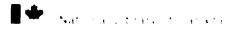


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Nevertheless, the debate has largely dentered on the world the two official languages in Canada, English and Frence, in 1 th the publish and provide spheres. Since the publishation of the polarization and provide smorph in the late sixtres, and the whole, and in implementation of a federal policy on to inqualish on to ultimate in massive federal funding has become available for the development of collingual and segond language programs in the official languages at all educational levels, primarily for instruction in English within the province of luebe, and instruction in English within the province of luebe, and instruction in English within the province of luebe. The amount was projected to be in the order of eight, million dollars annually for the five-year period 1974 to 1979.

Federal funding has become available to the provinces even though education, according to the Canadian constitution, the BNA Action of 1867, is a matter of provincial cymisdiction. In this regard, the

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Apart from the deneral trend, nowever, a comprehensive evaluation of the Exhauntar-English Balandual Findham was undertaken for several measons of a more specific nature. First of all, as part of a general policy, innovative programs, that is, programs being implemented for the first time in the school system, should be evaluated. Seconbly, as far as could be determined, no synaphical supported Canadian School system in the past. Thus, it was considered important to monitor the program closely, especially, the initial stages of implementation, in

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DEFINITION OF TERMS

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Fig. existence that introduction have tagninitate aspects only donor we therefore the summans. 1976. Tan services 10, 1975, sand tagent the tree development of divergent throwing skilling tanner per. 1974; summan and assist and the 1974a. Sandres 1974.

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Fig. 11 and the funther, the authors Feal and Lambert, 1962) argue that early turings finding no difference or negative conversences, were not using appropriate measures, that intelligence tests, gen se, may not measure the vinds of positive onsequences on cenefits that may result from bilingualism. More recently, Curmins (1974) elongs printed out that early fudges used tests that were usually standardized on a white angle-saxon population and administered to a culturally different bilingual group and, therefore, were culturally brased.

On the other hand, the Feal and Lambert 1962 study whath controlled for the aforementagned variables indicated that an excensionerty arous of ten-year old billinguals subpenformed a monolingual control on up on measures of both non-verbal and verbal-sintelligence.
A similar study carried out by Cummins and Gulutsan (1974a) on a group:

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Although subsequent Studies, previously mentioned, have indicated that belonguaissmone, lead to then cositive consequences, namely, protive flexibility and the development of diversent thinking skills, the coint reeds emphasis, pennally, that a clean revensal of earlier tining on the consequences of bolth qualism has been the thend, since the consequences of bolth qualism has been the thend.

what are the explanations proposed, therefore, to explain the priorist fencies in the findings on the consequences of bilingualism?

More very what theories have been suggested to explain the validate findings? A review of the major explanations and theories imposed follows in the next section.

Theuries About the Consequences of Bilingualism

ine of the most parsimonious yet most controversial theories choposed to explain the negative or detrimental consequences of bilingualism has been Machamana's (1966) theory of a chalance effoct. He proposed that if a bilingual develops skills in one of his two languages, he will usually pay for it by ranguining a deficit in the other. Machamana (1966) cannied out his studies in the public primary schools in the Republic of Ireland. He concluded that children taught in Irish for a large part of the day did not achieve the same standard.

in English whiting skills as Anitish Inildren who had not learned a record language, nor did they achieve the same standard in Irish writing skills as native speakers of Irish. He also concluded that there was no advantage for children learning Irish if instruction was given in mathematics in Irish. Incwéven, a lague of mathematics achievement was exident, as a result.

Lumbert 1975), on the stner hand, made a useful distinction letween additive and (subtractive bilingualism, He pointed out that recent studies indicassed/inat bilingualism leads to positive insequences, were generally cannied out in communities in which the lister, lead to a replacement of the Lister, lead to a replacement of the Lister, the situation just described represents (additive) bilingualism. In the case of many ethnic in minority groups, however, the actuisition of L2, the majority language, is (subtractive and usually leads to a gradual replacement of the Lister majority and usually leads to a gradual replacement of the Lister majority (subjected that Machamara's (balance effect) does not noted in explaining the positive consequences of (additive) bilingualism but may, on the other hand, explain (subtractive) bilingualism, as it, applies in the case of many language minority groups.

Eurthermore, Cummins (1976) proposed a "threshold" theory to explain the apparent contradictions of earlier and more recent studies. He suggested that there may be a threshold level of linguistic competence that a bilingual must attain in order to acquire the benefits of bilingualism and, at the same time, avoid any detrimental consequences [1976:1]:

 \Diamond

On the basis of the differences in linguistic competerce attained by the triingual subjects in earlier and more recent studies it is hypothesized that the level or linguistic competence attained by a bilingual child may mediate the effects of his bilingual learning experiences on cognitive growth. Specifically, there may be a threshold level of linguistic competence which a bilingual child must attain both in order to growid cognitive deficits and allow the potentially beneficial aspects of becoming bilingual to influence his cognitive functioning.

dhether or not a single theory can possibly explain the complexities of bilingualism is perhaps open to question. Cumming 1976:11 however, pointed out the need for developing an adequate completual framework, and argued strongly against the expectation that research results should be completely consistent:

A first step towards the development of such an interpretastive framework is to abandon (sic) the expectation that research into the psychological consequences of bilingualism should produce completely consistent results. The search for insistent research results is based on a false premise- i.e., that there 🦠 is but one single phenomenon or state called 'bilingualism' which ought to influence the mental lives of all bilinguals in much the same way. In≯fact, as Mackey (1971) points out. there is an enormous variety of bilingual Tearning situations. in each of which, different combinations of cognitive, attitudinal, acial and educational factors are operative. Thus, the 'earning of two languages is likely to affect-cognition in different ways depending on the age at which the languages are learned, whether they are learned separately or simultaneously. the opportunities for using both languages in the home, school and wider environment, the prestige of the two languages, the functions which the languages serve within a particular social context, etc.

Further, Cummins (1976:11) suggested an appropriate direction for research:

Consequently, the question for research is not what effects does "bilingualism", per se, have on cognitive processes; rather, research should be directed towards identifying those conditions under which bilingual learning experiences are likely to retard or, alternatively, accelerate aspects of cognitive growth.

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The extent, the new early and treens on billingualism have the united the call's feet land there exists and the services of heavy perhaps. The substitute of earliest the interest of the substitutions of the ending of the substitution of the end of the control of the end of the control of the end of the call of the control of the end of the call of the

The writer in the field of pilingual education (Gaander, 1967) concluded compelling reasons for the establishment of pilingual schools and, further, suggested that the organization of such school be given send (Gare attention). In discussing the organization of pilingual (Gare) schools, Gaander (1967:110) made reference to the work of Carroll (1963) and Fishman (1966):

The view taken here is that the most important factors rentering into the structure of bilingual schools are the timp allowed for each of the languages, the treatment and use of each language whether the language which is added to the previously existing system is the mother tongue or not. Other factors, book can make a great deal of difference to the school's effectiveness, e.g., whether individual teachers teach in one or in both languages, whether one or two languages are employed within an individual class period, the relative socio-economic status of native speakers of each of the languages and the relative presting of each.

Lambert and Tucker (1972:216) proposed a general principle for planning a bilingual program:

percent, the early consults above there it as sent we wide used testine in need the altitribual on multilingual officenty. Percent, the early consulting spould be given to the language heart leef, to be develoued itherwise, that is, the language's not to kelv to be negle test, when applied to polyndual settings, into principle call for the elaptic homent of two elementary consultations are conducted in language Aland one in language B, with two were conducted in language Aland one in language B, with two were noncliniquals in one of the languages. If A is the most prestringual language, then native speaker of A would stant their consulting in language of and after functional poliniquals.

In Lanada, the recent development of Free normals of the Canada, the recent development of Free normals of the Cattern of note: I can water with notative tegral of a tent and Tulken 1977), wherein English has be considered to the Canada A and Energy, Tanada de B. In the Case of differing social ultural settings campent and Tucken (1976) (1976) (1977) subjected a variety of Jalternative for the Canada to Incompanies and A.

- Operandentanten om venveaming inspiret, with halt-tar instruction in language B and halt-jar in A.
- 2. schooling in language Books until reading and whiting skills are centified, then introducing instruction and Appin
- a completel, bilingual or gran based on two mer induall, organized educational structures which allows unildren to move back and forth from one language and or struction to the other. Rather than tea hims language and dias languages, emphasis would be inifted from a linguistic follows to one where hanguages are thought of primarily, as venicles for developing competence in academic subject matters, including carrous forms of creative work.

- Reigher Etuafe

considerable attention. In writing about the famous St. Lämbert experiment the authors (Lambert and Tucker, 1972:9) suggested a model for evaluating bilingual programs:

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Ideally, he would like to be able to make tatement at the end of the year about the property of the eacker ental. Take he late to that of a remain real property of English searation of Ideas to Isaach a traditional property of English in Figure 1. The means and that or olders to Isaach a contain the property of the means to find the contains of the end of the e

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The result of the evaluation of the St. Cambert experiment tenerally nowed that inciden in the program a surred insiderable in the rench in French language skills and, also, were able to faster inglier language skills to a level comparable to their seems in a resultinglish inogram. In mathematics, too, the bilingual chaquam students depend in a sequiar English program.

The Landent and Tucken model used in the of glambent experiment nationer the standard model, for the most daynt, in the evaluation of them bilingual programs. Of both French total immersion and partial immersion programs implemented in Canada in recent years. Several of

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Funthermore, an investigation of tudent attitude , styling analysis from Sever, toward Searging French and lated that the attitudes of the the agmen can and afternative insphasion use were countries. When win the ammension students were stanificantly more costice in their attitudes than non-immen in students.

Firence total immension program implemented at Allenb. Public School in Toronto in 1971, concluded that the results obtained in two unilingual

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Figure 1974-1975 evaluation of the programs. The 1974-1975 evaluation two of the central enem of the program of the general energy extraction of the program of the Elisable Luntuation of the energy of 1971 to the Elisable Luntu dramp of the first of the program. Students of the central improve the constraint of the central improve the constraint experimental and the constraint where compared with the second regular program constraint and the central and other contraint attached to the central Eneman contraint and the central contraints of a total Eneman company to program.

At the Ghadek Three, Flum, and Five levels the experimental students scored equivalently to the control proups on measures of mental

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At the Grade one isself, the nervits indicated that the principal unitarian students is shed significantly liken than matched continuisticients on standardized achievement be to in English Ganduage skills and mathematics priweven, the experimental students scored consistently higher than a nool system means on the same tests. In addition, one and pist test results indicated that choosean students is used French Canguage skills over the chevyear period.

Moreover, carents, teach-no and administrators had favourable

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- Fig. The three growing and engaged in the second state of the control of the c
- 4. That the replet was not an evaluation of Percand of States from the following mathematic university of the control of the following taxon to the mathematics of the field.

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in the calling general, cantiliziate none the callingual program has not had an advense effect in cycol achievement on the negular lande. The curriculum on that, for the most cant, reading and anothmetic skolls of chapman cycols to not differ sognificantly from those of regular lande the cycols.

A nather interesting assect of the study was the examination of revenal variables which were thought to be possible predictors of success in a skrainian language skills cost test. Not surprisingly, intelligence, readiness skills, and family backinguid, especially the

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An evaluation cannied out during 1975-1976 also revealed comparable results, although considerable integress was indicated an student achievement of uknathian language skills and appreciation of cultural and religious values. Ewanvshyn, 1976 of Moneyven, an

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OHAPTER IS

RESEARCH DESIGN AND METHICAL TAK

This mapter apptains a prief outline of the paraman-English Color was decided as the Edmonton Catholic Sancol System, a description of the subjects, a statement of the multi-napotneses, method logg, on themselves, tata dathering projectures and a discussion of the statement of the statement of the number of the statement of the

PRIGRAM DESCRIPTION

The Okrainian-English Bilingual Program, implemented in the fall of 1974, was designed to provide students with the opentunity to learn the Ekrainian language as a llanguage of instruction, along with acquiring English Language communated in skills. During the 1976-1977 school term, the program was offered at Early Incidenced Chindergarten), Grade One, Grade Two and Grade Three Levels.

Lara Rarge Objectives

In addition to the objectives expected of Students in all Alberta Schools, the objectives of the Ukrainian-English Bilingual Program are to help students acquire proficiency in the Ukrainian language and develop an appreciation of the Ukrainian culture. More specifically, they include:

- To theeled a functional use of the Ukrainian languages students should be able to understand Ukrainian whem it is spoken, participate easily in conversation as well as read and write in Ukrainian, within the limits of their experience in the Ukrainian language.
- 2. To develop an understanding and appreciat the attitudes, cultural values, customs and to see in section of the people of Ukrainian origin and foster is unity to one's identity.
- To facilitate the development of positive attitudes towards the learning of other languages and understanding of other pultures.

For the child of Ukrainian origin, the bilingual Ukrainian-English experience will provide opportunity for personal identification with the Ukrainian language and culture in the Canadian and International context. Alberta Education, 1976).

Early Childhood Education (kindergarten). The Early Childhood Insgram consists of developmental activities in social, emotional, on, sical, spiritual and intellectual aspects. In the Early Childhood Chrainian-English Bilingual Program children are introduced to the other charman language and culture.

regular instruction in English in the academic subject areas for approximately fifty percent of the school day, and instruction in Ukrainian in the cultural subject areas for the balance of the day. At the Grade One level, English is used as the language of instruction in reading, language arts, arithmetic and science. Oral Ukrainian is, used in social studies, language arts, physical education, art, music, health and religion.

At the Grade Two and Three levels, in addition to the use of English and Ukrainian in the subject areas outlined for Grade One, a developmental reading program is introduced in the Ukrainian language, along with instruction in the writing skills, including practical and creative writing. In the religion program, provision is made for instruction in the Ukrainian Catholic Rite.

Comparison with Other Bilingual Programs

The Grainian-English Bilingual Program model closely resembles the third alternative suggested by Lambert and Tucker (1972). Approximately annequal amount of time is spent in using both English and Okrainian during the school day. Ukrainian, the second language being learned, therefore, does not receive as high priority at the primary level as French, the second language, does in the home-school language switch of French immersion programs. No attempt is made to achieve functional bilingualism first in Ukrainian, the second language, before continuing the schooling in both languages; rather, at the outset, an attempt is made to develop both first and second language skills simultaneously.

For the majority of the students beginning the Ukrainian-English Bilingual Program, it would be correct to say, according to parent questionnaire results, that most students had learned English as a first language or had more experience in using English at home than Ukrainian. By the same token, it would also be accurate to point out that the majority of students beginning Grade One have had considerable experience with the Ukrainian language by taking part in the daily, half-day school

the half-date a week surrough the ages of four and five and, in addition, taking part in parish cultural and heliquous delebrations, as well as being excosed to Ekrainian language and cultural activities in the nome environment. Some students, pon the other hand mall minority of the total number, begin Grade One with more environment. In the formular language, having learned Ekrainian as a fill inquage in the nome environment. For such children, Ekrainian is the dominant language.

In Lontras: Orenon immersion programs, however, reading and writing skills in the Second language, Ukraining free introduced at the Grade Two level, after considerable master — basic reading and writing skills has been achieved in the first language, English, at the Grade One level.

The emphasis, thus, in the Ukrainian-English Bilingual Program at the Grade One level is an the development of listening and speaking skills in Ukrainian in the cultural subject areas, and the development of English language skills in the academic subject areas. Moreover, instruction in religion, in the Ukrainian Catholic Rite, is an integral part of the bilingual program.

DESCRIPTION OF SUBJECTS

All students in the Ukrainian-English Bilingual Program at the Grades One, Two and Three levels, the experimental groups, participated in the study. Information about the family backgrounds of the 148 students involved in the study, was obtained from questionnaires completed by parents. Table 1. And Formulate the posterior. Transport of bolingual program waters, as a right to ether operate. It wash for the table 1. Students are designated ascending to other the reason of the students entered the bolingual program of the tables show that the majority of parents were ut ukrainian in the although in a family large number of families, one parent was operatial operation of parents as a prount.

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The main phoblem of the study was expressed in terms of three categories: pupil academic achievement. Jultural appreciation and the perceptions of nelevant phoups. Sub-phoblems helated to Juni achievement and Jultural appreciation were analyzed statistically in order to determine significant differences and connelations. For the purpose of examining there two sub-phoblems, hull hypotheses were established.

mypothesis]: There is no significant difference in reading achievement, as measured by the Gates-MacGinitie Reading instruments, between children in the Ukhainian-English Bilingual Program and those in a regular school program.

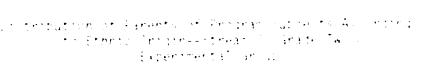
achievement, as measured by the Science Research Associates (SRA)
Arithmetic instruments, between children in the Ukrainian-English
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METHOCOUTS*

The research study was devigned so that bilingual program students locally be matched with a control aroup of students in the regular school program. For the purpose of comparing achievement test score results, students were paired to form matched samples.

Matching Procedures

The experimental groups of statents $(T_1,\ T_2,\ T_3)$, enrolled in the ukrainian-English Bilingual Program in three of the Edmonton Catholic schools, came from various parts of the city.

The standing of the tudents of the metalian Grades one, when when the test the standard of the tendents of the standard of the metalian Grades one, which and There is a second the tendent of the tendents of the white notice of the original standard of the original original of the original original of the original origi

In matering the experimental onto soft students with the control tudents, take variable were insidered: Grade, sex, age. Primar, Mentalish, size, so equally and so it experimental and control on it, aniable were used in matching the experimental and control on it students in order to increase the internal validity of the undrest testing Campbell and stable, 1970 . Each variable was deemed to be important in determining to some extent the students inelative success of failure in achieving the objectives of the subol program. Table 6 indicates the PMA and SES scores.

As shown in Table 6, some PMA and SES score were unavailable. A shall number of theam 1 students missed taking the PMA tert, as they entered the programmer the second year by thansferning from another schools. To determine SES copies, information on the occupational dackground of the major wage earner in the family was obtained from student neprotration forms and parent questionnaines. Some of the retriction forms, nameven, were incomplete on unavailable prended discrepancies are evident between the N SH the experimental and control groups on SES scores in Table 6.

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TYPES MENTATION

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In order to obtain information about the perceptions of relevant in upsit want the colonbual program, questionnaires were developed parameters for parents. The carent questionnaires were completed by the parents of unaddress on the exhauntant finalism Polonbual Engine at the Shades One. Two and Tones (e.e.).

Teachers offering instruction on the polingual program completed the teacher questionnaire, whole the principals of the schools offering the polingual program completed the principal questionnaire. Moreover, canade Three colongual program students completed the student question-naire.

Achievement Testion

Table 7 shows the distribution of achievement tests used in the study. By Condina to group and Grade Jevel.

Sates-MacGarritie Reading Primary A.B.C. Form N. J. Accapulary and Comprehension. The Sates-MacGarritie tests were administered at large in the school system to Grades One. Two and Three students at the completion of the school term. School systems norms were available for both the vocabulary and comprehension sub-tests, which were group

i Table 1 Instrupation of Achtevement Test , Ajourding fo Aroup and Arade (evelogi

t Name of Test	in de la companya de La companya de la companya de	Grade Level
Gates-MagGrentie Peading Forman, A.B.O Forms I.J.O. Papulan,	Poth Angues: Excenimental, Cintenl	Grades The Jack Three
Gates-Magainnitie Reading Permans A.B.J. Pinns (1,) Comprehension	Both Groups: Experimental, Control	r Grades restwo. Treps
y tun a falugnin Alleringty. 24 - Anthonythi	Bath Annups: Experimental, Control	Grades Tre. Two. Troppe
eshiri ek tem peliken:	Both Graues: Experimental, Johtnol	Grades Twn. Three cont.
•mainian Landuade S•iii	Experimental of)	Grades One, Two. Three

administered. To be specific, the vocabularly sub-test provided a measure of the public sability to recognize or analyze isolated words. The comprehension sub-test, on the other hand, provided information about the extent to which a public undenstood what he or she was reading, the latter requiring many skills not involved in the abilit, to recognize words.

Sitence Research Associates (SPA) Arithmetic Test. The SRA instrument was a mathematics test administered system wide. It provided toth information about the degree of a public significant understanding

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of mathematics, as well as his or ben mastery of computational casis.

krainian Language Skills Tests. Considerable attention was given to the development of the Ukrainian Language Skills tests. The Grade The The The test underwent two thorough revisions while the Grade Two test cased through one revision phase. Item analyses were carried out phion to the revisions of both tests. Both instruments consisted of parts that were group and individually administered; the Grade Two test focused on the listening and speaking skills, while the Grade Two and Three tests, in addition, measured initial reading and writing kills. Alternix E.

Eirade One Consinian Language Skills Test.

Graup Administered:

- Pluster 1. Eistening comprehension
 - 2. Listening comprehension
 - 3. Story comprehension

Individually Administered:

- Cluster 4. Maming; Comparisons
 - 5. Naming of nouns
 - 6. Identifying actions
 - Responding to dictures
 - .3. Following instructions

The maximum possible score on the Grade One test was 90 marks appur administered 40; individual 50).

irade Two Ukrainian Language Skills Test.

Group Administered:

- Cluster 1. Listening comprehension
 - 3. Story comprehension
 - 3. Selecting action pictures
 - 4. Listening comprehension
 - 5. Story comprehension

Individually Administered:

Cluster 6. Naming

- Responding to pictures
- 3. Oral conversation
- 9. Oral reading
- 10. Ariting
- 11. Silent reading

The maximum possible score on the Grade Two test was 125 marks (group administered 50; individual 75).

Grade Three Ukrainian Language Skills Test.

Group Administered:

- Cluster ? Reading readiness--beginning sounds
 - 2. Reading readiness--beginning and ending sounds
 - 3. Silent reading
 - 4. Listening comprehension

Individually Administered:

- Cluster 5. Oral reading
 - 6. Sequencing
 - 7. Synonyms

7

- 8. Prepositions and pronouns
- 9. Silent reading--details
- 10. Silent read ng--main idea
- 11. Writing--words and phrases
- 12. Writing--sentences
- 13. Writing--riddles
- 14. Ariting--nouns and verbs
- 15. Writing--responding to pictures
- 16. Oral expression using picture stimulus

The maximum possible score on the Grade Three test was 140 marks (group administered 100; individual 40).

Questionnaires

very extensive work was carried out in the revision of the parent, teacher and principal questionnaires piloted in two previous years. The revision was undertaken to gather more precise information about the attitudes of parents, teachers and principals toward the program. In short, the questionnaires were designed to obtain information about the students' appreciation of the Ukrainian culture, including the students' understanding of the Ukrainian Catholic Rite, and the following selected sub-problems: the appropriateness and achievement of program objectives, the effectiveness of program operation, the adequacy of curricular and instructional materials, the need for inservice training and special administrative arrangements.

Parent questionnaires. Two separate estionnaires were developed: one for the parents of Grade One pupils, another for the

parents of Grade Two and Three publis. Each instrument commissated of three types of questions: those answered on a rating scale, multiple choice questions, and open-ended or space for comment responses. Some of the major areas examined were as thickes:

- 1. Parental rating of the appropriateness and achievement of states objectives.
- 2. Parental nating of the appropriateness and apprevenent of specific Cknainian Banquage ants and cultural objectives.
- 3. Perceptions and attitudes toward the program.
- 4. Pairental involvement in the program.
- 5. Family background.

The two questionnaires were ser, similar, although the Grade was and Three questionnaires contained questions about ukrainian reading any writing skills development that were not found in the Grade One instrument. In both instruments, however, a five-point rating scale was used (Appendix Al).

Teacher questionnaire. Not unive the parent questionnaire, the teacher questionnaire was developed to obtain a rating of the appropriateness and achievement of stated program objectives. Moreover, the questionnaire was designed to obtain an assessment of teacher perceptions and attitudes about the overall effectiveness of the program, the adequacy of school organization, inservices, teaching strategies, curricular and instructional materials (Appendix B).

Principal questionnaire. Less detailed than the teacher questionnaire, the principal questionnaire did not ask for an assessment

If the degree of achievement on the part of students of the stated of provide program objectives. Bather, the questionnaine was designed to provide ontomation about the appropriateness of the objectives and particularly, ontomation about Chook organization matters, such as staffing, the need for openial facilities and materials, timetabling on scheduling annahiements, as well as an indication of major problems, carental attitudes, and degree it parental involvement [Appends, C].

Investigated to obtain information about the feelings and attitudes of Grade Three students toward the bilingual program. It consisted of ten questions constructed to obtain a profile of the student's attitudes toward Ukrainian languare and cultural activities. The questionnaires were completed in June of 1977 by Grade Three bilingual students, according to a precise set of verbal instructions provided by a test administrator (Appendix D).

DATA GATHERING AND STATISTICAL PROCEDURES

Administration of Achievement lests

In June of 1977 the Gates-MacGinitie reading tests and the Science Research Associates (SRA) arithmetic tests were administered to fifty-five children in the Grade One Bilingual Program $\langle T_1 \rangle$, forty-six children in the Grade Two program $\langle T_2 \rangle$, forty-seven children in the Grade Three program $\langle T_3 \rangle$ and to equal numbers of pupils in three control groups. The first control group (C_1) consisted of fifty-five children in the regular Grade One program while the second and third

Scatted though $\{0\}$, $\{0\}$ constitled of forty-six challen in the regular deade. Two program and forty-size neighbors in the regular deade time program.

In addition, the School System Spelling tests were administered totall of the experimental and unitrol proup students at the Grade Two and Three Revels. In order to assess achievement in containing the Okrainian canduage Skills tests (Grades Che. Two and Three were administered to the experimental groups in the fall of 1976 as one tests and again in Tune of 1977 as post tests.

Gathering of Questionnain Cata

In June of latt, after considerable revision and prior testing, the parent, teacher and principal questionnaires were mailed but.

After several days had passed, each respondent was a ntacted by telephone, in order to find but if a particular buestionnaire had been neceived. After another week had passed, a second follow-up was carried but to contact respondents who had not returned their question-naires. Two weeks later, the third and last follow-up was completed.

Thermuestionnaige meturns are shown — Table 3.

Statistical Procedures

The data for the study were gathered at both the school and school system levels. Tests were administered in the bilingual program schools to both bilingual, experimental students, and regular program, control students. Test results were also obtained from a central school system data bank. All data were tabulated and key punched on computer cards at Edmonton Catholic Schools Informational Systems.

Table -Distribution of Questionnaines ent to Parents, Teachers and Phinoppals and the Percentage of Returns

Pespandants Transport	Number Sent	Number Returnet	Persentage Peturnet			
Parent of Grade One tolor pual ono tren	£ £	4 €				
oraneni oranade Tec	.	36				
Paments of Grade Three of Onlyal Intidnes	: ~	? ?	· · · · ·			
Teachers	4	•	3 T 6			
Principals -	3 .	Ę	200			

Statistical tests were cannied out at the Computing Services, university of Alberta. The COS level of significance was used in testing the hypotheses, and a two-tailed test of significance was used in the analysis.

In order to test the null hypotheses and evaluate the achievement of pilingual program students, alt test for dependent samples was performed on the standard scores of the experimental and control groups on the Gates-MacGinitie, SRA and Spelling tests. Alt test for dependent samples was also used to analyze the preland post test scores in the Ukrainian Language Skills tests.

Correlations were carried out to determine the relationships existing between the dependent variable, achievement in Okrainian, and

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the independent variative, the accurry of time exhauntion is grown in the none and the attitude matery or the Student attitude questionnaines

SUMMARE

In Summan, the Engineering of a extensival Propriatival description of the Standard Control of the Country with the Cold etwents to learn the Control of Canada the Canada the Control of Canada the C

Questionnained were terminimit to obtain information about the family backgrounds of the 14% tudents involved in the study, thus hypotheses were gistable nearly enden to examine outsi academic a nearly ment and oultural appreciation.

Bilingual program students were matched with a control group of students in the reciliar school program. Both proups of students completed achievement instruments selected on develope for the stude. Parents, teachers and principals completed questionnaines developed for the purpose of obtaining information about the perceptions of relevant groups toward the bilingual program. For the purpose of comparing the achievement test score results of the experimental and control groups, it tests for dependent samples were carried out.

THARTER :.

AWALESTS OF DATA AND FINDINGS

In this charter the mesults of the study are presented and shall cold. The first objection deals with the nature of the samples. The aphrevement test results are presented in the next section. fullowed by a discussion of the questionnaine results related to without appreciation and a discussion of the perceitions out related to altimate appreciation and a discussion of the perceitions out related to appreciation and a discussion of the perceitions out related to appreciation and the pilingual program.

THE NATURE OF THE SAMPLE.

Publis registered in the Ukrainian-English Bilindual Program in the Edmonton Catholic School System during the 1976-1927 (nac) term at the Grade One, Grade Two and Grade Three levels, made up the experimental groups. Grade Three students who entered the program in the first year of implementation were designated istream 1 1777, while Grade Two students were designated istream 2 1777, and Grade One students were designated istream 3 1777. The experimental students were matched with control students on the basis of the following criteria: Grade, sex, age, Primary Mental Ability (PMA) score and socio-economic status (SES) rating. The control students were selected from the regular programs of the three schools which offered the Ukrainian-English Bilingual Program or from the regular programs of hearby schools of relatively similar socio-economic area. The Grade Three control students were designated "stream 1" (C1), the Grade Two

É

tudents of ream 2000%, and the Grade The students stream 3000 $_{7}^{+0}$.

A total of 148 students made up the experimental incups, 47 Grade Three students. T.), 46 Grade Two students. T.), and 55 Grade The students: T_{χ} 's An equal number of students made up the control incups, 47 Grade Three students (C,), 46 Grade Two students: C_{χ} 's and 15 Grade The students: C_{χ} 's

Although programs varied somewhat from school to school, untildren in the Eknainsan-English Bilingual Program were taught in both English and Eknainsan for an approximately equal amount of time during the school day. Thildren in the regular school programs, however, were taught only in English during the school day.

The main purpose of this study was to determine the consequences of the implementation and operation of the bilingual program on pupil academic achievement, cyclicultural appreciation and the perceptions of relevant groups toward the bilingual program. The three categories, pupil a lemic achievement, pupil cultural appreciation, and the perceptions of relevant groups toward the bilingual program, are examined in detail in the sections which follow.

ACHIELEMENT TEST RESULTS

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The main problem of the study, as expressed in terms of the first ciregory; pupil academic achievement, was examined directly by means of various though administered and individually administered achievement tests.

For the purpose of comparing the achievement test score results of the experimental and control groups, \underline{t} tests for dependent samples, were carried out.

and the Inner Tolk Symbol Rose the

Analyses of the Grade Three test score results for the Gates-MacGinitie is abulan, and I morehensian tests, the SRA Arithmetic test and the cool System scelling test are indicated in Table 3

As noted in Table 9, significant differences were exident in the Gates-MacGinitie Accabular, and Comprehension test score results at the Grade Three Level. In both tests, the bilingual program students a limit significantly nigher than negular program students. On the SRA Anothwetti and School System Spelling tests, however, he significant differences were exident between the experimental and control program.

Table 9 Danisons of Exterimental T.S and Content Syl Students on Achievement Test Score Results Stream 1 (Grade Three)

Variable	e e maio are V	Mean	5.D.	t value
Gates-MacGinitie (Vocabulary) Bilingual Program (T ₁) Regular Program (C ₁)	47 47	60. 4 57.0	6.1 3.2	2.30*
Gates-MacGinitie (Comprehension) Bilingual Program (T ₁) Regular Program (C ₁)	47 47	59.2 55.4	6 7 3.3	2.40*
SRA Arithmetic Bilingual Program $\{T_1\}$ Regular Program $\{C_1\}$	47 47	24.9 24.9		. 95
School System Spelling Silingual Program (T_1) Regular Program (C_1)	47 42	91. ⁻ 37.1		. 65

^{*}Significant at .05 level.

ana te Two Te + Ta she wesults.

Analyses of the Grade Two test of the mesults for the Gatese MacGinette (scapular) angly openings of test of the GA Angerrane of the and the concept system Scaling past are presented in Table 19.

As initiated in Table 1, a librariant professione was existent on the SAA Anithmetric test scome weekling at the Grade 1w 10000 in the anithmetric test, the bilingual program students come factors 1000000 with the Gathy-Mac Green in the anithmetric test, and the Sopoli with the Gathy-Mac Green in Anithmetric and the Sopoli with the Stelling to 1, in Anien. The standard distances were exident between the exceptionertal and content troubs.

Table 1

Companisons of Experimental Tolland Control of Students on Achievement Test Score Results Stream 2 | Grade Teol

ariable	**************************************	ertesmas: Megn	3:2:2:0 3.0,	भा - सम्मार - देवीय	e. .e
Gates-MacGinitie (kocabulan,) Bilingual Phogram Regular Program (C ₂) ²	47 46	58.5		No. 10 Section 1.	-
Gates-MacGinitie (Comprehension) Bilingual Program (T ₂) Regular Program (C ₂)	· • 6		3.1 3.7 3.5		٠, ١, ١
SRA Arithmetic Silingual Program (T ₂) Regular Program (C ₂)	. 4 6	26.5 24.7		2.13 *	
School System Spelling Bilingual Program (T ₂) Regular Program (C ₂)	45 45	95.3 ° 90.2	3.1	1.90	* .

^{*}Significant at .05 leyel.

arade the test scare encodes for the dates-Macainstre conabular.

and I movemens on tests, and the PA Anothrepto stest are shown to
Table 11:

Table 11 shows that a significant inference was exident on the 1994 Anithmetic test ware results at the Grade One Tayet, Consistent with Grade Two test results, the colonial program students scored significantly migner in anothers, than regular program students, or relate -Marginitie a required and I moreovers in tests, in wesen, no significant differences were exident between the experimental and control incurs, also consistent with Grade Two results, of interest, no specifing test was a might steped at the Grade The Devel, because Specifing is first introduced as a secarate subject area of study at the Grade Two Tevel.

Table 11 Companisons of Elberimenta) (T_a) and Control (C₃ Students on Achievement Test Score Pesults Stream 3 (Grade One)

Variable	'\	Mean	s.o. 🗚	t value
Gates-MacGinitie (Vocabulary) Bilingual Program (T ₃) Regular Program (C ₃)	55 55		3.2 , 9.5	-7.29
Gates-MacGinitie (Comprehension) Bilingual Program (T ₃) Regular Program (C ₃)	55 55	5 4 .9 55.9		-0.57
SRA Arithmetic Bilingual Program (T ₃) Regular Program (C ₃)	5 . 55	30.2 28.6	3.3	2.21*

^{*}Significant at .05 level.

kraintan Lanjuage Skills Test "Siore Results

Analyses of the krainian Language Skills test score results warm cannied but to determine if Kithificant mean differences were wildern between precand post tests. The test score results on the Frainian Language Skills tests are presented in Table 12:

As noted in Table 10, a significant difference was swident in the knamman Language (knills test score results at each of the Grade Tevels. In the comparison of the test score results on the one and cost test, a significant rean gain was evident, indicating that bilingual children students scored significantly higher on the post test at the Grades Ine. Two and Innee levels.

Table 12
Companison of Mean Scores on the Ukrainsan
Pre and Post Test by Stream

/ariable	er e e e e e e e e e e e e e e e e e e	¥	M ean	S.D.	t value
Stream 1, Grade 3 Ukrainian Language Sk	1115				e in een een een een een een een een een
Pre test Post test	•	4 7	93.0 121.4		-16.6***
Stream 2, Grade 2					
Jkrainian Language Sk Pre test Post test	:115	4 6	38.9 108.0	15.3 16.7	-31.58***
Stream 3, Grade 1	·	. i			
, Ukrainian Lanquage Sk Pre test Post test	iils ()	`. <i>.)</i> 55	37.7 70.8	22.8 14.0	-12.3 ***

^{***}Significant beyond .001 level.

Correlation of Ukrainian Achievement With Selected Variaties

In order to examine the relationship between achievement in achievement in achievement in achievement to examine, the dependent variable, and various independent variables, cornelations were derived between the Ukrainian Language Skills test score results and the following independent variables: the amount of time Okrainian is spoken at home and student attitude matings.

Amount of time Ukrainian is spoken at home. Correlation of the Francian Language Skills pre-test results and the amount of time Francian is spoken at home is indicated in Table 13.

Table 13

Correlation of Results on the Ukrainian Pre Test and the Amount of Time Ukrainian is Spaken

At Home--Experimental Stude

variable

Uknainian La guage Skills
Grade Innee (Stream 1)

Uknainian Language Skills
Grade Two (Stream 2)

Uknainian Language Skills
Grade One (Stream 3)

45

0.490

0.3004

As noted in Table 13, the Grade Three Ukrainian Language Skills pre test results correlated quite highly with the amount of time Ukrainian is spoken at home. A lower correlation, however, was evident on the Grade Two and Grade One results. A tentative interpretation of the results suggests that the amount of time Ukrainian is spoken at home may be a variable which may predict to some extent the degree of success students may achieve at school in acquiring Ukrainian language skills.

