This paper describes a battery of evaluation instruments designed to test the language skills of limited-English-proficient (LEP) elementary school students (K-6). The battery assesses students in four language skills (listening, speaking, reading, writing), uses educational tasks similar to those required in mainstream instruction, and reflects the cognitive abilities of elementary school age children. The questions of all tests are based on a single story, told through pictures, of a girl's first day at a new school. Tests include assessments for grades K-1, 2-3, and 4-6, and were field-tested, validated, and calibrated through a school system. A chart details the test titles and types and their appropriate grade levels, skills targeted, sub-score points, and total points. These sample tests and related documents are included: K-6 scoring sheet for listening and oral production; K-1 reading test form; K-1 writing test form; teacher instructions for the K-1 reading and writing tests; grades 2-3 reading test; grades 4-6 reading test; dictation answer sheet for the grades 2-3 and 4-6 writing tests; writing prompts for grades 2-3 and 4-6; and scales for evaluating grades 2-3 writing samples. Data on test validation and test ordering information are appended. (MSE)
Evaluating Elementary School LEP Language Skills: A Comprehensive Model
School systems throughout the country evaluate LEP students in order to place them in appropriate instructional programs and monitor their progress through their educations. These evaluations typically must measure oral language proficiencies, literacy skills, and general academic preparation. ESOL programs seek evaluation instruments that can provide accurate assessment of student proficiency levels in these various areas which are also efficient to administer and can be used in various educational environments. The assessment of elementary school LEP children is further complicated by the various levels of general cognitive abilities expected of children ranging in age from 5 years to 12 or 13. In our school system, the need to evaluate LEPs' reading and writing skills assessment even among 5 and 6 year olds is becoming more important.

In response to these concerns, we have developed and plan to present a new battery of evaluation instruments designed specifically for elementary LEP students grades kindergarten through 6. Collectively the battery assesses our students in the four language skills, employs educational tasks commensurate with those required in mainstream instruction, and reflects the various cognitive levels of ability associated with all elementary aged students. The questions on all of the tests are based on a story told through pictures of a little girl's first day at her new school. This creates student interest in the test and obviates the disparities in experiences and background knowledge among LEP students. The battery of tests includes reading and writing tests for K - 1, 2 - 3 and 4 - 6 grade students. The tests have been field tested, revised and validated with administrations throughout our school system. Cut-off points for progression through our program and exiting our program are based on test scores from both LEP students and mainstream, English-speaking students.

Our presentation will introduce this battery of tests, outline the processes of test development and validation, and discuss the results of using the battery for student placement and promotion in our ESOL program. Samples of the tests will be shown to the audience.
Prince George’s County’s New Elementary ESOL Test: 6 Grades - 4 Skills

THE STORY OF ANA

Our new test battery is designed to cover 3 variables among our students: English proficiency, grade level and literacy skill. Our presentation will feature the test and discuss the significance of grade level literacy objectives for elementary ESOL teachers.

TESOL PRESENTATION March 15, 1997

Agenda

1. Overview of the Test Battery and Listening and Oral Production Tests:
   John Nelson, Prince George’s Co. Schools

2. The K - 1 Reading and Writing Tests:
   Rosemary Snowling, Prince George’s Co. Schools

3. The 2-3 and 4-6 Reading Tests:
   Chris Gimpel, Prince George’s Co. Schools

4. The 2-3 and 4-6 Dictation Tests and Writing Prompts
   Carol Bartley, Prince George’s Co. Schools

5. Validation Process for the Test Battery and Statistics:
   Randy Hansen, University of Maryland, Baltimore County & Prince George’s County Schools

6. Discussion of Literacy Skills Ownership: what literacy skills should be taught by the ESOL teacher and what literacy skills should be left to mainstream instruction?
# The Story of Ana Test Battery

