelope and place it and the booklet in the large envelope.

**Session 5 - Word Knowledge Test, General Questionnaire and General Attitude and Descriptive Scales.**

## Detailed Instructions for Administration

## Population IV

French as a Foreign Language

Session I - French Reading Comprehension (30 minutes)  
French Listening Comprehension (25 minutes)

Tape Recorder for Listening Test

For the Listening Test, a good quality tape-recorder with an adequate loudspeaker (either separate or built-in) will be required. This machine must be able to play 7 inch reels at 7-1/2 inches per second (19 centimeters per second). If possible, a technician who is able to splice recording tape should be on hand with the proper equipment: although tape breakage is unlikely, it can seriously disrupt test administration if remedial facilities are not available. The tape-recorder should be plugged in and warmed up several minutes before it will be needed, and the test tape should already be threaded, so that the test can be begun simply by operating the "start" control. Good practice suggests that the test administrator privately listen to the entire test before the administration, to make sure it is complete and in good order; if this preliminary hearing takes place in the room where the test is to be administered, a suitable volume setting can also be determined at the same time by moving about the room to make sure that the sound is sufficiently loud to be heard clearly in the back of the room but not so loud as to be uncomfortable for those in the front rows.

Procedure

The test administrator will need the student envelopes for the students he is supervising. The student envelopes (still closed) should be handed out to the students, who are to check that they have received the envelope with their name on it.

The instructions that follow should be read by the test administrator clearly and with emphasis. No attempt should be made to commit them to memory. The wording given should be followed exactly wherever possible.

When the students are in the room and seated, the following statement should be made:

This school has been chosen to take part in an international project to study how young people learn French. Different countries from all over the world are taking part in this study. You will probably find some parts of the tests easy; some you are likely to find hard. Do your best on all the questions. Listen carefully to the instructions as they are given; follow them exactly and do the best you can.

# STAGE 3

Open the envelope in front of you. Take out Booklet 42. Do not open the booklet until you are told to do so.

See that all students have taken out the right booklet. Then say:

For this test we shall use a special answer card that is separate from the test itself. With this answer card, all the tests can be scored quickly and accurately by a special machine. From your envelope take out the smaller envelope and check that your name is written on it. This second envelope contains your answer cards. Be careful not to tear or bend them. Take out the card marked 16. Put the small envelope back inside the larger envelope and place it on the top of your desk (table). The answer card is a little tricky to mark the first time you use it, so listen to the instructions and follow them carefully.

For the questions you will be asked, there are four possible answers. These are indicated on your answer card by a row of ovals like this.

Put a sample on the blackboard like this:      (A)      (B)      (C)      (D)  
Say:

Look at what I have put on the board. There are four choices, A, B, C, and D. If you think the correct answer to a question is the one marked C, you should blacken the oval with a solid pencil mark like this.

Fill in the oval C on the board.

If you change your mind and want to change an answer, erase the first mark completely and then mark your other choice. It is important that you only leave one oval blackened for any question. Erase all other marks. If you look at the side of your answer card labelled R you will see that there is a section at the top with holes punched in it. Do not touch this at all. Underneath that is a box with 2 rows of ovals marked P1 and P2, where we shall do some practice items and underneath those there are rows of ovals numbered from 1 - 39. This is where you will put your answers to the questions in the test. Let me repeat that you must not put any marks anywhere else on the card. The only marks should be where you have blackened in the ovals you have chosen. Are there any questions about what you have been told?

Answer any questions. Be sure that all students know how to mark their answers. Then read aloud the following directions while the students look at the cover page of the test booklet.

This is a test of your ability to understand written French. For each question there are four suggested answers labelled A, B, C, and D. You are to choose the correct answer and then on your answer card make a solid pencil mark in the oval containing the correct answer letter. Look at the following example question and choose the answer you think is correct:

P1. Lundi est

- (A) une lune
- (B) un animal
- (C) un nombre
- (D) un jour

Pause for the students to answer. Then say:

The correct answer is D. Now look at the section marked R on your answer card. You will see that for number P1 the oval marked D has been blackened. This is how you are to mark your answers. Now look at the following example question and blacken in the oval after number P2 which corresponds to the answer you choose.

P2. Les petits enfants boivent beaucoup de

- (A) sucre
- (B) lait
- (C) jouet
- (D) laine

Pause for the students to mark their answer. Then say:

The correct answer is B, so you should have marked the answer space B for number P2 on the answer card.

Make sure that all students know how to mark their answers correctly. Then say:

In going through the test, do not spend too much time on any one question. If a question seems to be too difficult, make the most careful guess you can, rather than waste time over it. Your score will be based on the number of questions you answer correctly. It will be to your advantage to answer every question even though you may not be sure that your answer is correct. If you make a mistake or wish to change an answer, erase your first answer and then blacken in the oval for the answer which you intend. There are 39 questions in the test, and you will have 30 minutes to work on it.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

During the test, if you need a new pencil or if you have other problems, raise your hand and someone will help you. When I give the signal you may begin work on the test, and you should continue working on it until you are told to stop. If you finish before the time is up, you may look back over your work. Are there any other questions?

Wait for questions, then say:

Now turn the page and begin work.

Begin timing the test, when 25 minutes have elapsed, say:

There are 5 minutes left in the test.

When exactly 30 minutes have elapsed, say:

STOP, LAY DOWN YOUR PENCIL RIGHT NOW, THIS IS THE END OF THE TEST. Close your test booklet. Replace your answer card in the small envelope and put the small envelope and the test booklet into the large envelope. Leave the envelope on your desk.

A 5 or 10 minutes break should be given before administering the next section of the test.

### Listening Comprehension Test

When the students have been seated again, ask them to take booklet 43 and answer card 16 out of their envelopes. They should turn to the side of the answer card labelled L. Then say:

Now look at the General Directions on the cover page of your test booklet while the directions are read to you by the test tape.

Start the test tape. The announcer will give general directions and then a practice example. When he has read the practice example ( 'Numero Zero. Voici le petit garçon ), stop the tape immediately. Then say:

Mark the answer you think is correct. You should blacken either oval A, B, C, or D in the box immediately under the L on your answer card.

Pause to allow the students to mark their answers. Then turn on the tape-recorder again. The announcer will say, 'Picture C best fits the statement, so C is the correct answer. The test is about to begin. Stop the tape immediately. Make sure the students understand what they have to do, and answer any questions by rephrasing the instructions already given. Then say:

Get ready, the test is about to begin. Turn the page and look at the pictures for number 1.