Correlation of the Ukrainian Language Skills post test results and the amount of time Ukrainian is spoken at home is presented in Table 14.

Table 14 shows that the Grade Two Ukrainian Language Skills post test results correlated quite highly with the amount of time Ukrainian is spoken at home. A slightly lower correlation, however, was evident at the Grade Three level and a much lower correlation was indicated at the Grade One level. Overall, the correlation results on the post tests were generally consistent with the pre test results.

Table 14 Correlation of Results on the Ukrainian Post Test and the Amount of Time Ukrainian is Spoken at Home--Experimental Students

	#14 전 기타일			
'agriable	N	r	p	
Ukrainian Language Skills Grade Three (Stream 1)	39	0.434	0.003	
Ukrainian Language Skills Grade Two (Stream 2)	36	0.515	0.0007	
Ukrainian Language Skills Grade One (Stream 3)	45	0.396	0.004	
		· \		

Student attitude ratings. Correlation of the Ukrainian

Language Skills Grade Three pre and post test results and the student attitude ratings is reported in Table 15.

As shown in Table 15, the correlation of the Ukrainian Language Skills Grade Three pre and post test results and the student attitude ratings was very low in both cases, at a probability level of 0.101 and 0.142, respectively.

Table 15

Correlation of Posults on the Ukrainian Language Skills
Tests and Student Attitude Ratings-Grade Innee Experimental Students

Variable	N	Y *	0	
Ukrainian Language Skills Grade Three Pre test	42	0.201	0.101	
Ukrainian Language Skills Grade Three Post test	42	0.169	9.142	

SUMMARY OF ACHIEVEMENT TEST FINDINGS

The main problem of the study, as expressed in terms of pupil academic achievement, was analyzed statistically in order to determine significant differences and correlations. On the basis of the results of the study relating to pupil academic achievement, the null hypotheses were accepted or rejected as follows:

1

aunievement as measured by the Sates-MacGinitie Reading instruments, between children in the Ukrainian-English Billingual Program and those in a regular school program. The results indicated that the means on the Grade Three vocabulary and Comprehension tests for the billingually students were significantly higher than the means for the regular program students as shown in Tible 9.7 Consequent' for the Grade Three level this hipothesis was rejected. Since no significant mean differences, nowever, were evident at the Grade Two and Grade The levels, as shown in Tables 10 and 11, this hipothesis was accepted for the Grade Two and Grade The levels.

achievement, as measured by the Schence Research Associates (SRA).

Anithmetic instruments, between children in the Ukrainian-English.

Brilingual Program and those in a regular school program. The results indicated that the means on the Grade Two and Grade One SRA Anithmetic tests for the bilingual students were similificantly higher than the means for the regular program students, as shown in Tables 10 and 11.

Therefore, at the Grade Two and Grade One levels, this hypothesis was rejected. Since no significal mean difference, however, was evident at the Grade Three level. as spown in Table 9, this hypothesis was accepted for the Grade Three level.

achievement, as measured by the School System Spelling instrument, between Grade Two and Three children in the Ukrainian-English Bilingual

Program and those in a regular school program. The re—ts indicated that no significant mean differences were evident on the School System Spelling tests at the Grades Two and—ree levels, as shown in Tables 9 and 10, therefore, this hypothesis was accepted.

myphthesis 4. There is no significant difference in the mean main in achievement in Ukrainian, as measured by the Ukrainian Land Skills pre and postitests. The results indicated that significant differences between the Ukrainian Language Skills pre and post tests at the Grades Tiree, Two and One levels were evident, as shown in Table 12. Consequently, this hypothesis was rejected.

and post test achievement in Ukrainian, as measured by the Ukrainian Language Skills instruments, and the amount of time that Ukrainian is spoken in the home. The results indicated that there was assignificant correlation between ukrainian Language Skills are and post test results and the amount of time Ukrainian is spoken in theynome, as indicated in Tables 13 and 14. Therefore, this hypothesis was rejected.

Hypothesis 6. There is no significant correlation between preduced post test achievement in Ukrainian, as measured by the Ukrainian Language Skills instruments, and the attitude ratings on the attitude questionnaire instrument completed by Grade Three bilingual programs tudents. The results indicated there was a low correlation between Ukrainian Language Skills of and post test results and the attitude ratings on the attitude questionnaire instrument completed by Grade Three bilingual program students, as indicated in Table 15. Consequently, this hypothesis was accepted.

CULTURAL APPRECIATION

The main problem of the study, as expressed in terms of the second dategory, publiculty impreciation, was examined directly through the use of a student attitude questionnaire instrument, completed by Grade Three bilingual program students and, indirectly, through the use of parent and teacher questionnaires. The next section deals with the results obtained on the student attitude questionnaire instrument while the section or the attitudes of relevant groups will include a discussion of parent and teacher perceptions of the effect of the bilingual program on cupil bultural appreciation.

Student Attitude Questionnaire

On the student attitude questionnaire, which consisted of ten questions constructed to obtain a profile of the student's attitude toward dramman language and cultural activities, a positive response, yes, was distincted a value of 1.0, a response of sometimes, was assigned a walue of .5 while a negative response inoing a response of light know was assigned a walue of 0. The student attitude questionnaire results are presented in Table 16.

As shown in Table 16, the mean score on the student attitude questionnaire was 7.9, indicating that the attitude of the Grade Three bilingual program students, as measured by the student attitude questionnaire, was highly positive toward the bilingual program.

Table 16 Distribution of the Student Attitude Questionnaire Ratings--Stream 1 (Grade Three)

(artatie	Y Store		Mean
ltudent Attitude Rating	4 2	13	7.9

ATTITUDES OF RELEVANT GROUPS

The main problem of the study, as expressed in terms of the third category, the perceptions of relevant proups toward or equal program, was examined by more of parent, teacher and the program of parents, teachers and principals were used to evaluate the appropriateness of program objectives. Furthermore, parents were asked to nate the degree to which they felt their child was achieving the objectives of the program (Appendix A). Teachers, moreover, were asked to nate the degree to which they felt their classes were achieving the program objectives (Appendix B).

In addition, the attitudes of relevant groups toward the bilingual program were examined as they relaxed to the following subproblems: efficiences of program operation, adequacy of curricular and instructional materials, inservice training and special administrative arrangements (Appendices A, B, C).

"bjective). The first objective of the oknain an-English
Bolingual Program rated by parents, teachers and principals was stated
as follows:

· .

The pupils will follow the English language curriculum in language arts, mathematics and science and will achieve at in above an average level in each of these areas.

The parents, teachers and principals rated the appropriateness and achievement of the objective on a five-point scale. As indicated in Table 17, columns 1 and 2 were collapsed into one category to show the negative side of the continuum. Column 3 remained as one category to show the mid-point or neutral position on the continuum, while columns 4 and 5 were collapsed into one category to show the positive side of the continuum.



Distribution of Parent, Teacher and Principal Ratings of Objective 1, According to Appropriateness and Achievement [in Brackets]*

		Inappropriate	Appropriate		
	¥	1 2 (Not achieved)	3	4 (Achieve	ed)
Gi Parents**	43	0 (4.6)	7.0 (18.6)	93.1 (76.7)	,
Teachers	7	(0)	0 (14.3)	100.0 to (85.7)	
Principals	3	9	33.3	66.7	

^{*}Expressed as a percentage of total respondents.

Q

^{**}SI refers to Grade level.

As noted in Table 17, the mainmity of parents, teachers and principals nated the appropriateness of the objective very highly, 430 percent of the parents have a nating of $\frac{1}{2}$ and $\frac{1}{2}$, 100 percent of the parents have a nating of $\frac{1}{2}$ and $\frac{1}{2}$, $\frac{1}{2}$ percent of the principals have a nating of $\frac{1}{2}$ and $\frac{1}{2}$, $\frac{1}{2}$ percent of the principals have a nating of $\frac{1}{2}$ and $\frac{1}{2}$. The achievement of the objective, as nated to parents and teachers, was somewhat lowers $\frac{1}{2}$, $\frac{1}{2}$ percent of the parents gave a nating of $\frac{1}{2}$ and $\frac{1}{2}$ while $\frac{1}{2}$. Dencent of the teachers gave and $\frac{1}{2}$ and $\frac{1}{2}$.

Stylestive D. The second objective offithe conditionalism
Bilingual Program mated by parents, teachers and grandipals was stated
as follows:

The pubils will learn oral Ukrainian through the presentation of language arts, social studies, music, art, physical education and health in the Ukrainian language.

The parents, teachers and principals rated the appropriateness and achievement of the objective on a five-point scale, as presented in Table 18. (Columns 1 and 2 were collapsed on one side of the continuum, 4 and 5 on the opposite side.)

principals rated the appropriateness of the objective very highly; 90.7 percent of the parents gave a rating of 4 and 5; 130 percent of the parents gave a rating of 4 and 5. The achievement of the objective, as rated by parents and teachers, as in the case of objective 1, was somewhat lower; 60.9 percent of the parents gave a rating of 4 and 5 while 85.3 percent of the teachers gave a rating of 4 and 5 while 85.3 percent of the teachers gave a rating of 4 and 5. Again, as in the case of objective 1, teachers tended to rate the achievement of objective 2 slightly higher than parents.

Obstribution of Parent, Teacher and Principal Ratings of Objective D. According to Appropriateness and Achievement in Brackets!*

		inappmoperate -	Appropriate	
		•	3	4 5
		Mot gennayad)		(Achieved)
31 Parenţs**	3 (; ,9.8)	9.3 1	90.7
Teachers	• '		714.3)	100.0 (85.8)
Principals	3		j	100.0

^{*}Expressed as a demoentage of total respondents

Objective 3: General statement. The third objective of the Ukrainian-English Bilingual Program rated by parents, teachers and principals was stated at follows:

 $\rho_{\rm upfile}(\mu^{\rm sp})$ develop an appreciation of Okrainian culture.

The parents, teachers and principals rated the appropriateness and achievement of the objective on the basis of observed change on a five-point scale, as reported in Table 19. (Columns 1 and 2 were collapsed on one side of the continuum, 4 and 5 on the opposite side).

As shown in Table 19, the majority of parents, teachers and principals rated the appropriateness of the objective very highly; 93.2 percent of the parents of Grade One students gave a rating of 4 and 5; 100 percent of the teachers gave a rating of 5; 100 percent of

^{**}Gl refers to Grade level.

Table 19
Costrobution of Panent, Teacher and Proncipal Ratings of Objective 3, According to Appropriateness and Achievement on Brackets)*

		Inappropriate	Appropriște		
		1 2	3	4 5	
	Ÿ	(Not achieved)		(Achreved	
3) Paments**	44 (45)	(2.2)	6.8 (13.3)	93.2 (84.5)	
32 Parents	3.3		6.17	34. 71	
33 Parents	37		(2.7)	[97 3]	
Teachers	(7)	(2)	(3)	100.3 (130.9)	
Principals	3	ĵ	9	100.0	

^{*}Expressed as a percentage of total respondents.

the principals have a rating/of 4 and 5. Again, consistent with the ratings of objectives 1 and \$0. the achievement of objective 3 was nated somewhat lower; 84.5 percent of the parents of Grade One students have a rating of 4 and 5 while 100 percent of the teachers gave a rating of 4 and 5. The parents of Grade Two and Three students, also, rated the achievement of objective three very highly; 94 percent of the parents of Grade Two students gave a rating of 4 and 5 while 97.3 percent of the parents of Grade Two students gave a rating of 4 and 5.

^{**}G1, G2, and G3 refer to Grade level.

Objective 3: Subject greak. In the parent, teacher and principal questionnaires the third objective was also statut in hore specific terms as follows:

More specifically, culture can be considered in terms of various subject areas. To what extent to you feel that cultural appreciation is appropriate to and being achieved by means of the following subject areas?

The parents, teachers and principals nated the appropriateness and achievement of the cultural objectives of largous subject areas on a five-point spale, as indicated in Table 20. (Columns 1 and 2 were collapsed on one side of the continuum, 4 and 5 on the opposite side.)

Table 20 shows that the majority of parents, teachers and principals rated the appropriateness of the six subject areas in terms of cultural appreciation, very highly; generally, between 66.7 and 100 percent of each of the groups gave ratings of 4 and 5. The ratings on achievement, however, were somewhat lower; generally, between 40.0 and 100 percent of each of the groups gave ratings of 4 and 5.

Of the subject areas listed, religion was given the highest rating by carents on both appropriateness and achievement; between 95.4 and 77.5 percent gave ratings of 4 and 5 on appropriateness and between 85.8 and 97.4 percent gave ratings of 4 and 5 on achievement. Next, in order of highest total rating on appropriateness and achievement by parents, were Ukrainian music, Ukrainian art, literature and social studies. Religion and Ukrainian art were given the highest rating by teachers and principals on appropriateness and achievement (130 percent gave ratings of 4 and 5) followed by Ukrainian music, literature and social studies.

Table 20 Distribution of Parent, Teacher and Frincipal Ratings of Cultural Subject Areas, According to Appropriateness and Achievement in Brackets'*

			Inappropria	te	Appropria	te
Subject				3	: 5	
Area,	årouph "i minimum sitte	· · · · · · · · · · · · · · · · · · ·	Yot achiev	ed)	(Ach fered	, `
ukrainian Music g	31 Parents**	45 (42)	(7.2)	3.9 (26.2)	(66.7)	
	GD Faments	36 36	(2), 4 (2), 4 \	30.27	98. a 75. h)	
	33 Parents	39 (39)	2.6	12.8	87.2 (8 4 .6)	
	Teachers,	$\frac{7}{2}$, $\dot{\beta}$	(a) (c)	(14.3) (14.3)	35.7 (35.7)	
	Principals	3	÷	2	100.0	
ik na iniani Ant	31 Parents	45	6 . 6 3 . 1	.:. (25.9)	32.3 (65.9)	
	GC Parents	36 (35)	2.3	27.3 (31.4)	70.0	
•	G3 ^{rp} arents	39) 39	5.2	(17.9)	34.7 (74.4)	
	Teachers	1	3.	. (3)	100.0	,
	Principals	3	2	C	100.0	
eliqion	Gl Parents	43	0 (2.4)	4.7 (11.9)	95. 4 (85.8)	
	G2 Parents	35 (36)	3	2.9 (8.3)	97.2 (91.6),	
	G3 Parents	33 j	(0)	2.6 (2.5)	97.5 (97. 4)	
•	Teachers	7 (7)) (0)) (3)	100.0	
	Principals	3	0, ,	J ,	100.0	

Table 20 .Continued)

			Inapprophi	i te	Appropriat	. ક
Sybject				3	3 · 5	
Area 	Grings Seeman	``	int achiev	(nd)	.Achieved)	
Sochal Studies Canadai	3º Parents		6.8 37.83	15 q 35.03	77.3 [27.5]	•
Canada	32 Parents	32 /31 \	10.5 27.5	18.8 35.5	68.8 41.91	
	G3 Parents	337	5.4	21.1 35.11	76.3 (59. 4)	
	Teachers	6.1	33.3 60.00	3	66.7° 40.0°	
	Principals	3	2)	100.0	
Social Studies	Gl Parents	43	7.0 (25.6)	16.3 (38.5)	. 76.8 (35.9)	
[Ukraine]	32 Parents	33 (33)	6.1 (9.1)	27.3 (39.4)	66.7 (51.5)	•
	G3 Parents	38 (37)) (2.7)	13.2 (21.6)	96.8 (75.7)	
	Tea hers	7 (6)	14.3 (16.7)	14.3 (16.7)	71. 4 (66.6)	
	Principals	3	0	66 🗸	33.3	
Literature	G1 Parents	42 (39)	4. 8 (28.2)	7.1 (23.1)	88.1 48.7	
	32 Parents	35 (35)	5.3 , (3.6)	20.0 (28.6)	74.3 (62.3)	
	G3 Parents	37 (36)	2.7 (2.8)	13.5 (22.2)	33.7 (75.3)	
	Teachers	7 (7)	(O)	0 (28.6)	100.0 (71.4)	
	Principals	3	0	g	100.0	

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^{*}Expressed as a percentage of total respondents.

^{**}G1, G2 and G3 refer to Grade level.

On the negative side of the continuum, on non-achievement, social studies, in particular, the study of early Ukrainian settlers in Canada, was nated quite high by parents of Grade One and Two students (37.5 and 22.6 percent gave natings of 1 and 2) and even nighter by teachers, on both inappropriateness and non-achievements and 67.2 percent gave natings of 1 and 2, respectively.

Objective 4. The fourth objective of the Ukrainian-English fillingual Program raged by parents, teachers and principals was stated as follows:

The pupils and their parents will have positive feelings about the participation of the pupils in the program.

The parents, teachers and principals rated the appropriateness and achievement of the objective on a five-point scale, as presented in Table 21. (Columns 1 and 2 were collapsed on one side of the continuum, 4 and 5 on the opposite side.)

As noted in Table 21, parents, teachers and principals rated the appropriateness of the objective very nighly; between 38.3 and 100 percent gave ratings of 4 and 5. In terms of pupil satisfaction, a clear majority of the parents of Grade One, Two and Three students (between 77.2 and 94.8 percent) indicated their children were "very happy" to participate in the bilingual program. Consistent with the student attitude questionnaire results, both the parents of Grade Three students and teachers rated pupil satisfaction very highly; 94.8 and 100 percent, respectively, gave ratings of 4 and 5. The satisfaction of parents, moreover, of Grade One students and the teacher rating of parent satisfaction were very high; 79.6 and 100 percent, respectively,

Table 21
Distribution of Parent, Teacher and Principal Ratings of Objective 4, According to Appropriateness and Satisfaction (in Brackets):

		Appropriate		
	v. N	1 2 (Very unhap)	•	4 5 (Very happy)
Gl Parents** Rating of Appropriateness and Satisfaction	43 (44)	0 (4.5)	11.6 (15.9)	88.3 (79.6)
Gi Parents Rating of Pupil Satisfaction	(44)	(2.3)	(20.5)	(77.2)
G2 Parents Rating of Pupil Satisfaction	(36)	(0)	(13,9)	(86.1)
G3 Parents Rating of Pupil Satisfaction	(39)	(0)	(5.1)	(94.8)
Teacher Rating of Appropriateness	7	0	Ö .	100.0
Teacher Rating of Parent Satisfaction	(7)	(0)	(0)	(100.0)
Teacher Rating of Pupil Satisfaction	(7)	(0)	(0)	(100.0)
Principal Rating of Appropriateness	3		0	100.0
Principal Rating of Parent Satisfaction	(3)	(0)	(0)	(100.0)
Principal Rating of Pupil Satisfaction	(3)	(0)	(0)	(100.0)

^{*}Expressed as a percentage of total respondents.

V

^{**}G1, G2 and G3 refer to Grade level.

gave ratings of 4 and 5. Principals also rated parent satisfaction and pupil satisfaction very high; 100 percent gave ratings of 4 and 5.

Effectiveness of Program Operation

Questionnaire data provided information about the effectiveness of the program operation, according to the perceptions of parents, teachers and principals (Appendices A, B and C). On a wide variety of selected issues, the perceptions of parents, teachers and principals were analyzed. The results are presented below.

Instruction time. A large majority of the Grade One parents (81.3 percent) were satisfied with the use of English and Ukrainian for an equal part of the school day. Some parents (11.4 percent) wanted more instruction in Ukrainian, while a small number (6.8 percent) wanted less instruction in Ukrainian. Teachers, indicated that instruction in Ukrainian was given for 50 percent or more of the school day.

Ukrainian materials. A clear majority of the Grade One parents 75.6 percent) felt that their children brought home an appropriate number of Ukrainian materials. Twenty percent of the parents, however, felt there were too few Ukrainian materials, while 4.4 percent felt there were too many Ukrainian materials. Only 42.9 percent of the teachers, however, felt that there were anough or too many Ukrainian materials. Most teachers (57.2 percent) felt that there were not sufficient Ukrainian language materials available to them. Of the Ukrainian materials that were available, most teachers (57.2 percent) felt that the materials were very useful.

State of the second free parents felt there were an appropriate number to provide activities of the control of the second second

Three parents between 14 and 3 percent; felt satisfied with the may they were involved in the school gram. A majority of teachers between the there was extensive involvement of parents in the activities of the critingual program, while a larger number of teachers between the trial parental involvement was very desirable.

Percent felt that parental involvement was very desirable.

parents (between 64.2 and 65.2 percent were satisfied with school facilities (classroom, equipment, library A small percentage of Grade Two and Three parents (between 6 6 and 8.2 percent) felt that school facilities were very inadequate. A fairly large proportion of teachers (42.9 percent) felt that school facilities were very inadequate, while 28.6 percent of the teachers felt that school facilities were excellent.

School communication. Of the Grade The parents, 47 Thercent felt that they received an adequate amount of information from the sembol concerning the progress of their children in the Ukrainian language. Of the Grade Two and Three parents, 65.7 percent and 79.5 pertent, respectively, felt that they received an adequate amount of information. Some of the Grade One and Two parents (18.3) and 8.6 percent, respectively. Felt that the amount of information they received Twas very inadequate.

of relevance, a large majority of teachers (85.7 percent) felt that a special report card should be prepared to inform parents about the progress of their children, in the Ukrainian language subject areas.

Continuation of the bilingual program. Between 83.3 and 87.2 percent of the Grade One, Two and Three parents felt that the bilingual program should be continued without any modification. Between 11.4 and 16.7 percent of the parents, however, felt that the program should intinued with minor modifications. Only 2.9 percent of the Grade parents felt that the program should be continued with major modifications.

the contrary, only 42.9 percent of the teachers felt that the program should be continued without any modification. A majority of teachers (57.1 percent) felt that the program should be continued with minor modifications. **Principals unanimously felt that the program should be continued without any modification.

Consolidation of bilingual classes. A large majority of Grade 4
One, Iwo and Three parents (between 84.6 and 91.4 percent) Telt that

(as it as now). Between 2.9 and 12.8 percent of the parents felt that the classes should be consolidated into one or two schools in the System designated as a Jkrainian-English Billingual School(s).

of the bilingual program, parents were asked to respond to the following, question:

The parents responded to the question, as indicated in Table 22.

Table 22

Distribution of Parent Responses to Legtion on Amount of Instruction Time in Ukras to Preferred

						;
	N	n o ne (25	50%	75%	100%
Parents (Grade One)	43	2.3	37.2	58.1	2,3	0
Parents (Grade Two)	35	• 0 ≠	51.4	42.9	2.9	2.9
Parents (Grade Three)	् [*] 39	0	56.4	41.0	a 2.6	n
	. 11				₹ ,	

pressed as a percentage of total respondents.

Table 22 shows that 60.4 percent of the Grade One parents preferred to have Ukrainian taught for 50 percent or more of the time in Junior High, while 39.5 percent of the parents preferred 25 percent of the time or less. Of the Grade Two parents, 48.7 percent preferred to have Ukrainian taught 50 percent or more of the time, while 51.4 percent preferred 25 percent of the time. Of the Grade Three parents, 43.6 percent preferred 50 percent or more of the time, while 56.4 percent preferred 25 percent of the time.

Parents were asked to identify the cultural subject areas they perceived to be appropriate for instruction in Ukrainian at the Junior High level. Table 23 shows the subjects listed in rank order of highest to lowest preference by Grade level.

As indicated in Table 23, the subject areas listed in order of preference of total parents of Grades One, Two and Three students for instruction in Ukrainian in Junior High were as follows: arts and crafts, religion, music, language arts, drt, home economics, drama, history, social studies, physical education, geography, and indistrial arts. Of importance, three of the subject areas, arts and crafts and religion, were considered appropriate for instruction in Ukrainian by a larger number of parents than language arts, which ranked fourth in total number of responses. It is suggested, therefore, that parents may consider cultural objectives, which may be achieved through instruction in Ukrainian, just as important as linguistic objectives at the Junior High level.

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Other subject areas rated appropriate for instruction in Ukrainian by more than 50 percent of the total respondents include

Ranking and Distribution of Total Parent Responses on Appropriateness of Gultura Saprect Areas For Instruction in Ukrainian in Junior High

	C	Rank Order		Tue al
Subject Areas	G1 Parents* N=45	G2 Parents N=36	G3 Parents N=39	₹ctal Responses N=120
Arts and Crafts	1,5%, 1	3	1	100 :
Music	÷ 1/2 2	2	3	99
Relagion of	3	1	2 💥	99
Drama	4	7	7	63
Language Arts. "	5 •	•.	4	Por C
Art	6		6	5
Home Economics	7.	٠	5	63
Ḥistory	5	8	. 8	-52
Social Studies	9 •	9,	9	44
Physical Educatio	n *10 *	10	10	41
Geography	. 11	12		29
Industrial Arts	12	11	12	23

*G1, *G2 and G3 refer to Grade level.

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art, drama and nome exphomics. Overall, between Grade levels, parents were fairly consistent in rating the appropriateness of cultural subject areas for instruction in ukrainian in Junior High, as shown in the rank orders.

Parent Advisory Committee. Between 26.5 and 37.5 percent of the parents of Grade One, Two and Three stadents expressed an interest in participating as members of the Parent Advisory Committee. The majority of parents (between 62.5 and 73.5 percent), nowever, were not interested in participating. Forty percent of the teachers were interested in acting as school representatives on the Parent Advisory Committee, while 60 percent were not interested.

The majority of parents (between 11 and 79.3 percent), however, felt that along with a School System Parent Advisory Committee, a Parent Ways and Means Committee should meet on a regular basis at each school offering the Ukrainian-English Bili wal Program. Between 20.7 and 25.9 percent of the parents felt it was not necessary for a Parent Ways and Means Committee to meet on a regular basis.

The majority of teachers (85.7 percent) felt that a Parent ways and Means Committee should meet on a regular basis at each school, while 14.3 percent disagreed the principals, 33.3 percent favored the idea while 66.7 percent were sopposed. Those opposed indicated that assistance from parents would be requested, if it were required.

Integration of program within the school. Teachers and principals indicated the degree to which bilingual students felt they were an integral part of the school rather than isolated from other students.

LOCAL

On a five-point scale, teachers and principals unanimously gave ratings of 4 and 5 to indicate students were very well integrated rather than very isolated.

Success of the bilingual program. Teachers and principals rated the success of the bilingual program. On a five-point scale teachers and principals unanimously gave ratings of 4 and 5 to indicate that the bilingual program was very successful rather than very unsuccessful.

Adequacy of Curricular and Instructional Materials

Questionnaire data provided information about the adequacy of curricular and instructional materials, according to the perceptions of teachers.

A need for curricular materials in the following subject areas was identified: language arts (including reading) and social studies.

A need for instructional materials in language arts, religion and social studies was also evident, according to the perceptions of teachers. Moreover, teachers suggested that the following types of instructional materials were required: storybooks, pictures, films, tapes, posters, kits, games, slides and workbook exercises.

A majority of teachers (between 83.3 and 100 percent) indicated that their students found the readers very interesting and helpful. They also indicated that students found the readers to be "just "nt" rather than "too easy" or "too hard." In addition, teachers considered the workbooks very helpful in developing students' reading skills.

Of interest, most teachers (66.7 dercent) indicated that they

taught their students the written Ukrainian script (cursive) rather than the printed Ukrainian script (33.3 percent).

inservice Training

and kind of inservice training required, according to the perceptions of twachers. Of the former, teachers unanimously indicated a need for more inservices. Of the latter, teachers ranked the inservices in the following order, proceeding from highest to lowest priority: bilingual teaching strategies (methods), reading, games to make the latter of the

Special Administrative Arrangements

Questionnaire data provided information about the need for special administrative arrangements, according to the perceptions of principals. No special facilities layout of classroom, instructional materials, nor special timetabling or scheduling arrangements were required, according to the perceptions of principals. All principals reported, however, the perceptions of principals provide resource room assistance to the extent of two students per bilingual class berevear for students experiencing difficulties in reading.

Moreover, prince is indicated that competent and well qualified staff were required to maintain an effective bilingual program. As for budgeting, all principals indicated that special budgeting arrangements were required at the school level, although none were actually in effect, at the time of the study.

All principals reported that transportation arrangements were adequate and student enrolment was adequate enough, with one exception, for making up class groupings of a reasonable size. Major problems dentified by included principals included the following: lack of materials, conflict in the planning of out-of-school

SUMMARY OF PERCEPTIONS OF PELEVANT GROUPS

rated the appropriateness of the objectives of the bilingual program very night. Although the achievement of the objectives was generally rated somewnat lower, for the most part, the ratings were very high, indicating that the objectives of the bilingual program were being met to a large extent, according to the perceptions of parents, teachers, and principals.

Parents, teachers and principals generally considered the program operation to be very effective. A majority of the parents expressed satisfaction with the amount of instruction time offered in Ukrainian the availability of Ukrainian materials and involvement in special activities. Parents were highly satisfied with the fere involved in the school program, considered school facilities to be satisfactory and, for the most part, felt that school communication was adequate. In addition, a large majority of parents felt that the bilingual program should be continued without any modification and expressed—the view that bilingual classes should be given in several schools in the System as opposed to consolidation into one or two schools.

Regarding the continuation of the bilingual program through Junior High, parents were almost equally divided in their responses to a question on the amount of instruction time in Ukrainian they preferred in Junior High; approximately one-half of the parents preferred instruction for 25 percent of the time in Ukrainian while the other half preferred instruction for 50 percent or more of the time in Ukrainian. Parents considered the following subject areas, in order of highest to lowest priority, to be most appropriate for instruction in Ukrainian in Junior High: ants and crafts, religion, music.

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Most parents were not interested in participating on a Parent Advisory Committee, however, the majority of the parents felt that along with a School System Parent Advisory Committee, a Parent Ways and Means Committee should meet on a-regular basis at each school offering the Ukrainian-English Billingual Program.

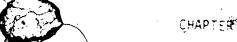
Most teachers felt that sufficient Ukrainian language materials were not available. Both teachers and principals indicated that there. Was extensive involvement of parents in the bilingual program and that such involvement was very desirable. Brajority of teachers felt that a special report card should be prepared and that the bilingual program should be continued with minor modifications. Consistent with parent perceptions, a majority of teachers reported that a Parent Ways and Means Committee should meet on a regular basis at each school, while most principals felt that such meetings were not required. Although a fairly large proportion of teachers felt that school facilities were inadequate, both teachers and principals indicated that students were

very well integrated in the school program and that the bilingual program was very successful.

Teachers identified a need for both curricular and instructional materials, and indicated that readers and workbooks used in the Ukrainian reading program were very useful for developing reading skills.

Moreover, teachers perceived a need for inservice training.

Generally, principals reported that special administrative arrangements were not required at the school level. They indicated, nowever, that competent will qualified staff were required to maintain an effective bilingual program and that special budgeting independs were required at the school level. Transportation arrange—is were considered adequate while student enrolment in two of the three schools, was also considered adequate.



SUMMARY, CONCLUSIONS AND IMPLICATIONS

In this chapter the evaluation of the Ukrainian-English Bilingual Program in the Edmonton Cathological System, carried out during the 1976-1977 school term, is summarized and the conclusions are presented, followed by a discussion of the implications and suggestions for further research.

SUMMARY OF THE STUDY

The main problem of the study was stated as follows: What are the consequences associated with the implementation and operation of a bilingual program? Three basic questions were identified to determine the consequences of the implementation and operation of the bilingual program:

- 1.) What are the consequences of the bilingual program on pupil academic achievement?
- 2. What are the consequences of the bilingual program on pupil cultural appreciation?
- 3. What are the consequences of the bilingual program on the attitudes of relevant groups?

Moreover, an attempt was made to determine the consequences of the bilingual program by addressing the following sub-problems:

J. Pubil Academic Achievement

- a) How does the performance of the Ukrainian Bilingual program students in the English language arts and into mathematics compare with other students in the Edmonton Catholic Schools?
- What progress have students made in Tearning Ukrainian language skills over the course of one school year?

Cultural Appreciation

(a) What is the effect of the program on the students' appreciation of the Ukrainian culture, including their unterstanding of the Ukrainian Catholic Rite?

3. Attitudes of Relevant Groups

principals?

'principals?

- (a) what extent are program objectives perceived to be appropriate by parents, teachers and principals?
- (b) to what extent are program objectives being achieved, according to the perceptions of parents, teachers and
- (c) To what extent is the program operation effective, according to the perceptions of parents, teachers and
- (d) To what extent are curricular and instructional materials considered to be adequate for the program, according to the perceptions of teachers?
- (e) What kind of inservice training is required, according to the perceptions of teachers?

at the school level for the effective operation of the bilingual program?

To examine the main problem and the sub-problems, a research design was developed similar to the model suggested by Lambert and Tucker (1972) for evaluating French-English bilingual programs. They suggested that information be gathered in order to determine the progress of "experimental" students compared with that of "control" students following a regular program of instruction.

In order to evaluate pupil academic achievement in the Ukrainian-English Biblingual Program, various group administered and individually administered achievement tests were given to experimental and control students. Pupils registered in the Ukrainian-English Bilingual Program in the Edmonton Catholic, School System during the 1976-1977 School turn at the Gwades One. Two and Three levels, made up the experimental groups. A total of 148 students, and Three students, 46 Grade Two students, and 55 Grade One students participated in the study. The experimental students were matched with control students on the basis of the following criteria: Grade, sex, age, Primar, ental Ability (PMA) score and specio-economic status (SES) rating. Control students were selected from the regular programs of the three schools which offered the Ukrainian-English Bilingual Program or from the regular programs of nearby schools of relatively, similar socio-economic area.

For the comparing the achievement test score results

of the experimental accountril groups, t tests for dependent samples

were carried out on the results of the following tests: 1) Gates-MacGinitie

Reading Survey, Vocabule—and Comprehension; 2) Science Research
Associates (SRA) Artification and 3) School System Spelling test. A
correlated <u>t</u> test was carried out to examine the mean differences
between the pre and post test results on the Ukrainian Language Skills
test.

In order to examine pupil cultural appreciation, a student attitude questionnaire instrument was developed to obtain information about the attitudes of Grade Three bilingual program students. Furthermore, parent and teacher questionnaires were developed to obtain information about the attitudes of students in the bilingual; ogram.

In order to determine the perceptions of relevant groups toward the bilingual program, parent, teacher and principal questionnaires were developed to examine selected sub-problems. Parents, teachers and principals were asked to evaluate the appropriateness of program objectives. In addition, parents and teachers were asked to rate the degree to which objectives were being achieved. Moreover, the attitudes of relevant groups toward the bilingual program were also examined by obtaining information about the following sub-problems: effectiveness of program operation, adequacy of curricular and instructional materials, inservice training and special administrative arrangements.

CONCLUSIONS

Pupil Academic Achievement

On the basis of testing the research hypotheses, the following conclusions were drawn about pupil academic achievement:

1. The means on the Grade Three Vocabulary and Comprehension tests for the bilingual students were significantly higher than the means for the regular program students. A possible explanation might be that learning a second language as a language of instruction leads to improved vocabulary and comprehension skills in the first language; that is, a transfer of learning may occur in the process of learning a second language. In short, learning a second language may lead to a better understanding of the first language.

No significant differences, however, were evident at the Grade Two and Grade One levels in reading achievement. These results were fairly consistent with the St. Lambert experiment (Lambert and Tucker, 1972), which indicated that students in a French immersion program were generally able to achieve as well as their peers in a regular English program. The results, moreover, were generally consistent with previous evaluation studies of the Ukrainian-English Bilingual Program that examined reading achievement at the Grades One and Two levels.

2. The means on the Grade Two and Grade One SRA Arithmetic tests for the bilingual students were significantly higher than the means for the regular program students. No significant mean difference, however, was evident at the Grade Three level. For the most part, the arithmetic results were not consistent with previous findings. The St. Lambert experiment and previous evaluations of the Ukrainian-English Bilingual Program generally indicated that students achieved as well in mathematics as their peers in a regular English program, but not significantly higher.

- 3. No significant mean differences were evident on the School System Spelling test results of bilingual students and regular program students at the Grades Two and Three levels.
 - Significant differences between the Ukrainian Language Skills. pre and post test results were evident at the Grades One, Two and Three levels. Thus, students made significant progress in acquiring Ukrainian language skills during the school year.
- 5. A significant correlation was evident between Ukrainian Language Skills pre and post test results at the Grades One, Two and Three levels and the amount of time Ukrainian was spoken at home.
- 6. No significant correlation was evident between pre and post test achievement in Ukrainian and the attitude ratings on the attitude questionnaires completed by Grade Three bilingual students.