<table>
<thead>
<tr>
<th>Test Title</th>
<th>Grade Levels</th>
<th>Target Skills</th>
<th>Sub Points</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Listening Test</td>
<td>K - 6</td>
<td>Listening comprehension</td>
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<tr>
<td>Oral Production Test</td>
<td>K - 6</td>
<td>Speaking and grammar</td>
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<td></td>
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<td></td>
<td></td>
<td>Word recognition</td>
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<td></td>
<td></td>
<td>Sentence reading</td>
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<td>20</td>
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<tr>
<td>K - 1 Writing Test</td>
<td>K - 1</td>
<td>Name writing</td>
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<td></td>
<td></td>
<td>Letter dictation</td>
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<td>Word dictation</td>
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<td>Sentence writing</td>
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<td>2 - 3</td>
<td>Reading comprehension</td>
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<td>Sentence completion</td>
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<td>2 - 3</td>
<td>Writing correct English</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing coherently and progressively</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>4 - 6 Reading Test</td>
<td>4 - 6</td>
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<td>Vocabulary comprehension</td>
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<td>20</td>
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<td>4 - 6 Writing Prompt</td>
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<td>Writing correct English</td>
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<tr>
<td></td>
<td></td>
<td>Writing coherently and progressively</td>
<td>10</td>
<td>20</td>
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</tbody>
</table>
# The Story of Ana

ESOL Elementary Listening and Oral Production Tests

K - 6 Score Sheet

<table>
<thead>
<tr>
<th>Listening</th>
<th>Oral Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture #1</td>
<td>Singular/Plural</td>
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<tr>
<td>1.</td>
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<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>Picture #2</td>
<td>Negative Verb BE</td>
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<tr>
<td>3.</td>
<td>3.</td>
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<tr>
<td>4.</td>
<td>4.</td>
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<tr>
<td>Picture #3</td>
<td>Present Continuous Tense</td>
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<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>Picture #4</td>
<td>Neg. Verb DO/Prep. Phrase</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
</tr>
<tr>
<td>Picture #5</td>
<td>Prep. Phrase/Object Pronoun</td>
</tr>
<tr>
<td>9.</td>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
<td>10.</td>
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</table>

<table>
<thead>
<tr>
<th>Listening</th>
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</thead>
<tbody>
<tr>
<td>Picture #6</td>
<td>Common Questions</td>
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<tr>
<td>11.</td>
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<td>12.</td>
<td>12.</td>
</tr>
<tr>
<td>Picture #7</td>
<td>Questions with Verb DO</td>
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<tr>
<td>13.</td>
<td>13.</td>
</tr>
<tr>
<td>Picture #8</td>
<td>Comparative/Superlative</td>
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<tr>
<td>15.</td>
<td>15.</td>
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<td>16.</td>
<td>16.</td>
</tr>
<tr>
<td>Picture #9</td>
<td>Past Tense</td>
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<td>17.</td>
<td>17.</td>
</tr>
<tr>
<td>18.</td>
<td>18.</td>
</tr>
<tr>
<td>Picture #10</td>
<td>Past Tense/Present Tense</td>
</tr>
<tr>
<td>19.</td>
<td>19.</td>
</tr>
<tr>
<td>20.</td>
<td>20.</td>
</tr>
</tbody>
</table>

Listening Test Score _____________

Oral Production Test Score ___________

Comments:

Tester: _______________________

Student's Name ________________________
Age ____  Grade ____  Native Language ________________________  School ________________________
Date ___________
Ana is a girl. She is going to school. She plays ball.
Sam has a book. Pat and Ana are friends.
THE STORY OF ANA - K - 1 READING TEST

Instructions for the Tester and Scoring Guide

On this test show the material to the testee and record their scores as they progress. Have the student sit beside you, preferably on your left. Ask the student to read aloud as directed. Score the student section by section as directed below. If a student cannot read one part, do not continue. (You may wish to record any errors by drawing a line through the letter or word that is missed.)

a. Ask students to name the letters in the first two lines of the test. Give 1 point if they can read the first few letters in alphabetical order but not those in random order. Give 2 points if they can read the first line and 4 points if they can read both lines with a few errors. Give 5 points if they read all letters in both lines correctly.

b. Ask students to read the numbers in the order given. Give 2 points if they can read 1-2-3 but not more. Give 4 points if they can read the numbers to 10 and give 5 points if they can read all the numbers given.

c. Show the students the first three words: cat-man-hat. Ask them to point to the word “man”. Then show them the next 3 words: bat-say-boy. Ask them to point to the word “boy”. Finally point to the row of seven words: hit-Sam-it-get-and-in-set. Ask the students to point in turn to “get”, “Sam” and “in”. Score one point for each word correctly found. (You can ask for different words from one student to the next.)

d. Ask the students to read the sentences on the bottom of the page. (They may need help with the name Ana in the first sentence.) Score one point for each sentence that the child can read without major hesitation or error.