Restart the tape. The test tape will run for approximately 25 minutes and will supply all the necessary instructions and response timing. When the announcer says, "This is the end of the Listening test, close your book and lay down your pencil," stop the tape recorder. Ask the students to replace the test booklet in the large envelope and the answer card in the small envelope. Then they should put the small envelope into the large one.

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Session 2 - Writing Test (25 minutes)

Questions about Learning French and French Student  
Questionnaire (20 minutes)

After the students have been seated, ask them to remove Booklet 44 from their large student envelopes. Check that all students have the correct booklet. Then say:

Do not open the test booklet until you are told to do so. Now follow along as I read aloud the instructions printed on the front of the booklet.

This is a test of your ability to write in French. There are two parts in this test. At the beginning of each part, directions for that part are printed in your test booklet. As you work through the test, be sure to read all the directions carefully.

Write all of your answers in the spaces provided in the test booklet. Write clearly and legibly so that there is no doubt as to what answer you mean in each case. If you make a mistake or wish to change an answer, be sure to erase your first answer completely.

Do not spend too much time on any one exercise. If an exercise seems too difficult, do the best you can with it, rather than waste time over it. You will have 15 minutes to work on the test.

Are there any questions?

Answer any questions by rephrasing the instructions already given. Then say:

During the test, if you need a new pencil or if you have other problems, raise your hand and someone will help you. When I give the signal you may begin working on the test, and you should continue to work on it until you are told to stop.

Are there any other questions?

Wait for questions, then say.

Now turn the page, read the directions carefully, and begin work.

Begin timing the test. When exactly 15 minutes have elapsed, say:

STOP. LAY DOWN YOUR PENCIL RIGHT NOW. THIS IS THE END OF THE TEST:

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The next part of this test will see how well you can write a composition in French. Open your test booklet to page \_\_\_ and read the directions silently while I read them aloud:

In this part of the test you will write a short composition comparing the merits of living in the country and in a big city. In the first part of the essay you will describe the advantages of country life and in the second part you will describe the advantages of city life.

Your essay should be based on the themes given below. Use each of the themes in the order given, and try not to leave any out. You will have 10 minutes to write your essay.

Then say:

Are there any questions?

Answer any questions by rephrasing the instructions already given. Then say:

During the test, if you need a new pencil or if you have other problems, raise your hand and someone will help you. When I give the signal you may begin working on the test, and you should continue to work on it until you are told to stop. If you finish before the time is up, you may look back over your work. Are there any other questions?

Wait for questions, then say:

Now begin to work.

Begin timing the test. When exactly 10 minutes have elapsed, say:

STOP. LAY DOWN YOUR PENCIL RIGHT NOW. THIS IS THE END OF THE TEST. Close your test booklet and replace it in the envelope.

After a short break, say:

Take out booklet 45 from your envelope. Also, take the answer card 20 from the small envelope of answer cards.

Check to see that the students have taken out the right booklet and answer card. Now say:

Booklet 45 contains a number of questions about you and your study of French. It is not a test. You are to answer the questions in this section as accurately as you can. You will record your answers to the questions in this section on answer card 20 in section A. As before, you will indicate your answers by blackening in the oval that corresponds to the answer you choose.

Make sure that all students know where to record their answers on the answer card. Ask the students if they have any questions. Then say:

Turn over the page and begin.

After all the students have completed section 1, say:

That is the end of section 1. We are now ready to start section 2. The questions in this section deal with some of your interests and outside activities. It is not a test. In answering the questions, choose the answer that suits you best and mark your choice in Section V on the other side of your answer card. Are there any questions?

Make sure that the students understand what they are to do. Then say:

Begin working.

When all students have completed section 2, tell them to replace the answer card in the small envelope. The test booklet and the small envelope should then be put into the large envelope which can be left on the desk to be collected.

Session 3 - Word Knowledge Test, General Questionnaire and  
General Attitude and Descriptive Scales

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French as a Foreign Language

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Speaking Test (19 minutes) individually administered

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The Speaking Test is exactly the same for Population II and IV. See instructions for administration for Population II beginning on page 21.

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## Detailed Instructions for Administration

## Population IV

English as a Foreign LanguageSession 1 - Reading Comprehension (1 hour)

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**Note to National Centers:** All double-underlined passages in the following section are to remain in the English language.

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When the students are in the room and seated, pass out the student envelopes and ask the students to check that they have the envelope with their name on it. Then say:

This school has been chosen to take part in an international project to study how young people learn English. Different countries from all over the world are taking part in this study. You will probably find some parts of the tests easy; some you are likely to find hard. Do your best on all the questions. Listen carefully to the instructions as they are given and follow them exactly. Do the best you can.

Open the envelope in front of you. Take out booklet 46. Do not open the booklet until you are told to do so.

See that all students have the correct booklets on their desks. Then say:

For this test we shall use a special answer card that is separate from the test itself. With this answer card, all the tests can be scored quickly and accurately by a special machine. From your envelope take out the smaller envelope and check that your name is written on it. This second envelope contains your answer cards. Be careful not to tear or bend them. Take out the card marked 19. Put the small envelope back inside the larger envelope and place it on the top of your desk. The answer card is a little tricky to mark the first time you use it, so listen to the instructions and follow them carefully.

For most of the questions you will be asked, there are five possible answers. These are indicated on your answer card by a row of ovals like this.

Put a sample on the blackboard like this: (A) (B) (C) (D) (E)  
Then say:

Look at what I have put on the board. There are five choices, A, B,

C, D, and E. If you think the correct answer to a question is the one marked C, you should blacken the oval with a solid pencil mark like this.

Fill in the oval C on the board.

If you change your mind and want to change an answer, erase the first mark completely and then mark your other choice. It is important that you only leave one oval blackened for any question. Erase all other marks. If you look at your answer card, you will see that there is a section at the top with holes punched in it. Do not touch this at all. Underneath that is a section marked R where there are two practice items marked P1 and P2 and underneath those are rows of ovals numbered 1 - 47. This is where you will put your answers to the questions on the test. Let me repeat that you must not put any marks anywhere else on the card. The only marks should be where you have blackened in the ovals you have chosen. Are there any questions about what you have been told?

Answer any questions. Be sure that all students know how to mark their answers. Then say:

First we are going to do a test to see how well you can read English. Look at the front of Booklet 46 and follow along silently as I read the directions aloud.

