

**HUTTERITE EDUCATION:  
TEACHER PERCEPTIONS  
OF  
STUDENT PERFORMANCE**

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## ABSTRACT

The unique experience of being a public school teacher on a Hutterite colony has proven problematic for various reasons in the area of student evaluation. Hutterite student achievement as undertaken by Alberta Education shows a lack of understanding of how these children are performing academically and pays little heed to the perceptions, opinions and experiences of the English teachers in colony schools. There is a fundamental misunderstanding of the cultural and educational environment found on a Hutterite colony that makes typical student achievement practices suspect at best.

The first part of this project took the form of a survey of English teachers. These teacher perceptions of Hutterite student achievement were of children who were leaving school at the age 15. This survey was completed and analyzed in January, 1993. The second stage of the project was a test of graduating Hutterite students using the Wide Range Achievement Test, (WRAT-R), which helped to determine basic skills in reading, spelling, and arithmetic for all student groups. The third phase was to give evidence of the validity of the chosen research instrument for children in Alberta by administering the Wide Range Achievement Test to a similar sized group of regular classroom students who acted as a control group.

Recognized research methodology was used to compile and analyze the data. The analysis provided an opportunity to compare the achievement levels of Hutterite children at age fifteen with students of the same age in the regular

school system. The cultural and educational contexts in which the Hutterite students and their English teachers work were used to arrive at some understanding of why there was a difference in achievement results. Also, teacher perceptions of how Hutterite children were performing academically were compared with actual student performance. It was found that these teacher perceptions were supported by the data collected in this study.

Other findings support the contention that Hutterite children in the province of Alberta are technically English-as-a-Second-Language students. Accordingly, they should not be required to write Alberta Education achievement exams because the Hutterite educational context requires a specialized curriculum. However, they should be tested for achievement on such a revised curriculum. Also, this research provides evidence that Hutterite children are unable to achieve at the grade level in which they are registered. Finally, this study shows that there is a close relationship between Hutterite achievement on the WRAT-R and Hutterite English teachers' informal assessments of Hutterite student performance.

The Hutterite people in Alberta and in other parts of the world have a unique culture. The author believes that no one person or group has the right to make changes for another culture unless that culture perceives a need for change. Hutterite people have survived nearly 500 years as a communal culture partially because of their abhorrence of great changes. This paper does provide sound data and ideas for providing a quality education for Hutterite children that offers due recognition to the cultural

context and the other conditions that place constraints on teaching and learning within such a system.

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CHAPTER I  
THE PROBLEM  
INTRODUCTION

Teaching on a Hutterite colony English school in the Province of Alberta requires special understanding of a unique culture. To succeed in such circumstances teachers must be able to determine what this thing called 'Hutterite teaching' is and to arrive at its meaningful essence. To do so, they need factual information about the performance and abilities of students which then provides the basis for establishing reasonable learning goals. With specific goals in mind, teachers can determine what curriculum and teaching style should be in place to attain these goals. The major challenge that must be addressed is to make sense of the educational achievement of children on Hutterite colonies. How are they performing in relation to children on other colonies, or in regular schools? Can such comparisons be made with any sort of validity? What are the teacher perceptions of how these students are doing? Can Hutterite children adequately read, write, and achieve satisfactorily in mathematics for the needed purposes of their culture? In such isolation and with culturally different children, teachers rely heavily on their own perceptions of what learning is happening. It therefore becomes critical to test whether these perceptions are justifiable.

Why is this a critical and a necessary project? Recent school evaluations of Hutterite classrooms demonstrate a need for teachers found in this teaching

circumstance to be confident that their perceptions of student achievement are supportable. Outsiders, officials, and other decision makers generally lack the experience of teaching on a Hutterite colony. However, they are involved in the decision making process and control much of it. To be fair, input to this process should involve those people in the classroom whose expertise, combined with testable perceptions, should form the basis of the decision making process.

## RATIONALE

Very little is known about educational achievement standards found on Hutterite colonies in Alberta. Hutterite education is not a high priority issue except for those few teachers involved. Hutterites make every attempt to control their children's education as a tool of cultural retention. However, Alberta teachers are found on Hutterite colonies, are using the Alberta Curriculum, and are giving these children a basic education to the age of 15, when these children leave school. Generally, educational achievement levels for specific groupings of students, such as the Hutterites, are not culled for examination. Most achievement testing results are aggregated within the larger school system.

This study is designed to provide a realistic statement of school performance of Hutterite children as they leave the system at age 15. Hutterites believe that their children are receiving a Grade 9 education. Most educational authorities would be reluctant to state that this is not true for many reasons, the most obvious of

which is that it would be unacceptable to state otherwise without supporting achievement data. More importantly, Hutterite parents appear to be content with the performance of their children. Perhaps this could be based on past experiences or on a realistic assessment of the success of students in their particular colony, but it is equally possible that these parents are not given a true appraisal of their children's achievement in basic skills. Hutterite teachers have perceptions about how well they feel their students are doing, but are these perceptions defensible?

Testable standards that are established and agreed upon might make it possible to measure the effects of changing curriculum or teaching styles on achievement. This is not presently possible, yet measuring basic achievement of graduating Hutterite children is critical to setting a standard.

It is important for Hutterite people to be made aware of what their children are achieving in English school. This must be done with a degree of professionalism that necessarily requires the stating of measured achievement. The Hutterite people, with concrete information, could then be empowered to ask for changes in the education of their children if they so desired. Without pertinent information they are not able to make any such decision.

### DEFINITION OF TERMS

In considering teacher perceptions of performance and measured performance, a differentiation between perceptions and performance must be made. In this instance, perception is used to denote the power of perceiving performance based

on past experience and knowledge. A teacher who perceives the achievement levels of his students, does so using various techniques. Past examination results, present classroom performance, and comparisons with other students are often used in perceiving performance. Performance in this study relates to measured outcomes using an objective tool, whereas perceptions do use objectivity and combine this with subjective criteria. Perception data is to be collected using survey research of teachers which "involves asking the same set of questions, prepared in the form of a written questionnaire" (Fraenkel & Wallen, 1993, p. 10). This will take the form of a random sample in which "each and every member of the population has an equal and independent chance of being selected" (Fraenkel & Wallen, 1993, p.82). The population will consist of Hutterite teachers in the County of Lethbridge No. 26, the County of Warner, and the Willow Creek School District.

In this study, student performance will be measured objectively using an achievement test. Fraenkel and Wallen (1993) define "achievement" as ability, and tests measure an individual's knowledge or skill in a given area or subject" (p. 114). These tests are used to measure the learning that has happened and can be used to judge the effectiveness of the teaching in the classroom. The Wide Range Achievement Test - Revised (WRAT-R) is a psychometric instrument which accurately measures "three basic academic codes with age norms for a representative sample of individuals from all sections of North American classrooms" (Jastak, 1978, p. 1) Psychometric instruments are "tests of psychological measurement using statistical and mathematical formulae and methods" (Gage, 1979, p.

907). Such tests objectively measure performance and use correlative processes in comparing results.

Basic skills in this context refers to performance in reading, spelling, and mathematics. Jastak (1978) defines them as the following:

Reading: recognizing and naming letters and pronouncing words out of context.

Spelling: copying marks resembling letters, writing the name, and writing single words to dictation.

Arithmetic: counting, reading number symbols, solving oral problems, and performing written computations. (p. 1)

Hutterites in this study, refers to members of the Hutterian Brethren found in the County of Lethbridge No. 26 who are presently enrolled in a Grade 9 Hutterite classroom. These students are both male and female and are of the Dariusleut and Lehrerleut sects of Hutterites.

Hutterite English teachers are described as qualified teachers, certified members of the Alberta Teachers' Association, and are presently teaching on Hutterite colonies. Specifically, these teachers whose perceptions will be used are teaching on Hutterite colonies in the County of Lethbridge No. 26, the County of Warner, and the Willow Creek School Division. These teachers presently have Grade 9 students in their school and are teaching the Alberta Education curriculum as mandated.

## LIMITATIONS OF THE STUDY

The writer acknowledges the following limitations inherent in this study. The use of a Wide Range Achievement Test (WRAT-R) is problematic in that the test authors "report that their data are in no way restricted to any economic, intellectual, or racial populations" (Saigh, 1978, p. 1365). The problem is that no evidence is provided for the reliability of test data with minority groups. To counter the potential effects of this problem, a control group of local students in the regular system was used.

More problematic in this study is the use of a relatively small sample. In this instance the numbers are 22 teachers and 22 students. Logistics precluded the administration of the test and the survey at the same time for both groups. It would be questionable whether the results of the study could be applied to the larger Alberta educational scene, though recommendations are a possibility. The use of achievement test scores from such a small sample as single indicators of intellectual ability therefore is limiting.

There are two distinct sects of Hutterites in Alberta, the Dariusleut and Lehrerleut sects. Also, in some school jurisdictions, Hutterite students are taught through Alberta Education correspondence courses at the junior high school level. These differences are not accounted for in this study. However, it is the verification of teacher perceptions that is the purpose of the study.

The use of a teacher survey to ascertain the perceived achievement levels of Hutterite children is limited in the

sense of knowing the dependability and honesty of the respondents. This is not measurable. Respondents may have interpreted the questions differently. Wording of the survey questions may have prejudiced the validity of the answers. It appears that the validity of the results of the teacher survey must be taken in this light.

The most important limitation of this study is that the teachers' perceptions could be based on a multitude of factors. These factors are not identified. Years of experience in the classroom are identified in this study, and at this point are the only documented credibility factor. It must be emphasized that this is only initial research, to be seen as a beginning point only. The study asks the question WHAT are the perceptions and not WHY these perception were made. The study will reveal WHAT are achievement results of Hutterite children on the WRAT-R but it will not show reasons as to WHY they performed as they did. Both of these questions are relevant for further research.

### ASSUMPTIONS

There are several assumptions that underlie this study. These assumptions are that the groups involved in the study have answered the test and survey questions to the best of their abilities given the materials used. It is therefore assumed that the results of this study reflect a true picture of Hutterite teachers' perception about student achievement and that the test results of the WRAT-R, as written by these students will, in fact, support these teacher perceptions.

## CHAPTER SUMMARY

According to the Lethbridge Herald of February 8, 1994, the numbers of Hutterite colony schools in Southern Alberta are as follows:

TABLE 1

SCHOOL JURISDICTION	NUMBER OF HUTTERITE SCHOOLS
County of Lethbridge No.26	6 Hutterite schools
County of Vulcan	7 Hutterite schools
Taber School Division	3 Hutterite schools
County of Forty Mile	8 Hutterite schools
County of Warner	10 Hutterite schools
Cardston School Division	11 Hutterite schools
Willow Creek School Division	6 Hutterite schools
<b>TOTALS:</b>	<b>51 Hutterite Schools</b>

(p. A-5)

With the amalgamation of various school boards and jurisdictions in Southern Alberta a distinct possibility, the question of how education is delivered in such a large number of Alberta schools must be raised. Professional practises of teachers on colony schools can best be improved and are most likely to meet student needs if teachers have appropriate feedback on student achievement. The failure of Alberta Education to provide this feedback



has necessitated independent analysis to provide, at this juncture, a bench mark of Hutterite student academic achievement. More importantly, the professional educators teaching on Hutterite colonies must be given the reassurance that their perceptions of student achievement are verifiable. If this is done, the general public, Hutterites, the Government of Alberta, and Alberta Education can be reasonably assured that the educational environment at Hutterite schools is worthwhile.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### INTRODUCTION

The following review of the literature concerning the measurement of teacher perceptions and measured student achievement can be divided into several sections. These are:

1. Assessment of basic skills and student achievement.
2. Assessment of basic skills for culturally different students.
3. Research on basic skills assessment instruments.
4. General basic skills as they pertain to Canadians.

#### ASSESSMENT OF BASIC SKILLS AND STUDENT ACHIEVEMENT

Assessment in education appears to be currently most widely used in formulating standards of achievement. Wiggins (1989) sees assessment and standards being used to help schools do the best job possible with students with particular emphasis on quality of student work. In this regard, quality is related to setting high standards on tests of performance. For example, a track athlete knows that a four minute mile is a reasonable standard; basic levels of achievement in our schools should be seen in this light.

Wiggins (1989) contends that having standards provides teachers, parents, and other interested groups with necessary information for guiding students towards certain

achievement standards. The author goes on to say that testing, and the criteria in themselves provides standards to work from. In the Hutterite context, such assessment of basic achievement would provide a bench mark which could then be used as a beginning process for providing the best education for these students.