Steps a through d are progressive in difficulty. If the student cannot complete step a, do not go further on the test. If a student can do steps a and b but not c, do not go on to step d. Scores will range from 0 to 20. A score of 10 or less means the child can read letters and numbers but not words. A score from 10 to 15 means the child can read words but not sentences. A score of 15 to 20 means that the child can read simple sentences.

THE STORY OF ANA - K - 1 WRITING TEST

Instructions to the Tester and Scoring Guide

On this test, the testees are required to follow writing instructions as you direct them. Give the student the test paper to do the writing tasks. If a student is unable to perform a task, it is not necessary to continue with the test. Score each student section by section as directed below.

a. Ask the student to write his or her name. If the student writes only the first name, ask him/her to write the last name too. Score 5 points if the name is complete and written with both capital and small letters of appropriate size. Take away points if the letters are not uniform in size, if there is too much space between letters, if the letters are not related to the lines, etc.

b. Ask the student to write letters as you dictate them. Dictate any 4 letters, but not in any order. Tell the students to write both capital (upper case) and small (lower case) letters. Then ask them to write any 3 numbers, one of which is greater than 10. Score 5 points if all letters and numbers are well written in the space provided. Deduct points if the letters are not the right size and if either the capital or small letters are not written.

c. Dictate these words to the students and ask them to write them as you say them: go - ran - hit - ball - play. Score one point for each correctly written word. (For variety, you can ask for other words, but they should be one syllable, familiar words.)

d. Ask the student to write a sentence about the story of Ana. (If he or she is not familiar with Ana's story, a sentence about the ESOL class or a best friend is acceptable.) To earn 5 points, the sentence must be complete, have appropriate punctuation, correct spelling, and correct word forms. Take points off for errors for any of these reasons.

The steps are progressive in difficulty. If the student cannot complete step a, do not continue. If a student can do steps a and b but not step c, do not go on to step d. Scores will range from 0 to 20. A score of 10 or less means the child can not write words. A score from 10 to 15 means the child can write words but not sentences. A score of 15 to 20 means that the child can write simple sentences. The test can be made more challenging by dictating more difficult words for the students in section c, and by adding some requirements in your directions for the student in writing the sentence in part d. These modifications can reflect tasks covered in classes with these students, and can raise the standards by which the students are exited from the ESOL program.
THE STORY OF ANA - GRADES 2 - 3 READING TEST

Answer these questions about Ana and her friends. Put an "X" beside the answer you choose.

1. Who had brothers and a sister?
   - Ana
   - Pat
   - Sam

2. Who was standing with Ana in front of the class?
   - Sam
   - Mrs. Green
   - Pat

3. Who sat beside Ana in class?
   - Mrs. Green
   - Sam
   - Pat

4. Who went to ESOL class?
   - Ana
   - Sam
   - everyone

5. Where did Ana's class have recess?
   - with Pat
   - after ESOL class
   - outside

6. Why was Ana happy?
   - She liked school.
   - She rode the bus.
   - She ate lunch.

7. Where did Ana and her mother go?
   - to a store
   - to a park
   - to a school

8. Who ate lunch with Ana?
   - Mrs. Green
   - her mother
   - Pat

9. How did Ana get home?
   - she walked
   - by bus
   - by car

10. What did Ana and her mother talk about?
    - her brothers
    - her ESOL class
    - Sam and Pat

Section II
Ana and her mom went to a new school. Mrs. Green was Ana's teacher. Ana sat next to Sam. Ana met Pat at recess and ate lunch with her. At the end of the day, Ana rode home on the bus. She told her mom about her friends.

11. Which answer is true about Ana?
    - She had a new home.
    - She had no family.
    - She went to school alone.

12. Who took Ana to school on her first day?
    - her family
    - her mother
    - her brothers

13. When Ana first came to school, who did she know?
    - no one
    - Pat
    - The ESOL Teacher

14. What grade was Ana in?
    - third
    - first
    - ESOL

15. Who was Mrs. Green?
    - an ESOL teacher
    - a third grade teacher
    - Ana's mother

16. What will Ana learn in her ESOL class?
    - math
    - science
    - English

Section III:
Ana's family moved to a new home. Ana walked to school with her mother on the first day of school. Ana didn't know anyone at first, but after a while she met other students. She was in a large, third grade class. Her teacher was Mrs. Green. Ana also went to a small ESOL class where she learned to speak and read in English.