Pupil Cultural Appreciation

The attitudes of Grade Three bilingual students toward Ukrainian language and cultural activities, as measured by the student attitude questionnaire, were highly positive.

Attitudes of Relevant Groups

Parents, teachers and principals rated the appropriateness of the objectives of the bilingual program very highly. For the most part, the achievement of objectives was rated very high, indicating that the objectives of the bilingual program were being met to a large extent, according to the perceptions of parents, teachers and principals.

Furthermore, parents, teachers and principals generally expressed a high degree of satisfaction with the program operation, in responding to a wide variety of selected issues. A need for additional curricular and instructional materials was identified by teachers. Moreover, according to the perceptions of teachers, additional inservice training was required. Principals indicated that no special facilities nor special timetabling arrangements were required, although a need for special budgeting arrangements, at the school level, was identified.

IMPLICATIONS

The results of this study suggested several implications:

1. Research results carried out since the important study by Peal and Lambert (1962) have indicated generally that the consequences of bilingualism are largely positive, that balanced bilinguals score as high or better on measures of non-verbal and verbal ability, divergent thinking, cognitive flexibility and academic achievement as do monolinguals. The results of this study were consistent with recent studies. The implementation and operation of the bilingual program at the elementary level led to positive consequences in pupil academic achievement. The bilingual students achieved as well or better, in some instances, than students in the regular program.

The results suggest, therefore, that participation in a bilingual program does not hinder student academic progress in the first language of instruction. Moreover, the results indicate that students can make significant progress in learning a second language at the elementary level.

2. The St. Lambert study (Lambert and Tucker, 1972) and subsequent studies by Edwards (1976), Barik and Swain (1976), indicated that students in total French immersion programs generally had very positive attitudes toward learning French. Studies of partial French immersion programs showed similar results. To date, studies of Ukrainian-English bilingual programs have indicated that students generally have positive attitudes toward learning Ukrainian. The results of this study are consistent with previous findings. The implementation and operation of the bilingual program at the elementary level led to the development of positive attitudes toward the Ukrainian language and culture, according to the perceptions of parents and teachers. Moreover, on a measure of the attitudes of Grade Three bilingual students toward Ukrainian language and cultural activities, student questionnaire results were highly positive.

No significant correlation, however, was evident between achievement in Ukrainian and the attitude ratings on the student attitude questionnaire. A possible explanation might be the weakness of the attitude questionnaire in discriminating between degrees of difference in student attitudes. Although the student questionnaire results provided information about the reaction of individual students to specific items, the results did not show the degree to which students responded positively or negatively. Future studies, perhaps, should give consideration to determining to some extent the degree of "positiveness" or "negativeness" of the responses of students to attitudinal questions.

Overall, the results of this study suggest that particulation in a bilingual program may have a positive effect on pupil cultural appreciation, and that students may develop a positive attitude toward their cultural heritage, while learning a second language as a language of instruction at the elementary level.

3. A study of the Ukrainian-English bilingual program by Muller, et al., (1977) reported that several variables including intelligence, readiness skills and family background, especially mother's fluency, were found to be positively correlated with Ukrainian language skills test score results. Although this study did not examine all of the aforementioned variables, it was found that a significant correlation was evident between Ukrainian language skills test score results and the amount of time Ukrainian was spoken at home.

A fairly high positive relationship, thus, between achievement in Ukrainian and the amount of time Ukrainian was spoken at home was evident. The implication is suggested, therefore, that parents, teachers and principals should consider ways in which they may be able to assist in helping the bilingual student become more proficient in both languages.

4. The results of the study, based on the perceptions of relevant groups suggest several major implications of an administrative nature. Firstly, parents expressed an interest in the continuation of the bilingual program through Junior High. Careful consideration and planning may thus be required to examine the feasibility of implementing a program appropriate to the Junior High level. Consideration will

need to be given to the following administrative areas: selection of a school(s), selection of staff, development of appropriate timetabling and scheduling practices, budgeting, parental involvement and the role of community organizations and agencies, and the need for adequate support services, such as publicity and transportation.

Secondly, teachers identified a need for more curricular and instructional materials and inservice training. Ways to facilitate the development of curricular and instructional materials, therefore, and the planning of appropriate inservice training will need to be proposed.

Thirdly, a major implication to be drawn from the examination of school administrative practices is that special budgeting arrangements are required at the school level for the effective operation of the bilingual program.

SUGGESTIONS FOR FURTHER RESEARCH

This study has examined the consequences associated with the implementation and operation of a bilingual program. Further examination of some of the basic issues is suggested below.

l. In examining early studies comparing the IQ scores of monolinguals and bilinguals, Peal and Lambert (1962) identified a need for controlling the "degree of bilinguality" of bilingual students. Further studies of the academic progress of bilingual program students relative to the progress of monolinguals might also take into account the degree of bilinguality of students, that is, the extent to which the students are "balanced" bilinguals. Moreover, studies might be carried out to

compare the progress of students learning a second language as a "language of instruction" in a bilingual program with the progress of students learning a second language in a "traditional" second language program.

- 2. For this study, a student attitude questionnaire was constructed to measure the attitudes of Grade Three students toward the bilingual program. As a result of this study, further refinement of student attitude questionnaires is suggested in order to determine the degree of "positiveness" or "negativeness" of a student's response to a particular test item.
- 3. The subjects who participated in this study were in Grades One, Two and Three. As a result of the findings, further questions were raised. What are the consequences of a bilingual program on the academic achievement, cultural appreciation, and attitudes of older children? In more specific terms, what are the consequences of the implementation and operation of a bilingual program at the upper elementary and Junior High levels?
- 4. Lastly, this study attempted to determine whether or not special administrative arrangements were required at the school level for the effective operation of the bilingual program. Further studies might attempt to identify the most effective administrative practices that need to be adopted at both the school and school system level for the implementation and operation of a successful bilingual program.

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APPENDIX A

PARENT QUESTIONNAIRES

UKRAINIAN-ENGLISH BILINGUAL PROGRAM PARENT QUESTIONNAIRE

GRADE ONE

NAME	ΌF	CHILD	IN	PROGRAM	
•					

INSTRUCTIONS

In questions which use a rating scale, please circle the number on the scale which most accurately describes your response.

Example: 1 2 3 4 5

,

17

18

A. OBJECTIVES OF THE UKRAINIAN-ENGLISH BILINGUAL PROGRAM

The purpose of this section is to evaluate the objectives of the Ukrainian-English Bilingual Program.

Objective 1

The pupils will follow the English language curriculum in language arts, mathematics and science and will achieve at or above an average level in each of these areas.

1. Do you feel this is an appropriate objective for the Bilingual Program?

Inappropriate Appropriate Tn percent 32.5 60.5 26 n= 14

2. Do you feel the objective is being achieved by your child?

Not achieved Achieved

percent 2.3 2.3 13.6 39.5 37.2 $n = 1$ 1 8 17 16 43		<u> </u>	2	3	4	5	Tn
	·	2.3 '	2.3	13.6	39.5	37.2	
		l		8	17	16	43

Objective 2

کھہ

Inappropriate

The pupils will learn oral Ukrainian through the presentation of language arts, social studies, music, art, physical education and health in the Ukrainian language.

3. Do you feel this is an appropriate objective for the Bilingual Program?

Appropriate Tn percent 9.3 25.6 65.T n= 11 28 43

20

21

22

4. Do you feel the objective is being achieved by your child?

Not acl	Not achieved				Achieved	1
	1	2	3	4	5	Tn
percent n=	0	9.3 4	29.3 12	34.1 14.	26.8 11	41

Objective 3

Pupils will develop an appreciation of Ukrainian culture.

5. Do you feel this is an appropriate objective for the Bilingual Program?

Inappropriate

Appropriate

-	1	2	3	4	5	Tn
percent	0	0	6.3	11.4	81.8	1
n=	J	0	3	5	36	44 .

6. Do you feel your child's appreciation of Ukrainian culture has changed as a result of being in the Bilingual Program?

Negative Change

No change

Positive Change

	1	· 2	3	4	5	Tn
percent	0	2.2	13.3	48.9	35.6	
n=	0	1	6	22 <	16	45

More specifically, culture can be considered in terms of various subject areas. To what extent do you feel that cultural appreciation is appropriate to and being achieved by means of the following subject areas?

Ukrainian Music (singing, dancing)

7. Inappropriate

Appropriate

	1.	2	3	4	5	Tn _
percent	0	4.4	8.9	22.2	64.4	
n=	` 0	2	4	10	29	45
						*

7			÷	Achieve	d .	1
percent 2.4	2 4.3 2	3 26.2 11	35.7 15	5 31.0 13	Tn - 42	
Ukrainian Art (including om	braidany F		,		
		orordery, E	aster egg w	riting		
9. Inappropriate				Appropri	iate	ŀ
percent 2.2	4.4	<u>3</u> 11.1	<u>4</u> 26.7	5 55.6	Tn	2
n= 1	2	5	12	25	45	
10. Not achieved	·			Achieved		
percent $\frac{1}{2.3}$	2 6.3 ⁵	3 25.0	4 47 7	<u>5</u>	Tn	2
n= 1	3	11	47.7 21	18.2 8	44	
Religion (Ukrai	nian traditi	ons, celebra	ations at C	hristmas and	d Easter	
	nian traditi	ons, celebra	ations at C	hristmas and Appropria		
 Inappropriate 	2	3	4	Appropria 5		26
 Inappropriate 		3 4.7 2	4 16.3 7	Appropria	ite	26
1. Inappropriate rcent 0 n= 0	2	3	4	Appropria 5 79.1	te	26
1. Inappropriate ercent 0 n= 0	2 0 0	3 4.7 2	4 16.3 7	Appropria 5 79.1 34 Achieved 5	te	26
1. Inappropriate ercent 0 n= 0 2. Not achieved	2 0 0	3 4.7 2	4 16.3 7	Appropria 5 79.1 34 Achieved	Tn 43	
1. Inappropriate Percent 0 n= 0 2. Not achieved ercent 0	2 0 0	3 4.7 2 3 11.9	4 16.3 7 4 31.0	Appropria 5 79.1 34 Achieved 5 54.8	Tn 43	
1. Inappropriate Percent 0 n= 0 2. Not achieved ercent 0	2 0 0	3 4.7 2 3 11.9 5	4 16.3 7 4 31.0 13	Appropria 5 79.1 34 Achieved 5 54.8 23	Tn 43	
1. Inappropriate Percent 0 n= 0 2. Not achieved ercent 0 n= 0 Social Studies (s	2 0 0 2 2.4 1	3 4.7 2 3 11.9 5	4 16.3 7 4 31.0 13	Appropria 5 79.1 34 Achieved 5 54.8 23 n Canada)	Tn 43 Tn 42	26
11. Inappropriate Dercent 0 n= 0 2. Not achieved ercent 0 n= 0	2 0 0 2 2.4 1	3 4.7 2 3 11.9 5	4 16.3 7 4 31.0 13	Appropria 5 79.1 34 Achieved 5 54.8 23	Tn 43 Tn 42	

14. Not achieved	,					
		•		Achieved	i	1
percent 22.5 n= 9	2 15.0 6	35.0 14	20.0 8	5 7.5 3	Tn 40	
					Ą	
Social Studies (Ukrainian people	references t le.g. custo	to Ukraine oms, tradit	as the cour ions, langu	ntry of origi wage)	n of	
			· .			
15. Inappropriate				Appropria	ate	
percent $\frac{1}{2.3}$	4.7	3 16.3	<u>4</u> 14.0	<u>5</u>	Tn	3
n= 1,	. 2	7	6	27	43	
6. Not achieved	•			Ąchieved		
ercent 12.3	2 12.3	38.5	4	5	Tn	3
n= 5	5	15	25.6 10	10.3 4	39	
		٠ - م		•		
	· .			·		
inian Literatı	ure (poems,	verses, fo	lklore)			
7. Inappropriate				Appropriat	te	•
ercent 0	4.8	7	<u>4</u> 23.8	5	Tn	32
ß = 0	2	3	10	64.3 27	42	
. Not achieved				Achieved		
1	2	2		Achieved		•
rcent 10.3	17.9	<u>3</u>	23.2	5 20.5	Tn	33
n=	.7	9 . *	•]]	8	. 39	
. Other areas of cu	ltural appre	eciation (n	leace cresi	£,,\		
	ara. uppic	.σ.ασιοίι (μ	icase shect	1 y)		
				 		

35

36

The pupils and their parents will have positive feelings about the participation of the pupils in the program.

20. Do you feel this is an appropriate objective for the Bilingual Program?

Inappi	ropriate			•	Appropri	iate
percent n=	0 0	. 2 0 0	3 11.6 5	4 20.9 9	5 67.4 29	<u>Tn</u>

21. How do you, as a parent(s), feel about your child's participation in the Bilingual Program?

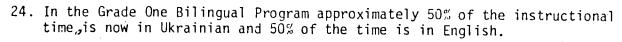
22. How does your child feel about his/her participation in the Bilingual Program?

Percent 0 2.3 20.5 29.5 47.7 n 0 1 9 13 21 44

23. Comments or questions related to Objective 4.

Very unhappy

Very unhappy



Do you wish (Please check, ✔)

<u>n</u> %

3 6.8 less instruction to be in Ukrainian

36 81.8 things to continue as they are

5 11.4 more instruction to be in Ukrainian

44 Tn

25. Of the school work (e.g. art work, projects) which your child brings home, are there

<u>n</u> <u>%</u>

9 20.0too few Ukrainian materials?

34 75.6an appropriate number of Ukrainian materials?

2 4.4too many Ukrainian materials?

<u>45</u> Tn

26. Special activities (e.g. field trips, community visitors) were arranged so that children could be exposed to Ukrainian culture. Do you feel there was an appropriate number of special activities?

<u>n</u> %

11 26.2**too** few

30 71.4the right amount

42 Tr

27. What are your feelings concerning the field trips and special activities which have been offered to the pupils in the Bilingual Program?

37

38

39

	
. Assur shou	ming that it were possible, do you feel that the Bilingual classes
<u>n</u>	<u>%</u>
4	9.1 be consolidated into one or two schools in the System designate as a Ukrainian-English Bilingual School(s)?
39	$\frac{33.6 \text{ continue}}{\text{is now}}$ to be given in several schools in the System (as it
1	2.3 other (please specify)
44	Tn
1	ing the Bilingual Program were to continue through Junior Highes 7,08, 9) to what extent would you want instruction offered animal?
1	' 1 ' V 1 - J / LU WIIGI. PXI PIU WOULD VOU Wast inch : :
in Ukr	rainian?
in Ukr	rainian? \$\frac{\%}{2.3}\$ none at all
in Ukr n 1 16 3	rainian? $\frac{x}{2}$ 2.3 none at all 37.2 approximately 25% of the time
in Ukr <u>n</u> 1 16 3 25 5	rainian? \$\frac{\gamma}{2}\$ none at all \$\frac{37.2}{3}\$ approximately 25% of the time \$\frac{13.1}{3}\$ approximately 50% of the time
in Ukr n 1 16 25 5	rainian? $\frac{x}{2}$ 2.3 none at all 37.2 approximately 25% of the time

	<u>n</u> <u>%</u> 25 55.6 Art	
	38 34.4 Arts and Crafts	-
	31 68.9 Drama	-
	Health	-
	11 24.4 Geography	
	20 <u>44.4 History</u>	-
	23 51.1 Home Economics	
	7 15.6 Industrial Arts	
	29 64.4 Language Arts (reading, literature, grammar)	
	37 32.2 Music	$\Big _{-}$
	17 37.8 Physical Education	_
	36 30.3 Religion (Ukrainian Catholic Rite)	_
_	19 42.2 Social Studies	<u> </u>
	MILY BACKGROUND	
	hat is the ancestral or ethnic origin of the child's father? e.g. Ukrainian, German-Irish)	,
-	·	

39. What is the religion of the child's father

<u>n</u> <u>%</u>

1 2.2 Protestant

10 22,2 Roman Catholic

29 64.4 Ukrainian Catholic

5 11.1 Ukrainian Orthodox

<u>45</u> Tn

40. What is the religion of the child's mother?

<u>n</u> %

2.2Protestant

9 20.0 Roman Catholic

28 62.2Ukrainian Catholic

7 15.6Ukrainian Orthodox

0 None of the above

_45___Tr

41. What is the occupation of the major wage earner in your family?

_61

64

66

4.0	_							
42.	To	what	extent	can	the	mother	sneak	Ukrainian?
							JPCuk	UNI a in lan;

Not a	t all					ess most
noussana l	1	2	3	4 .	ideas fl 5	uently Tn
percent n=	15.6 7	26.7 12	· 17.3	15.6 7	24.4 11	45

43. To what extent can the mother read Ukrainian?

Not	at all	•			Can read books ea	
manaaak	1	2	3 -	4	5	J Tn
percent n=	43.2 19	13.6 6	15.9 7	9.1 4	13.2	44

44. To what extent can the mother write in Ukrainian?

Not a	t all			•	Can expr ideas ea	ess most
5	1	2	3	4	5	Tn
percent n=	55.6 25	3.9 	13.3 6	2.2	20.0	45

45. To what extent can the father speak Ukrainian?

Not a	at all					oress most
	1	2	3	4	ideas i 5	fluently Tn
percent n=	11.4	11.4	9.1	22.7	45.5	· ·
	<u> </u>		4.		20 +	44

46. To what extent can the father read Ukrainian?

Not a	t all		•		Can read	most
_	1	ź	. 3	4	books ea: 5	sily Tn
percent n=	40.9 18	11.4 5	6.8 3	15.9 7	25.0 11	44

47. To what extent can the father write in Ukrainian?

Not at all			€.		Can express most ideas easily	
percent	1 7 7	2	3	4	5	Tn
.*	47.7	9.1	11.4	11.4	20.5	
n=	21	4	5	5	9	44
*		Å,				

48.	. What was the last grade at school the mother completed? (List any training taken since High School)	110
j.	The state of the s	
		69
		·
49.	What was the last grade at school the father completed? (List any	,
	training taken since High School)	i
		70
50.	How much Ukrainian is spoken in the home?	
	<u>rı %</u>	
	3 6.7 none at all	
	31 68.9 on occasion	
	4 3.9 about 50% of the time	•
	4 8.9 all the time	
*,		•
	45 Tn	
51.	Languages spoken other than English or Ukrainian?	•
	- San	•
	(by the mother) (by the father)	72
E2 1		
	Did your child learn Ukrainian while attending one of the following programs before starting Grade 1 in the Ukrainian-English Bilingual	
ŀ	Program? (Please check one or more of the following)	
	<u>n</u> <u>%</u>	
. 1	46.2 Ukrainian Kindergarten (Catholic School System)	•
—	2 5.1 Ukrainian Kindergarten (Public School System)	•
_	4 10.3 Ukrainian Parish Play School (sadochok)	
	0	
_	8 20.5 Other (please specify) 7 17.9 (2 or more checked off)	
3:	9_ Tn	. 70
١.		73

	•			
. PA	RENT ADVISORY COMMITTEE	ess.	• •	(,
	in the second se	•	,	
3. D	o you know of at least one ommittee (PAC) to the Ukra	parent who is inian-English B	a member of the P ilingual Program?	Parent Adviso ?
!	<u>n</u> <u>%</u>	\$	<i>;</i>	
_2	7 62.8 yes		* 1	
_1	<u>6 37.2 no</u>			
_4	<u>3</u> Tn			
. Ch <u>Pa</u>	eck the items that you fee erent Advisory Committee:	l are appropri	ate to the role o	f the
_	to become familiar with the Edmonton Catholic Sc	the Ukrainian I	Bilingual Program	offered in
<u> </u>	to assist in communicati other parents	ng the content	and intent of the	e program to
· 	to provide recommendation revisions of the existing	ns to Curriculu g program	m Committees rega	arding
	to provide advice regard an effective Bilingual P	ing the resourc	es necessary for	providing *
<u> </u>	to make certain that one responsibility for raising required to transport challenges in the Edmonton (ng tunds in exc ildren attendin	ess of government g Ukrainian Rilin	conntc
	to act as a liaison with Catholic Organizations, w and other groups, particu Program	ITEN THE LIKEAIN	lan Rilingual Acc	ociation
	Other (please specify)			•
	* ***		•	
		•	١	<u> </u>
Ple Adv	ase make any other comment isory Committee.	s you wish abou	it the <u>role</u> of the	e Parent
		6. 5 .	•	

56. Would you be interested in participating as a member of the Parent	112
Advisory committee sometime in the future?	
<u>n</u> <u>%</u>	
<u>9</u> 26.5 yes	
	.
<u>34</u> Tn	75
57. Do you feel that along with a School System Parent Advisory Committee, a Parent Ways and Means Committee should meet on a regular basis at each school offering the Ukrainian English Bilimeter.	
school offering the Ukrainian-English Bilingual Program.	'
<u>n</u> <u>*</u>	1
<u>21 77.3 yes</u>	
<u>6</u> 2 <u>2.2</u> no	
<u>27</u> Tn	76
58. What activities should a Parent Ways and Means Committee coordinate at the school level during the school year?	
	•
E. CONVERSATIONAL UKRAINIAN CLASSES FOR PARENTS	
During the past year the Continuing Education Branch of the Edmonton Catholic School System offered courses in conversational Ukrainian for adults.	
59. Are you interested in taking beginning classes in Ukrainian next fall?	
<u>n</u> · <u>%</u>	
17 43.6 definitely no	
11 28.2 yes, if the time and location are convenient	
1 2.5 def: 1y yes	1

9 23.1 to not know

<u>39</u>. Tr.

60. Are you interested in taking intermediate classes in Ukrainian next fall?

n %

16 47 Idefinitely no

11 32.4yes, if the time and location are convenient

0 definitely yes

17.6do not know

34 Tn

UKRAINIAN-ENGLISH BILINGUAL PROGRAM

PARENT QUESTIONNAIRE

GRADE TWO

	INSTRUCTIONS
(n question	ns which use a rating scale, please circle the numbe
	le which most accurately describes your response.
Example:	1 2 3 4 5

15

16

17

18

A. OBJECTIVES OF THE UKRAINIAN-ENGLISH BILD	INGUAL	PROGRAM
---	--------	---------

1. How do you, as a parent(s), feel about your child's progress this year in the regular English program subjects of language arts, mathematics and science?

Very di	ssatisfied				Very sa	tisfied
-	1	2	3	. 4	5	Tn
percent	0	2.8	11.1	50.0	36.1	
n= [0]	4	18	13	36

2. How do you, as a parent(s), feel about your child's progress this year in the Ukrainian program subjects?

Very d	issatisfied				Very sa	tisfied
	1	2	3	4	5	Tn
percent	0	0	11.1	50.0	38.9	
n=	0	0	4	18	14	36

3. How do you feel about your child's progress this year in <u>understanding</u> spoken Ukrainian?

Very dissatisfied					Very satisfied		
	1	2	3	4	5	Tn	
percent	0	0	27.8	44.4	27.8		
n=	0	0	10	16	10 °	36	

4. How do you feel about your child's progress this year in speaking Ukrainian?

Very dissatisfied			Very satisfied			
	11	2	3	4	5	Tn
percent	0	2.8	30.6	41.7	25.0	
n=	0	<u> </u>	11	15	9	36

5. How do you feel about your child's progress this year in reading Ukrainian?

Very d	issatisfied				Very sa	atisfied	
	11	2	3	4	5	Tn ∖	
percent	0	0.	11.1	52.8	36.1		\ -
n= [00	00	4	19	13	36	V
							7

20

21

22

23

6. How do you feel about your child's progress this year in writing Ukrainian?

Very	dissatisfied				V	
nomeont	1	2	3	4	Very sa 5	tistied In
percent n=	0	0 0	19.4 7	55.6 20	25.0	/
					- 3	<u> 36</u> /

7. How does your child feel about his/her participation in the Bilingual Program?

	Satisfied				Very sa،	ticfied
percent [2	3	4	5	Tn
n=	0	0	13.9 5	44.4	41.7	26

8. To what extent do you feel your child's appreciation of Ukrainian culture has changed as a result of being in the Bilingual Program this year?

Negative change	2	No change		Positiv	e change	
percent 0 n= 0	0 0	6.1 2	48.5 16	<u>5</u> 45.5 15	Tn	

More specifically, culture can be considered in terms of various subject areas. To what extent do you feel that cultural appreciation is appropriate to and being achieved by means of the following subject areas?

Ukrainian music (singing, dancing)

9. Inapprop	oriate	1			Annana	
percent [2	3	4	Appropr 5	Tn
n=	. 0	2.8	8.3	44.4	44.4	7
		<u></u>	3	16	16	. 36

10. Not achieved

1 2 3 4 5 Tn

percent
n= 0 2.8 22.2 44.4 30.6
1 8 16 11 36

Ukrainian Art	(including	embroidery,	Easter	egg	writing)
---------------	------------	-------------	--------	-----	----------

11. Inappr	1	2	3	4	Approp 5	riate . Tn
percent	0	0	27.8	33.3	33 9	- 111
n=	0	0	10	. 12	14	36

12. Not ac	hieved				Achiev	ed
	l	2	3	4	5	Tn
percent	0	2.9	31.4	42.9	22.9	
n= (<u> </u>	11	11	15	. 8	35

Religion (Ukrainian traditions, celebrations at Christmas and Easter)

13. Inappr	ropriate	•			Appropi	riate
	1	2	3	4	5	Tn
percent	0	0	2.9	28.6	68.6	}
n=	0	0	1	10	24	35

14. Not ach	neved				Achiev	ed 🥴
_]	2	. 3	4	5	Tn
per cent [0	0	3.3	33.3	58.3	
n=	0	0	3	12	21	36

Social Studies (study of early Ukrainian settlers in Canada)

15. Inappro	opriate			•	Appropr	riate
, , ,	l	2		4	5	Tn
percent	3.1	9.4	18.8	46.9	21.9	
n= {	<u> </u>	3`	6	15	7	32

16. Not ac	chieved	,			Achieve	ed
	1	2 ·	3	4	5	Tn
percent	6.5	16.1	. 35.5	29.0	12.9	7
n=	2	5	11	9	4	31

31

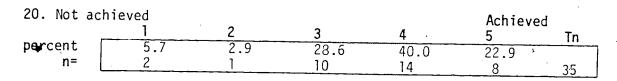
Social Studies (reference to Ukraine	as the country of origin of
Ukrainian people - customs, traditions	, language)

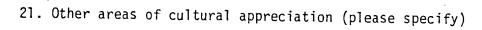
17. Inappr	ropriate				Appropr	iate
	1	2	3	4	5	Tn
percent	0	6.1	27.3	30.3	36.4	
n=	L0	2	9	10	12	33

18. Not ach	rieved	,			Achieve	d .
. -		2	3	4	5	Tn
percent	3.0	6.1	39.4	30.3	21.2	
n= [<u> </u>	2	13	10	7	33

Ukrainian Literature (poems, verses, folklore)

19. Inappro	priate		•		Appropr	iate
	<u> </u>	2	33	4	5 ¹ .	Tn
percent	2.9	2.9	20.0	34.3	40.0	
n= [_	<u> </u>		<u> </u>	12	14	35





SO	cial activit that childr re was an ap	en cou	ld be e	xposed to U	krainian cu	lture. Do	e arranged you feel
<u>n</u>							
<u>· 14</u>	40.0 too	few					•
<u>21</u>	<u>60.0</u> the	right	amount	•			•
0	<u>0</u> too	many					
35	Tn						
. Wha whic	t are your f ch have been	eeling: offer	s concer ed to th	ning the f	ield trips a ı the Bilind	and special aual Progra	activities m?
					•		atisfaction
Low	satisfaction	ı	•				
	satisfaction 1 2.8	'l	2	<u>3</u>	4 · 50.0	<u> </u>	Tn
rcent n=	2.3		11.1	19.4 7	50.0 18	5 16.7 6	Tn 36
rcent n=	2.3		11.1	19.4 7	50.0	16.7	
cent n=	2.3		11.1	19.4 7	50.0	16.7	
rcent n= . Sugg	l 2.3 1 gestions for	future	11.1 4 e field	19.4 7 trips:	50.0	16.7 6	36
rcent n= . Sugg	2.3	future	11.1 4 e field	19.4 7 trips:	50.0	16.7 6	36
rcent n= . Sugg	gestions for	future	11.1 4 e field	19.4 7 trips:	50.0	16.7 6	36
rcent n= . Sugg	you satisfie you syou satisfie	future	11.1 4 e field	19.4 7 trips:	50.0	16.7 6	36
rcent n= . Sugg	you satisfie	future	11.1 4 e field	19.4 7 trips:	50.0	16.7 6	36
rcent n= . Sugg	you satisfie you satisfie you satisfie you satisfie	future	11.1 4 e field	19.4 7 trips:	50.0	16.7 6	36

•	/ Inadequate	_			Very Ad	dequate	- [
ncont	1	2	3	4	5	Tn	
ercent n=	0	5.6	19.4	55.6	19.4]
11-	L	2	7	20	7	36]
			a.				-
. Has ing	the amount of the progress	information of your chi	n you have r ild in the U	eceived fro krainian la	m the schoonguage prog	l concern- ram been	
Very	Inadequate				Very Ad	equate	
	, 	2	3	44	5	. Tn	Ì
rcent	0	8.6	25.7	37.1	28.6		
n=	<u> </u>	3	9	. 13	10	35	.
			•				
Would n	d you like to s	see the Bil	ingual Progr	ram,			
_				`			- [*
_		ed as it is	?	`			
3 <u>0</u> 4	85.7 continue	d with mind		cions? I think show	ıld be made) .	
30	85.7 continue	d with mind	or modificat	cions? I think show	ıld be made) .	
30	85.7 continue	d with mind	or modificat	cions? I think show	uld be made)	
30	85.7 continue 11.4 continue (please	d with mind state what	or modificat changes you	i think show			
30	85.7 continue 11.4 continue (please	d with mind state what	or modificat changes you	i think show			
30 4	85.7 continue 11.4 continue (please 2.9 continue changes	d with mind state what	or modificat changes you	i think show			
30 4	85.7 continue 11.4 continue (please	d with mind state what	or modificat changes you	i think show			
30 4	85.7 continue 11.4 continue (please 2.9 continue changes	d with mind state what	or modificat changes you	i think show			
3 <u>0</u> 4 1 35 Please	85.7 continue 11.4 continue (please 2.9 continue changes	d with mind state what d with majo you think s	or modificat changes you or modificat should be ma	i think show ions? (pleade)	se state wh	at	
3 <u>0</u> 4 1 35 Please	85.7 continue 11.4 continue (please 2.9 continue changes	d with mind state what d with majo you think s	or modificat changes you or modificat should be ma	i think show ions? (pleade)	se state wh	at	
3 <u>0</u> 4 1	85.7 continue 11.4 continue (please 2.9 continue changes	d with mind state what d with majo you think s	or modificat changes you or modificat should be ma	i think show ions? (pleade)	se state wh	at	
30 4 1 35	85.7 continue 11.4 continue (please 2.9 continue changes	d with mind state what d with majo you think s	or modificat changes you or modificat should be ma	i think show ions? (pleade)	se state wh	at	

31. Assi shot	uming that it were possible, do you feel that the Bilingual classes	
<u>n</u>	<u>%</u>	
l	<pre>2.9be consolidated into one or two schools in the System designated as a Ukrainian-English Bilingual School(s)?</pre>	
3 <u>2</u>	91.4 continue to be given in several schools in the System (as it is now)	
2	5.8 other (please specify)	
3 <u>5</u>	Tn	45
(Gra	ming the Bilingual Program were to continue through Junior High des 7, 8, 9) to what extent would you want instruction offered krainian?	
<u>n</u>	<u>%</u>	
0	<pre>0 none at all</pre>	
18	51.4 approximately 25% of the time	
15	42.9 approximately 50% of the time	
1	2.9 approximately 75% of the time	
1	2.9 all the time	-
35	Tn	46
33. Pleas to ir	se check all the cultural subject areas you feel would be appropriate astruction in Ukrainian at the Junior High level.	,
<u>n</u>	<u>%</u>	
23	63_9 Art	47
28	77.8Arts and Crafts	48
12	33.3Drama	49
7	19.4 Geography	50
12	33.3History	51
17	47.2 Home Economics	52
8	22.2 Industrial Arts	53

36___

Tn

(by the mother)	(by the father)
 Did your child learn Ukrainian wh programs? 	nile attending cre of the following
<u>n</u> <u>x</u>	
4 <u>14.3</u> Ukrainian Kindergarten	(Catholic School System)
3 10.7 Ukrainian Kindergarten	(Public School System)
6 21.4 Ukrainian Parish Play S	School (sadochok)
6 21.4 Ukrainian Saturday clas	SS ,
9 32.10ther (please specify)	
<u>23</u> Tn	
. PARENT ADVISORY COMMITTEE	
· TIMENT NOVISON CONTITUE	
 Do you know of at least one paren Committee (PAC) to the Ukrainian- 	t who is a member of the Parent Advisory English Bilingual Program?
<u>n</u> <u>%</u>	
27 75.0 yes	
9 <u>25.0no</u>	
<u>36</u> Tn	
. Check the items you feel are appro Advisory Committee	opriate to the role of the <u>Parent</u>
to become familiar with the U the Edmonton Catholic Schools	krainian Bilingual Program offered in
to assist in communicating the other parents	e content and intent of the program to
to provide recommendations to revisions of the existing proc	Curriculum Committees regarding gram
to provide advice regarding thean effective Bilingual Program	ne resources necessary for providing

	10.
to make certain that one or more Ukrainian organizations assume responsibility for raising funds in excess of government grants required to transport children attending Ukrainian Bilingual classes in the Edmonton Catholic Schools	
to act as a liaison with Ukrainian Bishop and Clergy, with Ukrainian Catholic rganizations, with the Ukrainian Bilingual Association and other groups, particularly in matters concerning the Bilingual Program	3
Other (please specify)	,
42. Please make any other comments you wish about the <u>role</u> of the Parent Advisory Committee	
	·
3. Would you be interested in participating as a member of the Parent Advisory Committee sometime in the future? <u>n</u> <u>%</u>	
12 37.5 yes	
20 62.5 no	,
32 Tn	
	75
4. Do you feel that along with a School System Parent Advisory Committee a Parent Ways and Means Committee should meet on a regular basis at each School offering the Ukrainian-English Bilingual Program.	
<u>n</u> <u>%</u>	
20 74.1 yes	
7 25.9 no	
27 Tn	7.0
	76
	1
	[·

The state of the s	(
CONVERSATIONAL UKRAINIAN CLASSES FOR PARENTS	
	.,
During the past year the Continuing Education Branch of the Edmonton Catholic School System offered courses in conversational Ukrainian for Adults.	
Are you interested taking beginning classes in Ukrainian next fall?	,
n %	
11 31.4 definitely no	v
16 45.7 yes, if the time and location are convenient	
1 2.9 definitely yes	
7 20.0 do not know	
35 Tn	

4/. Are you interested in taking <u>intermediate</u> classes in Ukrainian next fall?

 \underline{n} \underline{x}

17 56.7 definitely no

 $\frac{5}{16.7}$ yes, if the time and location are convenient

<u>1</u> <u>3.3</u>definitely yes

_30____Tn

UKRAINIAN-ENGLISH BILINGUAL PROGRAM

PARENT QUESTIONNAIRE

	GRADE THREE			
NAME	OF CHILD IN PROGRAM	(
	INSTRUCTIONS			
	In questions which use a rating scale, please circle the number on the scale which most accurately describes your response.			
. 49	Example: 1 2 3 (4)5		(*	

18

A. OBJECTIVES OF THE UKRAINIAN-ENGLISH BILINGUAL PROGRAM

1. How do you, as a parent(s), feel about your child's progress this year in the regular English program subjects of language arts, mathematics and science?

Very d	issatisfied	1			Very s	atisfied
	1	, 2	3	4	5	Tn
percent	0	2.6	7.7	41.0	48.7	
n=	0	1	3	16	19	39

2. How do you, as a parent(s), feel about your child's progress this year in the Ukrainian program subjects?

. Very o	dissatisfied						
•	1.	2	3	4	. 5	Tn	15
percent	0	0	7.7	46.	46.2		
n=	0	0	3	18	18	39	1

3. How do you feel about your child's progress this year in <u>understanding</u> spoken Ukrainian?

Very d	lissatisfied	i		Very satisfied				
•	1	2	3 .	. 4	5	Tn	16	
percent	0	0	12.3	41.0	46.2			
' n=	0	0	5	16	18	39		

4. How do you feel about your child's progress this year in <u>speaking</u> Ukrainian?

Very o	dissatisfied			Very satisfied				
•	1	2	3 .	4	5	. Tn	17	
percent	0	2.6	23.7	39.5	34.2			
n=	0	1	9	15	13	38		

5. How do you feel about your child's progress this year in reading Ukrainian?

Very d	lissatisfied		•			Very satisfied		
	1	2	3	4	5	Tn		
percent	0	0	18.4	31.6	50.0			
. n=	1 0	0	7	12	19 "	38		

20

21

22

23

6. How do you feel about your child's progress this year in $\underline{\text{writing}}$ Ukrainian?

Very dissatisfied					Very satisfied		
	1	2	*3	4	5	Tn	
percent	. 0	0	18.9	29.7	51.4	-	
n=		0	7	11	19	37	

7. How does your child feel about his/her participation in the Bilingual "Program?

Very d	lissatisfied	-		*	Verv sa	tisfied
	1	2	3 、	4	5	Tn
percent	0	0	5.1	25.6	69.2	
n=	0	0	2	10	27	39

8. To what extent do you feel your child's appreciation of Ukrainian culture has changed as a result of being in the Bilingual Program this year?