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test contains 60 items, which are divided into sections. Before each section, special directions are given. Examples are also given to show you how to answer the items. Read the directions and the examples carefully before you begin each section.
3. If you do not understand the directions, raise your hand and the example will be explained to you.
4. Work fast, but carefully. Be sure to answer in the appropriate set of answer spaces. Do not spend too much time on one question. If you see that you cannot answer the question after you have thought a while, go on to the next item. First answer all the questions you can in all the sections. If there are any questions you have not been able to answer right away, return to them after you have gone through the whole test. You may guess, but you should try your best to answer correctly. You will have an hour to complete the test and you will be told the time after 30 minutes and again five minutes before the end of the test period.

5. Most questions have only one right answer. For some questions, however, you are asked to choose the most natural of the correct answers. The sections where this is the case will be indicated to you.
6. Do not turn this page until you are told to do so.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions given so far. Then say:

We will now do two practice items. Your answers for these practice items will be marked in the rows of cards numbered P1 and P2 on your answer card. Now open your test booklet to page 1 and follow along as I read the directions for Section 1 aloud:

In each item of this test you will find three words which are divided into syllables. In some items the three words have the main stress on the same syllable. In other items the main stress may be on different syllables in the three words. Read the words carefully and decide whether the stress comes on the same syllable in the three words or on different syllables. If the stress is on the same syllable in the first and second words, blacken space A; if the stress is on the same syllable in the first and third words, blacken space B; if the stress is on the same syllable in the second and third words, blacken space C; if the stress comes on the same syllable in all three words, blacken space D; and if the stress comes on a different syllable in each word, blacken space E. Answer by blackening in the appropriate space on the answer card. Here are two examples. Read P.1 and decide which answer you think is correct.

Pause for the students to answer. Then say:

If you read these words carefully, you will find that the stress comes on the same syllable, namely the second, in each case, so space D for question P.1 on the answer card has been blackened in for you. Are there any questions?

Answer questions on the instructions only. Then say:

Now we will do a second example. Turn over the page, read Example P.2 and mark your answer on the answer card after P2.

Pause to allow the students to mark their answers. Then say:

You will find that the first two words have the stress on the same syllable, the first. The third word, potato, has the stress on the second syllable. Therefore you should have blackened in space A on your answer card.

Make sure that all students have understood how to mark their answers and have done so correctly. Then say:

This test is divided into five sections. Before each section there are directions and practice examples like those you have just done. When you have finished one section, go immediately on to the next section. Read through the directions for each section carefully and mark the answers to the practice items. These answers will be marked in your test booklet. Then when you have finished the practice items before each section, go immediately on to the rest of the items in the section, but mark the answers for the regular test questions on your answer card. Are there any questions?

Answer any questions. Then say:

There are 60 items in this test. When you have marked the answers for items 1 - 47 on the front of your answer card, turn the card over and go on with questions 48 - 60 on the back.

If you break your pencil or it becomes dull, raise your hand and you will be given a new one. If you finish before the time is up, look back over your work until you are told to stop. You will have 60 minutes to complete this test. Now turn the page and begin Section I.

Make a note of the time. When 30 minutes have passed say:

30 minutes have gone. You have 30 minutes left to complete the test.

After 55 minutes say:

You have 5 minutes left in the test.

After 60 minutes say:

Stop. Pencils down. Close your test booklet. Replace your answer card in the small envelope and place it and the test booklet into the large envelope. Leave the envelope on your desk.

English as a Foreign Language

Session 2 - Listening Comprehension (30 minutes)  
Writing (40 minutes)

Tape Recorder for Listening Test

For the Listening test, a good quality tape-recorder with an adequate loud-speaker (either separate or built-in) will be required. This machine must be able to play 7 inch reels at 3-3/4 inches per second (9-1/2 centimeters per second). If possible, a technician who is able to splice recording tape should be on hand with the proper equipment: although tape breakage is unlikely, it can seriously disrupt test administration if remedial facilities are not available. The tape-recorder should be plugged in and warmed up several minutes before it will be needed, and the test tape should already be threaded, so that the test can be begun simply by operating the "start" control. Good practice suggests that the test administrator privately listen to the entire test before the administration, to make sure it is complete and in good order; if this preliminary hearing takes place in the room where the test is to be administered, a suitable volume setting can also be determined at the same time by moving about the room to make sure that the sound is sufficiently loud to be heard clearly in the back of the room but not so loud as to be uncomfortable for those in the front rows.

The Listening Comprehension Test is divided into 4 parts

Section I (Discrimination of Sounds)

This section contains 12 test items. The student is required to listen to three words and then decide which one of the three words corresponds to a simple drawing. The 12 test items are preceded by two examples.

Section II (Recognition of Meaning through Intonation)

This section contains 8 test items. Each item consists of a question asked in the student's own language followed by three sentences in English. The words in the three sentences are identical but are given different intonation. The student is to determine the answer to the question from the intonation in the three questions. The test items are preceded by two examples.

Section III (Listening Comprehension)

This section contains 8 test items. The student is required to listen to a sentence or short paragraph in English and then decide which one of the three sentences written in English refers correctly to the sentence or short paragraph he heard. The test items are preceded by two examples.

Section IV (Listening Comprehension - Conversation)

This section includes 8 test items. In each item, two people are having a conversation. The student is required to listen to the conversation and decide which one of the three sentences written in English refers correctly to the conversation. The test items are preceded by two examples.

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Population IV

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Note to National Centers: All double-underlined passages in the following section are to remain in the English language.

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Procedure

After the students have been seated, pass out the student envelopes. All students should make sure they have received the envelope with their name on it. Ask the students to take out Booklet 47 from their large envelope and answer card 19 from the small envelope. Ask them not to open the booklet until they are told to do so. Check that all students have the correct test booklet and answer card on the desk before them. Then read aloud the following directions while the students look at the cover page of the test booklet:

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test contains 36 items, which are divided into sections. Before each section, special directions are given. Examples are also given to show you how to answer the items. Read the directions and the examples carefully before you begin each section.
3. If you do not understand the directions, raise your hand and the example will be explained to you.
4. Do not turn this page until you are told to do so.

You will answer the questions in this test by blackening in the appropriate oval on your answer card. Are there any questions?

Answer any questions. Then say:

Now we will read the directions for the first section of the test. Open your booklet to page 1 and follow along silently as I read the directions aloud.

Now look at Section I.

In each of these items you will see a picture and while you are looking at the picture you will be asked to listen to three words being spoken to you. Listen carefully and then decide which of the three words you have heard corresponds to the picture you are looking at. If it is the first word, blacken in space A on your answer card; if it is the second word, blacken in space B, and if it is the third word, blacken in space C. There are two examples.