Wigdor (1982) provides an historical accounting of ability testing from the 1900's to present times. He points out that ability tests and assessments of students can exclude as well as include. What he is saying is that this process can restrict opportunity. In the Hutterite context, a teacher may interpret achievement exam results for Hutterite children and then only teach to this level, never really motivating for something greater. Establishing that Hutterite children, at best, will only achieve to a Grade 6 level in basic skills could become in itself a self-fulfilling prophesy.

The use of achievement exams has gone through periods when such testing appeared to show racial inferiority and may have been used to establish educational opportunities and job prospects. However, it appears that after World War II, such testing was used more regularly to search for some standards of ability. The 'American Dream' was that all citizens should have the opportunity to use their talents to the fullest. Achievement testing was affected by these times and what has emerged is that any test must be appropriate and valid. The results, if used in remedial situations, must reflect the educational needs of the child. Any other uses should have as a criterion the intended use of the results.

Any assessment of student achievement should be authentic. Valencia (1990) proposes that any evaluative statement should "assess what we have defined and value and should be trustworthy; it should have clearly established procedures for gathering information" (p. 60). Valencia (1990) approaches the problem of assessment by stating that testing should hold students accountable for their achievement. Furthermore, traditional achievement tests should be combined with publishers' models, and teacher perceptions for an authentic level of achievement need to be stated.

Building from this idea, Valencia (1990) proceeds to show that for assessment to be authentic, it must also be trustworthy. One means of showing trustworthiness of evaluation is the use of statistical information. For Hutterite teachers' perceptions of student achievement to be seen as authentic and trustworthy, requires an evaluative process that should incorporate achievement testing. However, Alberta Education achievement exams are not suitable because they do not test basic skills development for a culturally different group such as the Hutterites. They become a meaningless activity and are irrelevant for Hutterite children and teachers.

### ASSESSMENT FOR TESTING OF CULTURALLY DIFFERENT STUDENTS

Testing of a culturally different group of students such as the Hutterites poses a unique set of questions. The dimension of culture can skew results. How will this

cultural dimension affect the results? If the data is established as authentic and trustworthy, then what is the achievement test data to be used for in the Hutterite context? This concern is found in the initial rationale of the study. English teachers on Hutterite colonies must be empowered to perceive, with confidence, the educational achievement in basic skills for their students. This information can then be reported to the parents, students, and school jurisdictions.

Wiggins (1989) proposes that for any assessment to be effective in a culturally different context it must be judged "using authentic standards based on student work rather than from 'secure' one shot tests" (p. 45). However, he does point out that it is essential that all students be judged against the same standards of performance. In the Hutterite context, the logistical problems inherent in teaching in an isolated situation makes some type of standardized basic achievement test desirable to achieve some similarity in standards of performance throughout all colony schools.

Jacob & Jordan (1987), in their research, found that students whose cultural and linguistic backgrounds are different from the dominant society often do not have the same educational opportunities as those members of the majority culture. Minority group performances on any testing for the larger, dominant society, generally are deviate from established standards. Some culturally different groups, such as those from Pacific Rim countries, often do better. Hutterite people who use language and lack of education as agents for preventing assimilation may

not do so well. Hutterite society is static but their use of technology is not. As their agricultural world keeps pace with the outside world, educational change (i.e., computer use) enables them to adapt to these changes. However, the static nature of Hutterite colonies is in conflict philosophically with profound change as we know it. The lack of a formal education past the Grade 9 level assists them in cultural retention which, in turn, enhances their appearance of being a static culture in the midst of an ever changing world.

Achievement testing for basic skills in a culturally different setting is problematic. At this point, such testing has not been studied in the Hutterite context so, to realistically, it is not possible to say what effects culture has on achievement standards.

### RESEARCH ON BASIC SKILLS ACHIEVEMENT TESTS

Academic achievement tests must be examined carefully to determine the match between the skills assessed and the skills taught in the school curriculum. This is a relevant issue as the curriculum used in a Hutterite school is different from mainstream schooling. The critical skills appear to be reading, spelling, and arithmetic in colony schools. These skills are of importance to Hutterite students, parents, and educators. Consequently, any evaluative instrument should be as culturally unbiased as possible and measure what is being taught.

Berdine & Meyer (1987) find that in evaluation of student performance of basic skills falls within three widely used tests. "The Peabody Individual Achievement

Test (PIAT), the Wide Range Achievement Tests (WRAT-R), and the Wood-Cock-Johnson Psychoeducational Battery, Part II are frequently used throughout North American schools in measuring basic skills" (p. 201). These tests are norm-referenced tests. What this means is that raw scores on the test can be easily converted to percentile ranks, grade scores, age scores, and standard scores.

In this study the WRAT-R is used as a standard evaluation instrument. This particular test is limited to basic reading, spelling, and arithmetic results. The test is easily administered and is widely used as a screening device in identifying learning problems and basic achievement in reading, spelling, and arithmetic. In the Hutterite context where educational experiences are limited, this appears to be legitimate test.

Jastak S. (1984) states in the WRAT-R manual:

The purpose of the WRAT-R is to measure the code which are needed to learn the basic skills of reading, spelling, and arithmetic. Standard scores and grade ratings are obtained in each of these three subtest areas which can be used to compare the achievement levels of one person to another from kindergarten age through adulthood. The WRAT-R is a valuable tool in the determination of learning ability or learning disability. (p. 1)

Comparing the WRAT-R with other wide range achievement tests shows that its acceptance within the educational field due to its quick administration and scoring make this test a reasonable choice for the purposes of this study.

## CANADIAN EDUCATIONAL LEVELS

Statistics Canada, in its most recent review of 1991, provides statistical information about educational levels and years of schooling for Canadians and, regionally, for Albertans. The statistics show that the number of people who complete Grade 9 has been increasing over the past five decades in Canada.

It would appear that a Grade 9 education has become a minimum standard both in Alberta and throughout Canada. There has been drastic reduction in the number of adults in this country with less than a Grade 9 education.



## CHAPTER SUMMARY

It is apparent from the literature review that assessment in education has a dominant role to play in the restructuring of education in Alberta. Assessment should adopt a form that uses teacher perceptions and achievement examination results, as well as criterion based assessment of student work within the curriculum. Adopting such a format within the education system, as it applies to Hutterite schools, would provide a bench mark for providing a quality education for these students.

Achievement testing of such a culturally different group as the Hutterites poses some difficulties. For many years Hutterite teachers have had to use Alberta Education achievement exams even though they test materials that are inappropriate in content and grade level. For data to be relevant it should be derived from an achievement examination such as the WRAT-R to provide relevant information to parents, students and educators on Hutterite colonies. Such a test identifies basic achievement in spelling, reading, and arithmetic. Such statistical data could provide for a more localized culturally relevant curriculum using materials that respond to the abilities of the students. Hutterite teachers presently do not possess this information.

Agreements between the Alberta government and the Hutterite Brethren in dealing with education were established in the 1950's. Statistics Canada studies reveal that education in Canada has changed considerably since then. Only a very small number of Canadian adults

presently have only a Grade 9 education. However, this is the case for virtually all Hutterite adults.

As previously stated, Hutterite people use the appearance of a static culture within an ever changing world as a tool of non-assimilation. However, agriculture has become a complex technological process requiring more than basic skills in reading, spelling, and arithmetic. Any changes in the structure of Hutterite education must be initiated by the people themselves. As a starting point, it would help them greatly if useful information on student achievement could be made available so that if change is desired, a basis upon which change is to happen will be present.

## CHAPTER III

### QUESTION

Do the perceptions of Hutterite English school teachers as to the basic levels of achievement for graduating Hutterite students (age 15) correlate with measured performance on basic skills achievement exams?

### HYPOTHESIS

The Null Hypothesis in this study states that there will be no significant difference between the measured performance on basic skills achievement exams and the perceptions of Hutterite English school teachers as to levels of achievement for graduating Hutterite students (age 15).

## CHAPTER IV

### RESEARCH DESIGN

#### GENERAL METHOD

This study comprises the use of two research methodologies. First, a questionnaire dealing with teachers' perceptions of Hutterite student achievement was administered. The second part of the study uses the Wide Range Achievement Test (WRAT-R) to ascertain actual student achievement. A control group of children within the regular school system was used to confirm the validity of the WRAT-R test.

#### RESEARCH POPULATION

The teacher perception survey was administered to Hutterite teachers in the County of Lethbridge No.26, the County of Warner, and Willow Creek School Division. This sample of Hutterite teachers from within Alberta represents Hutterite schools of the Dariusleut and Lehrerleut sect of Hutterites. The years of teaching experience, years of teaching on a Hutterite colony, and the teacher perceptions of student achievement in the subject areas of reading, spelling, and arithmetic were used in this study.

Administration of the WRAT-R was completed by using 22 students aged 14 to 15 on the six Hutterite schools in the County of Lethbridge No.26. The control group in the study was the Grade 9 class at Coalhurst High School in Coalhurst, Alberta. This sample was comprised of 29 students approximately 15 years old.

In all the above research populations, gender of the

respondents, school names and sect of Hutterite, were not used and were not considered in the results of this study. However, in the design of the research, the numbers of students and teachers questioned or tested were kept within similar size groupings.

## INSTRUMENTATION

### TEACHER SURVEY

It was felt that a questionnaire would be a suitable instrument to gather teacher information about achievement levels of Hutterite graduating students. The survey was organized to be short and yet informative. According to Ary, Jacobs, & Ravavieh (1979), "most surveys are basically inquires into the status quo. Typically they attempt to measure what exists without questioning why it exists" (p.279). Establishment of the 'status quo' is the purpose of this research and consequently a survey would appear to be a suitable research instrument. (See Appendix A p. 61)

Most teachers would have some idea of achievement for their graduating students based on their experience and performance of their students over a number of years and in various subjects. Based on experience by numerous Hutterite teachers it was felt that their grade 9 students functioned roughly at Grade 6 level. Based on judgements of these teachers, the survey was designed to show that student abilities in the course of studies for Grade 6, text materials being used, testing on these materials, and performance on applicable government achievement exams would verify these perceptions.

It is widely accepted that Hutterite teachers have a broad understanding of the curriculum expectations for grades one to nine based on their experiences in a Hutterite classroom. These teachers are generally exposed to these children over a number of years. This provides a built in credibility factor.

Borg, R & Gall, M. (1989) stated that creating an effective questionnaire survey involves the following steps:

1. defining goals
2. selecting a sample
3. writing suitable items
4. constructing the questionnaire
5. pretesting
6. preparing a letter of transmittal
7. sending out your questionnaire and followup

(p.432)

The context and content of the teacher survey was completed during several staff meetings of Hutterite English teachers in the County of Lethbridge No.26. The effects of teacher aides and relevance of homework were discussed. It was felt that these two topics were of interest to the teachers. Both teacher aides and homework were informational items that could realistically improve the effectiveness of classroom dynamics. The question dealing with teacher opinions and suggestions about improving the teaching learning environment acted as an open ended question. Teachers could feel free to comment on a broader set of perceptions about Hutterite teaching.

The pretesting portion of the survey was completed during a regular staff meeting of Hutterite teachers in the County of Lethbridge No.26. Such a pretest, according to Fraenkel & Wallen (1993), "can reveal ambiguities, poorly written questions, questions that are not understood, and unclear choices" (p.352). It was felt at this time that with several small modifications the survey design reflected the initial question - what are teacher perceptions of educational levels of graduating students? The modifications were made and the survey readministered to the Hutterite teachers in the County of Lethbridge No.26 school system.

To ensure that the questionnaire would be filled out, arrangements were made for the survey to be administered at Hutterite teaching staff meetings as they occurred in the County of Warner and Willow Creek School Division. The result were responses from all Hutterite teachers in the sample. An attached letter outlining the purpose of the study and its intended use was also included. (See Appendix A p. 61)

The survey questions began by asking respondents to provide data about the school name, number of students, and a question asking whether or not the students leave school at age 15. The next question ascertained the type of Hutterite sect. This information could be useful for further research to see if there are differences of perceptions by teachers dealing with the two sects of Hutterites.

Teacher data was obtained. Gender of the teacher, number of years in which the teacher has taught in total,

as well as the number of years that the individual teacher has taught on a Hutterite colony were established. These data provided credibility to the study by showing the respondents to have a great deal of experience in the teaching context both in regular schools and in Hutterite schools.

The next section dealt with curriculum data. Teacher opinions showed perceptions of academic achievement of Hutterite students who were presently completing school (approximately 15 years). For example, the teacher would be asked to rate grade level performance of these students by circling the grade level that students, on average, are performing at their school:

<u>Subject</u>	<u>Grade Level</u>
Mathematics	1 2 3 4 5 6 7 8 9 10 11 12
Reading Comprehension	1 2 3 4 5 6 7 8 9 10 11 12
Spelling	1 2 3 4 5 6 7 8 9 10 11 12

This format was used for the remainder of the survey, asking perceptions of student performance across the curriculum.