Negativ	e change	2	No change	_	Positi	ve change	
			3	,4	5	Tn	1
percent	• 0	0	2.7	43.2	54.1		-
n=	0	00	1	16	20	37	

More specifically, culture can be considered in terms of various subject areas. To what extent do you feel that cultural appreciation is appropriate to and being achieved by means of the following subject areas?

Ukrainian music (singing, dancing)

9. Inapprop	riate		_		Appropr	iate
	1	2	3	4	5	Tn
percent	0	0	12.8	30.8	56.4	 -
n=	0	0	5	12	22	39

10. Not ac	hieved				Achieve	.d
•		2	_ 3	4	5	Tn
percent	2.6	0	12.8	30.8	53.8	
n=	1	0	5	12	21	39

25

26

27

28

29.

Ukrainian	Art	(including	embroidery,	Easter	egg writing)
-----------	-----	------------	-------------	--------	--------------

• •	priate 1	2	2	•	Appropi	riate
ercent [2.6	2.6	10-3	38.5	5	Tn
n=	1	1	4	30.5 15	46.2 18	39
		•				
2. Not ach	ieved			_	A = 1= 2	
	1	2	3.	. 1	Achieve	_
			J			
ercent n=	2.6	5.1	17.9	46.2	28.2	<u>In</u>

Religion (Ukrainian traditions, celebrations at Christmas and Easter)

13. Inappı	ropriate		•			
percent	1	. 2	3	4	Appropr 5	iate Tn
n=	0	0	2.6 1	23.1 9	74.4 29	39

14. Not a	chieved		r				
percent	1	2	3	4	Achieve 5	ed Tn	
n=	0	0	2.6	33.3 13	64.1 25	39	-

Locial Studies (study of early Ukraimian settlers in Canada)

15. Inap	propriate		9			
	1	2	3	4	Appropr	`iate
percent n=	2.6	0	21.1	47.4	28.9	<u> </u>
. 11-	<u></u>	0	8 *	18	11	38

16. Not a	chieved				Λ_6.2	
percent	2 7	2	3	4	Achieved 5	Tn
n=	1	1	35.1 13	48.6 18	10.8	37

31

32

33

Social Studies (reference to Ukraine $\,$ as the country of origin of Ukrainian people - customs, traditions, language)

17. Inappr	opriate				Appropi	riate
1 - 1	1	2	3	4	5	Tn
percent	0	0 ,	13.2	52.6	34.2	
n=	00	· 0	5	20	13	38

Ukrainian Literature (poems, verses, folklore)

19. Inappr	opriate				Appropriat	e
		 2	3	4	5	Tn
percent	2.7	0	13.5	43.2	40.5	
· n=	1	0	5	16	15 3	7

21. Other areas of cultural appreciation (please specify)

В.	OPERATION	ΩF	THE	UKRAINIAN-ENGLISH	BILINGUAL	PROGRAM

22.	Special	activities	s (e.g.	fieldtrips	, community	visitors)	were	arranged
					to Ukrainia			
,	there wa	as an appro	priate .	number of	special act	ivities?	_	

23. What are your feelings concerning the field trips and special activities which have been offered to the pupils in the Bilingual Program?

Low sat	isfactio	n			High Sa	tisfaction
	1	. 2	3	4	5	Tn
percent	0	2.7	24.3	43.2	29.7	
n= -	0		99	16	11	37

40

24. Suggestions for future field trips:

25. Are you satisfied with the way you were involved in the school program?

41

26. In what ways would you like to be involved in the school program?

		
•		•
•		Y
 		
	•	
	· · · · · · · · · · · · · · · · · · ·	
•		

very inc	adequate				Verv A	dequate	
ercent		2.	3	44	5	Tn	`.
n=	0	8.1	16.2	56.8	18.9		
			6	21	7	37	, j
Very Ina rcent n= Would you	dequate 1 0 0	2 0 0	n you have rild in the L 3 20.5 8 lingual Prog	4 56.4 22	very Ac 5	gram been ·	
5 12-	Ω continua	d with min		•			
5 12:.	g continue (please	d with min state what	or modificat changes you	tions? think shou	uld be made)	
<u>5</u> <u>12</u> .	continued	state what	or modificat changes you or modificat should be ma	ions? (plas			
0 0	continued changes y	state what	changes you	ions? (plas			
0 0	continued	state what	changes you	ions? (plas			
0 0	continued changes y	state what d with majo you think s	changes you	i think show ions? (pleade)	se state wh	at	

	8.	124
		134
23 59.0 Language Arts (reading, literature, grammar)		54
33 84.6 Music		55
14 35.9 Physical Education		56
33 84.6 Religion (Ukrainian Catholic Rite)		57
15 38.5 Social Studies		58
Health		
3 <u>9</u> Tn		1
C. FAMILY BACKGROUND		*
34. What is the occupation of the major wage earner in your famil (please include place of work).	y?	
\ 5		
35. What was the last grade at school the mother completed? (List training taken since High School).	. any	
training taken since might sensory.		
		*
		69
36. What was the last grade at school the father completed? (List training taken since High School).	any	
training taken since might sensory.	• .	
e'.		70
		70
37. How much Ukrainian is spoken in the home?		
<u>n</u> <u>x</u>		
2 5.1 none at all		
21 53.8 on occasion		
9 23.1 about 50% of the time		
4 10 3 about 75% of the him		

7.7 all the time

Tn ·

	9.
20. Language and so the first f	13
38. Language spoken other than English or Ukrainian	
(by the mother) (by the father)	72
39. Did your child learn Ukrainian while attending one of the followi programs?	ng
<u>n</u> <u>%</u>	
8 21.6 Ukrainian Kindergarten (Catholic School System)	
5 13.5 Ukrainian Kindergarten (Public School System)	
6 16.2 Ukrainian Parish Play School (sadochok)	
5 13.5 Ukrainian Saturday class	`
13 35.1 Other (please specify)	
37 In	72
	73
. PARENT ADVISORY COMMITTEE	
O. Do you know of at least one parent who is a member of the Parent A Committee (PAC) to the Ukrainian-English Bilingual Program?	dvisory
<u>n</u> <u>%</u>	
30 78.9 yes	·
8 21.1 no	
38 Tn	.74
. Check the items you feel are appropriate to the role of the Parent Advisory Committee	<u>t</u>
to become familiar with the Ukrainian Bilingual Program offered the Edmonton Catholic Schools	i in
to assist in communicating the content and intent of the progra other parents	am to
to provide recommendations to Curriculum Committees regarding revisions of the existing program	

_to provide advice regarding the resources necessary for providing an effective Bilingual Program

		10
required	certain that one or more Ukrainian organizat ibility for raising funds in excess of govern d to transport children attending Ukrainian B in the Edmonton Catholic Schools	ions assume ment grants ilingual
Associat	as a liaison with Ukrainian Bishop and Clergy an Catholic Organizations, with the Ukrainian ion and other groups, particularly in matters ngual Program	with Bilingual concerning
Other (p	lease specify)	
lease make a dvisory Comm	any other comments you wish about the <u>role</u> of	the Parent
$\overline{}$		
		-
		•
ould you be i	interested in participating as a member of th	⊋ Parent
	interested in participating as a member of the ittee sometime in the future?	e Parent
	interested in participating as a member of the ittee sometime in the future?	e Parent
<u>%</u>	interested in participating as a member of the ittee sometime in the future?	⊇ Parent
<u>%</u> 32.4yes	interested in participating as a member of th ittee sometime in the future?	Parent
<u>32.4</u> yes <u>67.6</u> no	interested in participating as a member of the ittee sometime in the future?	e Parent
<u>%</u> 32.4yes	interested in participating as a member of the ittee sometime in the future?	e Parent
<u>%</u> <u>32.4</u> yes <u>67.6</u> no . Tn	. The future!	
32.4yes 32.6no 7n You feel tha	at along with a School System Parent Advisory	Committee
32.4yes 32.6no 7n You feel tha	at along with a sale a	Committee
32.4yes 32.6no 67.6no Tn you feel tha Parent Ways a h School off	at along with a School System Parent Advisory	Committee
32.4yes 32.6no 7n You feel that arent Ways a h School off 79.3 yes	at along with a School System Parent Advisory	Committee, pasis at
32.4yes 32.6no Tn You feel that Parent Ways as the School off	at along with a School System Parent Advisory	Committee, pasis at
32.4yes 32.4yes 67.6no Tn you feel that arent Ways at School off 79.3 yes	at along with a School System Parent Advisory	Committee, pasis at

45. What activities should a Parent Ways and Means Committee coordinate at the school level during the school year?

CONVERSATIONAL UKRAINIAN CLASSES FOR PARENTS

During the past year the Continuing Education Branch of the Edmonton Catholic School System offered courses in conversational Ukrainian for

- 46. Are you interested in taking beginning classes in Ukrainian next fall?
 - n
 - 17 51.5definitely no
 - 10 30.3 yes, if the time and location are convenient
 - 1 3.0definitely yes
 - 5 15.2do not know
 - 33 . Tn
- 47. Are you interested in taking intermediate classes in Ukrainian next
 - n %
 - 15 46.9definitely no
 - 18.8 yes, if the time and location are convenient
 - 3.1 definitely yes
 - 10 31.3do not know
 - 32 Tn

APPENDIX B

TEACHER QUESTIONNAIRE

UKRAINIAN-ENGLISH BILINGUAL PROGRAM EVALUATION

TEACHER QUESTIONNAIRE

NAME	SCHOOL	
GRADE		
		For offic use only
	INSTRUCTIONS	
1.	In the questions which use a rating scale, please circle the number on the scale which most accurately describes your response, e.g., 1 2 3 4 5	
2.	In the multiple choice questions, please place a check mark in the space provided beside the most appropriate answer or answers.	
3.	Following some of the questions, there is a comments section for you to add further information or explanation	\$

12

A. PROGRAM OBJECTIVES

The purpose of this section is to evaluate the objectives of the Ukrainian-English Bilingual Program

OBJECTIVE I

Pupils will follow the English language curriculum in language arts, mathematics, and science and will achieve at or above an average level in each of these areas.

1. Do you feel this is an appropriate objective for the Bilingual Program?

percent $0 0 0 28.6 71.4$	Inappro	priate				Appropr	iato.
		1	2	3	4	5 5	Tn
$\mathbf{n} = 1 0 0 1 = 1 0$		0	0	0 .	28.6	71.4	
	n= L	0		0	2	5	7 ·

2. To what extent has the objective been achieved by your class?

Not ach	nieved				Achieved	1	
	1 °	2	3	4	5	ı Tn	
percent [0	0	14.3	14.3	71.4		
.n= [0	0]	1	5	7	

OBJECTIVE 2

(Please check the one applicable) - for Grade One teacher

In grade l, pupils will learn oral Ukrainian through the presentation of language arts, social studies, music, art, physical education, health and religion in the Ukrainian language.

- for Grade Two teacher

In grade 2, pupils' listening and speaking skills in Ukrainian will be further developed along with the introduction of reading and writing skills.

·13

14

c) ____

C - C - LABOR S CO.

In grade 3, pupils' listening and speaking skills will be extended. Reading and writing skills will be further developed along with the introduction of spelling, practical and creative writing in Ukrainjan.

3. Do you feel this is an appropriate objective for the Bilingual Program?

Inappr	opriate				Appropr	iate
	<u> </u>	2	3	4	5	Tn
percent	0	0	2	42.9	57.1	
n= [00	0	0 \	3	4	7

4. To what extent has the objective been achieved by your class?

Not ac	hieved l	2	3	4	Achieved 5	l Tn
percent n=	0	0	14.3	42.9	42.9	

OBJECTIVE 3

Pupils will develop an appreciation of Ukrainian Culture.

5. Do you feel this is an appropriate objective for the Bilingual Program?

Inappr	opriate				Appropr	iate
	1.	2	3	<u>4</u>	5 ' '	· Tn
percent	0	0	0	0	100	
n=	0	0	0	0	7	7 -

6. To what extent do you feel your class' appreciation of the Ukrainian culture changed as a result of being in the Bilingual Program

Negativ	ve change		No change		Positive	change
	1	-2	3	4 .	5	Tn
percent	0	.0	0	42.9	57.1	
• n= · _	00	00	. 0	3	4	7
			စ် က်			

More specifically, culture can be considered in terms of various subject areas. To what extent do you feel that cultural appreciation is appropriate to and has been achieved by means of the following subject areas?

_15

16

Ukrainian Music (singing, dancing)

7. Inappr	opriate				Appropri	ate
		2	3	4	5 '	Tn
percent	0	0	14.3	0	35.7	
n≓	0	0	1	0	6	. 7

Ukrainian Art (including embroidery, Easter egg writing)

9. Inappropriate					Appropriate		
	. 1	2	3	4	5	Tn	
percent	0	0	0.	28.6	71.4		
, n=	00	0	0	2	5	7	

10. Not ach	nieved				Achieved	l
	1.	2	3	4	5	Tn
percent [0	0	0	28.6	71.4	
n= [0	0	0	2	5	7

Religion (Ukrainian traditions, celebrations at Christmas and Easter)

11. Inappr	opriate	Appropriate				
	1	2	3	4	5	Tn
percent	. 0	0	0	14.3	85.7	
n=	. 0	0	0	1	6	7

12. Not a	chieved	•			Achieved	
•	1	2	3	4	5	Tn
percent	0	0	0	28.6	71.4	
n=	0	00	0	2	5	7

24

25

26

27

28

4.

Social Studies (study of early Ukrainian settlers in Canada)

13. Inappr	ropriate				Appropr	iate
]	2	3	4	5	Tn
percent	33.3	0	0	16.7	50.0	
n=	2	0	0	1	3	6

Social Studies (reference to Ukraine as the country of origin of Ukrainian people e.g. customs, traditions, language)

15. Inappropriate Appropriate 1 2 3 4 5 Tn percent 0 14.3 14.3 0 71.4 n= 0 1 1 0 5 7

Literature (poems. mses, folklore)

17. Inappropriate Appropriate $\frac{1}{1}$ 2 3 4 5 Tn percent 0 0 0 14.3 85.7 0 0 1 6 7

30

31

5.

19. Other areas of cultural appreciation (please specify).

OBJECTIVE 4

The pupils and their parents will have positive feelings about the participation of the pupils in the program.

20. Do you feel this is an appropriate objective for the Bilingual Program?

Inappr	opriate				Appropr	iate
	1	2	3	4	5	Tn
percent	0	0	0	14.3	85.7	
n=	0	0	0	1	6	7 ′

21. How do the pupils in your class feel about their participation in the Bilingual Program?

Very.	unhappy					· Very hap	DΥ
	1		2	3	4	5	Tn
percent	0	•	0	0	14.3	85.7	
n=	0		0	0]	6	7

How do the parents of the pupils in your class feel about their children's participation in the Bilingual Program?

Very un	happy		•			Very has	ру	
⊢				3	4	5	Tn	I
percent -	0	*	0	0	28.6	71.4		-
n=	0		0	0	2	5	7	

(*)

33

34

OBJECTIVE 5

The pupils will be able to understand and respond to sounds, words and phrases in Ukrainian.

23. Do you feel this is an appropriate objective for the Bilingual Program?

Inapp	ropriate				Ann	•
	_ 1	2	3	Λ	Appropr	late_
percent	0	0	0	1/1 2	<u> </u>	<u>In</u>
n=	0	0	0	14.3	65.7 6	7

24. To what extent do you feel the objective has been achieved by your class?

Not a	achieved.				Achie		
percent		2	33	4	Achieve 5	:a Tn	
n=	0	0	14.3	42.9	42.9		Ì
	<u> </u>			3	3_	7	l

OBJECTIVE 6

The pupils will be able to express themselves clearly in Ukrainian, (emotions, feelings, needs, wishes, questions and comments).

25. Do you feel this is an appropriate objective for the Bilingual Program?

Inapp	ropriate	•	*		Appropr	Viato	
noncont		2	3	4	5 5	Tn	
percent n=	0	0	0	14.3	85.7		
11-	<u> </u>	0	0	11	6	7 -	

26. Do you feel the objective has been achieved by your class?

Not	achieved	•			8.1.*	
novecut	1	2	3	4	Achiev 5	ed Tn
percent n=	0	28.6	0	71.4	0	
.,	L		0	5	00	7

37

Pupils will be able to understand the main theme of a story, appropriate to their level of interest, read aloud in Ukrainian.

27. Do you feel this is an appropriate objective for the Bilingual Program?

Inapp	ropriate				Appropr	iato
_		2	3	4	5	Tn
percent	0	0	0	14.3	85.7	
n=	0	0_	. 0	7	6	7 .]

28. Do you feel the objective has been achieved by your class?

Not ac	hieved				Achieved	i
	<u> </u>	2	3	4	5	Tn
percent	0	0	28.6	42.9	28.6	
n=	0	0	2	3	2	7

29. Other objectives that should be included (please specify).

B. OPERATION OF THE UKRAINIAN-ENGLISH BILINGUAL PROGRAM

30. When the Bilingual Program was implemented, it was intended that Ukrainian language arts, social studies, music, art, health, physical education and religion be taught in the Ukrainian language, and that reading, language arts, mathematics, and science be taught in the English language. To what extent did you follow this design at the beginning of this school year?

31. To what extent are you now (end of the school year) following the bilingual design as outlined above in question 30?

In your class do you gi	ve				•	147
<u>n</u> %			•			
						
0 0 more emphasis language?	to Ukrainian (culture th	an to the Ukr	ainian		
<pre>2 33.3more emphasis</pre>	to the Ukraini	an langua	ge than to cu	lture?		
4 <u>66.7</u> equal emphasis						
5 Tn			,			
For which, if any, of th	ne Ukrainian bo	lidaye b				
activities?	, o okt a miran mo	ridays, no	is your class	nad specia	al	
		-	•		,	
		· · · · · · · · · · · · · · · · · · ·		···	,	
						
	<u> </u>					
f <u>field trips</u> have been rogram, list the field :	conducted in c studies taken c	connection during the	with the Ukr entire year.	ainian		
f <u>field trips</u> have been rogram, list the field :	conducted in c studies taken c	connection during the	with the Ukr entire year.	rainian		· ·
f <u>field trips</u> have been rogram, list the field :	conducted in c studies taken c	connection during the	with the Ukr entire year.	rainian		t.
f <u>field trips</u> have been rogram, list the field s	conducted in c studies taken c	connection during the	with the Ukr entire year.	rainian		
f <u>field trips</u> have been rogram, list the field s	conducted in c studies taken c	connection during the	entire year.	rainian		
f persons from the commu	nity were invi	ted to par	entire year.			
f persons from the communistructional program, li	nity were invi	ted to par	entire year.			
f persons from the communistructional program, liultural activity they we	nity were invi	ted to par	entire year.		<u>-</u>	
f persons from the communistructional program, liultural activity they we	nity were invi	ted to par and the r	entire year.	the ral Activit		•
f persons from the communistructional program, lightural activity they we	nity were invi	ted to par and the r	entire year. ticipate in lature of the	the ral Activit		
f persons from the communistructional program, lightural activity they we	nity were invi	ted to par and the r	entire year. ticipate in lature of the	the ral Activit		
f persons from the community of the field structional program, liultural activity they we	nity were invi	ted to par and the r	entire year. ticipate in lature of the	the ral Activit		
f persons from the community they we Name	nity were invi	ted to par and the r	entire year. ticipate in lature of the	the ral Activit		

Tn

	a specia	al repo	rt card	form.			at could I	oe incii
								* ·
								
In req	what Ukr uired. (ainian please	subject specify	areas ar type of	re addition materials)	al <u>curri</u> c	ulum mate	rials
				,				
In v requ	what Ukra uired. (ainian please	subject specify	areas are type of r	e addition materials)	al <u>instru</u>	ctional m	aterials
-				0				
,		· .	+					
Appr	oximatel Bilingua	ly, how al Prog	many ho ram?	urs a wee	ek do you s	pend pre	paring les	sons fo
-114								
\ppr	oximatel	y, how Tashcar	many ho	urs a wee tures, ga	k do you s mes, chart	pend preps) for th	earing ins e Bilingu	tructio al Prog
\ppr	oximatel	y, how lashcar	many ho	urs a wee tures, ga	k do you s mes, chart	pend prep s) for th	earing ins e Bilingu	truction al Prog
\ppr	oximatel	y, how lashcar	many ho	urs a wee tures, ga	k do you s mes, chart	pend preps) for th	earing ins e Bilingu	truction al Progr

										'''' .
47.	Appr in l	roximately Ukrainian?	what prop	ortion of _o i	nstruci	tional t	ime duri	ng the d	layvis	
	<u>n</u>	<u>%</u>	,		•	. 1				
		80%	Ukrainian	, 20% Engli	sh		•			
	_3	42.970%	Ukrainian.	30% E n gli	sh			•		
	1	14.360%	Ukrainian,	40% Engli	sh			4.	•	
	3	42.950%	Ukrainian,	50% Engli	sh		,	•		
		40%	Ukrainian,	60% Engli	sh		,			
		30%	Ukrainian,	70% Engli	sh _.					
		20%	Ukrainian,	80% Englis	sh			•		
	7	Tn								45
40									•	
48.	What (plea	Ukrainian (se check	n readers a	nd workbook	ks did j	/Ou t		je past	year?	
	<u>n</u>	<u>%</u>			ے ہے۔ ب	n	9	ું 🕰	. *	
	Read	lers				Workb	ooks			
. 4	2	28.6 TYT	I TAM			1	14.3	*		
		DRUZ	Ι			_3	42.9			
-		SHK0	LA		·	1	14.3		٧	
-		PRYH	ODY				-			
	*	Tn .			. 4	_7	Tn			46
					•	·	:			
										I .

Please answer the following six questions (49 a,b,c,d,e,f) for each reader you used. Therefore, if you used two readers you would answer the six questions twice.

Very uninteresting	2	3	4	der? Very i	nteres.ting	
ercent 0 . n= 0	0 -	0	4 0 0	100	Tn	¬
c) To what extent d students' reading	id you fi	nd the <u>read</u>		in developir	5 ng your	
Not at all helpful	3 261112:	•				
ercent 0	° 2 .	3	4	Very he 5]pfu] ∙Tn	
n= 0	.0	0 0	0	100	5	
d) To what extent di students' reading	d you fir	id the workb	ook helpful	in develop	ing voice	
•	skills?			· · · · · · · ·	mg your	
Not at all helpful	2	, 3	4	Very hel		
rcent 0 n= 0	0	0	50	5	<u>Tn</u>	
e) Generally did you		0	2	2	4	
e) Generally, did you	r studen	ts find the	reader			
<u>n</u> <u>%</u>			•		:	
<u>0</u> <u>0</u> too easy?		.*		•		
5 <u>100</u> just right?		•				
0 0 too hard?					,	
<u>5</u> Tn	•					
f) Comments on the rea	der or w	arkbook	× .	•	Ü	5
		ST ROOK	•	•		
3	·					
				· · · · · · · · · · · · · · · · · · ·	`	
	*	· · · · · ·		<u> </u>		
Did you teach your stud	lents					
<u>n</u> %	<u></u>		•		•	
· · · · · · · · · · · · · · · · · · ·	•		_	6		r.
4 66.7 written Ukrai 2 33.3 printed Ükrai			≘)?			
			•		į.	

62.	Are more	Ukrainian-English	Bilingual	Program	Inservices	needed?
-----	----------	-------------------	-----------	---------	------------	---------

<u>n</u> %

7____100_yes

0 <u>0</u> no

<u>7</u> Tn

56

63. Please <u>rank</u> the following Inservices in order of importance, numbering the most important as number 1, the next most important as 2 and so on, which you would like to participate in.

___Bilingual Teaching Strategies (methods)

Games Inservice

Reading Inservice

Religion Inservice (Ukrainian Rite)

Use of Audio Visual materials (language master, transparencies)

Teaching Ukrainian Songs

__Teaching Ukrainian Dancing

__Other (please speci*f*ý)

___57

58

___59

64. To what extent do you think the children in your class feel they are an integral part of the school and not isolated from other students?

Very	isolated		•	Very	well integ	rated -
	<u> </u>	 2	3	4	5	Tn
percent	-	0	- 0-	71.4	28.6	
n#\$3	.L0	 _ 0` -	. 0	5	2	7

65. How would you rate the success of the Bilingual Program? _

Very	unsuccessful		>.		Very suc	cessful
	1	2	3 '	4	5	Tn
percent	0	0	0 ′	42.9	57.1	·
/j =	. 0	0	.0 ;	3	4	
		30	ا ان <u>ا آ</u> ری ا			

__61

60

15.	154
56. Would you like to see the Bilingual Program	<i>i</i>
$\frac{x}{2}$ $\frac{x}{2}$	
4 57.1continued with minor modifications (please specify)?	
3 42.9continued as it is?	
0 continued with major modifications (please specify)?	
DADENT ADVICADY CÓMMITTEE	
> PARENT ADVISORY COMMITTEE	
7. Check the items that you feel are appropriate to the role of the Parent Advisory Committee	
<u>n</u> <u>x</u>	ية ع
7 100 to become familiar with the Ukrainian Bilingual Program offered in the Edmonton Catholic Schools	63
7 100 to assit in communicating the content and intent of the program to other parents	64
2 28.6to provide recommendations to Curriculum Committees regarding revisions of the existing program	65
3 42.9to provide advice regarding the resources necessary for provid- ing an effective Bilingual Program	
6 85.7to make certain that one or more Ukrainian organization assumes responsibility for raising funds in excess of government grants	
required to transport children attending Ukrainian Bilingual classes in the Edmonton Catholic Schools	67
7 100 to act as a liaison with Ukrainian Bishop and Clergy, with Ukrainian Catholic Organizations, with the Ukrainian Bilingual	
Association and other groups, particularly in matters concerning the Bilingual Program	68
0 0 Other (please specify)	*
	ł .

Please make any other comments you wish about the <u>role</u> of the Par Advisory Committee.	ent
Advisory committee.	
Šu .	
Do you feel that along with a School System Parent Advisory Commi a Parent Ways and Means Committee should meet on a regular basis each school offering the Ukrainian-English Bilingual Program.	ttee,
<u>n</u> %	
85,7 yes	•
14.3 no	
7 Tn	
what activities should a Parent Ways and Means Committee coordinate the school level during the school year?	ze
	· .
Nould you be interested in acting as a school representative on the School System Parent Advisory Committee to the Ukrainian-English willingual Program?	e
chool System Parent Advisory Committee to the Ukrainian-English	e
n 2	e
n %	e
n 2	e
n %	e 7
n %	
n %	
n %	
n 2 40 yes 60 no Th ther comments you wish to make about the Bilingual Program.	
n 2 40 yes 60 no Th ther comments you wish to make about the Bilingual Program.	

__APPENDIX C

PRINCIPAL QUESTIONNAIRE

Þ

UKRAINIAN-ENGLISH BILINGUAL PROGRAM EVALUATION

PRINCIPAL QUESTIONNAIRE

NAME	SCH00L		
, :		;	For offic
	INSTRUCTIONS.	7	GE OIII
	n the questions which use a rating scale, please circle he number on the scale which most accurately describes our response e.g.,		
_1	2 3 4 5		
	the multiple choice questions, please place a check ark in the space provided beside the most appropriate aswer or answers.		
3. Fo	llowing some of the questions, there is a comments ction for you to add further information or explanation.	·Ø	- - -
		,	

١.

A. OBJECTIVES OF THE UKRAINIAN-ENGLISH BILINGUAL PROGRAM

The purpose of this section is to evaluate the objectives of the Bilingual Program.

OBJECTIVE 1

Pupils will follow the English language curriculum in language arts, mathematics and science and will achieve at or above an average level in each of these areas.

1. Do you feel this is an appropriate objective for the Bilingual Program?

Inappro	opriate				Appropr	iato
_ , _	1	2	3	4	5 5	Tn
percent	0	0	33.3	0	66.7	
n= [0	0]	.0	2	3

OBJECTIVE 2

In Grade 1, pupils will learn oral Ukrainian through the presentation of language arts, social studies, music, art, physical education, health and religion in the Ukrainian language.

2. Do you feel this is an appropriate objective for the Bilingual Program?

Inappi	ropriate 1			÷	Appropi	riate	
		2	3	4	5	Tn	
percent	0	0	0	33.3	66.7		
n=	10	0	0	. 1	2	3	- ,
		v *					

OBJECTIVE 3

Ç

In Grade 2, pupils' listening and speaking skills in Ukrainian will be further developed along with the introduction of reading and writing skills.

12

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4.0

[€] 159

13

14

15

3. Do you feel this is an appropriate objective for the Bilingual Program?

Inappr	ropriate			•	•	25.7	
	1	2	3	4	Appropr 5	iate.	•,
percent n=	0	0	0	0	100	<u>ın</u>	_
••	LU	<u> </u>	0	00	3	3	

OBJECTIVE 4

In Grade 3, pupils' listening and speaking skills will be extended. Reading and writing skills will be further developed along with the introduction of spelling, practical and creative writing in Ukrainian.

4. Do you feel this is an appropriate objective for the Bilingual Program?

Inappi	ropriate				•	6 .
percent	1	2	· 3	4	Appropri 5	iate Tn
n⇒	0	0	0	0 0	100 3	3

OBJECTIVE 5

Pupils will develop an appreciation of Ukrainian Culture

5. Do you feel this is an appropriate objective for the Bilingual Program?

Inappr	ropriate	·				•
	1	2	·3	4	Appropr	iate_
percent	0	0	0	33 3	<u> </u>	١Ď
n=	<u> </u>	0	Õ	33.3	06./	51
						3₹ €3

More specifically, culture can be considered in terms of various subject areas. To what extent do you feel that cultural appreciation is appropriate to the following subject areas?

17

18

19

3.

Ukrainian Music (dancing, singing)

6. Inappr	opriate		•		Appropr	iate
	1	2	3	4	5	Tn
percent	0 .	Ò,	0	0	100	·
n=	0 %	<u>~0</u>	Q.,	0	3	4 3

Ukrainian Art (including embroidery, Easter egg writing)

7. Inappropriate Appropriate percent $0 0 0 0 33.3 66.7 \\ n = 0 0 0 1 2 3$

Religion (Ukrainian traditions, celebrations at Christmas and Easter)

8. Inappr	opriate	, in			Appropr	iate
	1	2	3	4 .	5	Tn
percent	0	Ó	0 <u></u>	0	100	
n=	[0		0 `.	0 ~	3	*3
					2855.35	3.1

Social Studies (study of early Ukrainian settlers in Canada)

 $\mathcal{E}_{\mathbf{p}}^{\mathbf{p}}.$

9. Inappro	priate			· •	Appropri	iatė
	<u> </u>	2	3	4	5	Tn
percent	0	0	0	66.7	33/3	
n= [0	0	0		1	3
						

B. OPERATION OF THE UKRAINIAN-ENGLISH BILINGUAL PROGRAM	1 16
	;
15. What, if any, special facilities (layout of classroom, instructional materials) are required for the Bilingual Program in your school?	
16 What is any	
16. What, if any, special <u>timetabling</u> or scheduling arrangements are required?	
	1.
17. To what extent is it possible to make the same of	
17. To what extent is it possible to provide resource room assistance to a student experiencing difficulties in reading?	1
<u>n</u> <u>%</u>	
0 0 not at all	
	23
class per year	24
0_{4} 0 (3-4) students per Bilingual class per year	25
0 (5-6) students per Bilingual class per year	
0 0 more than 6 students per Bilingual class per year	26
$\frac{3}{2}$ Tn	27
8. Do you feel that a special report card form should be prepared to inform parents about the progress of their child in the Ukrainian language subject areas?	
<u>n</u> <u>%</u>	
<u>3</u> 1 <u>00</u> yes	
0 0 no	
3 Tn	28
• Are special staffing annual	
. Are special <u>staffing</u> arrangements required in order to maintain an effective Bilingual Program? (please specify)	

21.	Are transportation arrangements adequate for pupils in the Bilingual Program?	
22.	Is the student enrolment adequate enough for making up class groupings of a reasonable size? (please explain)	
		_
23.	What are the major <u>problems</u> that have been encountered in the operation of the Bilingual Program?	
23.	What are the major <u>problems</u> that have been encountered in the operation of the Bilingual Program?	
23.	What are the major <u>problems</u> that have been encountered in the operation of the Bilingual Program?	

fee]	t is your perc I about their	eption of	how the par	ents of the	pupils in y	Our school	16
		children's	participat	ion in the	Bilingual Pr	ogram?	
very	unhappy 1	2	'n	_	Very h	appy	į
percent	-1	0	<u> 3</u>	<u>4</u> 66.7		I	29
n=	0	<u> Ó</u>	0	2	33.3	3	
26 How				•	,		
school	well do you fe ol?	eel the Bil	lingual clas	ses have be	en integrati	ed into your	
	isolated			•		·	
	13014 (20	2	3	, V	ery well int	egrated °	
percent n=	0	0	0	33.3	<u>5</u> 66.7	Tn	30
11	0	0	0	1	2	3	
27 In 110	um onini-		,				
Bilin	ur opinion, w gual Program	hat feeling have toward	gs do staff	members no	t involved i	n the	1
	negative	· · · · · · · · · · · · · · · · · · ·	as one progr	raiii!			
	1	2	3	4	Very po	sitive	
percent	0	0	0	100	<u> </u>	Tn	31
η=	0	0	0-	3	0	3	
	ur opinion, wh rogram teacher negative	(s)?	The non-pro	ogram Staff		· ·	
percent	1	2	3 . *	4	Very pos 5	itive Tn	`22
η= η=	0	0	0	100	0		32
				3	0	3	
	•				•	•	
	uld you rate t	the overall	Success of	the Rilina			
29. How wo	uld you rate t	the overall	success of	the Biling		j	
29. How wor	uld you rate (successful	the overall	success of		Very succ	essful	<i>(</i>)
29. How work Very uns percent	uld you rate to successful 0 0		3	4 66.7	Very succ	j	33
29. How wor	successful 1 0		_	4	Very succ 5	essful	33
29. How won Very uns percent n=	successful l 0 0	2 0 0	3 0 0	4 66.7	Very succ 5	essful Tn	33 ^{1/3}
29. How won Very uns percent n=	successful 1 0	2 0 0	3 0 0	4 66.7	Very succ 5	essful Tn	33 ^{#3}
29. How won Very uns percent n=	successful l 0 0	2 0 0	3 0 0	4 66.7	Very succ 5	essful Tn	33
29. How won Very uns percent n=	successful l 0 0	2 0 0	3 0 0	4 66.7	Very succ 5	essful Tn	33
29. How won Very uns percent n=	successful l 0 0	2 0 0	3 0 0	4 66.7	Very succ 5	essful Tn	33
29. How won Very uns percent n=	successful l 0 0	2 0 0	3 0 0	4 66.7	Very succ 5	essful Tn	33
29. How won Very uns percent n=	successful l 0 0	2 0 0	3 0 0	4 66.7	Very succ 5	essful Tn	33

31.	Would	you	like	the	Bilingual	Program:
-----	-------	-----	------	-----	-----------	----------

<u>n</u> %

 $\frac{0}{\text{specify}}$ continued in your school with minor modifications? (please

3 100 continued in your school as it is?

 $\frac{0}{0}$ continued in your school with major modifications? (please specify)

3 Tn

34

35

32. To what extent do you feel the school facilities (classrooms, equipment, library) available to the pupils in the program are adequate?

