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## A Study of the Pilot Reading Inventory Conducted in the Intermediate Grades at Hebler Elementary School

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A STUDY OF THE PILOT READING INVENTORY  
CONDUCTED IN THE INTERMEDIATE GRADES  
AT HEBELER ELEMENTARY SCHOOL

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A Thesis  
Presented to  
the Graduate Faculty  
Central Washington State College

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Donald Edward Cain

July 1965

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## CHAPTER I

### INTRODUCTION TO THE PROBLEM

There seems to be little question about the key place reading holds in the life of an elementary school child. However, even a cursory study in any aspect of reading literature will reveal a multiplicity of ideas as to what it is and how it should be taught. Most authorities are in complete agreement on one major point, regardless of their other conceptions about reading. The point; briefly, is this: that in education, as in medicine, diagnosis must precede treatment. In order that the diagnosis be made it becomes necessary to have an appraisal of the symptoms. Most authors recommend at least one of the following tools to help the teacher in diagnosis of educational (more specifically reading) problems: (1) standardized tests, (2) teacher made tests and questionnaires, (3) informal observations, (4) interviews, (5) reports. (9:220) All these are used in reading diagnosis. The most widespread of these types is the informal test. In 1963 the Harvard Survey indicated all fifty-one of the systems surveyed used informal type tests. (2:139) This method of diagnosis has many advantages and some

disadvantages. These will be discussed later at some length. For now, let it be sufficient to consider the words of Durrell, who said:

Informal tests based upon the reading materials used in the classroom and charts of faulty habits and difficulties observed when the child is reading provide the best basis for planning effective instruction. (15:18)

Or, as Barbe bluntly stated, "Obviously, the best way to check the child's reading level is to have him read at that level. (4:77)

Another thread of the introductory tapestry had to be examined. This was the general dissatisfaction among all factions with the result attained by the present approaches to the teaching of reading. Most approaches to reading could have been classified under one or more of the following headings: (1) basal reader, (2) experience charts, (3) phonics, (4) language experience, (5) individualized, (6) linguistics, (7) creative reading, (8) initial teaching alphabet, (9) controlled reading, (10) games, (11) eclectic. Regardless of outlook, most teachers and administrators agreed with Cutts when he averred:

Further study of the best means of grouping children for reading instruction is needed, but there can be no doubt that some form of grouping is better than undifferentiated instruction. (12:85)

In short, whatever the method chosen, an organizational



pattern is going to follow. For purposes of this study the plan chosen was the "individualized" approach. The organizational repercussions will be discussed later. "In spite of claims to the contrary, this new plan for teaching reading has developed to the point where it may now be called a 'method'." (4)

In ending this general introduction it is well to bear in mind the words of Bond who provided an overall theme for the study, "...although laboratory experimentation is productive of results which are useful in teaching, experimentation within the classroom itself is even more productive of applicable results." (9:231)

Throughout the study the main concern was to enhance the classroom teaching of reading.

#### Background of the Problem

Hebeler Elementary School is an experimental laboratory school located on the Central Washington State College campus. The stated goal of the staff of this school is:

...that of individualizing instruction, and all that this implies operationally, as well as philosophically. Essentially, we see our role at Hebeler School as one of providing each child with an up-to-date instructional program -- a program that is process oriented, and in which each child is stimulated to proceed at his own best learning rate... Any

instructional program that attempts to be "up-to-date" implies continued appraisal..." (19:4-5)

Within this frame of reference the study was conducted.

### Purposes of the Study

The chief purpose of this study was to determine if an informal reading inventory could be used as one of the bases for an organizational pattern of grouping children for reading instruction. An attempt was made to establish tentative norms for the inventory constructed.

Another purpose was to explore the use of an electro-mechanical device (tape recorder) in administering and scoring the inventory.

The third purpose of the study was to provide information on the construction, administration and scoring of this informal test which would enable the classroom teacher to duplicate it, totally or in part.

### Importance of the Study

Writing as long ago as 1918 Theisen pointed out, "Adequate provision for individual differences cannot be made without testing and analytical study of the abilities of the pupils." (39) Many children who could learn to read were sent to some sort of remedial instruction. As

Groff observes, "Individualness of remedial reading seems to be the key." (22) Another key was an analysis performed by an examiner of the child's reading difficulties. But most classroom teachers have been faced with the problem Bond synthesized so well:

A brief inspection of the complexity of reading and the numerous outcomes which are desired from it shows that it is difficult and often cumbersome to make adequate appraisals." (9:234)

At the same time, the Hebelers teachers were faced with the dilemma clearly portrayed by Austin and Morrison:

In school which classify children according to grades all pupils be permitted to cross grade lines with all reading materials (including basal readers) in order that appropriate adjustments may be made for those who are achieving either above or below grade placement. (2:225)

In 1932 Sangren stated:

Since improvement of instruction in reading depends to a considerable extent upon the systematic measurement of attainment with reference to the numerous specific objectives, it becomes necessary to use informal tests having no standards. The primary function of informal tests is to measure in terms of local materials and situations. (33:105)

In light of their own convictions and the evidence available it was decided by the Hebelers staff that a local diagnostic technique had to be developed. As McCracken concluded in his study comparing informal inventory results with the Stanford Achievement Test results, "Very few teachers

wished to do the informal testing themselves...The teachers still preferred to have someone administer the informal reading inventories for them." (26) This study was an attempt to bridge this gap.