The last section of the survey established if the teachers had the use of teacher aides, when they are deemed necessary, their function, and whether such ancillary staff are perceived as increasing student performance. Two questions dealing with homework were included to find out if students are required to do homework and if homework improves academic performance. An open ended question asked the teacher for ideas that would be helpful in



improving achievement of Hutterite students. The results of many of the teacher responses might provide information for further research.

## STUDENT ACHIEVEMENT TEST

The administration of the WRAT-R achievement test took place during the first two weeks of December 1993 and the last two weeks of January 1994. Testing of students in the regular school system occurred in December and testing of students on Hutterite colonies was completed in January, 1994.

A regular Grade 9 class was selected to act as a reference group. It was questionable at this time if the WRAT-R test was appropriate. One way to show the reliability of the test was to use typical regular school students who were in the same school system and who were the same age as the comparison group. The testing was not completed to make comparisons between Hutterite children and a regular classroom. The intent was to ensure valid interpretation of the data.

To protect the anonymity of the students, no names or school names were on the test booklet. The only statistical information about the students was their birthday, year of birth, and gender. It was explained to the students why names were not to appear on the test booklets. The purpose of the test was to gain information about Grade 9 basic skills attainment for students in the Country of Lethbridge No.26. A letter of transmittal was forwarded to the parents in the case of regular school students asking permission to conduct the test. A similar

letter was forwarded to German teachers of the Hutterite schools involved in the study. Parental approval for conducting the testing with informed consent was respected. (See Appendix C p. 70))

The WRAT-R test was administered in three parts. Section one, dealing with Spelling is made up of increasingly more difficult spelling words to a maximum of 46 words. The total list of spelling words was administered to the whole class. The words were dictated, used in a sentence, then redictated. The procedure was the same for all sample groups.

The second part of the test was the arithmetic section. This test section is made up of 66 math questions. The content ranges from simple computational skills to logarithms and square root computation. Students were encouraged during this 10 minute testing segment to answer as many questions as possible.

The last section of the WRAT-R test is a word recognition or reading section. This is made up of 89 letter and word recognition items. The students were instructed to vocalize the test items until they had 10 incorrect responses in a row. Again, it was emphasized that the students were to attempt their best on these increasingly difficult words. (See Appendix B p. 64)

## SUMMARY

The teacher questionnaire survey was developed with the purpose of providing a measure of the 'status quo' of student achievement found in Hutterite school classrooms. It should be noted that for the purposes of this study only the teacher perceptions of student achievement for reading, spelling, and arithmetic were used. The other information could be of interest in further research.

The use of the WRAT-R as an achievement measurement device could be seen as problematic. There are numerous other research instruments available which perhaps could have provided more detailed information. However, as student names and school names were not used, more detailed information could not necessarily be put to some practical classroom use. This test and testing procedure was expedient. As well, it is a recognized research instrument and gives a reasonably clear picture of basic skills achievement of students. The normative scales are based on a large sample, and the testing of a regular classroom within the same school district for comparison purposes, appears to confirm that the test is generic and reliable.

## CHAPTER V

### ANALYSIS OF THE DATA

#### OVERVIEW

The purpose of this study was to compare the perceptions of Hutterite teachers with respect to student achievement with actual student achievement for basic skills as determined by testing. The content of this section consists of data analysis of the following: (a) the teacher survey (b) student achievement on the WRAT-R achievement test, and (c) data comparisons.

#### TEACHER SURVEY

The teacher survey section of the research was carried out using a sample of Hutterite teachers from the County of Lethbridge No.26, the County of Warner, and Willow Creek School Division. The number of the respondents was 22 (n=22). It should be noted that for the purposes of this study, which is the establishment of the 'status quo', the demographic nature of the sample was not used. Teacher ages, gender, and sect of Hutterite school were omitted. Such information was deemed irrelevant for the purpose of this research. However, the data could be of use for further study.

Figure 1 is a graphic presentation of the educational experience of the teachers in the sample. This graph shows that the sample group (n=22) has 200 years of combined experience in the Hutterite classroom. All but five of the respondents had regular classroom experience. This appears

to show that the respondents are experienced both as regular classroom teachers and as English teachers on Hutterite colony schools.

FIGURE 1  
Respondent Teaching Experience  
Overall

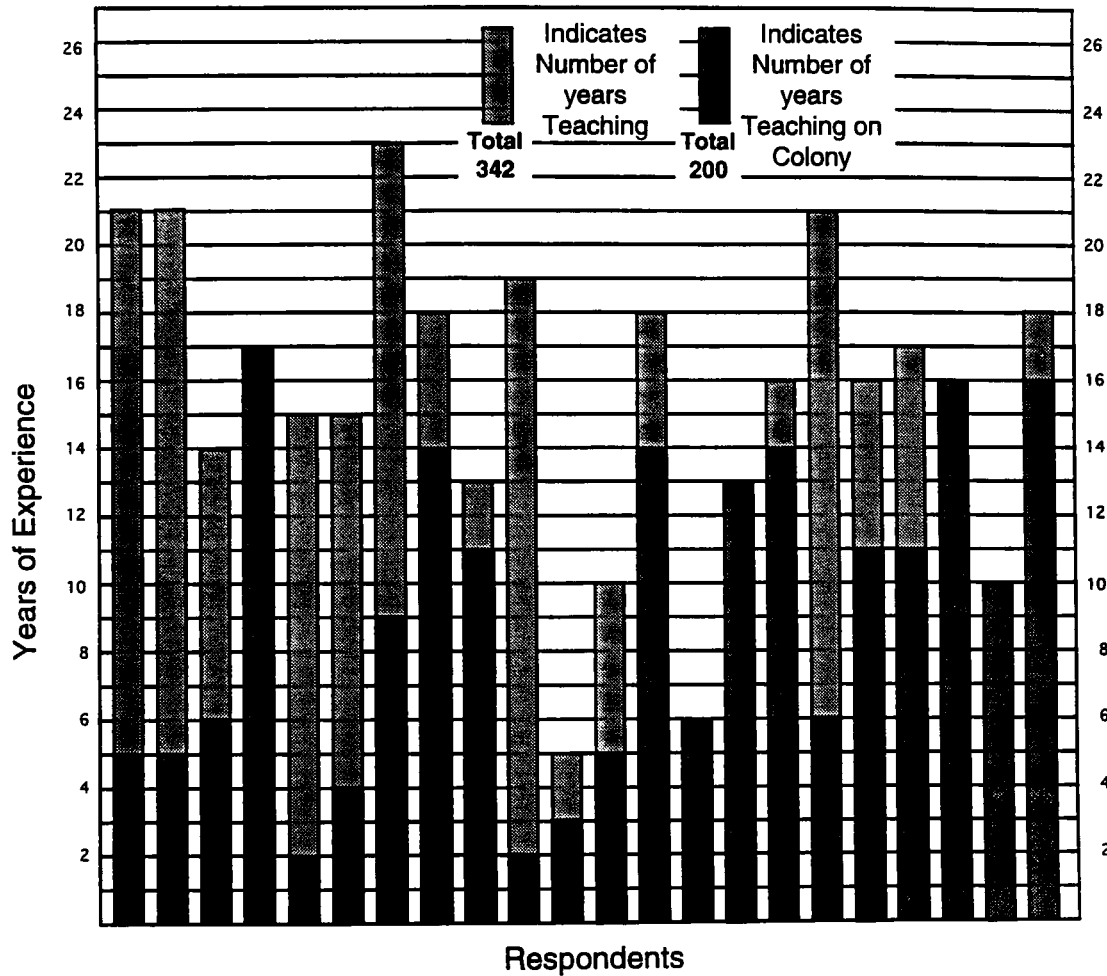


Table 2 outlines the grade achievement of Hutterite children when they leave school (age 15) as perceived by the Hutterite English teachers. The bottom figure is the tabulation of the mean or average grade achievement

according to these teachers.

The mode or most frequent grade score in the sample was Grade 6 for reading, spelling, and arithmetic. The median in the sample, which represents the midpoint of the distribution, was 6.75 for reading comprehension, 6.50 for spelling achievement, and 6.50 for arithmetic achievement.

TABLE 2

HUTTERITE TEACHER PERCEPTION OF STUDENT ACHIEVEMENT

TEACHER NUMBER	READING GRADE	SPELLING GRADE	MATH GRADE
1	6	7	7
2	6	7	8
3	8	9	9
4	7	8	7
5	6	6	8
6	5	6	6
7	6	6	6
8	6	7	6
9	7	8	7
10	5	6	7
11	5	6	6
12	5	6	7
13	9	7	8
14	6	6	6
15	6	9	6
16	7	8	6
17	6	7	6
18	5	7	5
19	5	4	5
20	5	6	6
21	5	6	7
22	5	5	6
<b>AVG</b>	<b>5.9545455</b>	<b>6.6818182</b>	<b>6.5909091</b>

It would appear from this data that Hutterite children who are leaving school are perceived by English teachers to be achieving at the Grade 6 to 7 level. The grade scores used for this research deal only with the basic skills of reading, spelling, and arithmetic. The experience by these teachers both in the regular and Hutterite context gives credibility to these perceptions. To question why these teachers observe student achievement at these levels is a complex issue in itself though their classroom experience would only enhance the reliability of their perceptions.

## STUDENT PERFORMANCE

Table 3 tabulates the performance of Grade 9 Hutterite children on the WRAT-R achievement test. The number in the sample was 22 (n=22) and comprised all Hutterite children registered in Hutterite schools in the County of Lethbridge No.26 at the Grade 9 level. Administration of the test was conducted according to a standardized testing format outlined in the WRAT-R manual.

The WRAT-R test is an age-normed test which means that individual students being tested can be compared with like aged groups of individuals. It is assumed that even though Hutterite children are German speaking, this would be not problematic in that these children by age fifteen are able to speak and understand English effectively. All attempts were made by the author to make the testing as consistent as possible.

TABLE 3

## HUTTERITE ACHIEVEMENT ON WRAT-R

St. No.	Sex	Yr/Mn	Raw Score Reading	Std/Sc	Percentile	Raw Score Spelling	Std/Sc	Percentile	Raw Score Arithmetic	Std/Sc	Percentile
1	M	14/2	43	81	10	11	66	1	26	94	34
2	M	14/10	45	83	13	24	90	25	29	86	18
3	F	15/0	39	45	5	24	90	25	29	86	18
4	M	14/11	37	74	4	14	73	4	25	80	9
5	F	15/0	32	67	1	10	65	1	24	77	6
6	F	14/11	32	67	1	12	69	2	26	83	13
7	M	14/4	41	125	95	24	77	6	29	91	27
8	M	15/1	27	60	0.8	15	75	5	17	57	0.5
9	F	14/2	33	69	2	17	79	8	22	71	3
10	F	14/8	40	78	7	18	81	10	19	63	1
11	M	14/2	26	59	0.7	12	69	2	25	80	9
12	F	14/11	38	75	5	18	81	10	30	94	34
13	F	14/4	33	69	2	21	86	18	27	85	16
14	M	14/11	52	95	37	31	105	63	34	105	63
15	F	14/2	37	74	4	10	65	1	25	80	9
16	F	15/0	52	95	37	25	94	34	23	74	4
17	F	14/8	27	60	0.8	9	64	1	21	68	2
18	M	14/10	65	113	81	27	98	45	24	77	6
19	F	14/11	44	84	14	19	83	13	26	83	13
20	F	14/4	40	78	7	22	88	21	21	68	2
21	M	14/10	26	96	39	11	67	1	20	66	1
22	M	15/1	37	74	4	17	79	8	26	83	13
Avg			38.454545	78.227	16.83182	17.772727	79.273	13.81818	24.909091	79.591	13.70455
GRD											
EQV			4E/5B			4E/5B			6B/6E		

There are three types of scores which can be derived by using the raw scores obtained by the student on the test. Each of these scores is relevant in interpreting the test data. As individual test data was not part of the



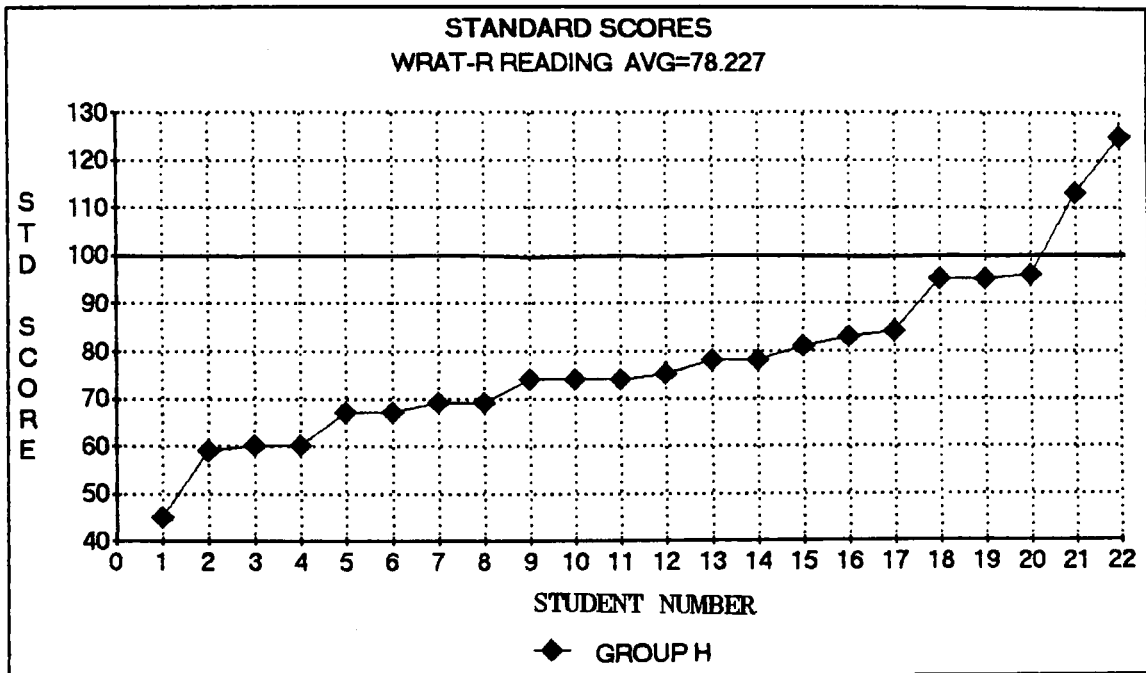
testing, the mean or average of the test performance in terms of raw score was used. The average raw score in reading for Hutterite children was 38.454545. The average raw score in spelling was 17.772727 and in arithmetic the mean raw score was 24.909091.