17. When did Ana's class have recess?
    - on the playground
    - in the morning
    - playing jump rope

18. Who did Ana want to play with at recess?
    - lunch
    - Pat
    - jump rope

19. Who rode on the same bus with Ana?
    - Pat
    - Ana's mom
    - Sam

20. What word best describes Ana's morning at school?
    - ugly
    - busy
    - angry
Read this paragraph.

On Ana's first day at school, she felt lonely because she didn't know any other children at her new school. At recess time, however, she met Pat and she made a new friend. She saw Pat again when they had lunch in the lunchroom. Most children bought lunch at school. Ana's new friend showed her where to stand in line to buy lunch, where to sit, and where to put her lunch tray when she was finished. Pat sat beside her almost everyday. Because of Pat, Ana no longer felt lonely or worried while she was at school. Ana wished Pat rode the same bus to school, but Pat rode a different one because their homes were in opposite directions from school.

Now read these questions and choose the answers to the questions. Put an "X" beside the answer that you choose.

6. What form of transportation was used by Ana to get home?
   __ a. car  __ b. bus  __ c. walking  __ d. riding a bike

9. Could Ana speak any English?
   __ a. No, not at all.  __ b. Yes, very well.  __ c. Yes, but just a little.  __ d. Yes, but only in school.

7. What made Ana feel less nervous about taking the bus?
   __ a. Pat was with her.  __ b. She spoke English well.  __ c. Her mother was going to meet her.  __ d. She liked riding on buses.

10. Why did people sometimes have trouble understanding Ana?
    __ a. She spoke too fast.  __ b. She didn't want to talk.  __ c. She always spoke too softly.  __ d. She didn't know very much English.

Read this paragraph:

Although Ana's mother had brought her to school the first day, Ana rode the bus home. She felt a little nervous, but she knew her mother would be waiting for her at the bus stop. Ana had her name, address, and telephone number on a small piece of paper to show the bus driver. She hoped that she would be dropped off at the right place. Ana knew some English, and she could say her address and phone number. Sometimes, however, people had trouble understanding what she said, so she was glad she had them written down. Ana rode the bus to her home. When she got home she told her mother all about her first day at school.
ESOL ELEMENTARY WRITING TEST GRADES 2 - 3

DICTATION ANSWER SHEET

1. Ana is ________________.
2. She is going to a ________________.
3. The students are sitting ________________.
4. Ana sits ________________.
5. Ana's ESOL class is ________________.
6. At recess, Ana wanted to play jump rope ________________.
7. At lunch time, Pat and Ana ________________.
8. After school, Ana came home ________________.
9. Ana told her mother that she had ________________.
10. Now Ana is ________________.

ESOL ELEMENTARY WRITING TEST GRADES 4 - 6

DICTATION ANSWER SHEET

1. Ana ________________.
2. She is ________________.
3. Ana is a new student, but ________________.
4. Ana and Sam sit beside each other. They ________________.
5. Ana goes to ESOL class because she ________________ English.
6. At recess time, the children played ________________.
7. Ana and Pat ________________.
8. After school, Ana rode ________________.
9. Ana told her mother that she had ________________.
10. Ana ________________ school.
WRITING PROMPT

Write about Ana's Story.
Remember her first day at school
and write about her day in your own words.

SCALES FOR EVALUATING WRITING SAMPLES ON THE STORY OF ANA
GRADES 2 - 3

Each sample should be scored in two scales: LANGUAGE and CONTENT. Each scale is based on 10. The total possible score is 20. Even numbers on the scales are defined. Odd number scores indicate a sample fits between the points defined on these scales.

<table>
<thead>
<tr>
<th>Points</th>
<th>LANGUAGE</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>-0-</td>
<td>Student cannot attempt the task. A response was not forthcoming.</td>
<td>No content to evaluate.</td>
</tr>
<tr>
<td>-2-</td>
<td>Language mastery limited to words. Little ability to construct sentences. Basic words omitted or misspelled.</td>
<td>Writing consists of a few words, not connected in sentences. Ideas limited to words often not recognizable.</td>
</tr>
<tr>
<td>-4-</td>
<td>Some words not recognizable. Poor word order, necessary words omitted. Shows mastery of 1st grade words and some sentence structures.</td>
<td>Some ideas from story written, but ideas not clear. Order of ideas not consistent with the story. Ideas not developed.</td>
</tr>
<tr>
<td>-6-</td>
<td>Shows some punctuation skill. Some sentence structure development, few words omitted. A little use of tense, plurals, articles, etc.</td>
<td>Communicates between 5 &amp; 7 ideas from the story. They follow the story line. Writing may parrot the language of the story when it was told.</td>
</tr>
<tr>
<td>-8-</td>
<td>Control of punctuation, few spelling errors, good sentence structure. Uses tense, plural, articles, but may have errors.</td>
<td>Story line follows original text. Contains at least 8 ideas consistent with the story, but may be in student's own words. May have some original ideas or thought.</td>
</tr>
<tr>
<td>-10-</td>
<td>Outstanding paper. Free of language errors. Shows control of complex sentence structure with good use of connectives.</td>
<td>Outstanding narration of the story. Contains feelings as well as ideas. Writes original thoughts about the Story of Ana.</td>
</tr>
</tbody>
</table>

