

## ABSTRACT

### DIFFERENCES IN READING ACHIEVEMENT IN OUR SCHOOLS: KINDERGARTNERS' PRIMARY LANGUAGE, SELF-PERCEPTION, AND TEACHER RATINGS

This study examined the academic self-concepts, teacher academic ratings, and early literacy skills of 66 Hispanic kindergarteners, who either spoke English fluently or who primarily spoke Spanish. The instruments used included the Pictorial Scale of Perceived Competence and Social Acceptance for Young Children (PSPCSA), Teacher's Rating Scale of Child's Actual Competence and Social Acceptance (TRS), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Indicadores Dinamicos del Exito en la Lectura (IDEL). Results indicated differences between fluent English versus primary Spanish-speaking students in relation to teacher ratings and early literacy skills. Fluent English speakers performed better on most literacy measures. In addition, teachers rated the academic ability of fluent English speakers significantly higher than primary Spanish speakers.

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