To make this data usable, these average raw scores were converted to standard scores, percentiles and grade equivalents using the Wide Range Achievement Test-Revised age norms, level two, ages 14-0 to 14-11. (see Appendix B) The raw scores, which are a simple compilation of how many correct or incorrect responses there are on the test, are ordinal in nature. What this means is that the information is ordered in some way but the difference between one raw score and another gives only a relative standing among individual students. This information, to be relevant and comparable, necessarily needs conversion to higher level data. Such data should be norm-referenced in terms of like groups. For comparisons sake, this is why the same test was administered to a similar sized regular classroom. Use of standard scores provides an interval scale that makes the distances between points on the scale equal. Using standard scores becomes more meaningful when comparing scores of Hutterite children with scores of regular school children.

According to Fraenkel & Wallen (1993), "the usefulness of derived scores is primarily in making individual raw scores meaningful to students, parents, teachers, and others - usually the best scores to use are standard scores, which are sometimes provided in instrument manuals." (p. 126) Such standard scores as used in this

research indicates how far a given raw score is from a reference point, which, in this case, is a standard score of 100 (std=100). For example, if the standard scores are graphed for Hutterite children (Group H) in reading, the graph appears as Figure 2:

FIGURE 2



To interpret this graph, a standard score of 100 (std=100) for children at the Grade 9 level, would mean that half the number of any tested sample should be above 100. The other half of the tested sample should be under a standard score of 100. Reading standard scores for Group H, 20 of the 22 students (n=22) fall below the standard score of 100. The average standard score is 78.227. Intervals using standard scores are in this instance 15 points. Therefore, the standard scores for Group H in

reading on the WRAT-R fall 1.4515 standard deviations below the median standard score of 100. It should be noted for this test segment that only 2 of the students from Group H are above the standard score of 100.

Graphic depiction of the results of Group H on the spelling section of the WRAT-R appear in Figure 3. This graph shows that for Group H in spelling, 21 of 22 students fall below the median standard score of 100. Only one student is above the median standard score of 100. With a group average standard score of 79.273, Group H's performance in the spelling section of the WRAT-R is 1.3818 standard deviations below the median standard score of 100.

FIGURE 3

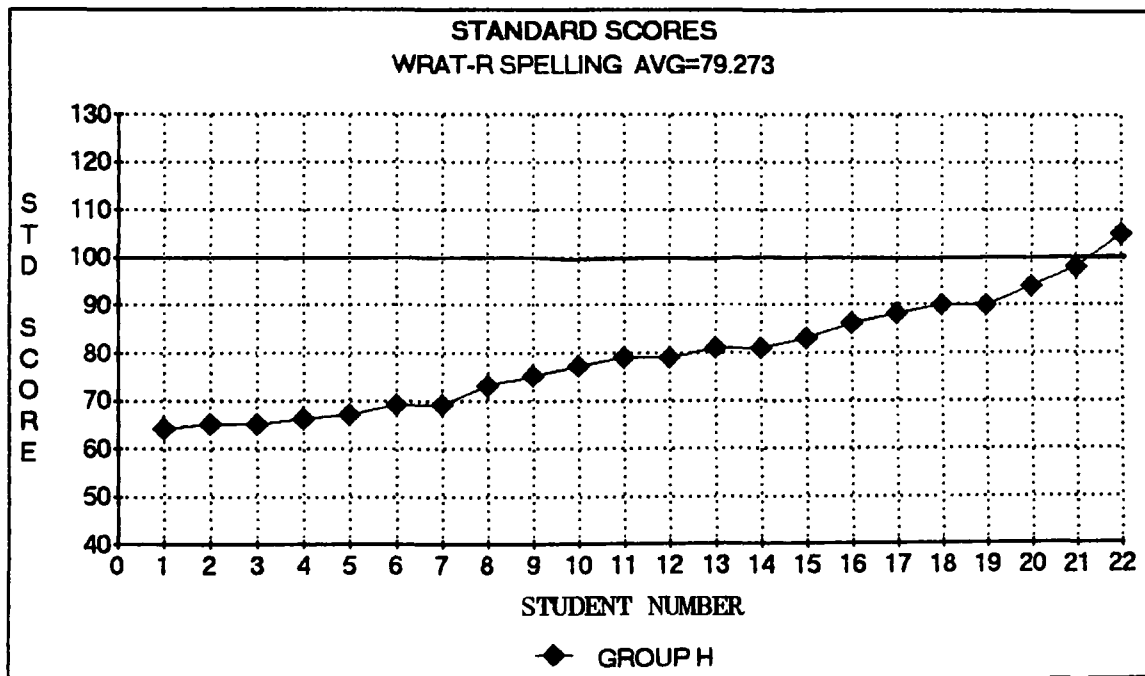
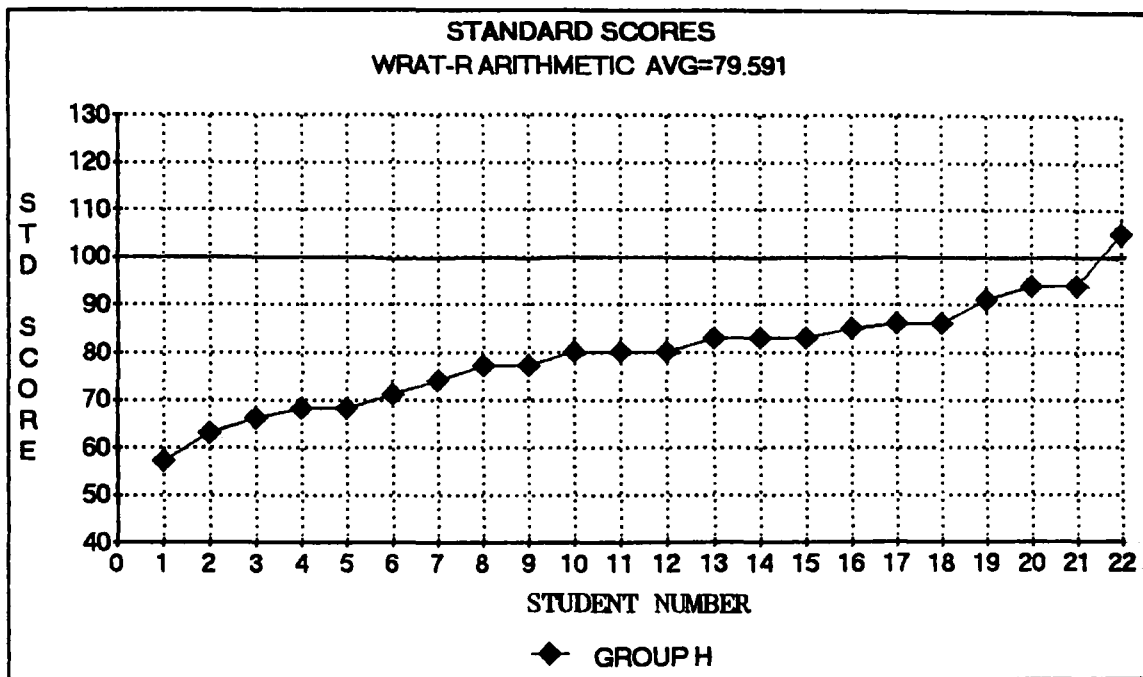


Figure 4 represents scores for Group H in the arithmetic section of the achievement test. The graphing shows that of the 22 students, only one student achieved above the median standard score of 100. With an average standard score of 79.591 for Group H, this shows that as a group, these students perform on this arithmetic section of the WRAT-R at a standard deviation of 1.3606 below the median standard score of 100.

FIGURE 4



It is obvious at this point, according to the standard scores attained compared with established WRAT-R norms, Group H performs below the norm in all tested areas. As Group H is a culturally different group, comparison with standard norms established by testing of the North American population could be problematic. However, in this research

design, the use of regular classroom test results using the WRAT-R from within the same school division were used. The tabulation of the results for this group appear in Table 4.

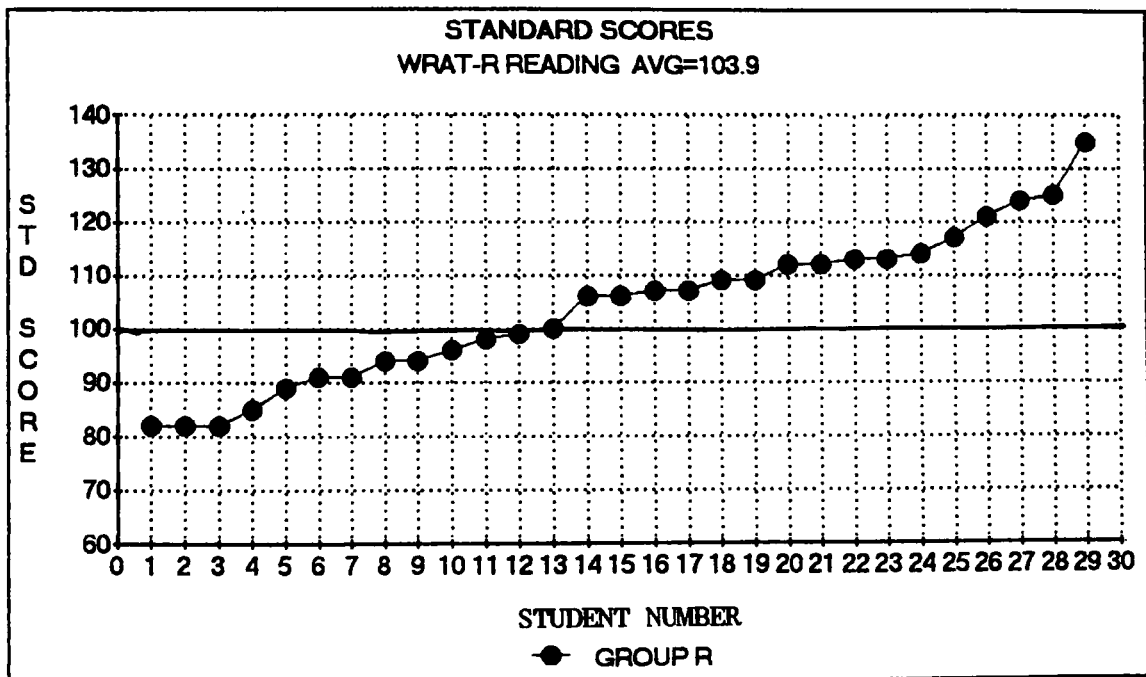
TABLE 4  
REGULAR CLASSROOM ACHIEVEMENT ON WRAT-R

St. No.	Sex	Yr/Mn	Raw Score Reading	Std/Sc	Percentile	Raw Score Spelling	Std/Sc	Percentile	Raw Score Arithmetic	Std/Sc	Percentile
1	F	14/11	53	96	39	25	94	34	35	108	70
2	F	14/11	62	109	73	35	113	81	36	111	77
3	M	15/0	62	109	73	27	98	45	29	91	27
4	M	14/10	54	98	45	31	105	63	37	114	82
5	F	15/0	73	124	95	39	121	92	43	131	98
6	M	14/11	48	89	23	11	67	1	28	88	21
7	F	14/7	61	107	68	31	105	63	34	105	63
8	M	14/11	43	82	12	26	96	39	24	77	6
9	F	14/1	45	85	16	25	94	34	32	100	50
10	M	14/8	60	106	66	28	100	50	28	88	21
11	M	15/5	49	91	27	14	73	4	26	83	13
12	F	14/9	43	82	12	17	79	8	24	77	6
13	F	14/3	60	106	66	31	105	63	36	111	77
14	M	14/7	65	113	81	34	111	77	36	111	77
15	M	14/11	64	112	79	36	111	77	40	122	93
16	M	14/10	43	82	12	26	83	13	34	105	63
17	M	14/4	81	135	99	41	124	95	41	125	95
18	F	14/3	74	125	95	40	122	93	40	122	93
19	M	14/7	61	107	68	33	102	55	27	98	45
20	F	14/6	68	117	87	31	105	63	41	125	95
21	F	14/3	55	99	47	22	88	21	23	74	4
22	F	14/10	49	91	27	20	84	14	27	85	16
23	F	14/8	66	114	82	35	113	81	40	122	93
24	M	14/7	71	121	92	34	111	77	34	105	63
25	M	14/9	51	94	34	25	94	34	23	74	4
26	M	14/4	65	113	81	33	109	73	28	100	50
27	M	14/11	56	100	50	22	88	21	27	85	16
28	M	14/3	51	94	34	25	94	34	36	111	77
29	M	14/6	64	112	79	28	100	50	38	119	90
AVG			58.517241	103.9	57.31034	28.448276	99.621	50.17241	32.655172	102.31	54.65517
GRD											
EQV			10B/10E			9B/9E			9B/9E		

