

BISTRO

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In Seattle, she learned about authentic Italian gelato, which the Hulls make from scratch with fresh ingredients.

Other dishes Carol and LaNae create together using inspiration from culinary magazines like *Bon Appetit*. And many of the Hawaiian-inspired entrees like teriyaki chicken and kalua pig are family recipes LaNae and Carol grew up on.

Not every recipe they create is a hit. LaNae said she loves cooking fish but Hermiston, it turns out, is not much of a fish community. There hasn't been enough demand to keep any of their seafood-based dishes on the menu for more than a few weeks.

Carol said she also was surprised to find that few customers ordered chili when she put it on the menu.

Her favorite thing is baking, particularly since she has a sheeter

machine now instead of having to roll the dough out by hand like she did when she cooked for her children.

"I enjoy making my croissants," she said.

Carol is the perfectionist in the kitchen, while LaNae is more laid back.

Both love variety — Carol said she introduced her children to so many foods growing up because it was just too boring to make the same dishes over and over.

The Hulls have kept that philosophy with their restaurant, serving a rotating seasonal menu of flavors from around the world.

"People can sit at our table eating all different cultural foods together," Carol said.

For now, they operate out of a narrow kitchen at 1725 N 1st St., Hermiston, featuring an option of take-out or seating under a tent. They are working toward moving to a new location with indoor seating in the future.



STAFF PHOTO BY E.J. HARRIS

LaNae Hull puts onions on a lamb gyro as Rogelio Ramirez works on another order Wednesday at Delish Bistro in Hermiston.

TESTS

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Several Hermiston teachers said they were pleased with the growth they've seen in their own classrooms and schools, and that preparing students for testing is a year-round endeavor.

Melissa Doherty, a third-grade teacher at Rocky Heights Elementary School, said their principal lays out a framework for how each grade can draw on students' previous year of schooling.

"Most of what we teach builds on the previous year,

similar styles," she said. "The kids are learning the right terminology from the beginning."

Susan Frink, a Rocky Heights fifth-grade teacher, credited the district's use of the i-Ready program, a personalized learning tool, with helping students prepare for the test.

She said with the frequent use of ChromeBooks in daily work, the process of taking tests is now less intimidating for students than it's been in the past.

"We use the ChromeBooks in class," she said. "We used to have to go to the lab. Now the kids are in class,

it's the same environment." Hermiston begins testing in April, and teachers said generally, each test (reading and math) takes about a week.

Doherty added third-grade teachers spend a bit more time preparing students for the testing environment, and helping them learn how to use the technology they'll use to take the test.

Amanda Degan, a third-grade teacher at West Park Elementary, said she was happy with the scores her own students received, and has seen major improvement in the last few years.

Degan said she has some

tasks that she has students work on every day that she felt prepared them for testing.

Each day, students complete an 'entry task' on their ChromeBooks. It may be a brief math problem that touches on a concept they learned the previous month, or a reading or writing question. She said while lessons move quickly, and a lesson plan may allow for teachers to spend only one week on a concept, the entry tasks allow her to revisit old lessons students might have had trouble with the first time.

While Degan said she's happy with her students'

scores, she doesn't feel the tests are always a fair assessment of students' abilities.

"The reading portion is not read to them," she said. "I have a couple of monolingual students who don't speak English, and they have to take an English test."

The only way for students to opt out because of a language barrier is if they've been in the U.S. less than a year.

She said that on tests that measure comprehension, a student who can't read the text will not be able to demonstrate their knowledge, even if they can understand the content.

"You're not really asking them what they understand — you're asking what they can read," she said.

Doherty said she likes that the Smarter Balanced Assessment pushes students in critical thinking.

"You can't teach to the test," she said. "It's not 'one size fits all.' It assesses where the students are at this point."

She added that a poor test score doesn't mean a student won't graduate high school or college.

"It's a way for us as instructors to analyze data and see where we can improve."

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