Turn to page 2 and look at the picture marked Example P1. Turn your answer card to the section labelled L and mark your answer in the row of ovals marked P1. Now listen carefully to these three words.

Start the tape. A voice will say: 'Example P1 ..... look ..... lack ..... lock'. Stop the tape immediately. Then say:

Now mark the correct answer on your answer card.

Pause for the students to mark their answer. Then say:

The third word was lock, which corresponds to the picture, so you should have blackened in space C on your answer card.

Make sure that all students know how to mark their answers correctly. Then say:

Now we will try the next example. Look at the picture marked Example P2 and listen to the words. Then mark your answer after P2.

Restart the tape. A voice will say: "Example P2 ..... star ..... stir ..... store". Stop the tape immediately. Give the students time to mark their answer, then say:

The first word was star, which corresponds to the picture, so you should have blackened in space A on your answer card. Are there any questions?

Answer any questions the students may have about the instructions, but do not answer questions about the pictures. Then say:

You may not ask any questions once I have started the test tape. Remember to mark all your answers on the answer card. There are 12 items in this section. Turn over the page, look at picture number 1 and listen very carefully as I start the tape.

Turn on the tape-recorder. A voice will begin, "one ..... cut ..... coat ..... caught". Each of the 12 items will be followed by a pause of about 10 seconds to allow the students time to respond. The script of the test tape will be found at the end of this document.

When the students have answered question 12 ("twelve ..... yet ..... get ..... jet"), stop the tape immediately. Allow the students a few moments rest before the next section of the test.

When the students are ready for the next section, restart the tape. A voice will say: "Section II - Recognition of Meaning through Intonation". Stop the tape immediately. Have the students turn to page 6 and follow along as you read the directions aloud."

Each item consists of a question asked in your own language followed by three sentences in English. The words in the three English sentences are all the same. You should determine the answer to the question by listening to the way the voice rises and falls in the three sentences.

Listen to these two examples. In the first you are asked to decide "Which of these sentences express incredulity?" If the first and the second sentences express incredulity, blacken in space A in your booklet. If the first and the third sentences express incredulity, blacken in space B. If the second and the third sentences express incredulity, blacken in space C. If all three sentences express incredulity, blacken in space D. If none of the three sentences expresses incredulity, blacken E.

Now listen. Which of these sentences express incredulity?

Mark your answer in the row of ovals underneath the three sentences in your test booklet.

Start the tape. A voice will say: "Example A," and then there will be a ten second pause. Leaving the tape running, ask the students:

Which of these sentences expresses incredulity?

A voice will then continue: "Teachers correct their students' papers." The sentence will be said three times, each time with some differences in intonation. After the third time, stop the tape immediately and give the students time to respond. Make sure that the students mark their answers in the booklet and not on the answer card. Then say:

From the way in which the voice rises in the first and third sentences, we know that these two sentences express incredulity. Therefore you should have blackened in space B in your booklet. Are there any questions?

Answer any questions. Make sure that all students know how to answer the test items. Then say:

Now we will do the second example. Again, mark your answer in the test booklet.

Start the tape. A voice will say: "Example B" and there will be a ten second pause. Leaving the tape running, ask the students:

Which of these sentences are questions?

A voice will then say: Italians always sing." The sentence will be repeated three times, each time with some differences in intonation. After the third time, stop the tape immediately and give the students time to respond. Make sure that they mark their answers in the booklet. Then say:

From the way in which the voice rises in the first and second sentences, you know that these two are questions. Therefore you should blacken in space A in your booklet. Are there any questions?

Answer questions on the instructions only. Then say:

You will answer the rest of the questions in this section on your answer card. The first item is number 13, so find number 13 on your answer card and turn the page of the booklet to look at number 13 in the test. I am now going to start the tape. Listen very carefully.

Start the tape. A voice will say: Thirteen ..... Father's taking a nap ..... Father's taking a nap ..... Father's taking a nap. There are 8 items in this section of the test. Each item is followed by a pause of about ten seconds to allow the students time to respond.

When the students have answered item 20 ( Twenty ..... Are you used to ice or snow ..... Are you used to ice or snow ..... Are you used to ice or snow. ) stop the tape immediately. Allow the students a few moments rest before the next section of the test.

When the students are ready for the next section, restart the tape. A voice will say: Section III - Listening Comprehension. Stop the tape immediately. Have the students turn to page \_\_\_ and follow along as you read the directions aloud.

In this test you will hear for each item a sentence or a short paragraph followed by a short tone. In your test booklet you will see that there are three sentences for each spoken item. Select the one which refers correctly to the spoken item and blacken in space A, B, or C in your booklet, according to whether the correct sentence is the first, second or third. Here are two examples. Listen to the sentence:

Start the tape. A voice will say: Example A ..... The visitor has to go. Stop the tape immediately and say:

Now read the three sentences in the booklet. Mark the answer in the booklet in the row of ovals underneath the three sentences.

Pause to let the students mark their answers. Make sure that all students are putting their answers in the booklet. Then say:

You will find that the correct answer is the first sentence, He must go, which means the same as He has to go. So you should have blackened in space A. Are there any questions?

Answer any questions making sure that the students know how to answer the questions. Then say:

Now we will do the second example. Listen to this sentence and then mark the answer you think is correct in your test booklet.

Start the tape. A voice will say: Example B . . . . If I had expected to hear a good singer, I would have been disappointed. Stop the tape immediately and give the students time to respond. Make sure that all are marking their answers in the test booklet. Then say:

You will find that the second of the three sentences is correct, because in the sentence you heard, the speaker suggested that he had not expected a good singer and he had not heard one, so he was not disappointed. Therefore you should have blackened in space B. Are there any questions?

Answer any questions on the instructions only. Then say:

You will answer the rest of the questions in this section on your answer card. The first item number is 21, so find number 21 on your answer card and turn the page of the booklet to look at the three sentences for number 21. I am going to start the tape. Listen very carefully.

Start the tape. A voice will say: Twenty-one . . . . If we had known we could have ridden, we would have gone. There are 6 items in this section of the test. Each item is followed by a pause of 15 seconds to allow the students time to respond.

When the students have answered item 28 (Twenty-eight . . . . Mary has known Helen since she first came to this city to go to school. They became acquainted when the principal asked them to his office to fill in some forms. Helen is much the better student.), stop the tape immediately. Allow the students a few moments rest before the last section of the test.