Table 4 tabulates the average raw scores, standard scores, and percentiles for the regular classroom (Group R n=29) testing on the WRAT-R. Again, for the purposes of this research, no intention is made to compare Group H and Group R other than to show that the WRAT-R is a valid testing instrument of student achievement in reading, spelling and arithmetic. If the results for Group R as representative of a regular classroom show that the norms for standard scores are indeed appropriate, we can infer that the standard scores for Group H are correct.

Figure 5 shows the graphing of Group R's performance on the reading section of the WRAT-R.

FIGURE 5



This graph shows that of 29 students (n=29) tested, 13 students were at or below the median standard score of 100. Sixteen students were above the standard score of 100. In terms of standard scores, this is a typical score distribution with approximately half of the students above and half below the standard score of 100. With an average standard score of 103.9, Group H performs at a standard deviation of 0.026 above the established standard score of 100. This shows that Group H provides typical performance on this section of the test according North American standards for reading on the WRAT-R.

Figure 6 graphically shows the results for Group R in the spelling section of the WRAT-R.

FIGURE 6

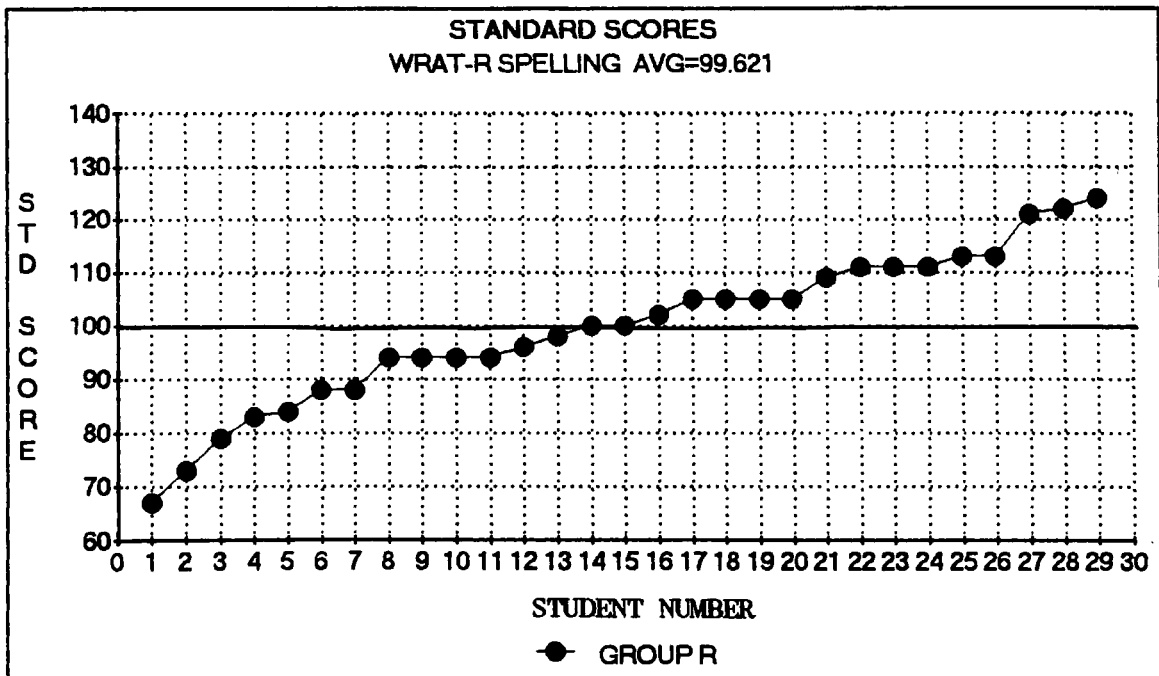
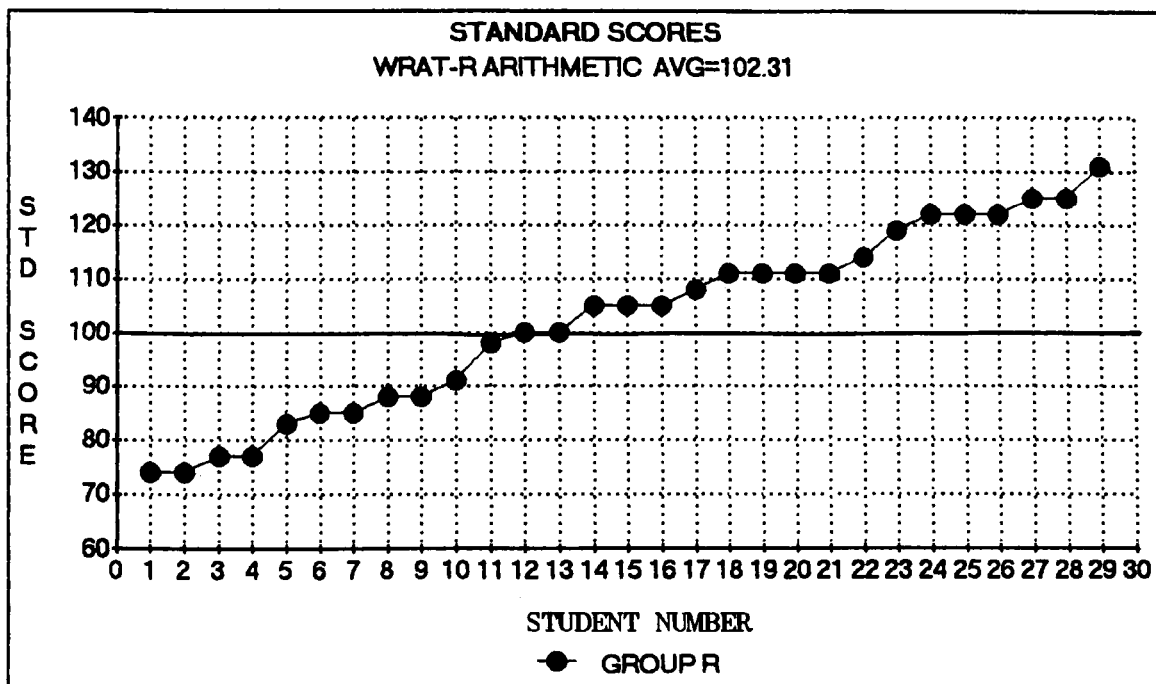


Figure 6 shows that 15 of the 29 students are at the median standard score of 100 or less. Fourteen students perform above the standard score of 100. With an average standard score of 99.621, Group R is 0.025 standard deviations below the normal score of 100. Again, such results show that for Group R, these students perform equally as well as other children of their age and grade level throughout North America.

Figure 7 shows the standard score achievement for Group R in arithmetic. Sixteen students performed above a standard score of 100. Thirteen students were at or below this level. With an average standard score of 102.31, Group R is 0.154 above the median standard score of 100.

FIGURE 7





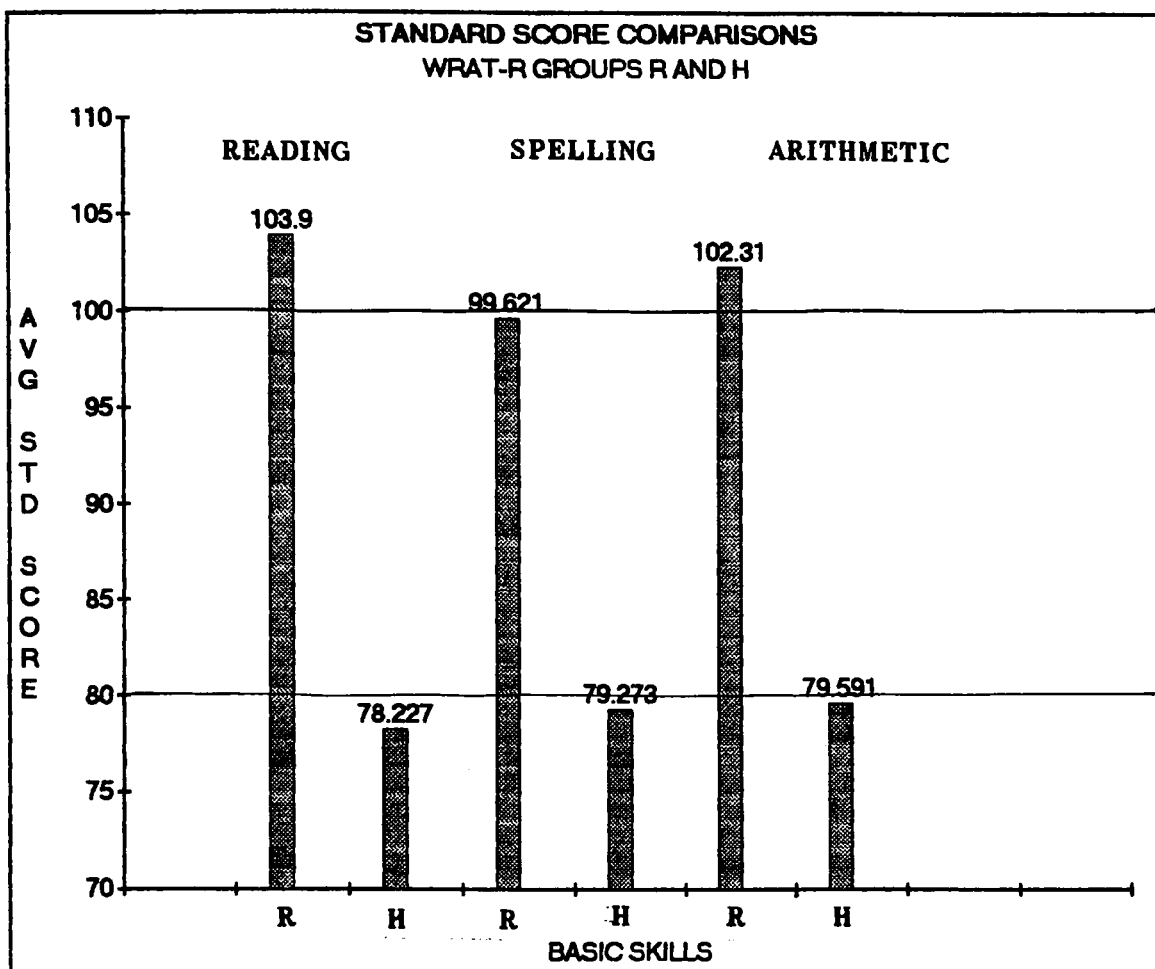
## DATA COMPARISONS

It is apparent from an analysis of the standard scores for Group H and Group R that a little more than one standard deviation separates these groups in terms of achievement in reading, spelling, and arithmetic. Group R performs on average at approximately the median standard score of 100. Individual achievement for Group R shows that approximately half the students perform above the median norm and half below. This is a normal distribution of results on such a test as the WRAT-R. This shows that the WRAT-R demonstrates normal achievement with typical Grade 9 classroom performance according to North American norms and standards.