Very inadequate		•		•	Very ade	Ver√ adequate	
	1	2		4	5	Tn	
percent	0	0	. 0	66.7	33.3		1
n=	· 0	0	00	2.	1	3	l

33. In your opinion, how extensive has the involvement of the parents been in the activities of the Bilingual Program?

No involvement	2	3	Very	extensive	involvement
percent 0 n≠ > 0	0 0	0	33.3 1	66.7	3

34. To what extent do you feel parental involvement in the Bilingual Program is desirable at your school?

Very u	ındesirable				Very des	sirable
	<u> </u>	2	3	4	5	Tn
percent	0	0 :	0	66.7	33.3	
n= {	2 0	0′	0	2	1	3 *

- 36

37

3 100 to act as a liaison with Ukrainian Bishops and Clergy, with Ukrainian Catholic Organizations, with the Ukrainian Bilingual Association and other groups, particularly in matters concerning the Bilingual Program

3 100 Other (please specify)

36. Please make any other contacts you wish about the <u>role</u> of the Parent Advisory Committee.

37. Bo you feel that along with a School System Parent Advisory Committee, a Parent Ways and Mean's Committee should meet on a regular basis at each achool offering the Ukrainian-English Bilingual Program.	10/
1 33 3yes	
2 06.7no. 3 Tn	44
38. What activities should a Parent Ways and Means Committee coordinate at the school level during the school year?	

APPENDIX D

STUDENT ATTITUDE QUESTIONNAIRE

АНКЕТА ДЛЯ ДВОМОВНОЇ ПРОГРАМИ.

Прошу підкреслити одне відповідання:

1. Я говорю по-українськи в школі.

Так

Hi

Часом

Я не знаю

2. Я <u>гово</u> э-українськи вдома.

Так

Часом

H HA SHOW

3. Я <u>люблю</u> говорыти по-українськи.

Так

Ηi

Часом

Я не знаю

4. Я <u>люблю</u> співати по-українськи.

Tar

Hi

Vačów

УЯ пе знай

5. Я <u>люблю</u> читати по-українськи.

் பிருவாக

Ηi

Часом

Я не знак

6. Мої друзі говорять по-українськи.

Так



Я не знаю

7. Я мюблю українські танці. (танцювати)

Так

Hi

Часом

Я не знаю

8. Я люблю істи пироги.

Так .

Ħi

Часом

Я не знаю

9. Я люблю йти до школи.

Так

Hi

Часом

Я не знаю

10. Я пюблю йти до церкви.

Так

Η÷

Vaco

Я≥не знаю



UKRAINIAN LANGUAGE SKILLS TESTS

To the examiner:

Have a copy of the Ukrainian Survey Test (Grade 1) to use for demonstration purposes during administration of the test.

Before beginning, pupils' desks should be cleared and each pupil should have two spft lead pencils or a black crayon.

Pupils should be seated in such a way as to make copying impossible.

Read the directions below clearly and distinctly. Note that instructions to the examiner are in regular type and that directions to be read aloud to the pupils are in scupt.

PART 1

Clusters One and Two: Listening With Comprehension

Begin by saying:

Today we are going to play a game in Ukrainian using this picture book. Vo not open your book until I tell you what to do.

Distribute the test booklets to all pup. s. Make certain that each pupil prints his name on his test booklet.

Then say:

Now open your book to the first page and fold the cover back like this so that you can see a big letters, near the top of the page.

Demonstrate by using a copy of the test booklet. Make certain that the pupils are at page 1 of the booklet. Point to the first row in the test booklet.

Then say: (Sample A)

Look at the row of pictures next to the letter A. I am going to say the name of one of these pictures twice in Ukrainian. I want you to draw a circle around the picture I will name. Are you ready? Listen care welly.

Which picture do you have to circle?

Pause for pupils to circle the picture.

That's right. You have to circle the picture of the cat here.

Demonstrate by drawing a bold line around the picture, making certain that all pupils understand what has been done.

Then say: (Sample B)

Now find the letter But the beginning of the next row, and look at the pictures in this row. I am going to tell you the name of one of these pictures in Ukrainian and I want you to draw a circle around the picture I name. Listen carefully.

What picture do you circle?

Pause for pupils to respond.

Yes, you circle the picture of the tree.

Demonstrate on your test booklet.

Then say:

Do not spend too much time drawing your circle. Remember that your circle goes around the picture.

Check to make certain that all pupils understand the marking procedure before going on. $\frac{1}{2}$

Then say:

If you draw a circle around a picture and then want to change it, make a big cross on it. Then draw a circle around the right picture. Only one picture in each row should have a circle since there is only one right answer.

Demonstrate on blackboard.

Then say: (Sample C)

Now find the letter C at the beginning of the next row, and look at the pictures in this row. I am going to say the name of one of these pictures twice in Ukrainian. Listen carefully, and draw a circle around the picture that shows what I am saying. Any you ready?
Here it is:

СТІ́Л СТІ́Л

What picture do you circle?

Pause for pupils to respond.

That's right. You circle picture number 3 because it shows a table.

Check once again that all pupils understand the task and how they thould mark their answers. Beyond this point, pupils should receive no help answering any question.

For each question, read the directions distinctly in a normal speaking voice.

Allow a maximum of fifteen seconds for pupils to complete each item.

Read the number for each question aloud, and make sure all pupils are working at the same number.

Then say:

Now turn over the page like this. You should see a number one near the top of the page.

PAGE 1

Demonstrate and check that all pupils are on the correct page.

Then say the following for each item, filling in the blanks from the list given below.

Now look at the row of pictures next to the number one. Draw a circle around the picture that I say in Ukrainian. (Read stimulus twice.)

	The same of the sa
Number (To be said out loud)	Stimulus
1. One	XÄTA
2. Γινο	ABIO
3. Three	Population of the Population o
4. Four	40. To 10. 10. 10. 10. 10.
5. Live	The state of the s
6. Six	AN ILLR
7. Seven	ABTOBYC.
8. Eight'	KILIKKA
9. Nine	ONÎ BÎL
. 10. Ten	Hou iii
11. Eleven	Сбите
12. Tivelve	ж доц падаз (паде)
13. Thirteen	. Дит. на
14. Fou teen	HÍC
15. Fisteen	A AIB MHA
16. Sixteen 🐐 🚈	В₩ТЕЛЬЮ:
17. Seventcen	CBARA
18. Eighteen	XIIOTIEUR .
19. Nineteen	CTATE
20. Twenty	MOPHBA
21. Twenty-one	XJIÓITELE, ÇKĀ TE
22. Twenty two	ILICAHKA
23. Twenty-three	BIJILA S
24. Twenty-four	ТЕЛЕТОН
25. Twenty-five	CÍV
26. Twenty-six	школа че
27. Twenty-seven	ЛОЖОА
28. Twenty-eight	BICIA
29. Twenty-nine	BIBIPM
30. Thirty	язлік

Cluster 3: Stories

Then say: 9

In turn the page. You should see the letter V hear the top of the page.

Check that all pupils are on the correct page. netrate by using a copy of the test booklet. Make certain the pupils are at Corpect page.

Then : (Sample D)

Now I am going to read you a short story in Ukrainian. I want you to put do your pencils and listen very carefully. When I am finished, I will redd it one more time so that you understand it very well. Then I will ask you questions about it. Now listen carefully to the story. I will read it trice.

A AÁO CECTPV. BOHA BABUTLOR M'AUENI

Now I well read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story. (Reread story.)

Then say: (Sample D)

Now pick up your pencils and look at the row of pictures next the letter D: I am going to ask a question about the story I just told you. Find the picture that shows the answer, and draw a circle strund it. Here is the first question. Listen carefully.

SATTO S MOR CECTPA?

Which picture do you have to circle?

Paus for pupils to respond.

That's right. You have to circle the picture of a sister because she is a little girl.

Demonstrate and check that all pupils understand the task. Then say: (Sample E)

Now lock at the row of pictures next to the letter E. I am going to ask you another question about the story. Find the ricture that shows the answer, and draw a circle around it. Listen carefully.

Which picture do you have to circle?

Pause for pupils to respond.

That's right. You have to circle the picture of a ball because sister is playing with a ball.

PAGE 10 Check that all pupils are on the correct page.

Then say:

I am going to read you another story. Put down your pencils and listen carefully.

БОГДАН В В ЖЕОЛІ. ВІН СЕДЛІТЬ В ЛАГЦІ. НА ЛАРЦІ В КИЛЖА.

Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story.

Item 31

Now pick up your pencils and look at the row of pictures next to the number 31. Circle the picture which shows the answer to the question:

AE 3 BOPHANY

Pause for pupils to respond.

Item 32

د ز

Now look at the row of pictures mext to the number 32. Circle the picture that shows the answer to the question:

AE BIH CHANTE?

Pause for pupils to respond.

Item 33

... ****

Now look at the row of pictures next to the number 33. Circle the picture that shows the answer to the question:

______ WO I MA JARNI?

Pause for pupils to respond.

PAGE 10 Check that all pupils are on the correct page.

Then say:

I am going to read you another story. Put down your pencils and listen carefully.

я з хлопець. Жембія санкі, як завура сніг внаде, я пілу санку дой з дітьмі.

Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story. (Reread story.)

Item 34

Now pick up your pencils and look at the row of pictures next to the number 34. Circle the picture which shows the answer to the question:

HO XIOTELLE MAER

Pause for pupils to respond.

Item 35

Now look at the row of pictures next to the number 35 the picture that shows the answer to the question:

ЩО ХЛОПЕЛЬ ХО ТЕ РОБИТИ?

Pause for pupils to respond.

Item 36

Now look at the row of pictures next to the number 36. Circle the picture that shows the answer to the question.

S. K.W. XJOHELD XÓ. E ITY. CAHRYBAT. CAR?

Pause for pupils to respond.

PAGE 1 POCHOWA

that all pupils are on the correct page.

Then say?

I am now going to read you another story. Put down your pencils and listen carefully.

Now I wied read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story. (Reread story.)

Item 37

Now pick up your pencils and look at the row of pictures next to the number 37. Circle the picture that shows the answer to the question:

FORT 2 PIRATEC

Pause for purile to respond.

Item 38

Now look at the row of pictures next to the number 38. Circle the picture which shows the answer to the question:

Pause for pupils to respond.

Item 39

Now Lock at the row of pictures next to the number 39. Circle the picture which shows the answer to the question:

Pause for pupils to respond.

Item 40

Now look at the row of pictures next to the number 40. Circle the picture which shows the answer to the question:

Now close your booklets and put your pencils down.

BEGINNING OF INDIVIDUAL TESTING

PAGE 13

The examiner has the pictures and answer sheet for this part of the test on the testing table.

Begin by saying:

Now we are going to play a naming game. I am going to show you a picture and I want you to tell me what it is in Uhrainian.

I am going to do three of them with you to show you what to do.

Sample F - show picture of banana

Then say:

Tell me, in Ukrainian, what do you see?

Pause for pupil to respond.

That's right, it is a BAHAH

Sample G - show picture of an ear

Then say

Now tell me in Ukrainian, what do you see?

Pause for child to respond.

That's right, it is a BVXO, VXO

Sample H - show picture of window

Then say:

Now, tell me in Ukrainian, what do you see?

Pause for pupil to respond.

That's right, it is a BIKHO

For questions 41 to 64 the examiner will show the picture, wait for child to respond for 15 seconds and then proceed with the next picture. The examiner will mark A on the answer sheet for a correct response and mark B on the answer sheet for an incorrect response.

Cluster 4: Naming, Comparison with listening and selecting.

1

```
Examiner will NOT read
                                                           these words to the student
       41. CB/HIKA
                                                                 pig
      42. ВТАТЕЛЬКА
                                                                 teacher
      43.
           HATTHA
                                                                 baby
           ABIO
                                                                 car
      45. ANTHEA
                                                                 Christmas tree
           годинык
      46.
                                                                clock
      47. XÁTA
                                                                 house
      48. BÍCI
                                                                 eight
          XJIOHELI<sub>b</sub>
                                                                boy
      50. ДІВ ШНА
                                                                girl
    ster 5: Naming (Nouns)
      51. РУКА
                                                                hand
     52. НОГИ
                                                                mittens
     53.
          РУКАВИЦІ
     54.
         coat
    55. M'Я∃
                                                                ball
          CENCIÓR
                                                                wwstle
     57. KFÍCJO
                                                                chair
     58. «CBITKA
                                                                candle
                                                                fish
     60.
          Γυρόχ
                                                                peas.
         KVIVYPYZI3A
                                                                corn.
         HEC (KK)
    63. IITALIKA
                                                                bird
         LEPKBA
                                                                church
Then say:
    Now, in these
                              res, I want you to tell me in Ukrainian what
    es happening
    We will do too
        - show picture of boy sleeping
hen say
  Tell me in Ukrainian what this little boy is doing.
```

(sleeping)

ause for child to respond (20 seconds).

That's right, the boy is "CHITS"

Sample J - show the picture of the travelling car

Then say:

Tell me in Ukrainia — A happening in the picture.

Pause for child to respond (20 seconds).

That's right, the car is "INE" (moving)

Examiner will NOT read

For questions 65 - 70 the examiner will show the picture, wait 20 seconds for child to respond and then proceed with next picture. The examiner will mark A on the answer sheet for a correct response and mark B on the answer sheet for an incorrect response.

Cluster 6: Action Pictures

		, 	these words	to the student
65.	BIKATA,	BITATM		runni
66.	CKA !!E	•		skipping
67.	IDAÍBA J	•	•	swimming
68.	CITTRAL			singing ·
69.	HITE			writing
70.	HAJIAHTS	(HAMA)		falling
	•.			

Cluster 7: Responding to Pictures

The examiner organizes picture card #1 and answer sheet for this part of the test.

Begin by saying:

I am going to show you a big picture and I want you to tell me a Story about it.

Examiner shows picture of boy and girl at play.

Pause for student to respond. If student does not respond, the examiner then asks these questions in order to get some response.

- 1. KOTÓ TA BÁTALI?
- 2. NO AÍBHLHA / XJÓIFIL PÓBLTS?
- 3. WO J HA WÁÐI?
- 4. AKÍ KOJBOP KBÍTKA?
- 5. CKIJEKU KPĖ Z HA NIZIOSI EIZA XJOILA?

If the student answers question 1 score A in question 71. If the student does not answer question 1 score B in question 71.

If the student answers question 2 score A in question 72. If the student does not answer question 2 score B in question 72.

If the student answers question 3 score A in question 73. If the student does not answer question 3 score B in question 73.

If the student answers question 4 score A in question 74. If the student does not answer question 4 score B in question 74.

If the student answers question 5 score A in question 75. If the student does not answer question 5 score B in question 75.

The examiner organizes picture card #2 and answer sheet for this part of the test. Then say:

Now I am going to show you another picture and I want you to answer in Ukrainian the fellowing questions about the picture.

Examiner shows picture of Ukrainian Christmas Eve. After 30 seconds the examiner asks the following questions. A correct response is recorded as an A and an incorrect response is recorded as a B.

- 76. HO POLINE THE POSITE?
- 77. XTO CLALTS HAPROJO CTOJA?
- 78. MO HE 3? (point to the centrepiece MOJA I)
- 79. 40 J B 18719 (CHIN)
- 80. ЯКІЇ КОЛЬОР В ПАЛІНА СОРОЧКА? (БІЛА І ЧЕРБОНА)

Cluster 8: Following Instructions

The following materials should be available on the tester's table:
ball, reader, pencil, 1 box of crayons (the red crayon is used in the test),
a pair of scissors

The examiner asks the student to respond to the following instructions and directions. Allow the student 20 seconds to respond to task, then mark down how correct response was. The examiner should mark on the answer sheet A if the student completely understood the instruction (2 marks), B if the student partially understood the instruction (1 mark) and C if the student had no understanding of the instruction (0 marks).

The examiner says to the student:

DO NOT READ

- 81. HPÓLY ECTÁTA.
- 82. HOWARD HE BATTLE CHATE.
- 83. HOWAZI L'AH HA HIZIOTY.
- 84. ЛІСТАНЬ ТІТАНІСУ.
- 85. JAT JEHI OJIBELL.
- 86. BIBEMI TEPROHY FOR LAY.
- 87. HOHAKÎ JEHÎ TOTÎPA HÂJBHI.
- 88. AUBICH HA CTÉTO.
- 89. IPÓLY HOLÁTH HORMUI.
- 90. BIZTUHÍ ZBÉPI.

Please stand.

Show me how a rabbit hops.

Put the ball on the floor.

Get the reader.

Give me the pencil.

. Pick up the red crayon. .

Show me four fingers.

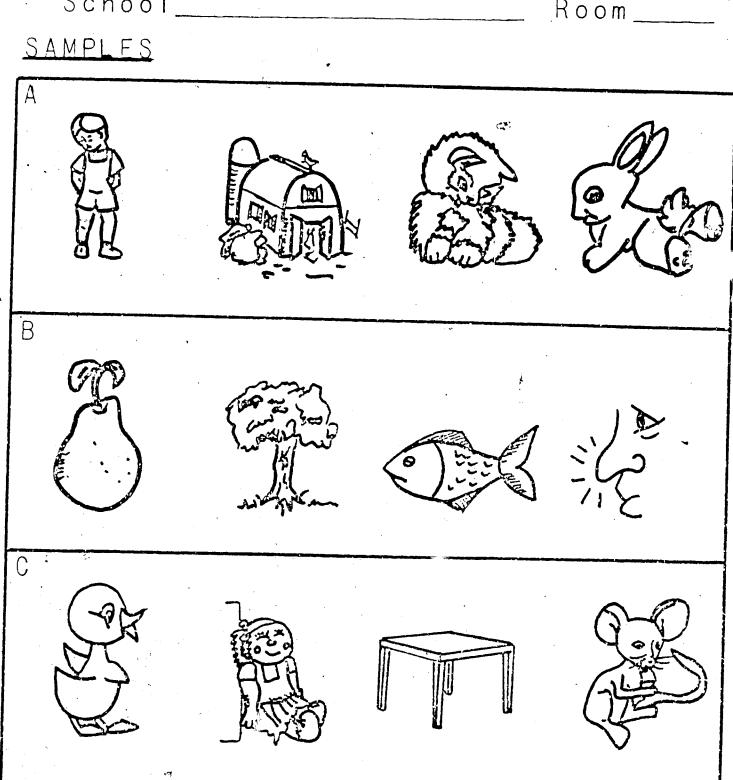
Look at the ceiling.

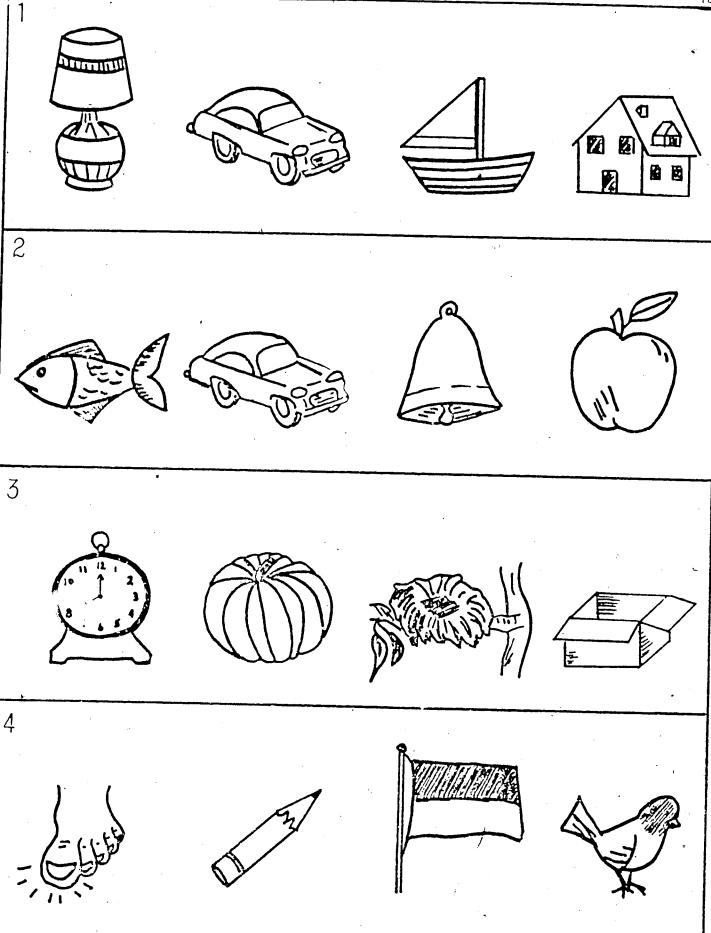
Please pass me the scissors.

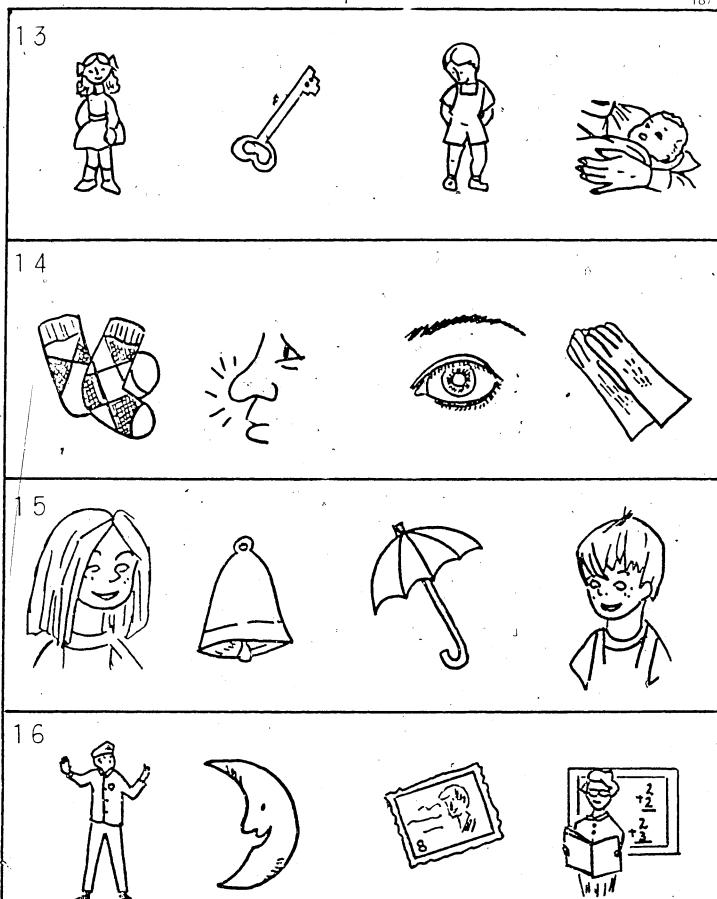
Open the door.

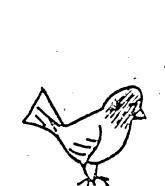
UKRAINIAN GRADE ONE SURVEY TEST PART ONE

Name		
School	t .	Room
MDIES		





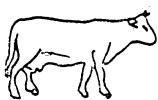


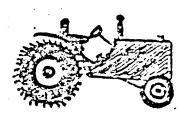


<u>ن</u>







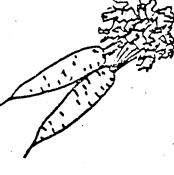


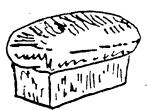


20

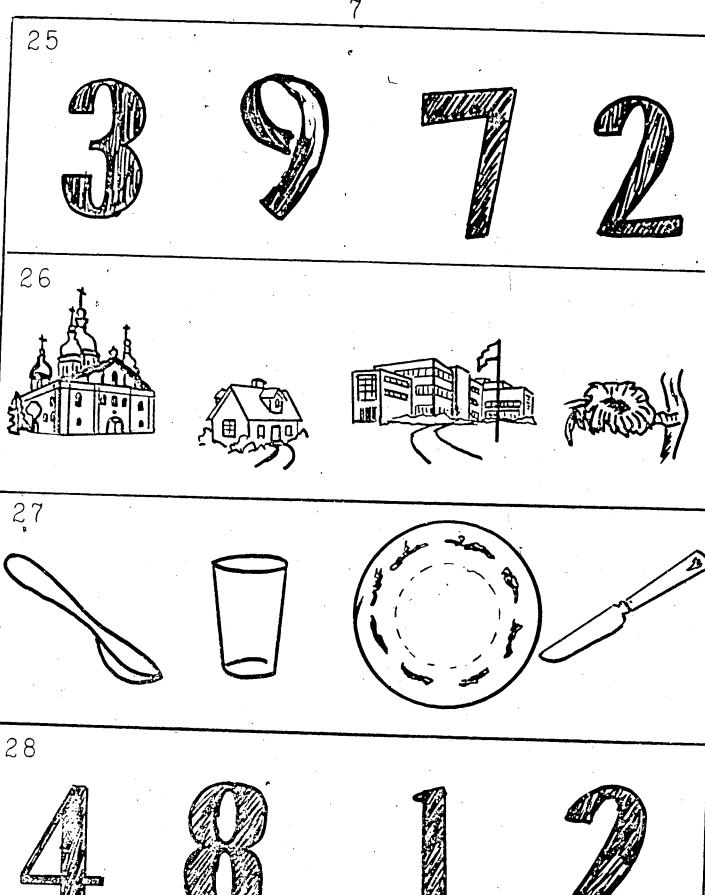


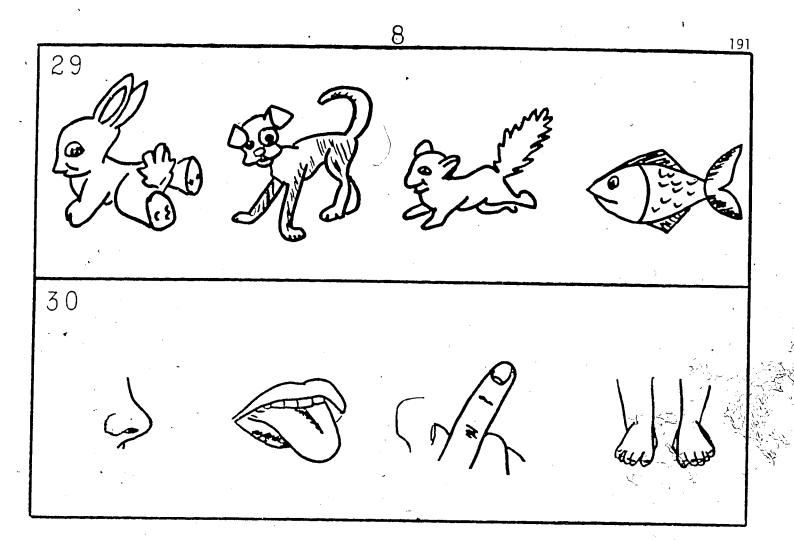






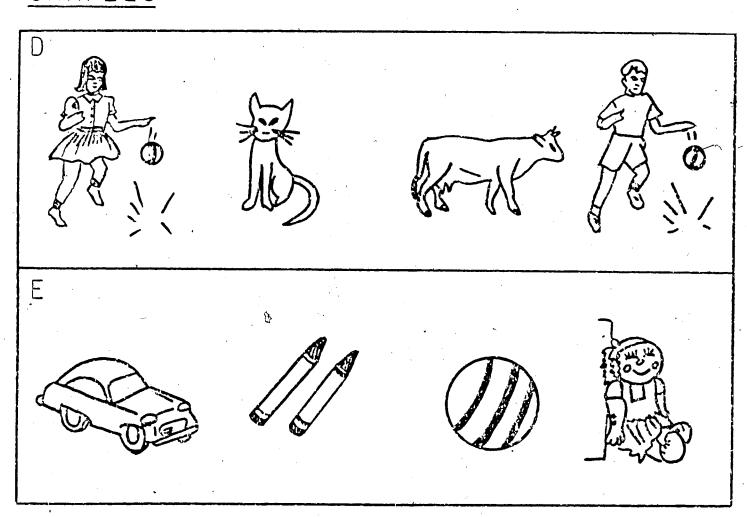


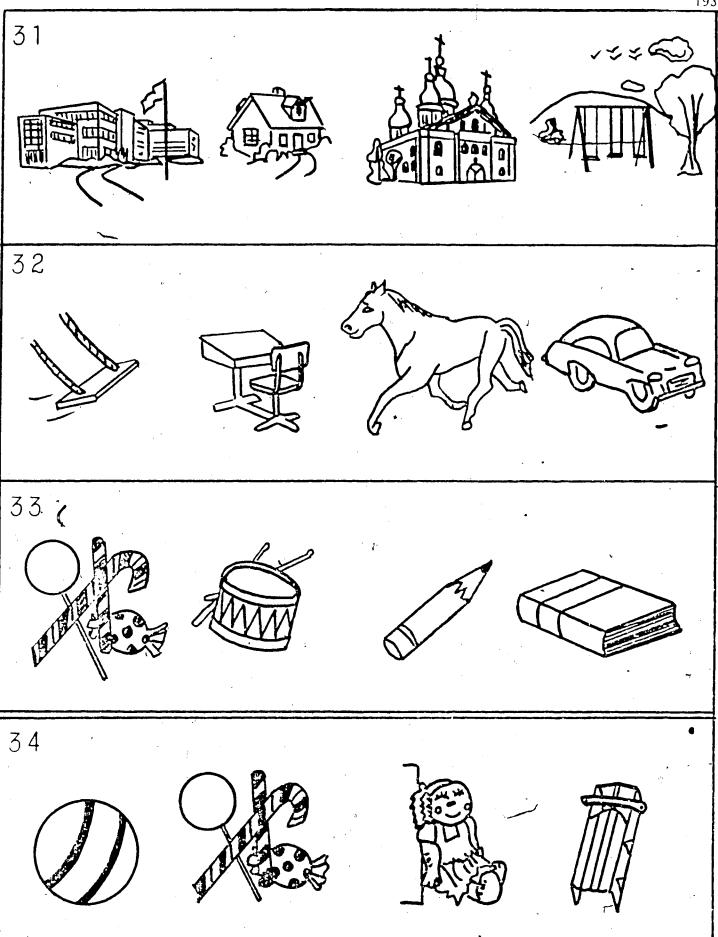


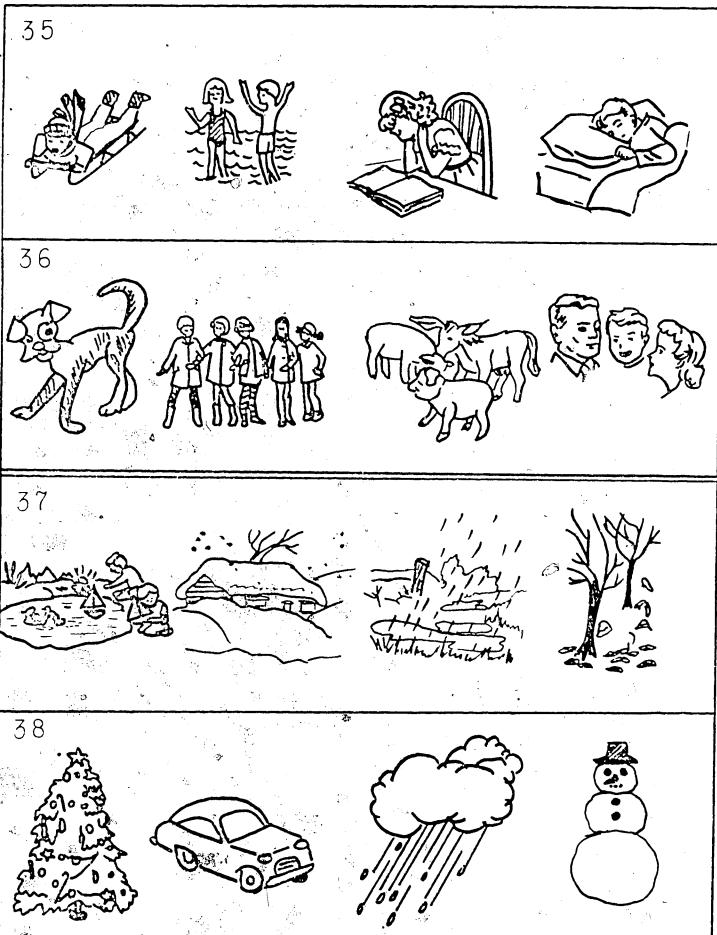


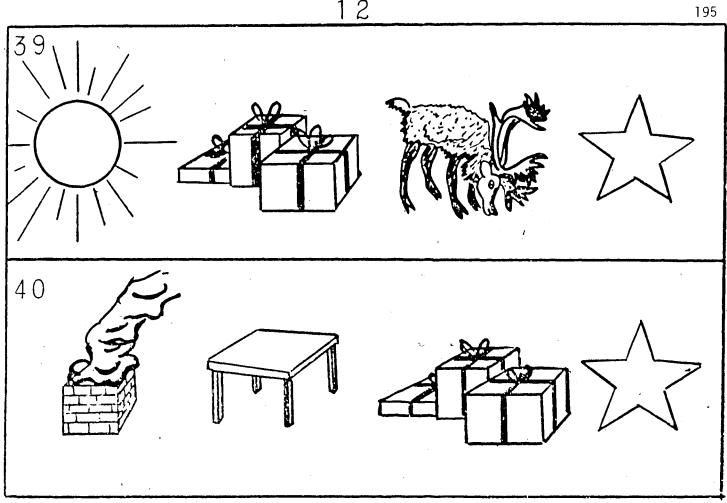
UKRAINIAN GRADE ONE SURVEY TEST PART TWO

Name			
School	<i>\$</i>	Room	
SAMPLES			



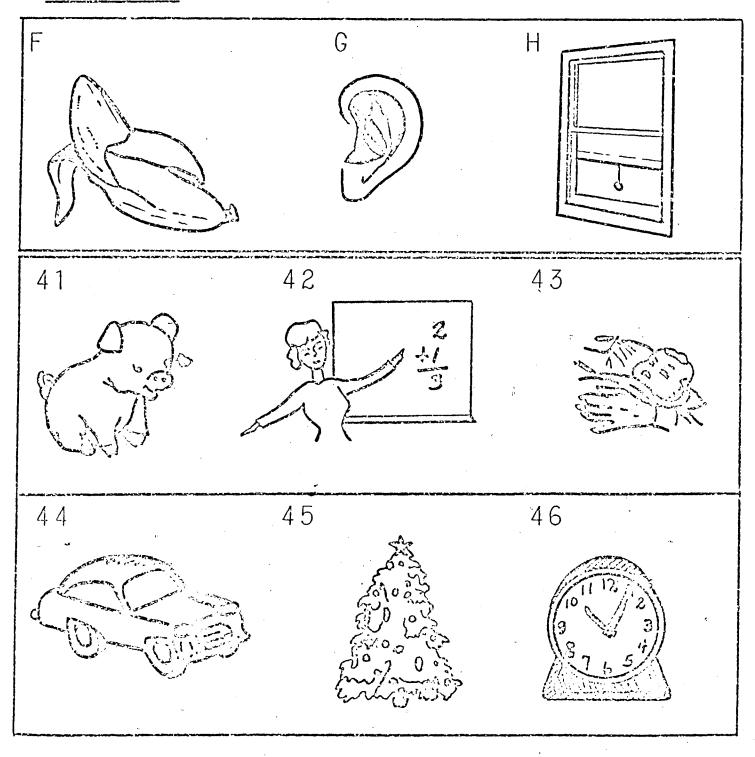


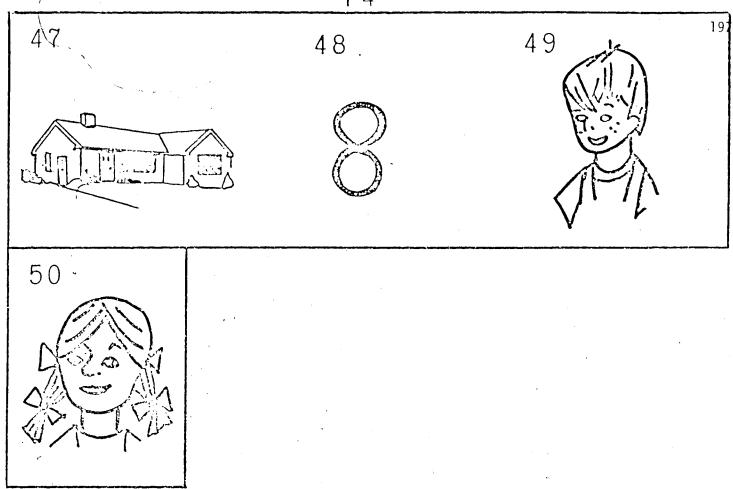


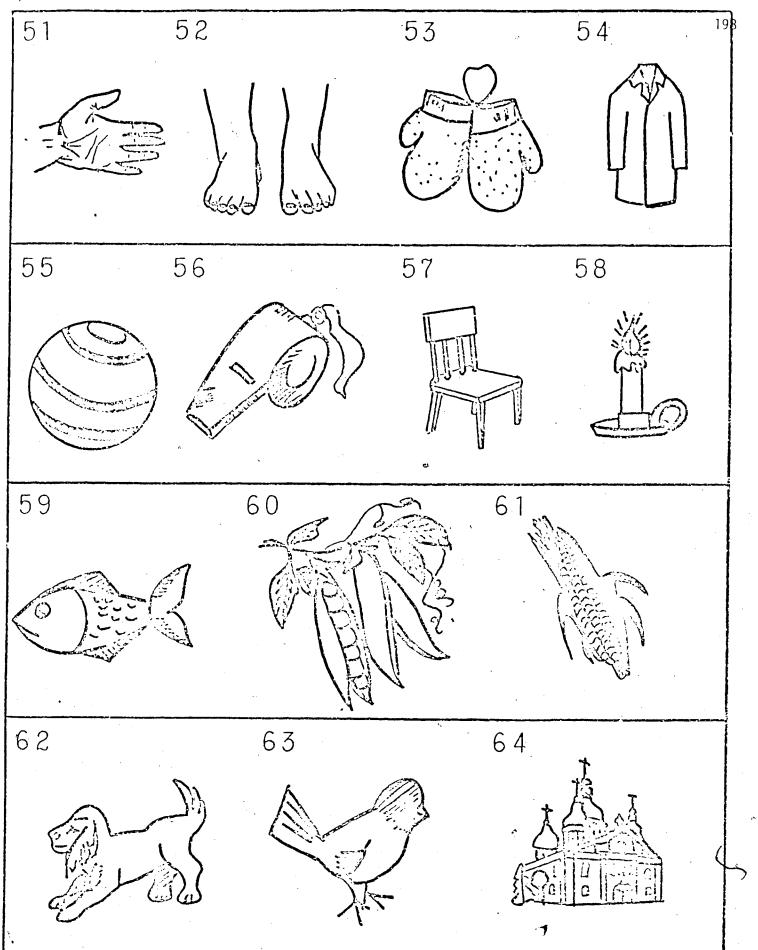


UKRAINIAN GRADE ONE SURVEY TEST PART TWO INDIVIDUALLY ADMINISTERED

SAMPLES







CLUSTER 7: Responding to Pictures

Questions 71 to 80 refer to colored pictures included in kit.