When the students are ready for the next section of the test, start the tape. A voice will say: Section IV - Listening Comprehension. Stop the tape immediately. Have the students turn to page \_\_\_ and follow along silently as you read the directions aloud.

In each of the items of the following test, two young people, Ann and Bill, are having a conversation. After each item there will be a short tone and a pause. Three sentences appear in your student booklet.

Select the one statement which is correct in view of the information

given in the conversation. Blacken in space A, B, or C according to whether the correct sentence is the first, second or third. Here are two examples. Listen to the first conversation and answer in your booklet.

Start the tape. The following passage will be heard: 'Example A ..... I don't like mathematics, it's so difficult ..... I don't agree at all, I must say.' Stop the tape immediately and give the students time to respond. Then say:

In the conversation we heard Ann say that she didn't like mathematics and Bill said that he thought differently. Therefore, only the first statement is correct. So you should have blackened in space A in your booklet. Now here is the second example. Listen carefully and mark your answer in the test booklet.

Start the tape. The following passage will be heard: 'Example B ..... I have just bought a new hat, Bill. Do you like it? ..... What an attractive hat, Ann. It certainly suits you.' Stop the tape immediately and give the students time to respond. Then say:

The conversation makes it clear that Ann has bought a hat and Bill likes it. Therefore you should have blackened in space C. Are there any questions?

Answer questions on the instructions only. Then say:

You will answer the rest of the questions in this section on your answer card. The first item number is 29, so find number 29 on your answer card and turn the page of the booklet to look at the three sentences for number 29. I am going to start the tape. Listen very carefully.

Start the tape. The following passage will be heard: 'Twenty-nine ..... Please Ann, can you lend me a few dollars?' ..... etc. There are 8 items in this section. Each item is followed by a 15 second pause to allow the students time to respond.

When the students have answered item 36 ('Thirty-six ..... Hadn't you better get on with your studies?' ..... etc.), stop the tape immediately. Inform the students that they have finished the listening test. Ask them to replace the answer card in the small envelope and to place it and the test booklet into the larger envelope. Allow the students a short break.

### Writing

When the students have been seated again, ask them to remove Booklet 48 from the large envelope. They will not need an answer card for this section of the test. Ask the students to follow along silently as you read the directions on the front of the test booklet.

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test is divided into four sections. The first three sections contain a total of 31 items; the fourth section instructs you to write a composition in English.
3. Instructions for answering the test items are given before each of the first three sections of the test. Practice examples follow each set of instructions. Always read the instructions and study the practice examples carefully before you begin to answer the test items.
4. Answer the test items as quickly as you can, but work carefully. Words not spelled correctly will be marked as wrong answers. Do not spend too much time on any one item. You may guess the answer, but you should do your best to answer correctly. If you find that you cannot answer an item after you have thought a while, go on to the next item. When you have finished one section of the test, go straight on to the next section.
5. You should spend no more than 15 minutes on the first 3 sections of the test. After 15 minutes you will be told to begin the fourth section, composition. If you complete the first three sections in less than 15 minutes, you may go straight on to the fourth section without waiting to be told. You will have 25 minutes in which to write your composition. You will be reminded of the time 5 minutes before the end of the testing period. If you finish ahead of time, you may read through your earlier work and attempt to answer any items previously unanswered.
6. If you do not understand any of the instructions, raise your hand and ask for further explanations.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

If you break your pencil or have any other problems, raise your hand and someone will help you. If you finish before the time is up, look back over your work until you are told to stop. Remember to read the instructions before each part of the test very carefully. Now turn the page, read the instructions for Section I and begin working.

Make a note of the time. After 15 minutes say:

If you have not yet begun working on Section IV, the composition, turn to page \_\_, read the directions carefully and start writing the composition.

After 35 minutes say:

There are 5 minutes left in the test.

After 40 minutes say:

Stop working now. Put your pencil down, close your test booklet and replace it in the envelope.

**English as a Foreign Language****Session 3 - Questions about Learning English and English Student  
Questionnaire (20 minutes)**

After the students have been seated, pass out the student envelopes. Check that each student has the envelope with his name on it. Then say:

Take out Booklet 49 from your envelope. Also, take the answer card 20 from the small envelope of answer cards.

Check to see that the students have taken out the appropriate booklet and answer card. Then say:

Booklet 49 contains a number of questions about you and your study of English. It is not a test. You are to answer the questions in this section as accurately as you can. You will record your answers to the questions in this section on answer card 20 in section A. As before, you will indicate your answers by blackening in the oval that corresponds to the answer you choose.

Make sure that all students know where to record their answers on the answer card. Ask the students if they have any questions. Then say:

Turn over the page and begin.

After all the students have completed section 1, say:

That is the end of section 1. We are now ready to start section 2: The questions in this section deal with some of your interests and outside activities. It is not a test. In answering the questions, choose the answer that suits you best and mark your choice in section V on the answer card. Are there any questions?

Make sure that the students understand what they are to do. Then say:

Begin working.

When all the students have completed section 2, tell them to replace the answer card in the small envelope. The test booklet and the small envelope should then be put into the large envelope which can be left on the desk to be collected.

**Session 4 - Word Knowledge Test, General Questionnaire and  
General Attitude and Descriptive Scales.**

SEE PAGE 40

English Speaking Test (30 minutes) - individually administered

The English Speaking Test must be administered on an individual basis. It requires the use of 2 tape-recorders: one to play the test tape, the other to record the student's responses. The test should be given in a quiet room, where background noises will neither interfere with the recording nor distract the student. The three sections of the test are described briefly below.

Section I (Structural Control)

This section contains 10 test items. The student is required to listen to a statement or question and then respond, each response relating to a simple drawing. The 10 items are preceded by 2 untimed examples.

Section II (Oral Reading)

In this section, the student is required to read a passage of English prose, which he is allowed to study for 3 minutes before starting to read it aloud.

Section III (Fluency)

This section is divided into 2 parts. In Fluency A the student is required to describe one of two sets of pictures in a few sentences in his own words. In Fluency B the student is given a picture and is asked to describe the action that led up to it, what is happening now and what will happen in the future.

REQUIREMENTS

For testing you will require:

1. Two tape-recorders, one with microphone attachment.
2. The English Speaking Test tape.
3. The administration instructions (set out below).
4. The Speaking Test booklet.
5. Blank tape (for recording the students' responses).
6. Note of school identification number and list of student identification numbers to be recorded in English.

.....  
 Note to National Centers: All double-underlined passages in the following section are to remain in the English language.  
 .....