Group H shows a similar distribution of scores at approximately the 80th standard score level in reading, spelling, and arithmetic. Individual achievement for Group H shows that approximately half of the students perform below the standard score of 80 and half perform above. In all instances, only a small number of students in Group H perform at an average standard score of 100 or above.

Group R was made up of a sample Grade 9 classroom within the County of Lethbridge No.26 school system. Results on the given achievement examination clearly show that Group R is average academically. Group H comprised Grade 9 Hutterite students registered in the County of Lethbridge No.26. However, their performance on the achievement exam is over one standard deviation from normal performance. The comparison chart showing average performance of Groups R and H appears in Figure 8.

FIGURE 8



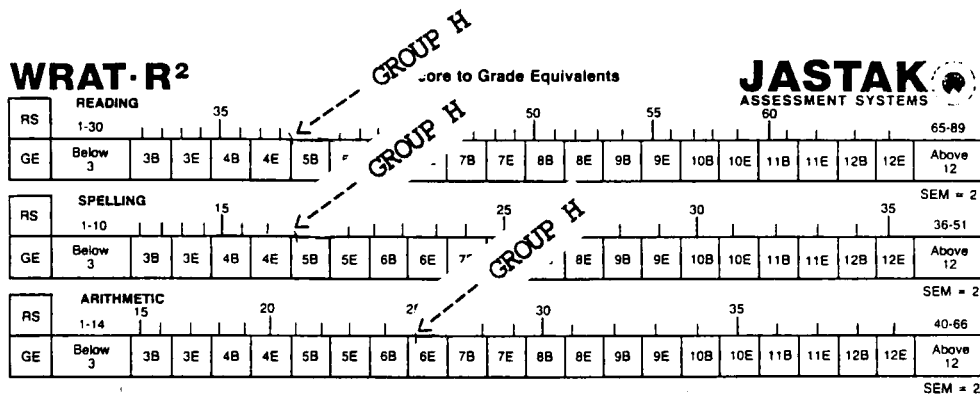
The teachers who completed the survey giving perceptions of student achievement of students as in the sample Group H were asked to establish grade levels. These grade levels tell us the typical achievement for students at this age and grade level.

At this point, it is obvious that Group H is not performing at the Grade 9 level of achievement. To convert these average standard scores requires a conversion from interval data, which standard scores are, to ordinal



If the raw score data from Group H is marked on the Raw Score to Grade Equivalents Chart it can be seen that Group H achieves at approximately the Grade 5 level in reading and spelling, and at the Grade 6 level in arithmetic. This appears in Table 6.

TABLE 6



Beneath each variable line the standard error of measurement appears for a particular raw score. For example, Group H average raw score in reading is 38.45 or rounded to 39. This places the score at the 5B grade equivalent. It is estimated according to Jastak (1984) that a "test score within one grade level either side of the raw score is near the 66% probability level. Two grade divisions either side of the raw score grade level gives a confidence band at the 95% level" (p. 29). What this means is that two out of three times, the raw score in reading

for Group H would lie within the Grade 4E level and the 5E level. Nineteen times out of twenty, at the 95% confidence level, the raw score grade equivalency for Group H in reading would lie between Grade 3E and 6B.

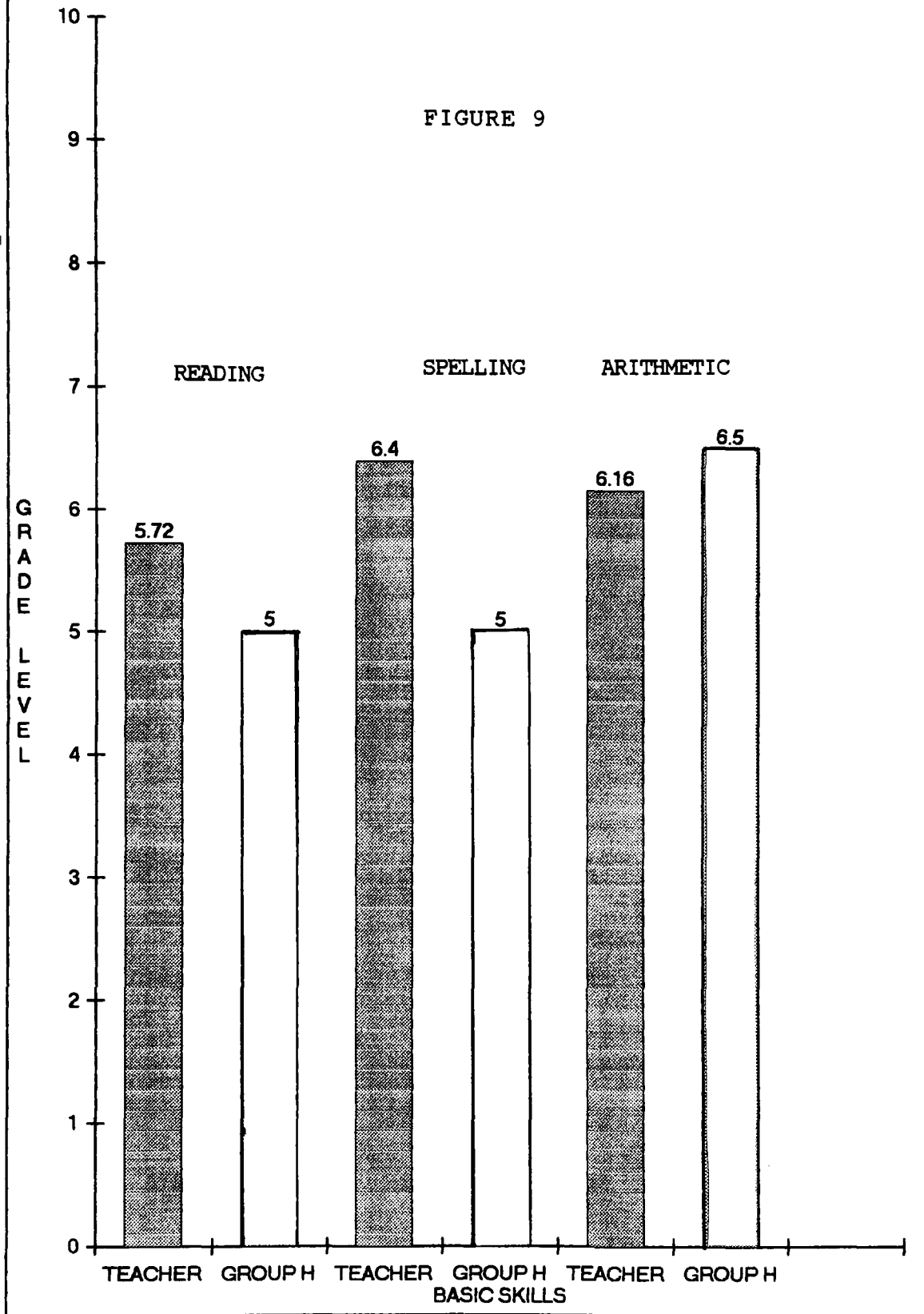
To draw a relevant comparison, Group R had an average raw score of 58.517 or rounded to 59 in the reading section of the WRAT-R. The grade equivalence for this level of achievement would be 10E. Nineteen times out of twenty, the raw score grade equivalency for Group R in reading would lie between 9E and 11E.

At a confidence level of 95%, Group H performs at the Grade 5B (beginning) level in reading. Considering a confidence level of 95%, this grade equivalency could vary one grade level either way. In spelling Group H achieves at the Grade 5B level as well. Similar variations of one grade level either way could be anticipated at the 95% confidence level. Arithmetic scores for Group H place them at the Grade 6E (ending) level. This could vary one grade level from Grade 5E to 7E at the 95% confidence level.

The average perceived grade that English teachers on Hutterite colonies felt that Grade 9 students achieved is seen in Figure 9 with actual Group H grade equivalents as found on the WRAT-R. To have a confidence at the 95% level these grades should be within one grade level to be relevant. This appears to be the case in reading and arithmetic results. The results for spelling are within 0.4 of a grade level.

COMPARISON PERCEPTIONS VS PERFORMANCE  
TEACHER PERCEPTIONS--WRAT-R RESULTS

FIGURE 9



## SUMMARY

An analysis of the teacher data shows that their perception of Hutterite children's levels of achievement when leaving school at age 15 to be at the Grade 6 level for reading, nearly Grade 7 in spelling, and approximately at the mid point of Grade 6 in arithmetic. It was shown that the surveyed teachers were experienced both in the regular and Hutterite classroom. The purpose of this phase of the research was to document the 'status quo'.

The data from the WRAT-R achievement test shows that Hutterite children do not perform at the Grade 9 level in which they are registered. This became apparent when the Hutterite data (Group H) was compared with a typical Grade 9 class (Group R) from within the same school system. Standard scores show that Hutterite children achieve on average more than one standard deviation below what is typically expected by Grade 9 students tested on the WRAT-R.

When the raw scores of Group H and Group R were converted to a grade equivalent, Group H achieved at the Grade 5 level in reading and spelling, and within the Grade 6 level in arithmetic. Group R performed approximately at the middle of Grade 9 in all subject areas. Group R achieved as expected of a typical group of Grade 9 students using WRAT-R norms.

A comparison of grade equivalents from Group H performance on the WRAT-R and teachers' perceptions shows that actual performance on the achievement test was within one grade level for tested basic skills.

## CHAPTER VI

### SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

#### SUMMARY

The purpose of this project was to determine the validity of Hutterite teachers' perceptions of their students' achievement in terms of basic skills. In the process of determining this validity, the study shows actual basic skill performance of Hutterite children who are leaving the school system at age 15.

The null hypothesis of this research stated that there will be no significant difference between the measured performance on basic skills achievement exams and the perceptions of Hutterite English school teachers of levels of achievement for graduating Hutterite students (age 15).

If one accepts that test results on the WRAT-R can be confidently predicted to be within one grade either side of the grade equivalent established by the raw score, then there appears to be no significant difference between teachers' perceptions and actual student performance. The teachers in this study appear to have a realistic grasp of the achievement of their students in reading, spelling, and arithmetic.

#### RECOMMENDATIONS

For recommendations to appear relevant and workable, an understanding of the unique culture of the Hutterites is necessary. Some interest groups have made recommendations for Hutterite education based on misguided perceptions and



realities. This research shows that English teachers in Hutterite colony schools are perceptive in their recognition of Hutterite student achievement.

Based on the findings of this research, interested groups could consider the following conclusions:

1. Hutterite English teachers have a unique understanding of student achievement based on their experiences. People who have not had such experiences are often not in the best position to make informed decisions affecting the Hutterite classroom. Where a culturally different group such as the Hutterites is concerned, input from the teacher in the classroom should be considered. Furthermore, supervisory staff dealing with English teachers and Hutterites should have teaching experience in such an environment.

2. Hutterite teachers could be seen as engaging in a self-fulfilling prophesy when it comes to student achievement yet results of this research show that Hutterite teachers consistently perceived that their students performed above actual measured achievement. This could indicate a degree of optimism by these teachers for the achievement of their students.

3. Landis, D. & Brislin, R. (1983) state that "various types of conflict arise when individualism and collectivism collide" (p. 50). English teachers on Hutterite colonies are typically 'individualistic' by socialization. Personal goals and the worth of the individual are considered important. Hutterites display 'collectivism', meaning the

group or the colony, is the focus of individual efforts. Substandard achievement of Hutterite children might well be a source of disappointment for English teachers who necessarily must develop strategies to deal with this. This study shows that surveyed teachers understand such differences and are sensitive to this particular aspect of their work lives. However, new English teachers on Hutterite colonies may need specialized training to enable them to understand and cope with such substandard achievement to avoid 'culture shock' and frustration.

4. Alberta Education must recognize that Hutterite children are English-as-a-Second-Language students who require special programs and curriculum to meet these unique needs. Educational policy states:

children of Alberta residents who are not fluent in English, shall be provided with programs that are designed to equip them with the necessary skills and understanding of the Canadian way of life.

(see Appendix D p. 80)

Ensuring this policy is followed becomes a Government responsibility. Hutterite students speak Low German and enter school with little knowledge of the English language. Appropriate programs of study should be in place to reflect this reality especially in the earlier years of schooling. Statistics Canada (1991) shows that only 9.1% of Alberta citizens over the age of 15 have less than a Grade 9

education. (Table 7) Hutterite children achieve typically at the Grade 6 level or lower when leaving school at age 15. Perhaps the Hutterite educational system should consider a higher quality of education enabling them to deal with the increasingly complex agricultural world in which they live.