SCORES OF -0- AND -10- SHOULD BE RARE.
Validating our Tests
Correlation Coefficients

On this page are the results of correlation studies we have done to validate the results of our tests. To make the correlation, we asked teachers to evaluate their students in the skills that are measured by these tests. Some 10 ESOL teachers each made evaluations of their students' listening, oral production, reading and writing skills. The teachers were asked to evaluate ten students for each level of our tests, k-1, 2-3; and 4-6. Their evaluations were compared to the actual test scores that their students earned on the tests at the end of the last academic year.

This year, we returned to the schools where four of these comparisons were made to retest as many of the students at these schools as we could. These retests were compared to both the test scores from last spring and the teacher evaluations made last spring. It is felt that high correlations between the test scores and the teacher evaluations and high correlations between the test scores and the retest scores would be indications of test validity.

The results of these correlations are presented in the four boxes below. To interpret the numbers, perfect correlations would be 1.000. This would mean that every test score exactly coincided with every teacher evaluation in every situation. The close these numbers approach 1.000, the better the correlation and, therefore, the more validity the tests would appear to have.

<table>
<thead>
<tr>
<th></th>
<th>K - 1 Tests</th>
<th>2 - 3 Tests</th>
<th>4 - 6 Tests</th>
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<tr>
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<td>.8866</td>
<td>.8519</td>
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<tr>
<td>Writing Dict.</td>
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<td>.9831</td>
<td>.8519</td>
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<tr>
<td>Writing Prompt</td>
<td>n/a</td>
<td>.4969</td>
<td>.6031</td>
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Correlations between the **SPRING TEST SCORES**
and the **TEACHER EVALUATIONS**

<table>
<thead>
<tr>
<th></th>
<th>K - 1 Tests</th>
<th>2 - 3 Tests</th>
<th>4 - 6 Tests</th>
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</thead>
<tbody>
<tr>
<td>Listening</td>
<td>.6078</td>
<td>.5671</td>
<td>.6471</td>
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<tr>
<td>Oral Production</td>
<td>.7128</td>
<td>.7116</td>
<td>.8513</td>
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<tr>
<td>Reading</td>
<td>.6122</td>
<td>.7043</td>
<td>.7838</td>
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<td>Writing Dict.</td>
<td>.6569</td>
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<td>Writing Prompt</td>
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<td>.4937</td>
<td>.3395</td>
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Correlations between the **FALL TEST SCORES**
and the **TEACHER EVALUATIONS**

<table>
<thead>
<tr>
<th></th>
<th>K - 1 Tests</th>
<th>2 - 3 Tests</th>
<th>4 - 6 Tests</th>
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<tr>
<td>Reading</td>
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<td>.6801</td>
<td>.7797</td>
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<tr>
<td>Writing Dict.</td>
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<tr>
<td>Writing Prompt</td>
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<td>.3552</td>
<td>.6729</td>
</tr>
</tbody>
</table>

The Ana Test Battery is available for sale to the public.

The Test Set includes **THE STORY OF ANA** test booklet containing the pictures of the test story and the questions for the Listening and Oral Production Tests, and **THE STORY OF ANA TESTERS’ HANDBOOK** containing all of the tests in the battery with explanatory notes and scoring guides. The cost is $20.00.

To purchase a copy, contact:

Mrs. Carol O’Brien  
c/o Prince George’s C.o Public Schools’ ESOL Program,  
8908 Riggs Road,  
Adelphi, Maryland, 20783
I. DOCUMENT IDENTIFICATION:

Title: Evaluating Elementary School LEP Language Skills; A Comprehensive Model

Author(s): John Nelson, Carol Bantley, Chris Grote, Rosemary Snowling, Randy Hansen

TESOL 97 presentation? yes no If no, was this presented at another conference? yes no

Publication Date:

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