Appropriate script is found in "Directions for Administering the Ukrainian Grade One Survey Test", pages 10 and 11.

CLUSTER 8: Following Instructions

Directions and script are found in "Directions for Administering the Ukrainian Grad. One Survey Test", page 11.

To the examiner:

Have a copy of the Ukrainian Survey Test (Grade 2) to use for demonstration purposes during administration of the test.

Before beginning, pupils' desks should be cleared and each pupil should have two soft lead pencils or a black crayon.

Pupils should be seated in such a way as to make copying impossible.

Read the directions below clearly and distinctly. Note that instructions to the examiner are in regular type and that directions to be read aloud to the pupils are in script.

PART I - Pre-test warm-up review

Cluster One: Listening With Comprehension

Begin by saying:

Today we are going to play a game in Ubrainian using this picture book. Do not open your book until I tell you what to do.

Distribute the test booklets to all pupils. Make certain that each pupil prints his name on his test booklet.

Then say:

Now open your book to the first page and fold the cover back like this so that you can see a big letter A near the top of the page.

Demonstrate by using a copy of the test booklet. Make certain that the pupils are at page 1 of the booklet. Point to the first row in the test booklet.

Then say: (Sample A)

Lock at the row of pictures next to the letter A. I am going to say the name of one of these pictures twice in Ukrainian. I want you to draw a circle around the picture I will name. Are you reading? Listen carefully. KÍT KÍT

which picture do you have to circle?

Pause for pupils to circle the picture.

That's right. You have to circle the picture of the cat here.

Demonstrate by drawing a bold line around the picture, making certain that all pupils understand what has been done.

Then say: (Sample B)

Now find the letter B at the beginning of the next row, and look at the pictures in this row. I am going to tell you the name of one of these pictures in Ukrainian and I want you to draw a circle around the picture I name. Listen carefully.

дёрево дёрево

What picture do you circle?

Pause for pupils to respond.

Yes, you circle the picture of the tree.

Demonstrate on your test booklet.

Then say:

Do not spend too much time drawing your circle. Remember that your circle does go around the picture.

Check to make certain that all pupils understand the marking procedure before going on.

Then say:



If you draw a circle around a picture and then want to change it, make a big cross on it. Then draw a circle around the right picture. Only one picture in each row should have a circle since there is only one right answer.

Demonstrate on blackboard.

Then say: (Sample C)

Now find the letter C at the beginning of the next row, and look at the pictures in this row. I am going to say the name of one of these pictures twice in Ukrainian. Listen carefully, and draw a circle around the picture that shows what I am saying. Are you ready? Here it is:

What picture do you circle?

Pause for pupils to respond.

That's right. You circle picture number 3 because it shows a table.

·Check once again that all pupils understand the task and how they should mark their answers. Beyond this point, pupils should receive no help answering any question.

For each question, read the directions distinctly in a normal speaking voice.

Allow a maximum of fifteen seconds for pupils to complete each item.

Read the number for each question aloud, and make sure all pupils are working at the same number.

Then say:

Now turn over the page like this. You should see a number one near the top of the page.

PAGE 1

Demonstrate and check that all pupils are on the correct page.

Then say the following for each item, filling in the blanks from the list given below.

Now look at the rew of pictures next to the number one. Draw a circle around the picture that I say in Ukrainian. (Read stimulus twice.)

Number (To be said out loud)	Stimulus
1. One	хя́та
2. Two	прапбр
3. Three	яэбік
4. Four	кнжка
5. Five	сбице
6. Six	вчйтелько
7. Seven	с вйнка
8. Eight	ві́сім
9. Nine	мбрква
10. Ten	хлопець скаче

Cluster 2: Stories

Then say:

Now turn the page. You should see the letter D near the top of the page.

PAGE 4 Check that all pupils are on the correct page.

Demonstrate by using a copy of the test booklet. Make certain the pupils are at the correct page.

Then say: (Sample D)

Now I am going to read you a shirt story in Ukrainian. I want you to put down your pencils and listen very carefully. When I am finished, I will read it one more time so that you understand it very well. Then I will ask you questions about it. Now listen carefully to the story. I will read it twice.

Я ма́ю сестру́. Ті́ вже́ п'ять ро́ків. Вона́ ба́вшться м'яче́м.

Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story. (Reread story.)

Then say: (Sample D)

Now pick up your pencils and look at the row of pictures next to the letter \mathcal{D} . I am going to ask a question about the story I just told you. Find the picture that shows the answer, and draw a circle around it. Here is the first question. Listen carefully.

Хтб е мой сестря?

Which picture do you have to circle?

Pause for pupils to respond.

That's right. You have to circle the picture of a sister because she is a little girl.

Demonstrate and check that all pupils understand the task.

Then say: (Sample E)

Now look at the row of pictures next to the letter E. I am going to ask you another question about the story. Find the picture that shows the answer, and draw a circle around it. Listen carefully.

| MMM BOIR 69BITECH?

Which picture do you have to circle?

Pause for pupils to respond.

That's right. You have to circle the picture of a ball because sister is playing with a ball.

PAGE 4 Check that all pupils are on the correct page.

Then say:

I am going to read you another story. Put down your pencils and listen carefully.

В зимі є різдво. На різдво у нас є ялинка. · На ялинні бачимо звізду. Під ялинкою є наші дарунки.

Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story.

Item (11)

Now pick up your pencils and look at the row of pictures next to the number 11. Circle the picture which shows the answer to the question:

Pause for pupils to respond.

Item (12)

Now look at the rew of pictures next to the number 12. Circle the picture that shows the answer to the question:

110 E B XATI HA PIBABE?

Pause for pupils to respond.

Now look at the row of pictures next to the number 13. Circle the picture that shows the answer to the question:

Котра ялинка мас звізду?

Pause for pupils to respond.

Item (14)

Now look at the row of pictures next to the number 14. Circle the picture that shows the answer to the question:

10 e nia satimon?

Pause for pupils to respond.

Cluster 3: Selecting Action Pictures

Item (15)

Now look at the row of pictures next to the number 15. Circle the picture that shows the answer to the question: $Ae \in ADEFRER ?$

Now turn over the page like this. You should see a letter F near the top of the page.

Sample F

Look at the row of pictures next to the letter F. We are going to play an 'action picture' game. I want you to pick out and circle the picture that shows the action I say in Ukrainian. I will do one with you so you will know what to do.

XNOTICHE CHITTE.

Pause for pupils to respond.

That's right. You have to circle the picture of the boy sleeping. Now we will do five more questions the same way.

Pause for pupil to respond between each question.

- 16. Хлопень стоїть.
- 17. Дівчина п'є воду.
- 18. Дівчина читає.
- 19. Хло́петь піше.
- 20. Дівчина пліває.

Now close your books and put your pencils down.

PART 2

Cluster 4: Listening With Comprehension

Begin by saying:

Today we are going to play a game in Ukrainian using this picture book. Do not open your book until I tell you what do do.

Distribute the test booklets to all pupils. Make certain that each pupil prints his name on his test booklet.

Then say:

Now open your book to the first page and fold the cover back like this so that you can see a big letter G near the top of the page.

Demonstrate by using a copy of the test booklet. Make certain that the pupils are at page 8 of the booklet. Point to the first row in the test booklet.

Then say: (Sample G)

Which picture do you have to circle?

Pause for pupils to circle the picture.

That's right. You have to circle the picture of the ball here.

Demonstrate by drawing a bold line around the picture, making certain that all pupils understand what has been done.

Then say: (Sample H)

Now find the letter H at the beginning of the next row, and look at the pictures in this row. I am going to tell you something that is happening in one of these pictures in Ukrainian and I want you to draw a circle around the picture I name. Listen carefully.

XJOHELLE YMITE.

What picture do you circle?

Pause for pupils to respond.

Yes, you circle the picture of the little boy reading.

Demonstrate on your test booklet.

Then say:

Do not spend too much time drawing your circle. Remember that your circle does go around the picture.

Check to make certain that all pupils understand the marking procedure before going on.

If you draw a circle around a picture and then want to change it, make a big cross on it. I'en draw a circle around the right picture. Only one picture in each row should have a circle since there is only one right answer.

Demonstrate on blackboard.

Check once again that all pupils understand the task and how they should mark their answers. Beyond this point, pupils should receive no help answering any question.

For each question, read the directions distinctly in a normal speaking voice.

Allow a maximum of fifteen seconds for pupils to complete each item.

Read the number for each question aloud, and make sure all pupils are working at the same number.

Then say the following for each item, filling in the blanks from the list given below:

Now look at the row of pictures next to the number 21. Draw a circle around the picture that I say in Ukrainian.

Numb	er (To be said	out loud)			Stimulu	S
21:	Twenty-one				лі́нійка	
22.	Twenty-two			•	лис нош	•
23.	Twenty-three			•	літак	
24.	Twenty-four			¥Å	веселий /	viionenr/
25.	Twenty-five				коліно	китепр
26.	Twenty-six		•	•	дзёркало	
27.	Twenty-seven	• :			замілає	•
28.	Twenty-eight	,			камінь	5 <i>I</i>
29.	Twenty-nine			المستعمران	черепаха	1
30.	Thirty	e e			дах	,
			•			

Cluster 5: Stories

Then say:

Now turn the page. You should see the letter I near the top of the page.

PAGE 11 Check that all pupils are on the correct page.

Demonstrate by using a copy of the test booklet. Make certain the pupils are at the correct page.

Then say: (Sample I)

Now I am going to read you a short story in Ukrainian. I want you to put down your pencies and fisten very carefully. When I am finished, I will read it one more time so that you understand it very well. Then I will ask you questions about it. Now listen carefully to the story. I will read it trice.

Тарас мае кисжку. Одна сторінна мяс песика а друга має кишо. Тарас любить читати по книжку.

Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story: (Reread the story.)

Then say: (Sample I)

Now pick up your pencils and look at the row of pictures next to the letter I. I am going to ask a question about the story I just told you. Find the picture that shows the answer and draw a circle around it. Here is the first question. Listen carefully.

No Tapac Mac?

Which picture do you have to circle?

Pause for pupils to respond.

That's right. You have to circle the picture of a book because that is what he has.

Then say: (Sample J)

Now look at the row of pictures next to the letter J. I am going to ask you another question about the story. Find the picture that shows the answer, and draw a circle around it. Listen carefully.

To Tapac MONTS poorty?

Which picture do you have to circle?

Pause for pupils to respond.

Then say: (Sample J)

That's right. You have to circle the picture of a little boy reading because that's which he likes to do.

PAGE 11 Check that all pupils are on the correct page. Then say:

I am going to read you a short story in Ukrainian. I want you to put down your pencils and listen very carefully. When I am finished, I will read it one more time so that you understand it very well. Then I will ask you questions about it. Now listen carefully to the story. I will read it twice.

Леся і Оленка пішля до крамнялі. В крамняці воня купили - один м'яч, цукорки й олівець.

Item (31)

Now pick up your pencils and look at the row of pictures next to the number 31. Circle the picture which shows the answer to the question: Хто пішов до крамнеці?

Pause for pupils to respond.

Item (32)

Now look at the row of pictures next to the number 32. Circle the picture that shows the answer to the question: Svall Lega i Onelson nimal?

Pause for pupils to respond.

Item (33)

Now look at the row of pictures next to the number 33. Circle the picture that shows the enswer to the question: Що Леся і Олетка куптіли в кроматіні?

Pause for pupils to respond.

PAGE 12

Then say

I am going to read you another story. Put down your pencils and listen carefully. Андрії і Васкльно куппли дерево. Вощі тепер працюють.

Андрій викопав ямку. Василько помагає садити дерево.

Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story

Item (34)

Now pick up your pencils and look at the row of pictures next to the number 34. Circle the picture which shows the answer to the question: Що хлбяці куппли?

Pause for pupils to respond.

Item (35)

Now look at the row of pictures next to the number 35. Circle the picture that shows the answer to the question: Цо Андрій зрозив?

Pause for pupil to respond.

PAGE 13. onec has all pupils are on the correct page. Item (36)

Now look of the row of pictures next to the number 36. Circle the picture that shows the answer to the question: Що Висплько роблъ?

Pause for pupils to respond.

Then say:

I am going to read you another story. Put down your pencils and listen carefully.

Лід і стоя живуть на фармі. Вомі мають сагато тваран. В між є норзви, коні, курт та свині. Лід і стоя прабють на фармі. Вомі прабють рано.

Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story. (Reread story.)

Item (37)

Now pick up your pencies and wook at the now of pictures next to othe number 37. Circle the picture which shows the answer to the question:

Le 6002 i liko живуть?

Pause for pupils to respond.

Item (38)

Now look at the row of pictures next to the number 38. Circle the picture that shows the answer to the question:

HER TRADITION THE PROPERTY PROPERTY OF THE P

Pause for pupils to respond.

Item (39)

Now look at the row of pictures next to the number 39. Circle the picture that shows the answer to the question:

Що дід і баса рослать на фармі?

Pause for pupils to respond.

Item (40) Page 14

Now look at the row of pictures next to the number 40. Circle the picture that shows the answer to the question:

HOLE BOHE HOLESOTE HA FARME?

Pause for pupils to respond.

Cluster 6: Reading Readiness; Beginning Sounds

Then Say:

Now turn the page. You should see the letter M near the top of the page.

PAGE 15 Check that all pupils are on the correct page.

Demonstrate by using a copy of the test booklet. Make certain the pupils are at the correct page.

Then say: (Sample K)

Look at the row of pictures next to the letter M. Circle the pictures that begin with the letter given in each row.

Let's do samples K and L together.

Check that the correct responses are marked and students understand what to do.

Then say:

Do the next 6 questions, numbers 41 to 46 by yourself.

Cluster 7: Leading Readiness; Beginning Sounds and Ending Sounds

Then say:

Now turn the page. You should see the number 17 near the top of the page.

PAGE 17 Check that all pupils are on the correct page.

Demonstrate by using a copy of the test booklet. Make certain the pupils are at the correct page.

Than say: (Sample M)

Look at the picture shown. Write in the boxes the beginning sound and the ending sound of the object shown. Let's do samples M and N together.

Check that the correct responses are marked and students understand what to do.

Then say:

Do the next 6 questions, numbers 47 to 52 by yourself.

When the students have finished question 52 say:

Now close your booklets and put your pencils down.

SCORING GUIDELINES, GROUP PART 1 and 2

- All student responses, questions 1-40, should be transferred as A, B, C or D to the appropriate answer sheet.
- For Cluster 6 and 7 the student's actual responses will not be recorded on the answer sheet. In Cluster 6 mark Λ on the answer sheet if all the appropriate objects for a question are circled, mark B on the answer sheet if a partial set of objects for a question are circled and mark C if all responses are incorrect or there is no response. In Cluster 7 mark A if both the beginning and ending sound for a question are correct, mark B if either is incorrect or missing and mark C if both are incorrect or missing.

The examiner has the pictures and answer sheet for this part of the test on the testing table.

Begin by saying:

Now we are going to play a naming game. I am going to show you a picture and I want you to tell me what it is in Ukrainian.

I am going to do one of them with you to show you what to do.

Sample 0 - show picture of wagon

Then say:

Tell me, in Ukrainian, what do you see?

Pause for pupil to respond.

That's right, it is a Bisok

For questions 41 to 60 the examiner will show the picture, wait for child to respond for 15 seconds and then proceed with the next picture. The examiner will mark A on the answer sheet for a correct response and mark B on the answer sheet for an incorrect response.

Cluster I: Individual Testing - Naming
Do not read

	Do not read	Stimulus
53.	bicycle	ровер/велосипед
54.	forty-seven	со́рок-сім
55.	a train running	поїзд (їде)/потяг
56.	nurse	медсестра
57.	bedroom	спальня
58.	lamb	ягня (ягнятко)
59.	ill	слабий/хворий
60.	store	крамниця
61.	fireman	поже жник
62.	rain falling	до щ іде́
63.	he is taking a bath	хлопець/він купається
64.	lightning	блискавка
65.	child brushing her hair	дитина чете волосся
66.	child swinging	дитина гойдаєтся
67.	vegetables	ярина/городина
68.	Ukrainian St. Nicholas	Святий Микола́й
69.	fat (as in person) compared to thin	грубий/ситий
70.	long pencil	до́вгий оліве́ць
71.	ghost	дух
72.	night	ніч

Cluster 2: Individual Testing - Responding to Pictures

The examiner organizes picture card #1 and answer sheet for this part of the test.

Begin by saying:

I am going to show you a set of pictures and I want you to tell me a story about them.

Examiner shows set of pictures. Pause for student to respond. If student does not respond, the examiner then asks these questions in order to get some response.

- 73. По хлопець робить? По дівчина робить? Яка пора дня?
- 74. То хлопець робить? По дівчина робить? В котрій кімнаті вони?
- 75. У вечері діти їдять вечеру. Пр вони їдять вранці?
- 76. Куди діти йдуть? Яка пора року?
- 77. По хлопець робить?
 Де він є?

If the student's answer to the three questions are score A in question 73. If the student does not answer all three questions score B in question 73.

Хлопець встає. Дівчина спить. Рано/ранок.

If the student's answer to the three questions are score A in question 74. If the student does not answer all three questions score B in question 74.

Хлопець сидить/чекас. Дівчина мисться. Вони в лазничці.

If the student's answer to the two questions are score A in question 75. If the student does not answer all two questions score B in question 75.

Вони снідають. Вони їдять сніданок.

If the student's answer to the two questions are score A in question 76. If the student does not answer all two questions score B in question 76.

Діти/вони йдуть до школи. Осінь.

If the student's answer to the two questions are score A in question 77. If the student does not answer all two questions score B in question 77.

Хлопець пише/рисус/друкує на габлиці. Він в клясі/в школі.

The examiner organizes picture card #2 and answer sheet for this part of the test.

Then say:

Now I am going to show you another picture and I want you to answer in Ukrainian the following questions about the picture.

Examiner shows picture of Ukrainian Easter - Family Going to Church. After 30 seconds the examiner asks the following questions. A correct response is recorded as a P.

- 78. Якй то пора дви? (био)
- 79. AKÉ TO CBATO? (Pecchiquens)
- 80. Куди родина Иде? (до перкви)
- 81. чого вони йдуть до церкви з кошиком?
- 82. До вой несуть в компет (புர்கு, பூர்க்கு) குறைகள், சிர்க்கை, கிற்கு கிறிக்க கிறிக

Cluster 3: Individual Testing - Oral Conversation

This section would be free flowing. If the conversation needs direction the following key questions may be incorporated into the conversation. Mark A if response is complete sentence, mark B if response is isolated word and mark C if there is no response.

Warm-up: Greeting (no mark) Добрядень! Прбщу сідя́ти. Як\ти называ́нися?
Я назива́ноя

- 83. Хто твоя учителька?
- 84. Що ти любиш робити в школі?
- 85. CKITEKH TOOT POKIB?
- 86. Хто належить до твобі родіни?
- 87. Шо твоя родина робить в зимі?

Cluster 4: Individual Testing - Oral Reading

The following materials should be available on tester's table: reading selections and score sheet. The examiner will ask the pupil to read simple words, short phrases and then a little passage. Allow student 30 seconds to respond to task, then mark down how correct response was on the answer sheet. The examiner should mark A if the response is correct, mark B if the response is partially correct and mark C if the response is incorrect or if there is no response. The entire word, phrase or sentence must be correct for the mark A. The examiner says to the student:

Let's see how many of these words and sentences we can read. We will read the first one together.

Sample: Malia (mother)

- 88. мак
- 89. дощ
- 90. ¢apóa
- 91. швидко
- 92. Сірко
- 93. дивись
- 94. біжи
- 95. ropox
- 96. шапка
- 97. лікар

- 98. два авта
- 99. малий песик
- 100. зелений листок
- 101. добрий ранок
- 102. він пише
- 103. Рома і Тома є в школі.
- 104. Тут тепло і гарно.
- 105. На дворі зимно.
- 106. Вони їдять.
- 107. Черепаха їсть яблуко.

PART 3

Cluster 5: Individual Testing - Writing

Child is to have choice of either printing or writing.

Begin by saying:

Now we are going to play a writing game. Place a check mark in the VES box if you can write or print Ukrainian. Place a check mark in the NO box if you cannot write or print Ukrainian. I am going to ask you to print a letter or word in Ukrainian and let's see how many we can remember. I am going to do two of them with you to show you what to do.

Sample P

Then say:

Write in Ukrainian the letter "A" for me. (sounds to be said in Ukrainian)

Pause for pupil to respond.

That's right, that is an A.

Sample Q

Then say:

Now write in Ukrainian the letter "C" for me. (sounds to be said in Ukrainian)

Pause for pupil to respond.

That's right that is a "C".

From now on you are on your own. Let's see how many you can remember.

For questions 108 to 127 the examiner will say the name of the letter in Ukrainian or the Ukrainian word, wait for pupils to respond for 15 seconds and then proceed with the next question. The examiner will mark A or the answer sheet for a correct response and Mark B on the answer sheet for an incorrect response. Repeat each letter, word or phrase twice.

108. б	118.	тут
109. i	119.	CNH
110. п	120.	чоловік
111. д	121.	мороз
112. H	122.	песик
113. ж	123.	там тато
114. и	124.	наша школа
115. ц	125.	моя мама
116. r	126.	У кімнаті тепло.
	127.	Оленко, де ти?
117. щ		, , ,

PART 3: Group Administered

Cluster 6: Silent Reading

This section is a group administered section where the student proceeds independently until he has answered all the questions.

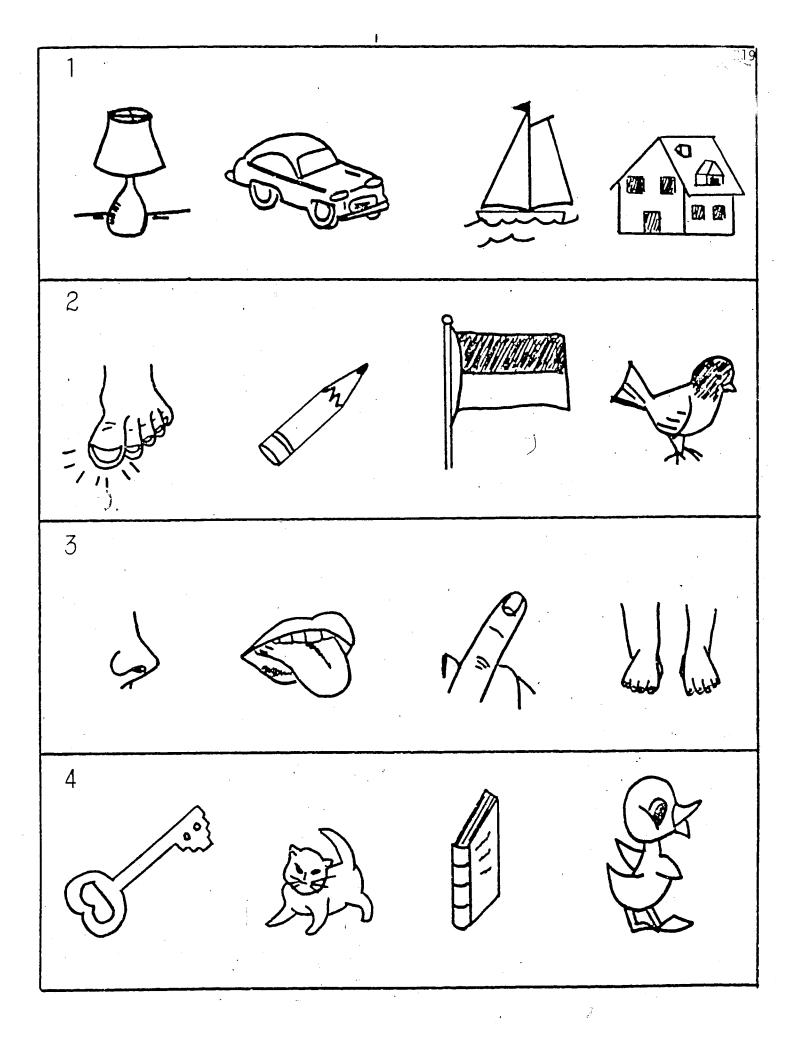
Then say:

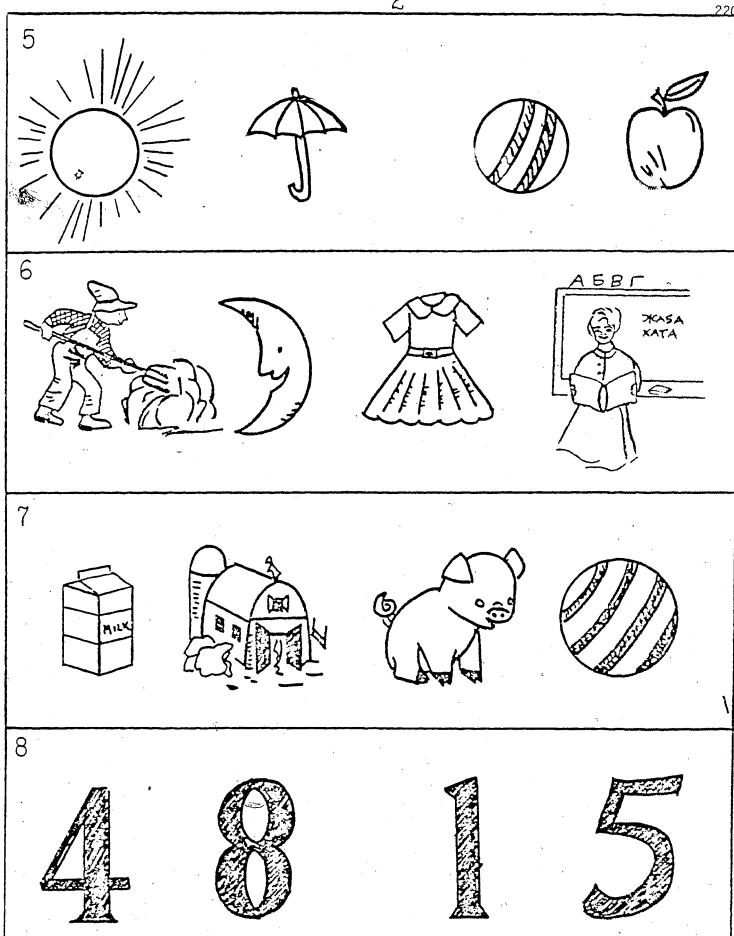
This part of the exercise you will do by yourself. Read each story and then answer the questions. Pick the answer to the question by circling the letter next to the answer. The first set of questions have pictures for answers and the next two sets have sentences in Ukrainian for answers.

Give the students the test booklet Part 3, questions 128 - 137. The students should have a maximum of 15 minutes to complete these questions.

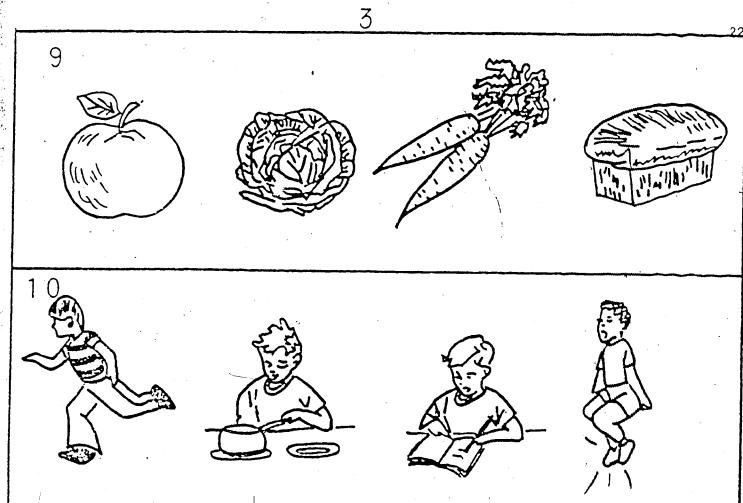
UKRAINIAN GRADE TWO SURVEY TEST 218 PART ONE

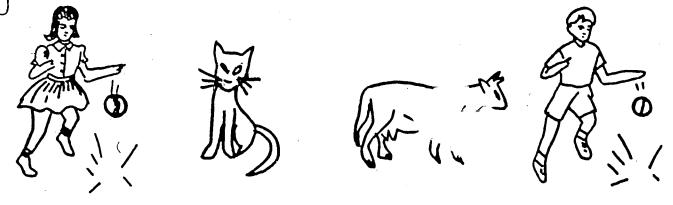
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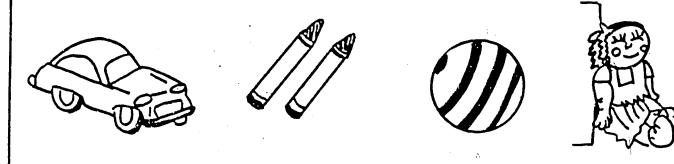




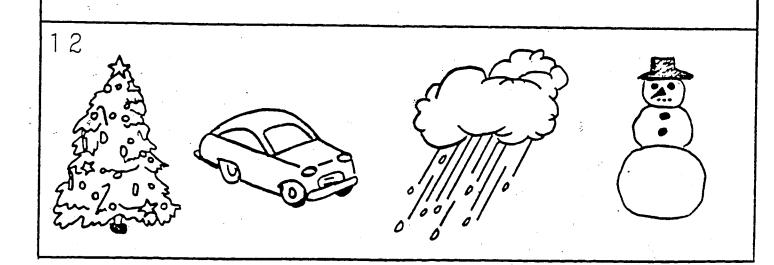


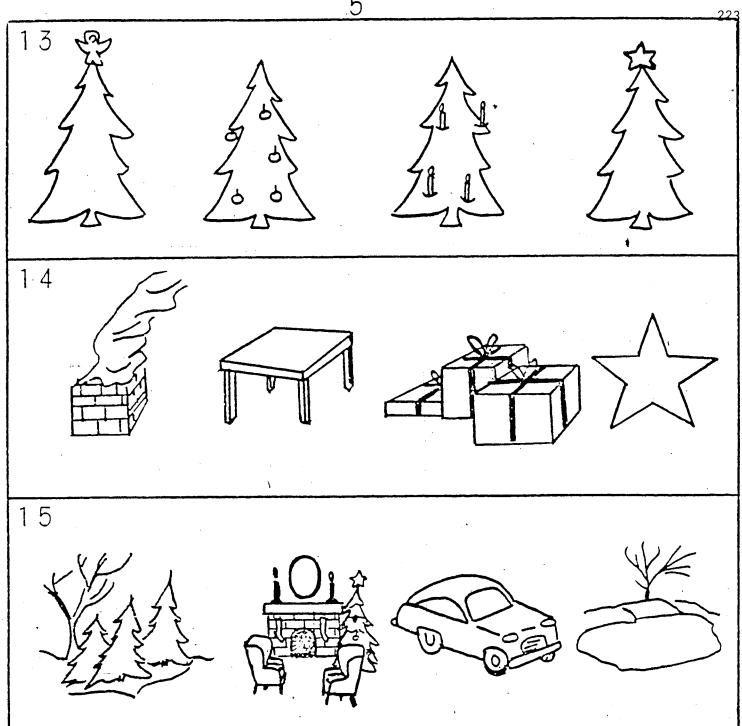


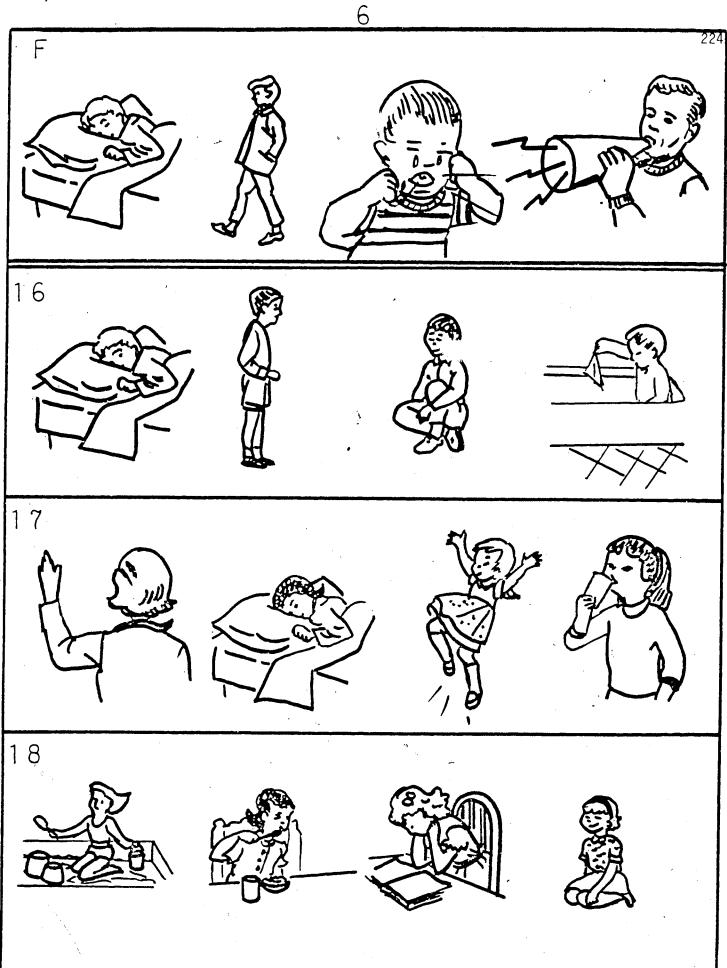
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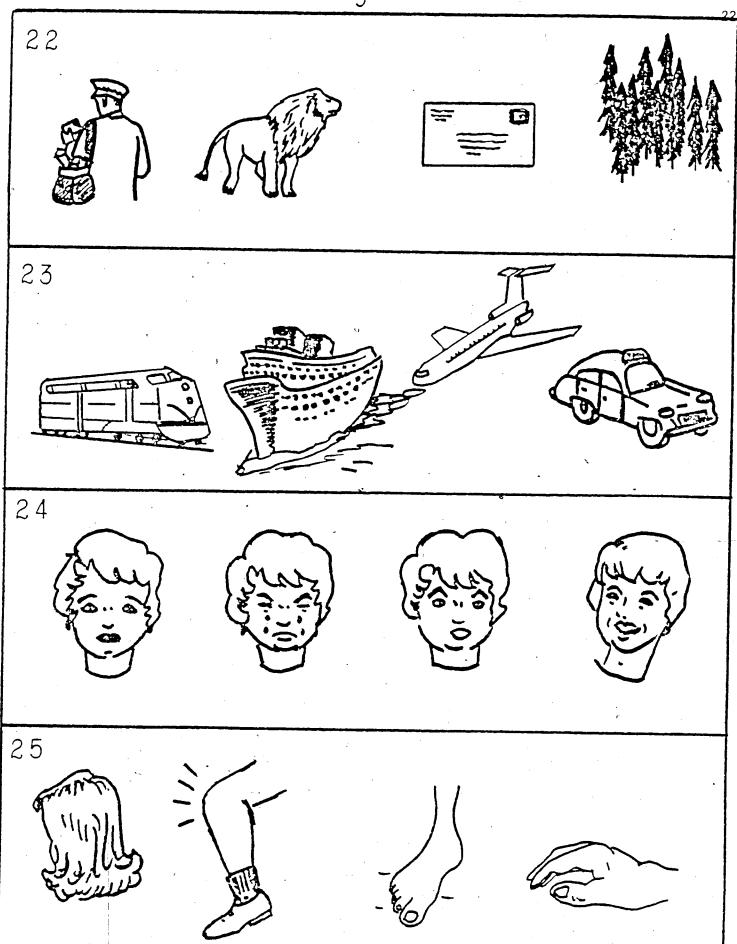