TABLE 7  
 EDUCATIONAL ATTAINMENT AND SCHOOL ATTENDANCE  
 HIGHEST LEVEL OF SCHOOLING: POPULATION 15 YEARS AND OVER  
 LESS THAN A GRADE 9 EDUCATION

YEAR	CANADA % BOTH SEXES	ALBERTA % BOTH SEXES
1951	51.9%	45.9%
1961	44.1%	37.1%
1971	32.3%	23.8%
1981	20.7%	13.2%
1991	14.3%	9.1%

Statistics Canada (1991) Educational Attainment

5. Specialized curriculum for Hutterite English schools recognizing the skill levels of these students should be developed. Such curriculum must be designed to meet the needs of Hutterite children considering their culture and agricultural environmental perspective. This necessarily requires an understanding of this world by curriculum designers. Pedagogy should use Agricultural subjects, culturally relevant themes, and other issues of importance to the Hutterite social and physical environment. Basic skills should enhance Hutterite children's interaction with this world. For example, arithmetic skills could focus on basic skills, practical problem solving approaches, weights and measures, and perhaps practical agricultural applications for computers.

6. A dialogue must be initiated between educators and the Hutterite hierarchy to establish an acceptable goal statement for the education of Hutterite children. Hutterites presently use a lack of education as a means to keep children bound to the cultural system. This does preserve a culture by restricting individual freedom. However, it would appear that an educated Hutterite could still be a loyal and effective member of a colony. The Schmiedeleut Hutterites of Manitoba insist that their children complete Grade 12. Some of their members have completed university degrees allowing these individuals to become certified teachers who then return to teach on their colonies. Certified electricians, plumbers, accountants, nurses and teachers could prove beneficial and empowering resources to such a unique society.

7. Some form of standardized testing should be mandated to measure Hutterite student achievement and provide feedback to students, parents, teachers, and supervisors. At present, Alberta Education achievement examinations provide achievement data applicable to the larger society. These tests are not appropriate for the measurement of Hutterite education. A set of standards, specifically for Hutterite education, would empower educators to measure the effects of curriculum changes, classroom pedagogy, text materials, and other factors that affect the teaching and learning that happens in Hutterite classrooms.

### CONCLUSIONS

This study confirms that English teachers on Hutterite colonies are in possession of unique perceptions of student achievement that are verifiable. This in itself empowers these teachers to have greater confidence in their professional judgements, an important consideration when teaching in a culture so different and isolated as a Hutterite colony.

The results of this study must be interpreted with the recognition that what has been established is a 'status quo'. There has been no attempt to uncover the reasons why this 'status quo' exists. The study simply reflects teacher perceptions and a measure of their validity. It is suggested however, that the findings may be indicative of Hutterite classrooms throughout Alberta.

The establishment of Hutterite student levels of achievement is a bench mark that might contribute to a

more systematic approach to quality education in Hutterite schools. There now exists a means of measuring the effects of educational change in the teaching and learning that is taking place in Hutterite English schools in Alberta.

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## APPENDIX A

January 22, 1993

Dear Hutterite Teacher:

I am currently working on a Master of Education course at the University of Lethbridge dealing with Curriculum Development and Classroom Practice. As Hutterite teachers, we are dealing with a unique environment and teaching situation which requires different goals, curriculum and evaluation than mainstream schools.

I would like to establish what are reasonable expectations and goals for both teachers and students on Hutterite colonies. By so doing I hope to be able to answer the following questions:

1. What educational purposes should the school seek to attain?
2. How can learning experiences be selected which are likely to be useful in attaining these objectives?
3. How can learning experiences be organized for effective instruction?
4. How can the effectiveness of learning experiences be evaluated?

How you could be of help to me is to answer a few questions on the enclosed questionnaire based on your experience in the Hutterite classroom. When my work is completed, I will forward, hopefully, the answers to the above questions. Thanks for your assistance.

Yours truly

*R. Firdky*  
Robert Firdky  
Hofmann School  
New York Colony

PLEASE RETURN AS SOON AS POSSIBLE TO:

Please fill in the following questionnaire based on your experience in the Hutterite classroom.

SCHOOL DATA

Name of School \_\_\_\_\_

Number of Students \_\_\_\_\_

Age at when leaving school \_\_\_\_\_

Sect of Hutterites (circle one) Dariusleut      Lehreleut

TEACHER DATA

No. of years teaching \_\_\_\_\_ No. of years Hutterite teaching \_\_\_\_\_

CURRICULUM DATA

In your opinion, on average, students who complete school (i.e. 15 yrs.) are able to do school work or function at what grade level for each of the following curriculum areas. (circle grade)

Mathematics	1	2	3	4	5	6	7	8	9	10	11	12
Reading Orally	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension	1	2	3	4	5	6	7	8	9	10	11	12
Writing	1	2	3	4	5	6	7	8	9	10	11	12
Spelling	1	2	3	4	5	6	7	8	9	10	11	12
Social Studies	1	2	3	4	5	6	7	8	9	10	11	12
Science	1	2	3	4	5	6	7	8	9	10	11	12

Do you have a teacher aide? Yes or No (circle one)

Reason for having a teacher aide. (ie enrolment, special needs, other) \_\_\_\_\_

Do you feel a teacher aide improves or would improve the grade outcome in the above curriculum areas? Yes or No (circle one)

Are your students expected or able to do homework? Yes or No (circle one)

Do you feel doing homework would significantly improve the grade outcome in the above curriculum areas? Yes or No (circle one)

In your opinion, what would be one thing that could be done that could improve the grade outcome in the above curriculum areas for Hutterite children. (Use space below or back of this questionnaire)

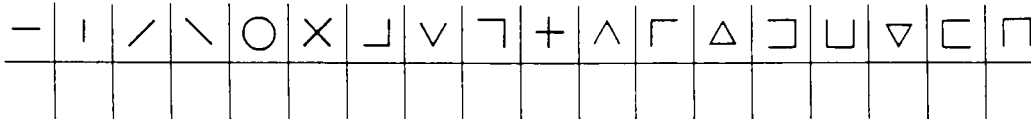
## APPENDIX B

by Sarah Jastak and Gary S. Wilkinson

Name \_\_\_\_\_ Sex: M. F.  
Date \_\_\_\_\_ Birth Date \_\_\_\_\_ Age \_\_\_\_\_  
School \_\_\_\_\_ Grade \_\_\_\_\_  
Referred by \_\_\_\_\_ Examiner \_\_\_\_\_  
Ages 12 yrs. 0 mo. to 75 yrs. Spelling, Level 2

Test Results:	Raw Score	Standard Score	Percentile	Grade Equivalents
Reading	_____	_____	_____	_____
Spelling	_____	_____	_____	_____
Arithmetic	_____	_____	_____	_____

*Use only standard scores for comparisons*



Name \_\_\_\_\_  
(cumulative score, 1 letter = 4, 2 letters = 9)

cumulative score copying score 4-9 = 1 point  
score 10-17 = 2 pts score all 18 = 3 pts

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 16. _____ | 31. _____ |
| 2. _____  | 17. _____ | 32. _____ |
| 3. _____  | 18. _____ | 33. _____ |
| 4. _____  | 19. _____ | 34. _____ |
| 5. _____  | 20. _____ | 35. _____ |
| 6. _____  | 21. _____ | 36. _____ |
| 7. _____  | 22. _____ | 37. _____ |
| 8. _____  | 23. _____ | 38. _____ |
| 9. _____  | 24. _____ | 39. _____ |
| 10. _____ | 25. _____ | 40. _____ |
| 11. _____ | 26. _____ | 41. _____ |
| 12. _____ | 27. _____ | 42. _____ |
| 13. _____ | 28. _____ | 43. _____ |
| 14. _____ | 29. _____ | 44. _____ |
| 15. _____ | 30. _____ | 45. _____ |
|           | (20)      | (35)      |
|           |           | 46. _____ |





# WIDE RANGE ACHIEVEMENT TEST • REVISED LEVEL 2

Arithmetic, Written Part Continued

Page 3

Write as common fraction  
in lowest terms:  $.075 =$  \_\_\_\_\_

The complement of  
an angle of  $30^\circ =$  \_\_\_\_\_

$4^3 =$  \_\_\_\_\_     If  $a = 7, b = 3;$       $\frac{1}{4}\%$  of  $60 =$  \_\_\_\_\_     Solve:  
 $.25 \div 1\frac{1}{5} =$  \_\_\_\_\_      $a^2 + 3b =$  \_\_\_\_\_      $66 \text{ sq. ft.} =$  \_\_\_\_\_ sq. yd.      $\frac{7 - (6 + 8)}{2} =$  \_\_\_\_\_

Add:  

$$\begin{array}{r} -x - y - 23 \\ x - y + 22 \\ \hline \end{array}$$

Factor:  
 $r^2 + 25 - 10r$

$\frac{r^2 - 5r - 6}{r + 1}$

Change to familiar numerals:  
 M D C X C I = \_\_\_\_\_

Ans. \_\_\_\_\_

Ans. \_\_\_\_\_

Find interest on \$1,200 at 6%  
for 70 days. Ans. \_\_\_\_\_

$3p - q = 10$   
 $2p - q = 7$   
 $p =$  \_\_\_\_\_  
 $q =$  \_\_\_\_\_

$\sqrt{2ax} = 6$   
 $x =$  \_\_\_\_\_

Find square root:

$\sqrt{67081}$

$\frac{7}{17} = \frac{6}{x}$   
 $x =$  \_\_\_\_\_

$\log_{10} \left(\frac{1}{100}\right)$

Ans. \_\_\_\_\_

$\log_5 5\sqrt{5}$

Ans. \_\_\_\_\_

Reduce:

$\frac{k^2 + k}{k^2} \cdot \frac{3k - 3}{k^2 - 1}$

Ans. \_\_\_\_\_

Find root:

$2x^2 - 36x = 162$

Ans. \_\_\_\_\_

# WIDE RANGE ACHIEVEMENT TEST • REVISED LEVEL 2

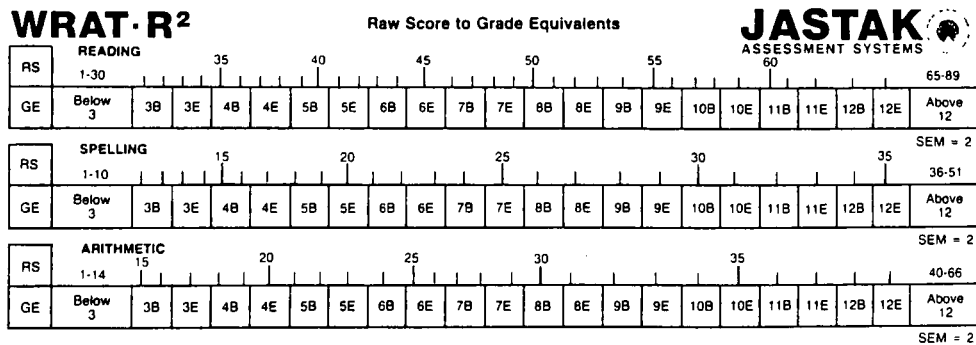
Page 4

Reading, Level 2

Two letters in name (2)

A B O S E R T H P I U Z Q 15

milk	city	in	tree	animal	himself	between	chin	split	24
form	grunt	stretch	theory	contagious	grieve	toughen	aboard		32
triumph	contemporary	escape	eliminate	tranquillity	conspiracy				38
image	ethics	deny	rancid	humiliate	bibliography	unanimous			45
predatory	alcove	scald	mosaic	municipal	decisive	contemptuous			52
deteriorate	stratagem	benign	desolate	protuberance	prevalence				58
regime	irascible	peculiarity	pugilist	enigmatic	predilection				64
covetousness	soliloquize	longevity	abysmal	ingratiating	oligarchy				70
coercion	vehemence	sepulcher	emaciated	evanescence	centrifugal				76
subtlety	beatify	succinct	regicidal	schism	ebullience	misogyny			83
beneficent	desuetude	egregious	heinous	internecine	synecdoche				89