Testing Procedure

The tape-recorders should be ready for use before the first student enters the room to take the test. Teachers are advised to listen to the whole of the test tape privately, before the test period, to make sure that it is complete and in good order.

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The tape-recorder with the microphone attachment should be threaded with blank tape, switched on and ready to record. The student will need to sit at a table or desk, so that he can have the Speaking Test booklet placed in front of him at the appropriate moment. Make sure that he is seated where he can speak clearly and directly into the microphone. (If necessary, practice making a recording with a student who is not going to take the actual test.) The second tape-recorder should be threaded with the Speaking test master-tape, switched on and ready to play. Make sure that the volume level is properly adjusted before the first student to be tested enters the room. Both tape-recorders should be set to run at 3-3/4 inches per second (9-1/2 centimeters per second).

Section I (Structural Control)

Start the master tape. After a pause, a voice will say: "English Speaking Test, Section I - Structural Control." Stop the tape immediately. When adequate recording facilities have been arranged, switch on the student response tape and record in English the school number and the number of the student being tested. Thus... "School eighty-three student zero, zero, three." Also write the student's identification number on the Student Identification Record Sheet which is provided at the end of this booklet. Then call the first student in, make sure he settles down comfortably, and say:

Now you are going to do some tests to see how well you can speak English.

Hand the student a closed copy of the English Speaking Test booklet. Read the following instructions aloud as the student reads them silently on the cover of his booklet:

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test contains three sections. Before each section, special directions are given. Read the directions carefully before you begin each section.
3. If you do not understand the directions, raise your hand and the example will be explained to you.

Now turn the page and follow as I read the directions for Section I. This section of the test contains ten items. You will hear an instruction in the form of a statement or a question. Then you will be given six seconds to respond. Try to respond as soon as you hear the instruction. Listen carefully to each instruction, because it will be given only once. If you do not understand an instruction or cannot answer, say "I don't know." Each response must be related to the appropriate drawing.

Even though in everyday speech "Yes" or "No" is a correct reply to a question, in this test you are required to respond in a complete sentence with a subject and a verb.

You are given two practice examples. When you are told, turn the page, look at the first practice example, listen to the instruction, and respond.

Make sure that the student has understood the directions. Re-explain anything he did not understand but do not offer any additional information. Then say:

Now turn the page and look at the picture labelled Example A.

Start the master-tape. After a pause, a voice will say: "Example A... Can you see a bed?" Stop the tape and pause 6 seconds for the student to reply. Do not tape record the student's replies to the practice examples. If the student is unable to reply or appears to have misunderstood the instructions, prompt him with a reply such as, "Yes, I can." Then say:

Example B is also an example and does not count as part of the test. Listen to the next instruction."

Start the master-tape again. After a pause, the voice will say: "Example B... Ask me if the man lives in England." Stop the tape and wait 6 seconds for the student to reply. If the student is unable to reply or replies incorrectly, prompt him with a response such as, "Does he live in England?" Then say:

The next items you hear will be part of the test. All the items in this section of the test are like the practice examples which you have just done. Listen carefully to each instruction and then try to respond. Don't worry if there is an item which you do not understand. Just answer "I don't know." No-one is expected to answer every item correctly. Just do your best. There will be 10 more items and each item will be about one of the pictures you have in front of you.

When the student is ready to begin, say:

Look at picture number one and be ready to listen to item one when I start the tape.

Start both the master-tape and the student's response tape. The script of the master-tape continues as follows: "Is the lamp on the table?" From now on, do not prompt the student, make any comment, or react in any way to his performance. There are 10 actual items in this section of the test. Each item is followed by a pause of 6 seconds.

When the student has answered item 10 ("Ask me if he went fishing this morning."), stop both tape-recorders. You will have no further need for the master-tape. Allow the student a few moments' rest before the next test. Then say:

Now turn to Section II - Oral Reading and follow along as I read the directions. This is a test to see how well you can read English aloud. You will be given 3 minutes to read the passage silently so that you are quite familiar with it. Then you will be required to read the passage aloud.

During the test, please read the passage clearly and naturally. Your score will depend on how correct your pronunciation of the words is, and how natural the phrasing is. After 3 minutes, you will be told to begin reading aloud.

Answer any questions the student may have, but do not give additional information. Then say:

Now turn the page and begin reading silently.

Allow the student 3 minutes to look over the passage. Then turn on the tape-recorder which has been recording the student's responses and have the student read the passage loudly and clearly, directly into the microphone.

When the student has read the last sentence of the passage ("Shall we buy another lamp?"), turn off the tape-recorder. Allow the student a few moments' rest before the next section of the test. Then say:

Now turn to Section III - Fluency A and follow along as I read the directions aloud.

In this section you are required to describe what is happening in a set of pictures. You are given a choice of two sets of pictures. You can choose which set of pictures you wish to describe. You should choose the set of pictures you can say most about. You may say anything you like about what is happening in the pictures you have chosen, as long as it is in English. You will have two minutes to decide which set of pictures you wish to describe and to think about what you are going to say.

When you are told, turn the page, decide which set of pictures you wish to describe and think about what you are going to say. You will be told when to begin speaking.

Now turn the page, look at the pictures, choose which set you will describe and think about what you are going to say.

After two minutes have elapsed say:

You have had two minutes now. Are there any questions before you begin? Remember you cannot ask any questions after the test has begun.

Answer any questions about the procedure but not about the pictures. When the student is ready, say:

When I start the tape, describe what is happening in the set of pictures you have chosen.

Start the tape and indicate to the student that he is to begin speaking. When the student has finished all he can say, turn off the tape recorder and allow him a few moments' rest. Then say:

Now turn to Fluency B and follow along as I read the directions aloud.

On the next page you will see a picture of a group of young people having a party. Describe what you think led up to the party, what is happening now, and what you think will happen after the party is finished. Use your imagination.

You may say anything you like about the picture as long as it is in English. Try to use at least three or four whole sentences. Your score will depend on the amount you say, the accuracy of your grammar and pronunciation, the correctness and variety of your vocabulary, and the variety of tenses or structures used in your sentences.

You will be given three minutes to look at the picture and decide what you would like to say about the picture.

When you are told, you may turn the page. You will be told when to begin speaking.

Now turn the page, look at the picture and think about what you are going to say.

After three minutes have elapsed, say:

You have had three minutes now. Are there any questions before you begin? Remember that you cannot ask any questions after the test has begun.

Answer any questions about procedure, but not about the picture. When the student is ready, say:

When I start the tape, start talking about the party. Tell what led up to it, what is happening now and what will happen when the party is finished.