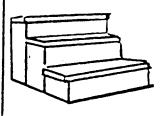




UKRAINIAN GRADE TWO SURVEY TEST PART TWO

Name	
School	Room
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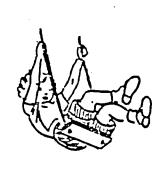








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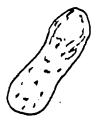


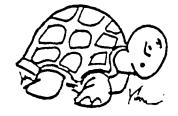








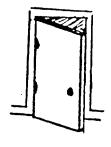


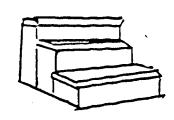


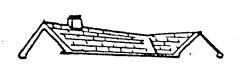






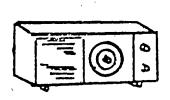


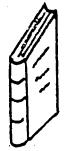




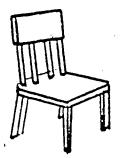


SAMPLE I

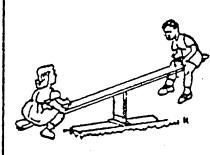








SAMPLE J







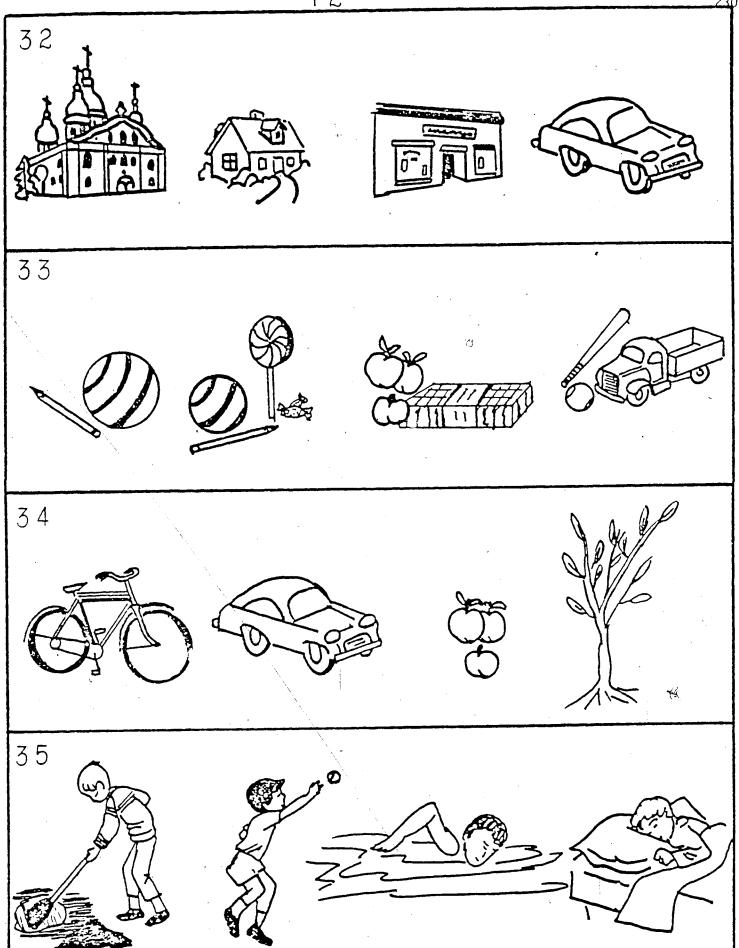


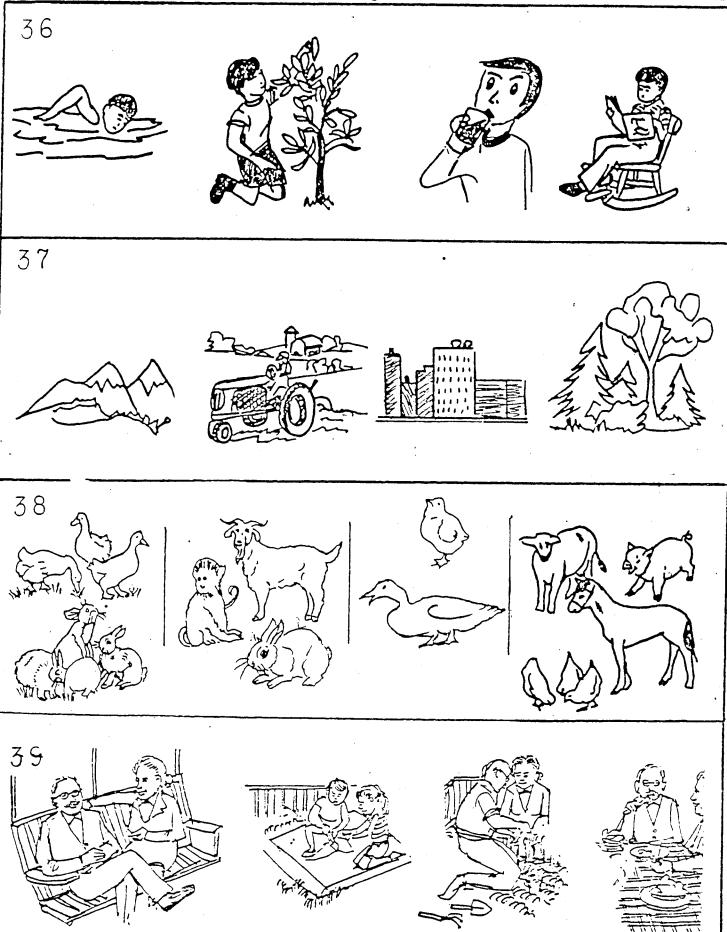


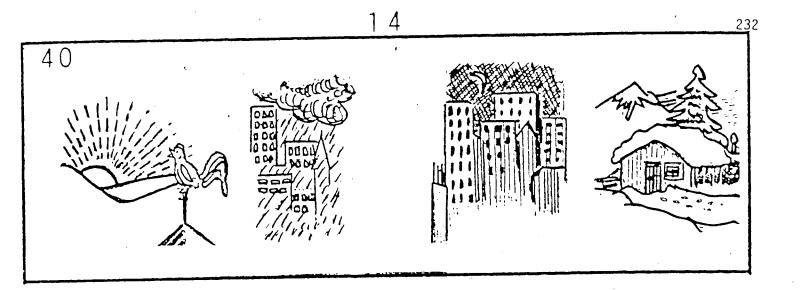






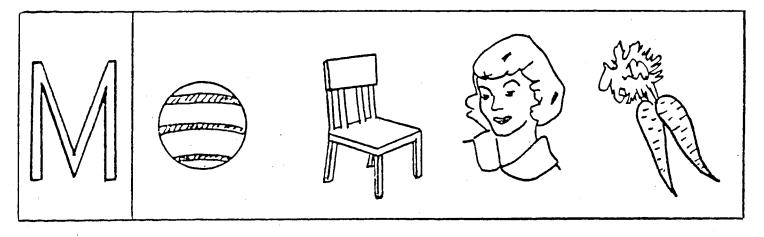






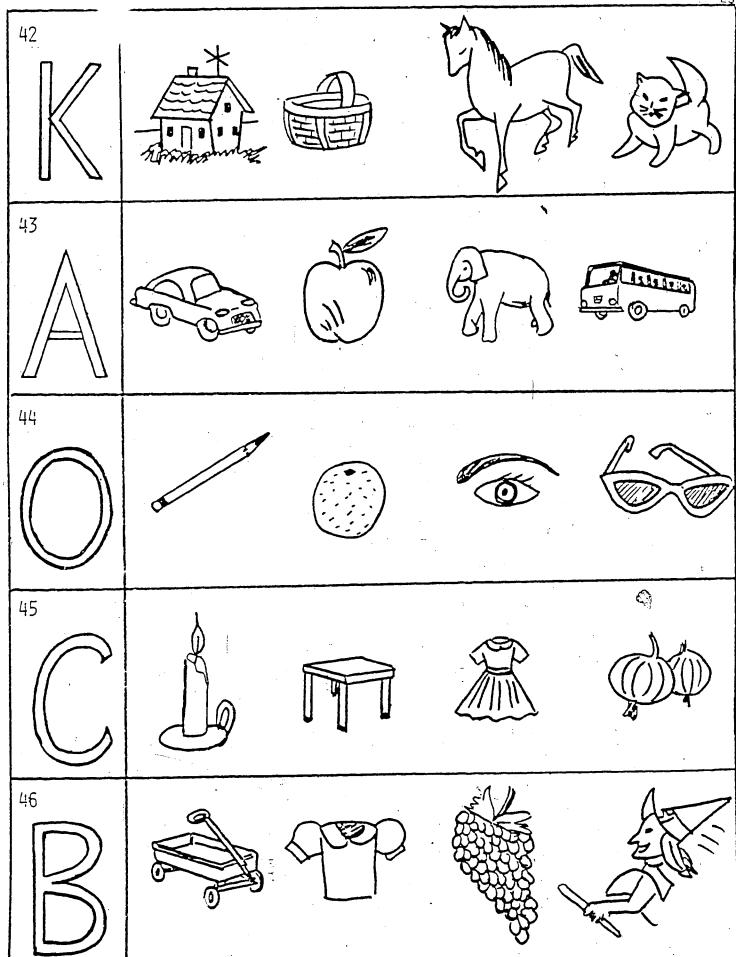
LOOK AT THE ROW OF PICTURES NEXT TO THE LETTER. CIRCLE THE PICTURES THAT BEGIN WITH THE LETTER GIVEN IN EACH ROW.

SAMPLE K



SAMPLE L



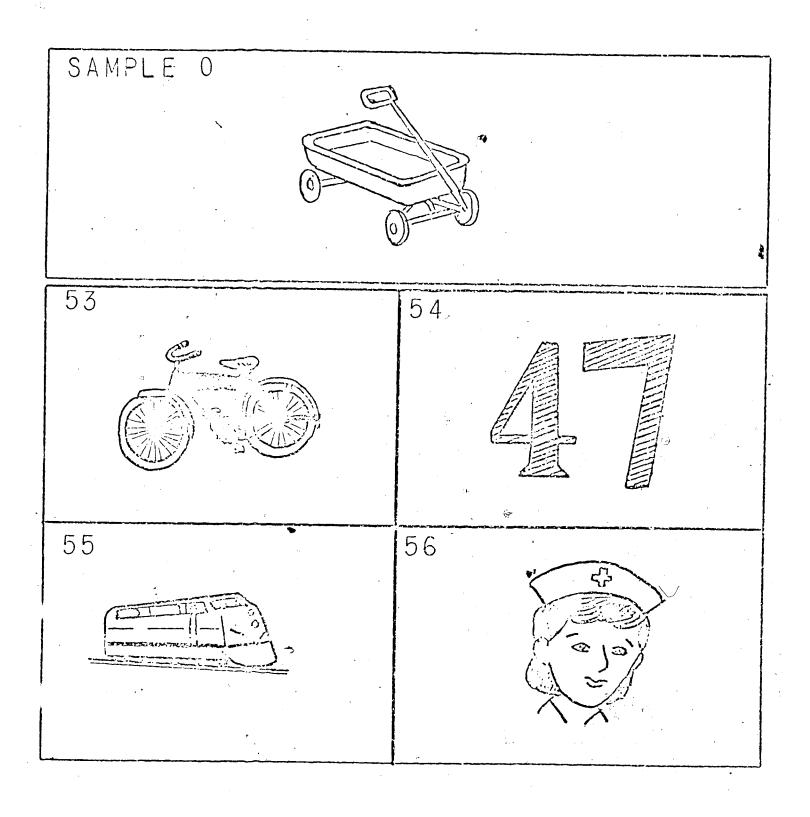


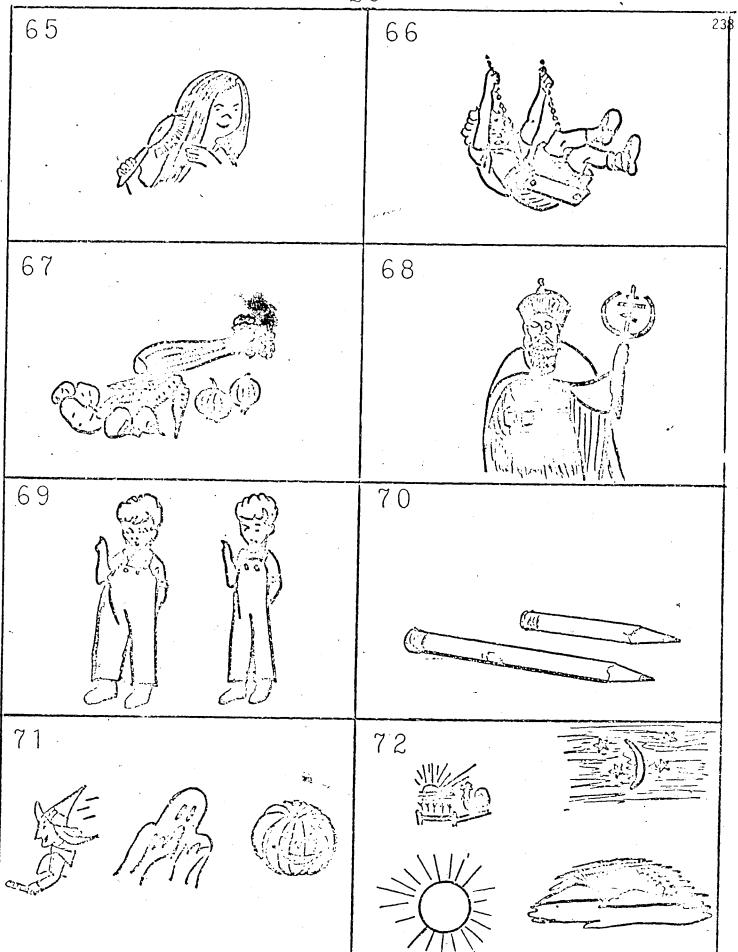
WRITE IN THE BOXES THE BEGINNING SOUND AND THE ENDING SOUND OF EACH OBJECT SHOWN.

SAMPLE M	SAMPLE N
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	
Beginning Ending	Beginning
William	G G
47	48
L	6 M
49	50
51	52
	· ((00))

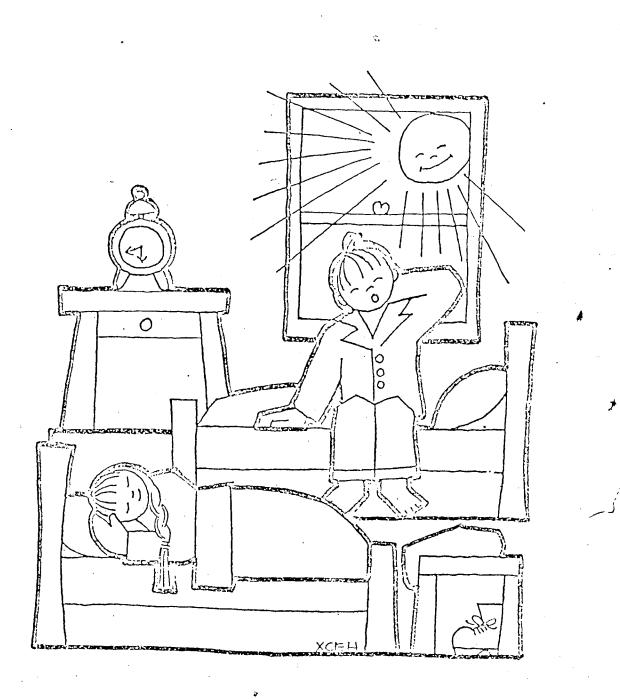
UKRAINIAN GRADE TWO SURVEY TEST

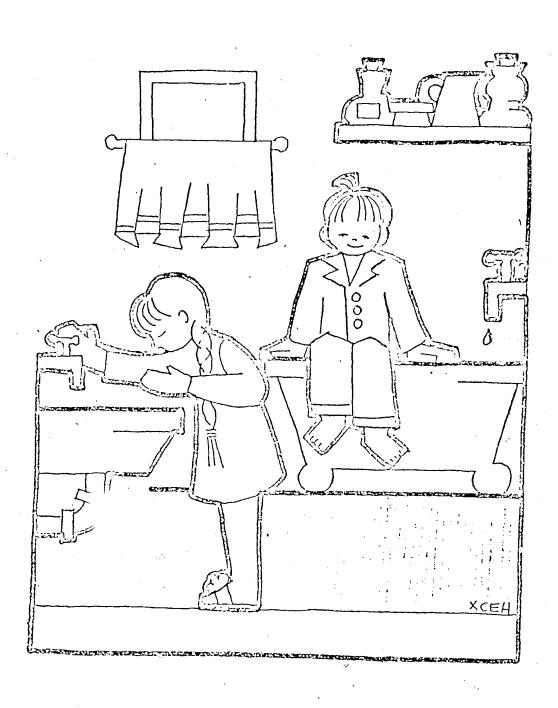
PART TWO INDIVIDUALLY ADMINISTERED

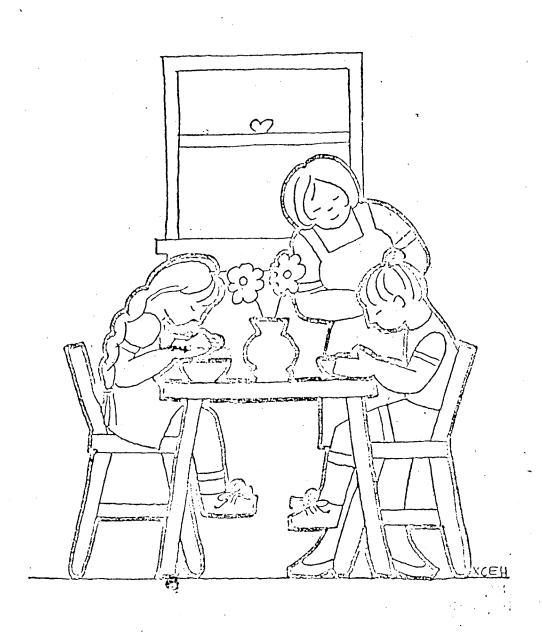


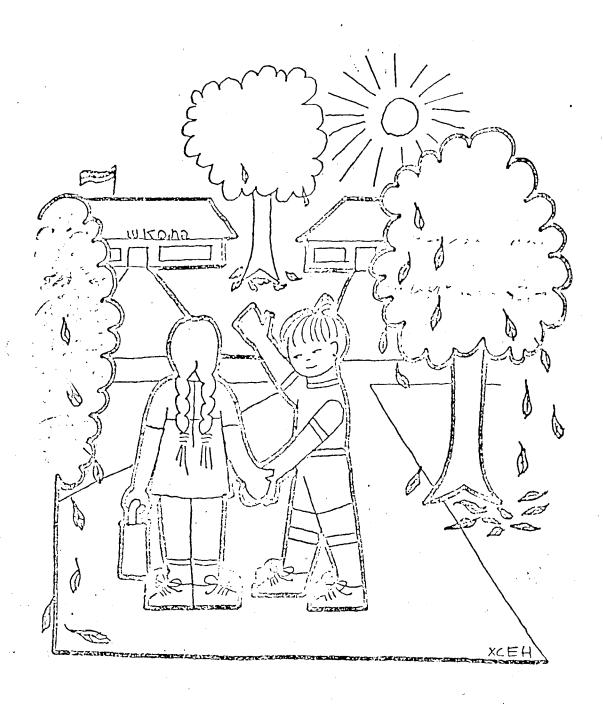


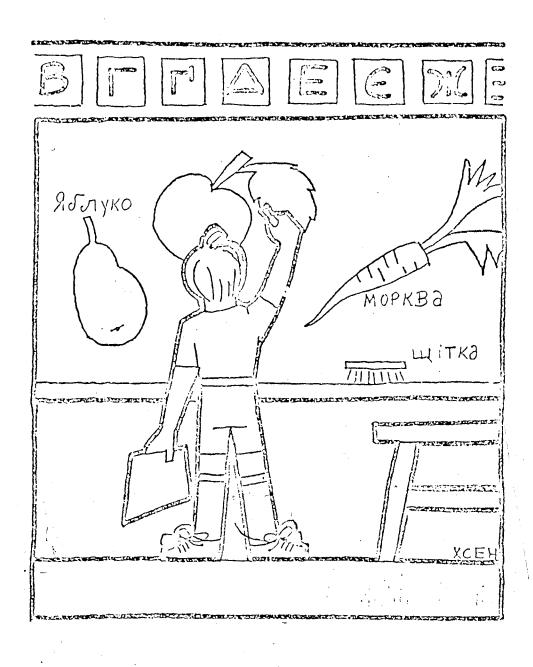
73.



. 3 







UKRAINIAN GRADE TWO SURVEY TEST PART THREE - WRITING

Name	
	Room
YES	NO
108	_ 120
109	
110	
111	_ 123
112	
113	
114	
115	127
116	
117	- -
118	_
119	

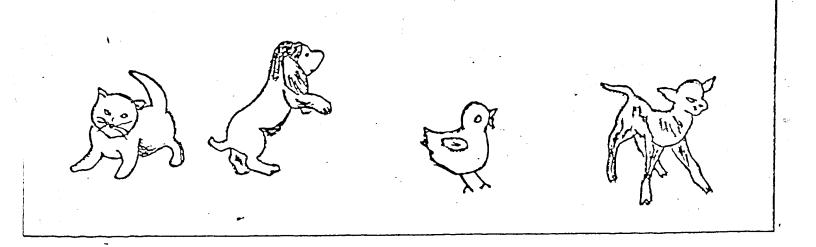
UKRAINIAN GRADE TWO SURVEY TEST PART THREE

Name _		 · · · · · · · · · · · · · · · · · · ·		
School			Room	
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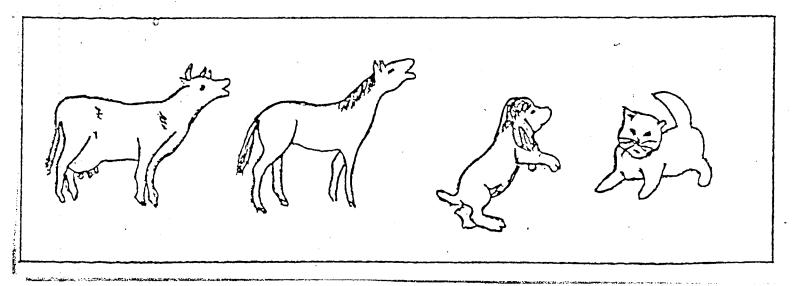
Котик і песик

Котик п! є молоко. Песик не п! є молока. Песик не любить молока.

128. Хто не любить молока?



129. Хто п'є молоко?



Story two:

Зелёна Жаба

Роман ішов до школи. Він побачив зелену жабу і хотів зловити її, але жаба втікла.

- 130. Кули Роман Ішов?
 - А. до церкви
 - В. до школи
 - С. спати
- 131. Шь він побачив?
 - А. жабу
 - В. зайчика
 - С. м'яча
- 132. По жаба зробила?
 - А. сіла
 - В. втікла
 - С. спала

Story three:

Зайчики в лісі

В лісі зи́ма. Бага́то снігу впа́ло. Та́м білі за́йчики бігають по снігу. Дерева́ покри́ті снігом.

- 133. Де багато снігу впало?
 - А. в школі
 - B. B xāri
 - С. зайчика 🖰
 - р. в лісі
- 134. Хто є в лісі?
 - А. песик
 - В. хлбпчик
 - С. зайчики
 - р. вивірка
- 135. Які́ за́йчики ϵ в лі́сі?
 - А. білі зайчики
 - 3. чорні зайчики
 - С. бронзові зайчики
 - д. сірі зайчики

136. Ξκά το πορά ρόκς?

- А. літо
- В. весна
- С. зима
- р. бсінь

137. Чим дерева покриті?

- А. водбю
- В. снігом
- С. листями
- D. пташками

DIRECTIONS FOR ADMINISTERING THE UKRAINIAN GRADE 3 SURVEY TEST

TO THE EXAMINER:

Have a copy of the Ukrainian Survey Test (Grade 3) to use for demonstration purposes during administration of the test.

Before beginning, pupils' desks should be cleared and each pupil should have two soft lead pencils and an eraser.

Pupils should be seated in such a way as to make copying impossible.

Read the directions below clearly and distinctly. Note that instructions to the examiner are in regular type and that directions to be read aloud to the pupils are in $\delta ch \, c\rho \, \tau$.

PART I

CLUSTER 1: Reading readiness beginning sounds.

Begin by saying:

Today we are going to play a game in Ukrainian using this picture book. Do not begin until I tell you what to do.

Distribute the test booklets to all pupils. Make certain that each pupil prints his name on his test booklet.

Then say:

Now Lock at the first page and look for the Sample A near the first row of pictures.

Demonstrate by ising a copy of the test booklet. Make certain that the pupils are on page 1 of the test booklet. Point to the first row of pictures.

Then say: (Sample A)

Look at the row of pictures next to the Ukrainian letter M. Circle the pictures that begin with the letter given in each row. Let's do samples A and B together.

Check that the correct responses are marked and students understand what to do.

Then say:

Now turn the page and do the next 6 questions, numbers 1 to 6 by yourself. You will find number 6 on page 3.

CLUSTER 2: Reading - Beginning Sounds and Ending Sounds

When the students have finished question 6 say: (Samples C and D)

Now look at Sample C. Write in the boxes the beginning sound and the ending sound of the object shown. We will do Sample C and Sample D together.

Check that the correct responses are marked and students understand what to do.

Then say:

Do the next 6 questions, numbers 7 to 12 by yourself. You will find numbers 11 and 12 on page 4.

CLUSTER 3: Silent Reading

When the students have finished question 12 say: (Samples E and F)

Now you are going to read some stories and then answer questions asked about each story. The answer that you pick for each question will be underlined. Let's do Samples E and F together. Read the story and underline the correct answers.

Check that the students are working on the correct samples. Then say:

The correct answer for Sample E is B. Hoone. The correct answer for Sample F is A. Köene.

Check that the students understand how to mark the correct response. Then say:

Now turn the page. You will be working by yourself as you answer the next and then answer the questions asked about the story. The answer that you pick for each question will be undetlined. Now do questions 13 to 20 by yourself.

Allow the students to proceed independently through the silent reading cluster. The students should have a maximum of 15 minutes to complete these 8 questions.

- NOTE: 1. For Clusters 1 and 2, questions 1 to 12, mark A on the answer sheet if all appropriate objects for a question are circled. Mark B on the answer sheet if the student's response is partially correct or incorrect.
 - incorrect.

 2. For Cluster 3, questions 13 to 20, all student responses should be transferred as A. B. C. of 1 to the answer sheet.

CLUSTER 4: Listening Comprehension

When the students have finished question 20, say:

Turn to page 7.

Check that all students are on the correct page. Then say:

Listen to the story I will read to you. I will read it twice. When I have finished reading the story, I will ask a question. You will mark the correct answer with an "X" in your test booklet. The first story I will read is for the pictures in Sample G. Listen carefully.

Read the story for sample G twice.

SAMPLL G: Я хбяхла до ба́он. Ба́ба дала мені грбші. Я купила морбзиво.

Read the question for Sample G twice.

Question for SAMPLE G: 175 555a gama meni?

Check that the students mark the correct choice, B. Then say:

Now we will do more stories and questions the same way.

The tester should now read the following stories and questions twice, leaving for the student to mark the appropriate response.

STORY ONE: Мй були у зоонарку.
Там було багато звірят.
Ми гудували ведмедів.
Мавий були дуже смішні.
Слонь обляв что водою.

- 21. Де ми були?
- ,22. Кого ми гудували?

STORY TWO: Марко дививном на телевізію.

Леся також долиться з ним.
Програма дуже цікава.
Вони навчаться про астронавтів.

24. З ким Марко дивиться?

response as an A, B, C, or D on the answer sheet.

25. Про кого програма?

When recording responses for questions 21 to 25, mark the studen

CLUSTER 4: (cont'd) Riddles

When the students have finished question 25, say:

Is everybody on page s of their booklet?

Check that all students are on the correct page, then say:

Listen that he riddle I will read to you. I will read it twice. When I have signified reading the riddle, I want you to circle the word in your testaboliet that answers the riddle. The first riddle I will read is for the words in Sample H. Eisten carefully.

Read the riddle for Sample H twice.

SAMPLE Н: Я молбные звірятко.
Я с зелено.
Я екачу.
Я е

Check that the student mark the correct choice, the day:

26.	Я с будинск. До мене приходять купувати. Я с	
	А. школа В. церква	С. крамниця
27.	Я біле. Мене знёсла курочка.	
Ş	Поне прикрашують на Великлевь. Я с	
	А. чббіт В. писанка	C. CHÍP

28.		Я є частина л	• дик				
		я нюхаю.					
		Я є	•				
,		. ні́c		бчі	C.	руки	
29.		Я с маленьке	звірятко.				
		Коти люблять.	ловити ме	He.			
		Я €	•				
	Α.	слбнь	В.	ка́чка	С.	ми́ика	
30.		Я звіря.					
	•	Я нбту хату н	а плеча́х.	·			
		Я с	•			•	
	Α.	าหกล์กัน	В.	черепаха	C.	кінь	

NOTE: For questions 26 to 30, mark A on the student answer sheet if the student response is completely correct and mark B if the studen response is partially correct or completely incorrect.

DIRECTIONS FOR ADMINISTERING THE UKRAINIAN GRADE 3 SURVEY TEST INDIVIDUALLY ADMINISTERED PORTIONS

PART II

CLUSTER 5: Oral Reading

Say to the child:

You have two sturies before you. Read the stories out loud, and try to do the best you can.

Story one:

31-32 Цивнов, там дівчина!

33-34 Bonā мас забавки!

35-36 Чи вона йдё додбму?

37-38 А там хата! ,

39-40 У хаті дід і баба.

Story two:

41-42 Дивись, а тут хлопець.

Він має візок.

¥48 Там літак і м'яч.

49-50 Хлбпець іде додому.

NOTE: As the student reads the passage, the tester should mark on the student's answer sheet at two question positions as follows: Mark A for the first question if the pronunciation is correct and mark A for the second question if the intonation is correct. e.g. 31 - A

If only one is correct mark A for that one and mark B for the incorrect choice. e.g. If only intonation was incorrect the answer sheet would

32 - B

If both pronunciation and intonation are incorrect mark both questions B. e.g. 31 - B 32 - B

7

PART IV: (Should be administered at the same time as Part II, Cluster 5.)

CLUSTER 6: Oral Response using Picture Stimulus

This cluster is individually administered to the students.

Begin Cluster 6 by saying:

I am going to show you two pictures and I want you to tell me in Ukrainian certain things about the pictures. Each thing you tell me will be in a complete sentence.

Show the two pictures to the student. Then say:

Tell me three things you see that are the same in both pictures. Tell me each thing in a complete sentence.

The student responses each have a value of 2 marks in Cluster 6. Questions 121-122, 123-124, 125-126 are used to record the student responses telling which things are the same. A student receives 2 mass for each thing if the reply is a correct complete sentence. This recorded as an A for both questions in the pair. e.g. 121 - A

If the student's response is partially correct, he receives 1 mark for each thing. A reply is partially correct if the student's response is not a complete sentence and/or the sentence is grammatically incorrect. This is recorded as an A for the first question in the part and a B for the second question in the pair. e.g. 121 - A

122 - B

If the student's response is completely incorrect or missing he receives 0 marks. This is recorded as a B for both questions in the pair. e.g. 121-B

If the student gives more than three things the same only the first three 122 - B

Questions 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140 are used to record the student responses telling which things are different. The same marking scheme as for questions 121 to 126 is used. Again if the student gives more than seven different things, only the first seven are

Listen until the student has told those things he feels are the same. Make the appropriate marks on the answer sheet. If he stops short of three things, say:

Are there any other things that are the same?

7 👺

If the student answers "No" proceed ahead. Any three of the four similarities listed below will be acceptable answers. Once the student has stated his chosen Tell me seven things you see that are different in both pictures. Tell me each thing in a complete sentence.

Listen until the student has told those things he feels are different. Make the appropriate marks on the answer sheet. If he stops short of seven differences, say:

Are there any other things that are different?

If the student answers "No," this testing session is complete.

Things that are similar:

- 1. a family
- 2. a family eating
- 3. in a house
- They are all sitting.

Things that are different:

- 1. window sliding doors
- 2. chairs pillows
- Japanese kids' uniforms ours are casual
- 4. eating utensils
- 5. empty walls
- 6. shoes in/out
- 7. shape of houses
- 8. Grandma and Mother wearing native costume
- 9. dining room kitchen
- 10. wooden floor linoleum or tiles
- 11. no pets dog
- 12. wooden table tablecloth

DIRECTIONS FOR ADMINISTERING THE UKRAINIAN GRADE 3 SURVEY TEST GROUP ADMINISTERED

PART II

Distribute the test booklets to all pupils. Make certain that each pupil prints his name on his test booklet.

Then say:

Now you are going to do a number of short exercises by yourself. I will explain each exercise as you go along.

CLUSTER 6: Sequencing

Begin by saying:

0
Now we are going to put sentences in the right order. Look at Sample I. Read to sentences, and decide what happened first, what happened next, and want happened last.
 Лёся дістала суконку Міма ноїхала до крамийці Міма нуппла суконку.
Number the sentences in the right order with the number 1 beside what happened first, 2 beside what happened next, and 3 beside what happened

Pause for the pupils to answer. Then say:

That's right. You have put the number 1 beside the sentence "" and no reasonable",

number 2 beside the sentence, "Мама купила суконку", and number 3 beside the sentence "Леся дістала суконку". Now reread the story in order to see if you numbered it correctly.

Check to see that the children have numbered the sentences correctly.

Then say:

Now we are going to work with another sample. Look at Sample J.

Read the sentences, and decide what happened first, what happened next, and what happened last.

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Lu Carun Madny.

Number the sentences in the right order with the number 1 beside what happened first, 2 beside what happened next, and 3 beside what happened last.

Pause for the pupils to answer. Then say:

That's right. You have put the number 1 beside the sentence $^{6.58}$

number 2 beside "Ur пішля до воонарку", and 3 beside "Иг бачили ма́му".

Check to see that the children have numbered the sentences correctly. Then say

Now you will do the next six questions on your own, questions 51 to 56.

The students will work independently until they have finished question 56.

MOTE: For questions 51 to 56, mark A on the student answer sheet if the student response is in the correct order and mark B if the order is incorrect.

CLUSTER 7: Synonyms

When the students have finished question 56 say:

Turn to page 12. Now we are going to work with words that are alike. Look at Sample K. Read the sentence, and underline the word that is the same as "kylona" from the three choices below:

Ялинка дуже вобона.

- А. зелена
- B. ranna
- С. висока

Which word means almost the same as "kpsona"?

Pause for the pupils to answer.

That's right, you have underlined В. "га́рна " because the word "rа́рна " means almost the same as "кра́сна ."

Check to see that the children have underlined "rapha ."

Then say:

Now you will go ahead and do the next four questions, numbers 57 to 60 on your own.

When the students have finished question 60, say:

Now turn to page 13. We are going to work with opposites. Look at Sample 1. Read the sentence, and underline the word that is the opposite of "Mans" " from the three choices below.

Ноб крісло мале, а ліжко

- А. повне
- В. дббре
- С. велике

Which word is the opposite of " mane "?

Pause for the pupils to answer.

That's right. You have underlined C. "BERHKE" because "BERHKE" means "big" and is the opposite of the word "MARE" which means small.

Check to see that the children have underlined " Mane ."

Then say:

Now you will go ahead and do the next four questions, numbers 61 to 64 on your own.

When the students have finished question 64, say:

Now we are going to work with words that mean the <u>same thing</u> or <u>something different</u>. Look at Sample M. Read the sentence, and look at the underlined word. The sentence reads:

Вона невелика.

- A. Také camé
- B. inakme

Do the two underlined words mean the same thing or do they mean something different?

Pause for the pupils to answer. Then say:

That's right. You have underlined "такб самб " because "ма́ла" means the same thing as "невелика." Both words mean small.