WIDE RANGE ACHIEVEMENT TEST-REVISED  
AGE NORMS

LEVEL 2  
AGE: 14-0 to 14-11

Stand. Score	RAW SCORE			Percentile	Stand. Score	RAW SCORE			Percentile
	Reading	Spelling	Arithmetic			Reading	Spelling	Arithmetic	
46	17	—	13	.03	101	—	—	—	53
47	—	—	—	.04	102	57	29	33	55
48	18	1	—	.05	103	58	30	—	58
49	19	—	14	.06	104	—	—	—	61
50	20	2	—	.07	105	59	31	34	63
51	—	—	15	.08	106	60	—	—	66
52	21	3	—	.09	107	61	32	—	68
53	22	—	—	.1	108	—	—	35	70
54	—	4	16	.2	109	62	33	—	73
55	23	—	—	.3	110	63	—	—	75
56	24	5	—	.4	111	—	34	36	77
57	25	—	17	.5	112	64	—	—	79
58	—	6	—	.6	113	65	35	—	81
59	26	—	—	.7	114	66	—	37	82
60	27	7	18	.8	115	—	36	—	84
61	—	—	—	.9	116	67	—	—	86
62	28	8	—	1	117	68	37	38	87
63	29	—	19	1	118	—	—	—	88
64	30	9	—	1	119	69	38	39	90
65	—	10	—	1	120	70	—	—	91
66	31	—	20	1	121	71	39	—	92
67	32	11	—	1	122	—	40	40	93
68	—	—	21	2	123	72	—	—	94
69	33	12	—	2	124	73	41	—	95
70	34	—	—	2	125	74	—	41	95
71	35	13	22	3	126	—	42	—	96
72	—	—	—	3	127	75	—	—	96
73	36	14	—	4	128	76	43	42	97
74	37	—	23	4	129	—	—	—	97
75	38	15	—	5	130	77	44	—	98
76	—	—	—	5	131	78	—	43	98
77	39	16	24	6	132	79	45	—	98
78	40	—	—	7	133	—	—	—	99
79	—	17	—	8	134	80	46	44	99
80	41	—	25	9	135	81	—	—	99
81	42	18	—	10	136	—	47	45	99
82	43	—	—	12	137	82	—	—	99
83	—	19	26	13	138	83	48	—	99
84	44	20	—	14	139	84	49	46	99.1
85	45	—	27	16	140	—	—	—	99.2
86	—	21	—	18	141	85	50	—	99.3
87	46	—	—	19	142	86	—	47	99.4
88	47	22	28	21	143	—	51	—	99.5
89	48	—	—	23	144	87	—	—	99.6
90	—	23	—	25	145	88	—	48	99.7
91	49	—	29	27	146	89	—	—	99.8
92	50	24	—	30	147	—	—	—	99.9
93	—	—	—	32	148	—	—	49	99.91
94	51	25	30	34	149	—	—	—	99.92
95	52	—	—	37	150	—	—	50	99.93
96	53	26	—	39	151	—	—	—	99.94
97	—	—	31	42	152	—	—	—	99.95
98	54	27	—	45	153	—	—	51	99.96
99	55	—	—	47	154	—	—	—	99.97
100	56	28	32	50	155	—	—	—	99.98

## APPENDIX C

December 20, 1993

Dear Sam Wurtz  
(GERMAN TEACHER)

I am presently completing a study to find better ways of instruction and providing learning materials which would make education on colony schools more effective in the County of Lethbridge No. 26. I wish to use achievement test data from Hutterite Schools to help me in this study. To make this study important, I need your permission to use this information with the understanding that student names and the name of the school in which they are attending will not be used nor appear on the written test. Only the raw scores will be used.

Find attached a letter from Mr. John Bolton giving me permission to conduct such testing. I want you to understand that my only purpose in this study is to find better ways for English teachers to teach on Hutterite colonies and for your children to learn in the best way possible. I am asking you to allow your students to participate in this research by signing the release below and returning this letter to your English teacher. If you have any questions about the contents of this letter please feel free to contact myself, Bob Findlay 327-6227, Dr. D. Townsend 329-2731, or Dr. R. Runte 329-2454. Thanks for your help.

Yours truly

R. Findlay

I give permission for Mr. R. Findlay to use achievement test data from students on our colony to help improve the education for our children. I understand that student names or the name of our school will not be used.

Sam A Wurtz, Keho Gede Colony  
(German Teacher & Name of Colony)

December 20, 1993

Dear Dave Wurtz.

(GERMAN TEACHER)

I am presently completing a study to find better ways of instruction and providing learning materials which would make education on colony schools more effective in the County of Lethbridge No. 26. I wish to use achievement test data from Hutterite Schools to help me in this study. To make this study important, I need your permission to use this information with the understanding that student names and the name of the school in which they are attending will not be used nor appear on the written test. Only the raw scores will be used.

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Yours truly

R. Findlay.

I give permission for Mr. R. Findlay to use achievement test data from students on our colony to help improve the education for our children. I understand that student names or the name of our school will not be used.

Dave R. Wurtz  
(German Teacher & Name of Colony)

December 20, 1993

Dear John Wiph  
(GERMAN TEACHER)

I am presently completing a study to find better ways of instruction and providing learning materials which would make education on colony schools more effective in the County of Lethbridge No. 26. I wish to use achievement test data from Hutterite Schools to help me in this study. To make this study important, I need your permission to use this information with the understanding that student names and the name of the school in which they are attending will not be used nor appear on the written test. Only the raw scores will be used.

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Yours truly

R. Findlay

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Dave Wiph  
(German Teacher & Name of Colony)



December 20, 1993

Dear John Hofer  
(GERMAN TEACHER)

I am presently completing a study to find better ways of instruction and providing learning materials which would make education on colony schools more effective in the County of Lethbridge No. 26. I wish to use achievement test data from Hutterite Schools to help me in this study. To make this study important, I need your permission to use this information with the understanding that student names and the name of the school in which they are attending will not be used nor appear on the written test. Only the raw scores will be used.

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Yours truly

R. Findlay

I give permission for Mr. R. Findlay to use achievement test data from students on our colony to help improve the education for our children. I understand that student names or the name of our school will not be used.

John R Hofer - NEW YORK Col.  
(German Teacher & Name of Colony)

December 20, 1993

Dear Jate Waldner  
(GERMAN TEACHER)

I am presently completing a study to find better ways of instruction and providing learning materials which would make education on colony schools more effective in the County of Lethbridge No. 26. I wish to use achievement test data from Hutterite Schools to help me in this study. To make this study important, I need your permission to use this information with the understanding that student names and the name of the school in which they are attending will not be used nor appear on the written test. Only the raw scores will be used.

Find attached a letter from Mr. John Bolton giving me permission to conduct such testing. I want you to understand that my only purpose in this study is to find better ways for English teachers to teach on Hutterite colonies and for your children to learn in the best way possible. I am asking you to allow your students to participate in this research by signing the release below and returning this letter to your English teacher. If you have any questions about the contents of this letter please feel free to contact myself, Bob Findlay 327-6227, Dr. D. Townsend 329-2731, or Dr. R. Runte 329-2454. Thanks for your help.

Yours truly

R. Findlay

I give permission for Mr. R. Findlay to use achievement test data from students on our colony to help improve the education for our children. I understand that student names or the name of our school will not be used.

Jate Waldner Turin Colony  
(German Teacher & Name of Colony)

December 20, 1993

Dear Eli Jochter

(GERMAN TEACHER)

I am presently completing a study to find better ways of instruction and providing learning materials which would make education on colony schools more effective in the County of Lethbridge No. 26. I wish to use achievement test data from Hutterite Schools to help me in this study. To make this study important, I need your permission to use this information with the understanding that student names and the name of the school in which they are attending will not be used nor appear on the written test. Only the raw scores will be used.

Find attached a letter from Mr. John Bolton giving me permission to conduct such testing. I want you to understand that my only purpose in this study is to find better ways for English teachers to teach on Hutterite colonies and for your children to learn in the best way possible. I am asking you to allow your students to participate in this research by signing the release below and returning this letter to your English teacher. If you have any questions about the contents of this letter please feel free to contact myself, Bob Findlay 327-6227, Dr. D. Townsend 329-2731, or Dr. R. Runte 329-2454. Thanks for your help.

Yours truly

*R. Findlay*

I give permission for Mr. R. Findlay to use achievement test data from students on our colony to help improve the education for our children. I understand that student names or the name of our school will not be used.

*Elias Jochter White Lake Colony*  
(German Teacher & Name of Colony)

December 20, 1993

Dear Ike Entz  
(GERMAN TEACHER)

I am presently completing a study to find better ways of instruction and providing learning materials which would make education on colony schools more effective in the County of Lethbridge No. 26. I wish to use achievement test data from Hutterite Schools to help me in this study. To make this study important, I need your permission to use this information with the understanding that student names and the name of the school in which they are attending will not be used nor appear on the written test. Only the raw scores will be used.

Find attached a letter from Mr. John Bolton giving me permission to conduct such testing. I want you to understand that my only purpose in this study is to find better ways for English teachers to teach on Hutterite colonies and for your children to learn in the best way possible. I am asking you to allow your students to participate in this research by signing the release below and returning this letter to your English teacher. If you have any questions about the contents of this letter please feel free to contact myself, Bob Findlay 327-6227, Dr. D. Townsend 329-2731, or Dr. R. Runte 329-2454. Thanks for your help.

Yours truly

R. Findlay

I give permission for Mr. R. Findlay to use achievement test data from students on our colony to help improve the education for our children. I understand that student names or the name of our school will not be used.

Ike Entz  
(German Teacher & Name of Colony)

Keho Luto Colony

January 6, 1993

Dear Parents:

I am presently completing a study on educational achievement for grade nine students in the County of Lethbridge No. 26 and have been granted to test within the County by Mr. John Bolton, Superintendent of Schools. I am asking permission to conduct a basic skills achievement test to your son or daughter who will be part of a reference group in the study. Student names and the name of the school will not be used or appear on the test. Only the raw data will be used. If you have any questions about the purpose of the testing, please feel free to phone, Robert Findlay (327-6227), Mark Swanson, principal of Coalhurst High School (381-4818), or Dr. R. Runté (329-2426).

Please fill in the bottom portion of this form if you do not wish your son or daughter to participate in the study and return the form to the homeroom teacher. Thanks for helping in carrying out this research.

Yours truly

Robert Findlay

-----  
I do not wish \_\_\_\_\_ to participate in  
writing a basic achievement test.

\_\_\_\_\_  
(Parent Signature)



(403) 328-5525 (FAX) 328-5802

# County of Lethbridge No. 26

905 - 4TH AVENUE SOUTH

Lethbridge, Alberta

T1J 4E4

October 14, 1993

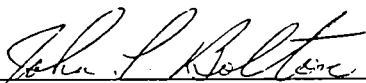
To Whom It May Concern:

**Re: Research Project Conducted by Robert Findlay**

Please be advised that approval is granted for Robert Findlay to conduct a research study using Grade 9 students in County of Lethbridge Hutterian colony schools and regular schools. Permission is also granted for Mr. Findlay to access raw data from achievement exam results and use that data in completing requirements for his M.Ed. at the University of Lethbridge.

We are interested in Mr. Findlay's research, as development of acceptable and worthwhile ways to assess basic skills will lead to improved teaching practice in our Hutterite colony schools.

Yours truly,

  
\_\_\_\_\_  
John L. Bolton  
Superintendent of Schools

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## APPENDIX D



## BACKGROUND

People from a variety of cultures have worked together to develop our province and our country. Our future as well will be built by young Albertans who come from a wide range of cultural and ethnic backgrounds.

These young Albertans, newly arrived in Canada and children of Alberta residents who are not fluent in English, shall be provided with programs that are designed to equip them with the necessary language skills and understanding of the Canadian way of life, so that they may participate fully in our education system and become productive and contributing members of Albertan and Canadian society. When providing English as a Second Language (ESL) programs, school boards should recognize that an ESL program is transitional in nature. Its function is to facilitate the integration of the student into the regular school program at the earliest possible opportunity.

## POLICY

To facilitate the integration of the student into the regular school program at the earliest possible opportunity, Alberta Education will assist school boards in providing English as a second language programs to Alberta students who were born in Canada but who are not fluent in English, and to those who have recently arrived in Canada and whose first language is not English.

## DEFINITIONS

In this policy,

- 1 "Act" means the School Act; and
- 2 "students who may require an ESL program" means those students whose first language is not English and whose knowledge of English is insufficient to permit them to succeed in school and society.

## LEGISLATION

### School Act

- 4 Every student is entitled to receive school instruction in English.

## PROCEDURES

In addition to the "Common Procedures" listed in the Introduction to this Policy Manual, please note the following:

- 1 Boards shall develop, keep current, and implement written policy and procedures consistent with provincial policy and procedures for:
  - (a) curriculum and instruction; and
  - (b) receiving, assessing, placing, monitoring, and evaluating ESL students.
- 2 Boards are responsible for making available appropriate English language instruction to meet the needs of all their resident students. This responsibility entails:
  - (a) the identification and linguistic assessment of students who require ESL; and
  - (b) the provision of special assistance, including
    - (i) the development, implementation and assessment of appropriate instructional programs and curricular guidelines for grades 1 to 12, in which attention is given to the linguistic, cultural, and academic needs of students,
    - (ii) courses or parts of courses and instructional materials as prescribed, authorized or approved by the Minister under section 25(1)(a) and (1)(b) of the Act, and
    - (iii) priority being placed on assistance that encourages the rapid integration of students into the school and community environment.
- 3 Alberta Education may provide funding for ESL programs subject to the terms and conditions described in the School Grants Manual.