Start the tape, and indicate to the student that he is to begin speaking. When the student has finished all that he can say, allow the student tape to run for a few seconds before switching it off, so that it will be ready to record the number of the next student taking the test. Tell the student that he has finished the speaking tests. Collect the test booklet from the student. Write on the sheet provided with the student tape the number of the school and the number of the student you have just recorded.

Rewind the master-tape so that it will be ready for the next student.

Follow the procedure outlined above for each student. Always make sure that the student has understood the instructions before beginning each new section of the speaking test. Never give any explanations about the subject matter.

Word Knowledge Test, General Questionnaire, General Attitude and  
Descriptive Scales

Session 5 - (with Civic Education)

Session 3 - (with French) (30 minutes)

Session 4 - (with English)

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National Centers must decide where the page containing questions A, GR, O1, O2 and P of IEA/40 GEN (the questions to be post coded) is to be placed, either in front of the Word Knowledge test in Booklet 53 or after it. Whichever is decided upon, the appropriate instructions must be inserted to ensure that the students tear out the page and insert it in the card envelope or student envelope for return to the National Center.  
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The students should be seated in the same way as before. The test administrator should ensure that each student has his own envelope on his desk in front of him.

Tell the students to take out Booklet 53 and answer card 21. Then ask the students to follow along as the directions for Section 1 are read aloud:

In this test words are given to you in pairs. In each pair, the two words have something in common. You must decide whether the words mean nearly the same thing or nearly the opposite thing with respect to what they have in common.

If you think the words have the same meaning, blacken in the oval marked "+" on your answer card.

If you think the words have the opposite meaning, blacken in the oval marked "O" on your answer card.

Here is an example:            high            low            +    O

The two words "high" and "low" both refer to height. However, they are nearly opposite in meaning. Therefore you should blacken in the oval marked "O" on your answer card like this:    +    O

For each of the following pairs, blacken in either "+" or "O". You should attempt every item for which you think you know the answer, but do not guess if you have no idea of the answer.

If you change your mind, remember you must erase your first answer completely and then mark your other choice. The answers for this test will be marked in Section F on your answer card. Are there any questions?

Answer any questions. Make sure that all students know where to mark their answers. Then say:

You will have ten minutes for this test. Work as quickly as you can and do not waste time on any words you do not know. Now turn over the page and do the questions in Section 1.

Note the time when the students begin the test. After 5 minutes say:

About half the time is gone.

After ten minutes say:

Stop working and put your pencils down. Turn the page to Section 2.

The questions in Section 2 are about you and what you do. Answer them as accurately as you can. If you have any difficulty in understanding what is wanted by a particular question, please ask me. The answers to the questions on the first page of Section 2 are to be written directly in the test booklet. Please answer the questions on the first page of Section 2 now.

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If this page is to be put at the front of Booklet 53, these instructions will have to be changed.  
-----

After the students have completed the questions on the first page, say:

Now that you have completed the questions on the first page of this section, tear this page out of the booklet and place it in the small envelope with the answer cards.

Pause to let all students to do this. Make sure that only the first page is torn off and placed in the envelope. After the students have had time to do this, say:

Now you will go on to answer the rest of the questions in Section 2. Answers to these questions will be marked on your answer card in Section G. There are 48 questions in this section. When you have finished questions 1 - 22, turn over the card and continue with questions 23 - 48 on the other side.

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If the spaces allocated for the list of school subjects is greater than the National Center is using, then an instruction will have to be given indicating that there will be X rows of ovals to be left blank at the end of the section.  
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Are there any questions?

Answer any questions, then say:

Remember, if there are any questions which you do not understand in this section, raise your hand and I will help you. You may begin.

After all the students have completed Section 2, say:

This is the end of Section 2. We are now ready to start Section 3. Follow the directions on the first page of Section 3 as I read them aloud.

These questions are being put to a large number of students in different countries to find out what they think about themselves and the schools they attend. This is NOT a test. There are no right or wrong answers. We just want to know what you think. Your teacher will not see your answers.

To answer, blacken in the oval on your answer card that corresponds to the answer you choose for each question. If you wish to change an answer, you may, but be sure to erase the mark for the old answer completely.

Answers to questions in this section should be marked on Section H of your answer card. Are there any questions?

Answer any questions. Make sure that all students know where to indicate their answers. Then say:

Now turn the page and begin.

When all students have completed Section 3, tell them to replace the answer card in the small envelope and to put the test booklet and the small envelope in the large envelope.

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National Centers may wish to issue an instruction about the collection of materials here.  
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POPULATION IVS

Session 1 - French Reading Comprehension (25 minutes)  
French Listening Comprehension (25 minutes)

Tape Recorder for Listening Test

For the Listening Test, a good quality tape recorder with an adequate loudspeaker (either separate or built-in) will be required. This machine must be able to play 7 inch reels at 7-1/2 inches per second (19 centimeters per second). If possible, a technician who is able to splice recording tape should be on hand with the proper equipment: although tape breakage is unlikely, it can seriously disrupt test administration if remedial facilities are not available. The tape recorder should be plugged in and warmed up several minutes before it will be needed, and the test tape should already be threaded, so that the test can be begun simply by operating the "start" control. Good practice suggests that the test administrator privately listen to the entire test before the administration, to make sure it is complete and in good order; if this preliminary hearing takes place in the room where the test is to be administered, a suitable volume setting can also be determined at the same time by moving about the room to make sure that the sound is sufficiently loud to be heard clearly in the back of the room but not so loud as to be uncomfortable for those in the front rows.

Procedure

The test administrator will need the student envelopes for the students he is supervising. The student envelopes (still closed) should be handed out to the students, who are to check that they have received the envelope with their name on it.

The instructions that follow should be read by the test administrator clearly and with emphasis: no attempt should be made to commit them to memory. The wording given should be followed exactly wherever possible.

When the students are in the room and seated, the following statement should be made:

This school has been chosen to take part in an international project to study how young people learn French. Different countries from all over the world are taking part in this study. You will probably find some parts of the tests easy; some you are likely to find hard. Do your best on all the questions. Listen carefully to the instructions as they are given; follow them exactly and do the best you can.

Open the envelope in front of you. Take out Booklet 54. Do not open the booklet until you are told to do so.