Check to see that the children have underlined "Take came ."

Then say:

Now we are going to work with another example. Look at Sample N. Read the sentence, and look at the underlined words. The sentence reads: Моя сорочия обла. Мой черевики чорні.

- таке саме
- В. Хнакше

by the underlined words mean the same thing or do they mean something different?

Pause for the pupils to answer.

Then say:

That is right. You have underlined В. "іна́кше " because "біла " means white and means the opposite of "Hophi," which means black.

Check to see that the children have underlined "iHakme

Then say:

Now you will go ahead and do the next four questions, numbers 65 to 68 on

CLUSTER 8: Prepositions and pronouns

Then say:

Now turn to page 15. In the next part you will look at the picture. Then read the sentence and choose the best ending. Look at the Sample 0 and read it. Which answer should you choose:

13

- А. перед песиком
- В. за песиком
- С. кбло пёсика

Underline it.

neck to see that the children marked the correct response.

That's right. You would underline A. перед песиком because the girl is walking in front of the dog.

Check to see that the children understand the instructions.

Now you will do numbers 69 to 11 on your own.

When the students have finished question 71, say:



Turn to page 16. In the next part you will choose the word that best bits in the blank. Read Sample P. Which answer would you choose?

- А. Вонб
- B. Bin
- C. Bonā

Pause for the children to respond. Then say:

J

Yes, that's right. You would underline A. "Воно," because it refers to the milk "мблоко."

Check to see that the children understand the instructions. Then say:

Before you go on let us do Sample Q. Which answer fits in the blank space?

- А. Воно
- B. BIH
- C. Boha

Pause for the children to respond. Them say:

Yes, that's right. You would underline C. "Вона " because "Вона " refers to the doll "лялька." Now, you will do questions 72 and 73 by yourselj.

When the students have finished question 73; say:

The next question is almost the same as the last questions except that you will read the story and decide which of the words from choices A, B, or C refers to the underlined word.

Let us do Sample R together. Read the story and decide which word

- A. цукорки
- в. Леся
- or C. крамниця refer to "вона."

Pause for the children to respond. Then say:

That's right. You will underline В. "Лёся" beca "Лёся" refers to "вона́."

Now do question 74 on your own.

<u>CLUSTER 9</u>: Silent Reading - details

After question 74 is completed, say:

For the next part you will read a short story and find the correct answer. Let us do Sample S together. Read the story. You will underline one answer from

- А. зелена
- В. хвбра
- or C. вода for question one.

Pause for the children to read the story and underline the correct answer. Then say:

"THE MAGE ?" That's right. You should choose A. "Beréna" because the frog is green. That answer should be underlined.

Then say:

Look at the next question in Sample S. In question two, which would you underline. A. Mypkō

- В. зелена
- С. жаба.

That is right, the answer is C. " $\pm a6z$." because the question asks who jumps."

Then say:

Now read the stories and do questions 75 to 80 by yourself. Underline the correct answer.

CLUSTER 10: Silent Reading - main idea

After the students have completed question 80, say:

Now turn to page 19. You will choose the best title for a story. We will do Sample T together. Let us read the story. Which of the titles, A. Clini Sui,

- в. Мій ведмедик,
- C. MOR MAMA best fit the story?

Pause for the children to answer. Then say:

That's right, you would choose B. "Min Bermeann", as the title or main idea, because the story talks about the teddy bear who has blue eyes.

Check to see that the children understand the instructions and have choosen the correct answer.

Then say:

Now you will go ahead and do the next six questions, \$1-86 on your own. Read the story and underline the title that best fits the story.

NOTE: For Clusters 7 - 9, questions 57 to 80, mark the student response as an A, B or C on the answer sheet.

DIRECTIONS FOR ADMINISTERING THE UKRAINIAN GRADE 3 SURVEY TEST

PARTITI

Distribute the test booklets to all pupils. Make certain that each child prints his name on his test booklet.

CLUSTER 1: Writing words and phrases

Child is to have choice of either printing or writing.

Begin by saying:

I am going to ask you to write words and phrases in Ukrainian. Let's see how many we can write. First we will do two examples. I will say the word, read a sentence using the word and then depeat the word once again. Then you will write the word on your test booklet.

Find the Sample U - First word in your test bookfet. On the line beside First word, write the Ukrainian word kolono (chair)

боь там мале красло. красло

Pause for the pupil to write the Ukrainian word in the sample blank provided in the students' test booklets. Write the correct word on the chalkboard.

'Then say:

Check to see that your world is the same as mine. Now we will do the next

Beside the Sample U - Second Word, write the Ukrainian word п'є(drink)

Pause for the pupils to write the Ukrainian word in the sample blank provided in the students' test booklets. Write the correct word on the chalkboard.

Then say:

Check that your word is the same as mine., Now you are on your own. Let's see how many you can write. Listen carefully. I will read each word wice along with a sample sentence.

The tester repeats each word, the given sentence, and then the word again for questions 87 to 91.

	СЛОВА	SENTENCE	СЛОВА	<u>WORD</u>
87.	, листопад	Листопад с місяць року.	листопад	(November)
88.	четпер	тета приїди в четвер.	четвер	(Thursday)
89.	. cyclan.	Наші сусіди англійці.	сусіди	(Neighbours)
90.	порыа	🦥 була перша в школі.	перша	(First)
91.	icть —	Тара́с ї́сть я́блуко.	їсть	(Eats or Eating)
1		· ************************************	•	

When the students have finished question 91, say:

Now we will do two samples of writing Ukrainian phrases. I will say the phrase twice. Do not write until I have finished saying it twice. Listen carefully.

.Check that the students are on the correct page.

Sample V - First Phrase

Then say:

Sample V. = First Phrase. On the line beside write the Ukrainian phrase: зелышт олівоць..... велений олівець '(green pencil)

Pause for the pupils to write the Ukrainian phrase in the sample blank provided in the students test booklets. Write the correct phrase on the chalkboard.

Then say:

Check that your phrase is the same as mine. Now we will do, the next sample phrase.

Sample V - Seond Phrase

Then say:

Write the Ukrainian phrase:

на столі ... на столі (on the table)

Pause for the pupils to write the Ukrainian phrase in the sample blank provided on the students' test booklets. Write the correct word on the chalkboard.

Then say:

Check that your phrase is the same as mine. Now you are on your own. Let's see how many phrases you can write. Listen carefully. I will read each phrase twice.

The tester repeats weach phrase in questions 92 to 96 twice.

PHRASE	e de la companya de l	ENGLISH
92. чорний песи	чорний песик	(black dog)
93. ф сонце гріє	сонце гріс	(sun shines)
94. під лавкою	під лавкою	(under the bench)
95. мокрі рукавиці	мокрі рукаваці	(wet mittens .
96. ยองกันถ บอกยี้อี่หอ สหภาพอ	велика червона кий жа	(big red book)

CLUSTER 2: Writing sentences

When the students have completed question 97, say

We will now write sentences in Ukrainian. I will say the sentences twice. You will write the sentence on the sentence marked for the questions just as you wrote the phrases in the last questions. Listen carefully. Do not write until I have repeated the sentence twice.

The tester repeats each sentence in questions 97 to' 102 twice.

	• .		3	4 4
	SENTENCES (to be	repeated twice)	0,4	ENGLISH
***************************************	Злухайте уважно	•	уважно	(Listen carefull
8.	Ходи сюди	Ходи сюди	Ĩ•	(Come here.)
	пишу олівца:			(I write with a pencil;)
100.	Air: cnisaore n	(јеню. , Діти спів	ають пісню.	(The children ar
101.	У зайчика довгі	ув/ўха. У зайчик	а довгі Хв/уха.	(The rabby s has
102.	час пту додбыу.	Час іти д	одбму.	(It's time to go home.)

CLUSTER 3: Writing - Riddles - Who am I?

The teacher reads the riddles out loud with the students following in their booklets. The student is to write the correct answer to the riddle in the blank provided. When the students have finished writing the sentences in questions 97 to 102, say:

Now turn to page 24. Look at Sample W. We are going to complete some riddles like the one in Sample W. Follow as I read the riddle. Write your answer in the blank that answers the riddle.

Riddle: Sample W

Я білин.

Я па взимі.

Яс

/cHir/

Pause for the students to write their answer. Write the correct word on the chalkboard. Then say:

Chach	that your answer is the same as mi	-3	
1	1,74		*
answe	was I read the next six riddles, que in the beanks provided in the tes	uestions.103 to t booklet.	108. Write your
	RIDDLE	* 55	<u>KEY</u>
10,3.	Мене уживають їсти зўпу. Мене тримають у руці. Я с		лб жа
104.	Тато уживає мене бити цвяхи. Я с		молоток
105.	Вільма їздить на мені. Я є	<u>.</u>	la via
106.	У в полудне. Ячтолбдиа. Мас Гети		обід
107.	Я кбо чотпри ибг Я к ю дуже довгу шию. Я и листя на деревах. Я с		жирафа
•	20		<i>***</i>
	Я згоблена з паперу. Я маю картки. Діти мене читають. Я с		кн

NOTE: When scoring Part III, Clusters 1, 2, and 3, questions 87 to 108, the student should have an A marked on his answer sheet 1f the response is completely correct. A "B" should be marked if the response is partially correct or completely incorrect.

When question 108 is completed, say:

We are going to look at some pictures. I am going to ask you to write a short sentence in Ukrainian telling what is happening in the picture.

CLUSTER 4: Writing - nouns and verbs

Is everybody on page 25 of their test booklet?

Sample X: Picture One.

Look at Picture one in Sample X. What is happening in the picture. Write your answer in Ukrainian on the lines besite the picture.

KEY

Дощ падас.

(Rain is

Pause for the pupils to write the Ukrain in sentence in the sample blank provided

Then say:

Check that your sentence is the same as mine. Now we will do the next sample picture.

in the student's test booklet. Write the correct sentence on the chalkboard.

Sample X: Picture Two

Then say:

Look at Picture two in Sample X. What is happening in the picture. Write your answer in Ukrainian on the lines beside the picture.

KEY

Хлопець сийть.

(The boy is sleeping.)

Pause for the pupils to write the Ukrainian sentence in the sample blank provided in the student's test booklet. Write the correct sentence on the chalkboard.

Then say:

Check that your sentence is the same as mine. Now you are on your own. Look carefully at the next six pictures, questions 109 to 114. Write a short sentence in Ukrainian telling me what is bappening in each picture. Write the sentence on the Rines beside the picture.

жол скаче. 109. (The frog is jumping.) Menuna nasho. (The girl is crying.) Кана пече. 111. /Мама нече торт/. (Mother is baking a cake.) Νοποβίκ μ'ς κάργ. /Τάτο π'ς μάϊ/. 112. (The man (father) drinks tea or coffee.) Хлбпець ьгбв. (The boy fell.) 113. хлопець ловить рибу. 114. (The boy is catching fish.)

NOTE: For Part III above, Cluster 4, the student responses should be marked as indicated. If the response is completely correct mark an A on the student answer sheet and if the response is partially correct or incorrect mark a B.

CLUSTER 5: Writing - responding to picture

When the students have finished question 1.4, say:

Now we are going to look at some pictures. I am going to ask you where the animals, objects, or persons are. Let us look at Sample Y.

Sample Y: Check that all students and on the correct page. (Picture one)

Then say:

Look at the picture.

Но улбиець силить?

(Where is the boy sitting?)

Fill in the blank with the correct word that tells where the boy is sitting.

Pause for pupils to write the correct preposition in the sample blank provided in the student's test booklet. Write the correct preposition on the chalkboard.

Хобиець сидить ванні у

Then say:

Check that your answer is the same as mine. Now look at picture two in Sample Y.

_ДЭ пёсик?

(Where is the dog.)

Fill in the blank with the correct word that tells where the dog is.

Check that your answer is the same as mine. Now you are on your own. Look carefully by the next six pictures, questions 115 to 120, and write the correct world (preposition) in the blank in your test booklet.

115. де посим?Несик уд ліжку.

.116. Де м'я́ч? М'яч <u>ибь</u> крбслом.

117. до діти? Діти <u>у</u> воді. 4

118. - 3 ким дитина? Дитина з мамою.

119. Куди баба йде?Баба йде до тколи.

120. До лерово? Дерево <u>коло</u> хатк. (Where is the dog?)
(The dog is <u>on</u> the bed.)

(Where is the ball?)
(The ball is under the chair.)

(there are the children?)
(The children are <u>in</u> the water.)

(Who is the baby with?)
(The baby is with mother.)

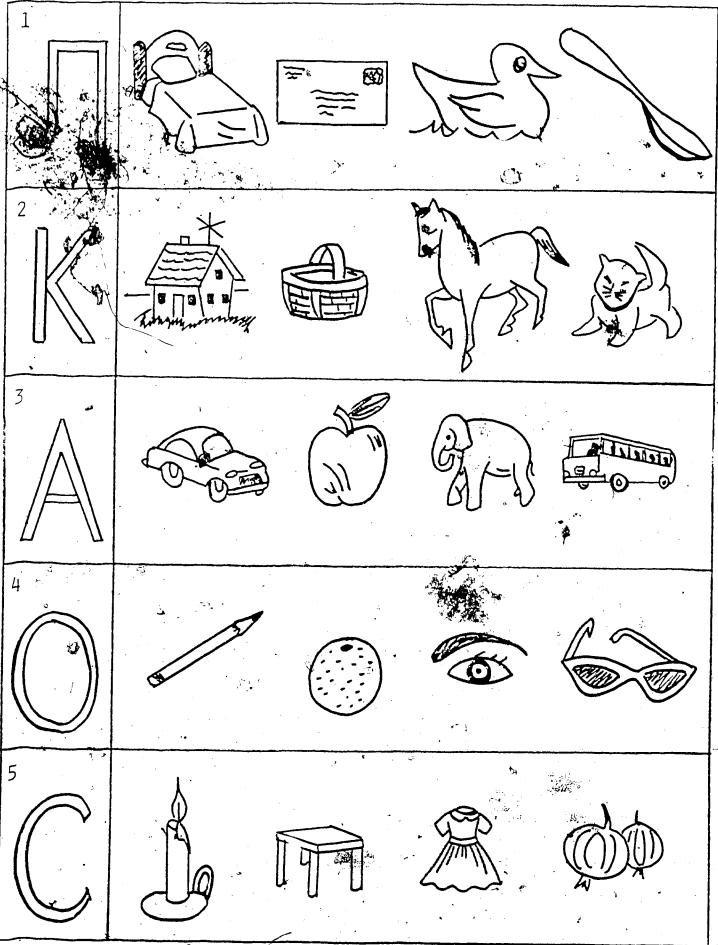
(Where is Grandma going?)
(Grandma is going to school.)

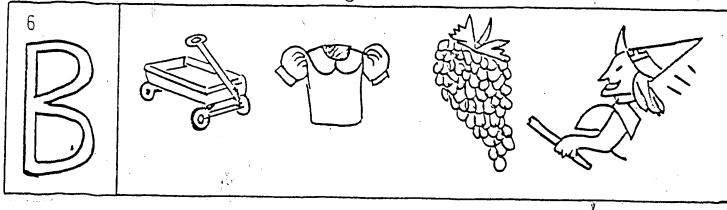
(Where is the tree?)
(The tree is near the house.)

NOTE: For Part VII, Cluster 5, if the student has writer the correct preposition in his test booklet mark A on the answer sheet. Fark B for an incorrect preposition or a misspelled preposition.

UKRAINIAN GRADE THREE SURVEY TEST PART I

. Name				
Sçho	01:		_ Room	
CLUSTER 1: R	eading Readiness - beginning	sounds		
Look at pictures	the row of pictures nex that begin with the le	t to the Ukrainian	: letter. Circ	cle the
e de la				W -
	THE THE PARTY OF T		En Trive	
SAMPLE B		\$		

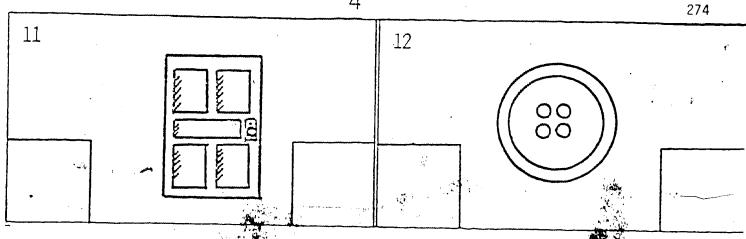




CLUSTER 2: Beginning sounds and ending sounds

Write in the boxes the BEGINNING Ukrainian sound and the ENDING Ukrainian sound of each object shown.

SAMPLE C Beginning Common Ending	SAMPLE D Beginning Ending
7	8
9	10



CLUSTER 3: Silent Reading

Read each story and then answer the questions. Pick the answer to the question by underlining the correct answer.

SAMPLE STORY

Котик і песик

готик п'є молоко. Песик не п'є молока. Песик не любить молока.

SAMPLE E

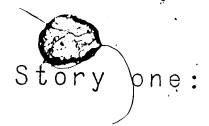
Ито не любить молока?

- А. кблик
- песик
- курча C.
- телятко

SAMPLE F

Хто п' б молокб?

- котик
- песик
- курча
- Tenarkò.



Зелена Жба

Роман ішов до школи. Він побачив зелену жабу і хотів зловити її, але жаба втікла.

- 13. Куди Роман ішов?
 - А. до церкви
 - В. до школи
 - С. спати
- 14. По він побачив?
 - A. xády
 - В. зайчика
 - С. м яча
- 15. Пр жаба зробила?
 - А. сіла
 - В. втікла
 - С. Вспала

276

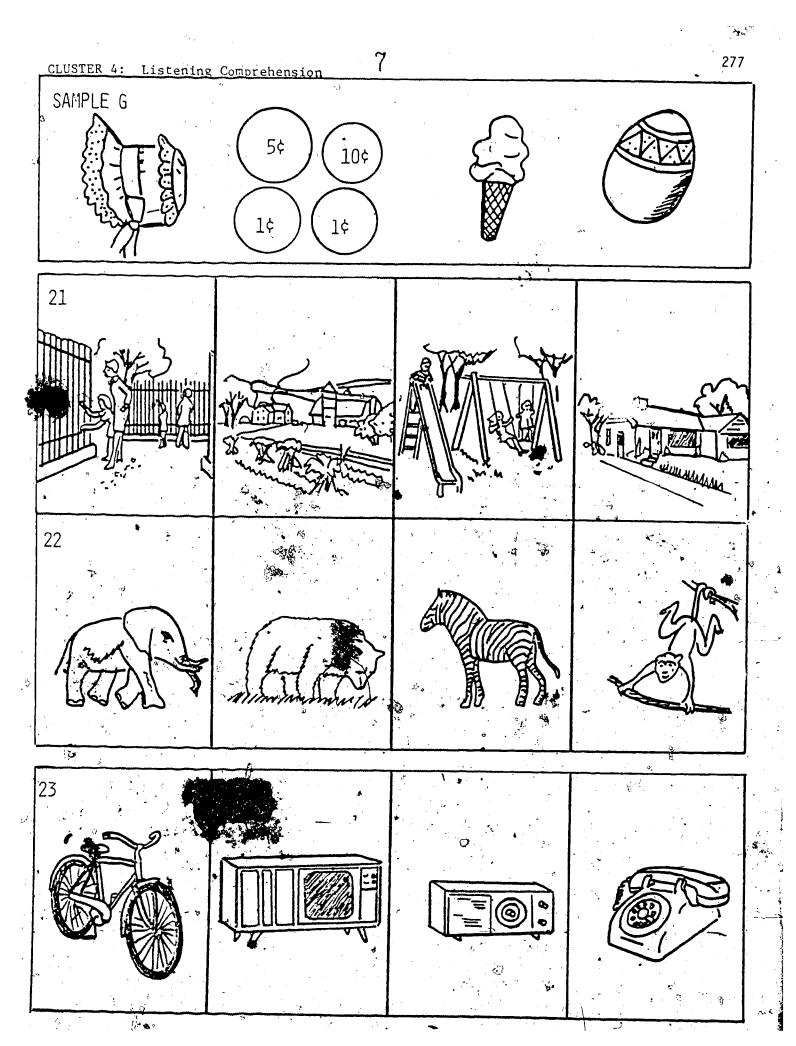
Story two:

Зайчики в лісі

В лісі зима. Багато снігу впало. Там білі зайчики бігають по снігу. Дерева покриті снігом.

- 16. Де багато снігу впало?
 - А. в школі
 - 😘 в xári
 - зайчика
 - в. в лісі
- 17 Хто є в лісі?
 - А. пёсик
 - В. хлбпчик
 - С. зайчики
 - D. вивірка
- 18... Які дайчики є в лісі?
 - А. білі зайчики
 - В. чбрні зайчаки
 - С. бронзові зайчики
 - D. cîpi зайчики

- 19. Яка то пора року?
 - A. Alro
 - В. весна
 - С. зима
 - р. бсінь
- 20. Чим дерева покриті?
 - А. водбю
 - В. снігом
 - С. листями
 - D. пташками.



	. ·	278
24		
25		
SAMPLE H		
А. зайчик	В. корбва С.	жа́ба
26. А. школа	В. цбрква С.	*
27. А. чобіт	В, писанка С.	cHir
28. A. Hic	B. oui C.	руки
29. А. олбнь	В. ка́чка С.	мишка
30. А. жира́фа	В. черепаха С.	кі́нь

UKRAINIAN GRADE THREE SURVEY TEST PART II - INDIVIDUALLY ADMINISTERED

CLUSTER 5: Oral Reading

Story one:

Дивись, там дівчина!
Вона має забавки!
Чи вона йде додому?
А там хата!
У хаті дід і баба.

Story two:

Дивись, а тут хлонець. Він мас візок. Там забавки. Там літак і м'яч. Хлонець іде додому.

UKRAINIAN GRADE THREE SURVEY TEST PART II

Name _			·
School		· · · · · · · · · · · · · · · · · · ·	Room
CL HCTER (C			•
CLUSTER 6: Sequer	icing		
SAMPLE, Î '			
<u></u>	Леся дістала суконку.		· · ·
-	Ма́ма поїхала до крамниці.		
	Ма́ма купи́ла суко́нку.	<i>t</i>	
SAMPLE J			
· · · · · · · · · · · · · · · · · · ·	Ми їхали автобусом.		
·	Ми пішли до зоспарку.	.	
·	Ми бачили мавпу.		
51.	Я одягаюся.	•	
	Я йду́ до це́ркви. Ч	• .	•
	Я встаю.	1 .:	, ,

52.	·	Мама виробляє паску.
		Ма́ма пече́ па́ску.
		Ма́ма мі́сить ті́сто.
53.		Я читаю.
·		Я йду́ до шко́ли.
		Я сідаю в клясі.
54.		Ли́стя па́дає.
		Діти загрібають листя.
	·	ECTA MÓBTIE.
55.		Діти роблять снігову бабу.
	-	Сніг падає.
	*	Діти зробили бабі ніс з моркви.
56.		Я чи́ту зу́би.
•	·	Я йду́ до лі́жа.
		Я їм вечеру.

CLUSTER 7: Synonyms

SAMPLE K Ялинка дуже красна.

- А. зелена
- B. rápha 0
- С. висока
- 57. Moя <u>хата</u> гарна.
 - А. візок
 - В. дім
 - С. сорочка
- 58. Надворі холодно.
 - А. тепло
 - В. тихо
 - С. зймно
- 59. Ле э, біжи <u>швидко!</u>
 - А. скоро
 - В. сюди
 - C. Tam
- 60. Мурко спокійний котик.
 - А. чорний
 - В. великий
 - С. тихий

CLUSTER	7:	Opposites
---------	----	-----------

SAMPLE L Моє́ крі́сло мале́,	а ліжко
А. повне В. добре С. велике	
61. Ле́ся <u>весе́ла</u> , а Оле́нка _	
A. ра́да В. висо́ка С. сумна́	
62. Взимі хо́лодно, а влі́ті	•
А. гарно В. те́пло С. шви́дко	
63. Сірко <u>чистий</u> , а Мурко	•
64. Мої чоботи <u>мокрі</u> , а руки А. брудні В. сухі, С. великі	•

CLUSTER 7: Same or different

SAMPLE M Мишка мала. Вона невелина.

- А. таке саме
- в. інакше

SAMPLE N Моя сорочка біла. Мої черевяки чорні.

- А. таке саме
- в. інакше
- 65. Цукор солбдкий. Цитрина квасна.
 - А. таке саме
 - В. інакше,
- 66. Я живу близько. Мені до школи недалеко.
 - А. таке саме
 - В. інакше
- 67. Ця склянка <u>позна</u>. Це горнятко <u>порожне</u>.
 - А. таке саме
 - в. інакше
- 68. Звізда на небі. Ясна зірка світить.
 - А. таке саме
 - B. inakwe -

CLUSTER 8: Prepositions and pronouns

SAMPLE 0

Дівчина іде



- А. перед песиком
- в. за песиком
- С. коло песяка

69.



Песик

- А. під коробкою
- В. у коробці
- С. коло коробки

70.



Дівчина

- А. коло ліжка
- в. під ліжком
- с. на ліжку

71.



Він

- А. Коло води
- в. у воді
- С. на воді

· ·		.16 .				286
SAMPLE P	уркб п'є молокб. А. Вонб В. Ві́н С. Вона́	,	о́і́ле й те́	Япле: ~	,	
SAMPLE Q C	ленка мас ля́льку.	\$ 45	_ га́рна ля́	і́лька, ка́же ()ле́нка.	•
•	А. Воно́ В. Ві́н С. Вона́					
A. Bir B. Bor	á	·	бу́де ба́зи	итися м'ячем	• • • •	
73. Я ма́ю бі • А. Я	лу ша́пку. Чи	маб	ш шапку?	8	×	•
В. ти С. вон	16	-	1		•	
SAMPLE R J	е́ся йде́ до крамни́ А. цукбрки̂ В. Ле́ся С. крамни́ця	ці. <u>Вона́</u> к	ўпить цуко 	брки.	1	. 90.
A. BOF	<u>Петро́</u> хо́чуть і́хат	и до дбму,	а Оле́нка н	не хоче їхаті	л.	حسن
В. він	•.		•			

CLUSTER 9: Silent Reading - details

SAMPLE 5 Жаба зелёна. Жаба скаче сюди. Вона скаче туди. Вона скаче у воду. Мурко хоче ловити жабу.

- 1. Яка жаба?
 - А. зелена
 - в. хвора
 - с. √вода́
- 2. Хто скаче?
 - А. Мурко
 - В. зелена
 - с. жаба

Story one: Тара́с і Оле́нка пішли до крамниці. Тре́ба купити молока́. Тре́ба купити хлі́ба й ма́сла. Оле́нка хо́че моро́зива.

75. Куди діти пішли?

- А. до школи
- В. до крамниці
- С. до дому
- .76. Чого Оленка хоче?
 - А. молока
 - В. морбзива
 - C. Maioa

3

Story two:

Петро побіг до дверей.

Він побачив тата.

Тато приніс йому котика. Котик був порний і білий.

77. Хто побіг до дверей?

- А. кбтик
- в. тато
- с. Петро

78. По тато приніс?

- А. двері.
- в. котика
- С. Петра

Story three:

Ма́ма в кухмі.

Мама пече коржики.

Оленка хоче їсти

Тут корживи, и молоко.

Вже можна ўсти.

79. Хто пече коржики?

- А. Мама
- в. Оленка
- С. молоко

80. Хто хоче їсти?

- A. Cipko
- В. Мама
- С. Оленка

CLUSTER 10: Silent Reading - main idea

SAMPLE T

У мене чорний ведмедик.
У нього великі, сині очі.
Я люблю ведмедика.
Мама купила його мені.

Main idea .

А. Сині бчі

В. Мій ведмедик

С. Моя мама

Story one: Учителька каже, "Час іти до бібліотеки".

Діти сідають і читають книжки.
Всё спокійно.

81. Main idea

, А. У вмивальні

в. У канцелярії ,

С. У бібліотеці

Story two: Ми хочемо їсти. Ма́ма ка́же, "Ми не бу́демо їсти в до́ма. Та́ту, їдьмо до мекдо́наліз.

Ку́пимо ку́рку, кукуру́дзу, ковба́ску з бу́лкою.

82. Main idea

- А. Кукурудза
- в. Час їсти
- С. В дома

Story three:

Дзвінок дзвонить. Діти одягаються. Вони беруть м'яч й скакалку. Зони граються на дворі.

83, Main idea 🔸

- A. Ді́ти в до́ма
- в. пере́рва
- С. Діти в класі

Story four:

Родина сідає до столу.

На столі́ індик, городина, й бвочі.
Тато дякує Богові за гарний урожай.

84. Main idea

- А. Різдво-
- в. Великдень
- С. День подяки

Story five:

Ось Листоноша. Він має торбу.

У тбрбі листи й журнали.

Може для мене є лист.

85. Main idea

- А. Пожёжник
- в. Дантист
- С. Листоноша

Story six:

Дідо й баба живуть на фармі. Давно дідо рубав ліс. Він орав волами. Баба помагала.

85. Main idea

- А. Праця
- в. Заба́ва
- c. Irpa

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UKRAINIAN GRADE THREE SURVEY TEST PART III

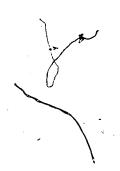
Name							····	
*		•			``	· ·		
School	· · · · · · · · · · · · · · · · · · ·				X ₃	_ Ro	o m	-
					?	e ^c	,	
CLUSTER 1: Writing	words and	phrases						
SAMPLE U ¿	•		•			•		
First Word	<u> </u>	· · · · · · · · · · · · · · · · · · ·						
Second Word	•			•	{			
37.		-		•			,	·
38	· · · · · · · · · · · · · · · · · · ·	_	•			<u></u>		
39		_	•	Ÿ.				
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SAMPLE V				,				,
First Phrase	·	·		··- · · · · · · · · · · · · · · · · · ·		છે	*:	-
Second Phrase				· · · · · · · · · · · · · · · · · · ·	·			-
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93.						
94.	•					
95.					,	
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		•				
CLUST	ER 2: Writing	sentences				
97.			·			·
98.				,		
99.			V			
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LOO.						

CILICTED	3: Writing - riddles - Who am I?
CLUSTER	J. Willing Fiddles who can I.
8AMPLI	Я білий. Я па́даю взимі́. Я є
103.	Мене уживають їсти зу́пу. Мене тримають у руці. Я є
	Тато уживає менё быти цвяхи. Я є
105.	Відьма їздить на мені. Я є
106.	Уже полудне. Я голодна. Час істи
107.	Я маю чотири ноги. Я маю дуже довгу шию. Я їм листя на деревах. Я є
108.	Я зроблена з паперу.

Діти мене читають.

Я є ______.



CLUSTER 4: Writing - nouns and verbs

	Picture one:
	What is happening in the pictur
	and procur
	•
	Picture two:
	What is happening in the picture
	mad to happening in the picture
•	
	,
-	
-	
, V	What is happening in the picture
	i i i i i i i i i i i i i i i i i i i
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110.	What is happening in the picture?	
111.	What is happening in the picture?	
112.	What is hap ig in the picture?	
	•	
	•	
·		
113.	What is happening in the picture?	Ma
•		
•		
-		

	·	27	•	.297
- 114, Wha	t is happening in the p	oicture?		
 ;	,			
	-			•
				4
-			~~~	•
		<i>:</i>	1 (4)	• .
CLUSTER 5:	Writing - responding to pi	icture ,	,	
SAMPLE Y	Picture one:		•	
\mathcal{J}	Хлбпець сидить	ванні.,		
	• • • • • • • • • • • • • • • • • • •			
• ·				÷
: : :	Picture two:		· · · · · · · · · · · · · · · · · · ·	
	Пёсик дівчиною.			
	песик дівчиною.	•	25/2	
	,		WING L	
115.	•			
	Песик ліжку.		A SA	₹
	JIIMNY •	r.		

116.

М'яч кріслом.

[] -

117.

Діти ____ воді.

9



118.

Дитина мамою.

мамою.



119.

Баба йде ____ школи.



120.

Дерево ____-хати.

WANTED TO THE TOTAL PROPERTY OF THE PARTY OF

UKRAINIAN GRADE THREE SURVEY TEST PART IV - INDIVIDUALLY ADMINISTERED

CLUSTER 6: Oral Response using Picture Stimulus

APPENDIX F

PEARSON CORRELATIONS OF TEST SCORE RESULTS

Correlation Table for Experimental Group . Stream 1, Grade Three

1ng Pre 10 () () () () () () () () () (11 .	2	en en	4	5	9	7
0.412 0.477 0.392 0.124 ° 0.774 0.584 0.571 0.292 1.000 0.452 0.410 0.181 0.452 1.000 0.612 0.285 0.410 0.612 1.000 0.590 0.181 0.285 0.590 1.000 0.237 0.389 0.708 0.747		Gates Vocabulary	Gates Comprehension	SRA	Spelling	Ukrainian Pre Test	Ukrainian Post Test
° 0.774 0.584 0.571 0.292 1.000 0.452 0.410 0.181 0.452 1.000 0.612 0.285 0.410 0.612 1.000 0.590 0.181 0.285 0.590 1.000 0.237 0.389 0.708 0.747		0.526	0.412	0.477	0.392	0.124	0.323
1.000 0.452 0.410 0.181 0.452 1.000 0.612 0.285 0.410 0.612 1.000 0.590 0.181 0.285 0.590 1.000 0.237 0.389 0.708 0.747		1.000	0.774	0.584	0.571	0.292	0.407
0.452 1.000 0.612 0.285 0.410 0.612 1.000 0.590 0.181 0.285 0.590 1.000 0.237 0.389 0.708 0.747		0.774	1.000	0.452	0.410	0.181	0.237
0.410 0.612 1.000 0.590 0.181 0.285 0.590 1.000 0.237 0.389 0.708 0.747		0.584	0.452	1.000	0.612	0.285	0.389
0.181 0.285 0.590 1.000 0.237 0.389 0.708 0.747		0.571	0.410	0.612	1.000	0.590	0.708
0.237 0.389 0.708 0.747		0.292	0.181	0.285	0.590	1.000	.0.747
		0.407	0.237	0.389	0.708	0.747	1.000

Correlation Table for Experimental Group Stream 2, Grade Two

	1						
	_	2	3	4	ည	6	7 neinien
	PMA	bates Vocabulary	od tes Comprehension	SRA	Spelling	Pre Test	Post Test
_	1.000	0.618	0,513	0.390		-0.050	0.061
2	0.618	1,000	0.779	879.0	0.502	0.079	0.307
က	0.513	0.779	1.000	0.615	0.479	0.035	0.410
4	0.390	0.678	0.615	. 1.000	0.431	0.071	0.245
വ	0.335	0.502	0.479	0.431	1.000	0.185	0.357
9	-0.050	0.079	0.035	0.071	0.185	1.000	0.585
7	0.061	0.307	0.410	0.245	0.357	0.585	1.000

Correlation Table for Experimental Group Stream 3, Grade One

		. 2	۳ :	7	ر د د	9
	РМА	uates Vocabulary	Gates Comprehension	SRA	Ukrainian Pre Test	Ukrainian Post Test
	1.000	0.525	0.615	0.211	0.244	-0.067
•	0.525	1.000	0.805	0.342	0.081	0.020
	0.615	0.805	1.000	0.184	0.105	-0.142
	0.211	0.342	0.184	1.000	0.027	0.112
	0.244	0.081	0,105	0.027	1.000	0.547
9	-0.067	0.020	-0.142	0.112	0.547	1.000

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Correlation Table for Control Group Stream 1, Grade Three

	1	2	3	4	5
	PMA	Gates Vocabulary	Gates Comprehension	SRA	. Spelling
1	1.000	0.483	0.486	0.346 •	0.207
2	0.483	1.000	0.788	0.559	0.611
3	0.486	0.788	1.000	0.493	0.650
4	0.346	0.559	0.493	1.000	0.296
5	0.207	0.611	0.650	0.296	1.000

Correlation Table for Control Group Stream 2, Grade Two

	PMA	2 Gates Vocabulary	3 Gates Comprehension	4 SRA	5 Spelling
1	1.000	0.613	0.560		0.492
2	0.613	1.000	0.791	0.680	0.619
3	0.560	0.791	1.000	0.651	0.674
4	0.636	0.680	0.651	1.000	0.718
5	0.492	0.619	0.674	0.718	1.000

Correlation Table for Control Group Stream 3, Grade One

	1	2	3	4
	PMA	Gates Vocabulary	Gates Comprehension	SRA
1	1.000	0.322	0.353	0.332
2	0.322	1.000	0.868	0.450
3	0.353	0.868	1.000	0.531
4	0.332	0.450	0.531	1.000