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See that all students have taken out the right booklet, then say:

For this test we shall use a special answer card that is separate from the test itself. With this answer card, all the tests can be scored quickly and accurately by a special machine. From your envelope take out the smaller envelope and check that your name is written on it. This second envelope contains your answer cards. Be careful not to tear or bend them. Take out the answer card marked 17. Put the small envelope back inside the larger envelope and place it on the top of your desk (table). The answer card is a little tricky to mark the first time you use it, so listen to the instructions and follow them carefully.

For the questions you will be asked, there are four possible answers. These are indicated on your answer card by a row of ovals like this.

Put a sample on the blackboard like this:    A   B   C   D  
Then say:

Look at what I have put on the board. There are four choices, A, B, C and D. If you think the correct answer to a question is the one marked C, you should blacken the oval with a solid pencil mark like this.

Fill in the oval C on the board.

If you change your mind and want to change an answer, erase the first mark completely and then mark your other choice. It is important that you only leave 1 oval blackened for any question. Erase all other marks. If you look at the side of your answer card labelled R you will see that there is a section at the top with holes punched in it. Do not touch this at all. Underneath that is a box with 2 rows of ovals marked P1 and P2 where we shall do some practice items and underneath those there are rows of ovals numbered from 1-36. This is where you will put your answers to the questions in the test. Let me repeat that you must not put any marks anywhere else on the card. The only marks should be where you have blackened in the ovals you have chosen. Are there any questions about what you have been told?

Answer any questions. Be sure that all students know how to mark their answers. Then read aloud the following directions while the students look at the cover page of the test booklet.

This is a test of your ability to understand written French. For each question there are four suggested answers labelled A, B, C, and D. You are to choose the correct answer and then on your answer card make a solid pencil mark in the oval containing the correct answer letter. Look at the following example question and choose the answer you think is correct:

P1. Lundi est

- (A) une lune
- (B) un animal
- (C) un nombre
- (D) un jour

Pause for the students to answer. Then say:

The correct answer is D. Now look at the section marked R on your answer card. You will see that for number P1 the oval marked D has been blackened. This is how you are to mark your answers. Now look at the following example question and blacken in the oval after number P2 which corresponds to the answer you choose.

P2. Les petits enfants boivent beaucoup de

- (A) sucre
- (B) lait
- (C) jouet
- (D) laine

Pause for the students to mark their answers. Then say:

The correct answer is B, so you should have marked the answer space B for number P2 on the answer card.

Make sure that all students know how to mark their answers correctly. Then say:

In going through the test, do not spend too much time on any one question. If a question seems to be too difficult, make the most careful guess you can, rather than waste time over it. Your score will be based on the number of questions you answer correctly. It will be to your advantage to answer every question even though you may not be sure that your answer is correct. If you make a mistake or wish to change an answer, erase your first answer and then blacken in the oval for the answer which you intend. There are 36 questions in the test, and you will have 25 minutes to work on it. Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

During the test, if you need a new pencil or if you have other problems, raise your hand and someone will help you. When I give the signal you may begin work on the test, and you should continue working on it until you are told to stop. If you finish before the time is up, you may look back over your work. Are there any other questions?

Wait for questions, then say:

Now turn the page and begin work.

Begin timing the test. When 20 minutes have elapsed say:

There are 5 minutes left in the test.

When exactly 25 minutes have elapsed, say:

**STOP, LAY DOWN YOUR PENCIL RIGHT NOW, THIS IS THE END OF THE TEST.** Close your test booklet. Replace your answer card in the small envelope and put the small envelope and the test booklet into the large student envelope. Leave the envelope on your desk.

A 5 or 10 minute break should be given before administering the next section of the test.

When the students have been seated again, ask them to take out Booklet 55 and answer card 17 from their envelopes. They should turn to the side of the answer card labelled L. Then say:

Now look at the General Directions on the cover page of your test booklet while these directions are read to you by the test tape.

Start the test tape. After the tape has presented the sample item and the announcer has said, "So you should have marked  $\therefore$  in the space provided for the example question," stop the tape. Then say:

Are there any questions?

Answer any questions by paraphrasing the instructions already given. Then say:

Get ready, the test is about to begin.

Restart the tape. The test tape will run for approximately 25 minutes and will supply all the necessary instructions and response timing. When the announcer says, "This is the end of the Listening test, close your book and lay down your pencil," stop the tape recorder. Ask the students to replace the test booklet in the large envelope and the answer card in the small envelope.

**Speaking Test**

Country Number \_\_\_\_\_  
School Number \_\_\_\_\_  
Target Population \_\_\_\_\_  
Student Numbers from \_\_\_\_\_ to \_\_\_\_\_

National Centers should  
fill in student  
identification numbers  
at left.

Student Number in the order appearing on the tape.

- |          |          |          |           |
|----------|----------|----------|-----------|
| 1 _____  | 26 _____ | 51 _____ | 76 _____  |
| 2 _____  | 27 _____ | 52 _____ | 77 _____  |
| 3 _____  | 28 _____ | 53 _____ | 78 _____  |
| 4 _____  | 29 _____ | 54 _____ | 79 _____  |
| 5 _____  | 30 _____ | 55 _____ | 80 _____  |
| 6 _____  | 31 _____ | 56 _____ | 81 _____  |
| 7 _____  | 32 _____ | 57 _____ | 82 _____  |
| 8 _____  | 33 _____ | 58 _____ | 83 _____  |
| 9 _____  | 34 _____ | 59 _____ | 84 _____  |
| 10 _____ | 35 _____ | 60 _____ | 85 _____  |
| 11 _____ | 36 _____ | 61 _____ | 86 _____  |
| 12 _____ | 37 _____ | 62 _____ | 87 _____  |
| 13 _____ | 38 _____ | 63 _____ | 88 _____  |
| 14 _____ | 39 _____ | 64 _____ | 89 _____  |
| 15 _____ | 40 _____ | 65 _____ | 90 _____  |
| 16 _____ | 41 _____ | 66 _____ | 91 _____  |
| 17 _____ | 42 _____ | 67 _____ | 92 _____  |
| 18 _____ | 43 _____ | 68 _____ | 93 _____  |
| 19 _____ | 44 _____ | 69 _____ | 94 _____  |
| 20 _____ | 45 _____ | 70 _____ | 95 _____  |
| 21 _____ | 46 _____ | 71 _____ | 96 _____  |
| 22 _____ | 47 _____ | 72 _____ | 97 _____  |
| 23 _____ | 48 _____ | 73 _____ | 98 _____  |
| 24 _____ | 49 _____ | 74 _____ | 99 _____  |
| 25 _____ | 50 _____ | 75 _____ | 100 _____ |