### Definitions of Terms Used

Informal reading inventory. The informal reading inventory was interpreted as meaning a compilation of graded reading selections with questions prepared in advance to test the reader's comprehension. In addition, there was included a list of twenty-five words of the same level to test the reader's word recognition skills. See Appendix A.

Level. Level refers to the grade in which the material was prepared for use.

Basic texts. Basic texts was taken to mean reading textbooks which consist of anthologies of largely fictional selections, sequentially and systematically arranged on the basis of the vocabulary control and on the entry that each offers into the teaching of the various developmental reading skills.

Frustration level. This was the lowest level at which reading is too difficult for the child.

Instructional level. This was the highest level at which the child could read satisfactorily when the book was used for systematic reading instruction with the usual activities of preparation, guided reading, discussion, and re-reading.

Independent level. It was the highest level at which the child's reading was fluent, word recognition errors were few, and comprehension was very good.

#### Limitations of the Study

Dressel cautions, "The considerations of time and expense cannot be ignored in planning evaluation any more than in planning instruction." (14) Most assuredly, this study was effected by those two limitations. Another limitation was the professional competency of the examiner. The judgement of the examiner limited the validity of the inventory in two ways. One was in deciding if the materials used were equal in readability to the instructional materials. The second was in determining if the techniques were equivalent to those used in classroom instruction. The reliability of informal inventories varied because reading texts (basal) vary. The examiner's rapport varied with different children. This fact was considered to be a

limitation. The eye-voice span was not taken because it was not felt to be a necessary part of the study. (15:24) Lastly, an interest inventory was not developed with each examinee because of the examiner's familiarity with the background and behavior of each child. The testing was limited to forty-seven fourth, fifth and sixth grade students at Hebel School. All testing was conducted in Room 206 of this same school between 9 A.M. and 3 P.M. on school days.

### Assumptions

This study was conducted with four assumptions:

1. That all children who participated had no seeing or hearing difficulties that would act as a debility to their understanding and answering process.
2. That symptoms of difficulty increase in direct proportion to the increase in the difficulty of the material.
3. That symptoms of difficulty may be used as a basis for estimating reader achievement.
4. That every teacher is a teacher of reading.

## CHAPTER II

### SURVEY OF THE RELATED LITERATURE

Although there was not a plethora of literature on informal reading inventories, there was sufficient abundance to gain a rather complete background. There were no works which dealt specifically with the use of a tape recorder by the classroom teacher.

It should be understood that informal reading inventories are not new. In the broad sense, they are continued each day by all teachers. More specifically, some writers designate them as individual text book tests (24:120) or maintain the teacher-student conferences suffice for informal reading inventories. (22) A pattern of informal inventory was set by the Romans, who interred all Greek captives from the siege of Syracuse in a stone quarry. Upon recitation from memory of long passages from Euripides, certain prisoners were set free to become tutors in Roman homes. The rest were slaughtered. Smith, in her fine review of the historical basis of individualizing instruction began with Comenius in the early 1600's. Rousseau's "Emile" and Pestalozzi's "Leonard and Gertrude" are chronological antecedents of the present movement. (36) Zirbes, in 1917, asked, "Is it not impossible to furnish

individual instruction under classroom conditions?" (43) She then proceeded to test reading comprehension informally, and concluded, "A definite diagnosis of individual traits in reading should form the basis of grouping." (43) In an article dealing with the 1923 Yearbook of the NSSE Stauffer excerpted, "The flood of reports dealing with how classroom teachers are actually teaching reading indicate that the momentum for individualizing of instruction is increasing." (37) McLeod verified a link between increasing difficulty of material and the effect on the oral reading of children. (27) As most contemporary authors have lamented, there was a paucity of research in this area between 1930 and 1950. West referred to Willard Olsen as being the "father" of the new era of individual measurement. (41) In the area of informal reading inventories, one man had the position which is roughly analagous to the Olympian stature occupied by Freud in psychoanalysis. He was Emmett A. Betts. An early work of his made no mention of the informal reading inventory; rather, listed ten standardized tests used to gain diagnostic data. (7:78) The Gates Diagnostic and Gray Paragraph test were widely used in 1930's. Durrell's work in 1940 described an informal inventory which he devised. Betts' book of 1954 synthesized all the previous



attempts into a useful, cohesive explanation of this technique. (5) Since its publication, all authors in the field acknowledge their indebtedness to his insight. In it he added the four operational reading levels to the professional jargon. See Appendix C. Most inventories used these in toto, or with slight adaptations. Betts explained, "Too often results of a standardized test are used to predict the instructional level. These tests tend to place children at their frustration level." (5:449) At a later date he compared the liberal agriculture appropriations of the past to the expenditure on education today. He admonished, "The techniques and instruments for measuring these learnings are neither as precise nor as explicit as the bushels, pounds and other measures used in agriculture." (8)

Floyd discussed the "Joplin Plan" for pupil grouping based on standardized test results. (18) The organizational scheme was somewhat similar to Hebel School's. Daniel reported a study of comparison between three standardized tests and an informal test with teacher opinion placement. He concluded, "The Gates Diagnostic test then is the best one to use as an initial grouping device and the modified criterion on the Informal Reading Inventory is the best to use as a teaching aid." (13) McCracken, a recent exponent

of reading inventories, stated:

The number of errors a child makes when reading orally is important; the kind of errors he makes may not be important. ...the level established for teaching may be much more important than the error pattern. (24:73)

Harris also accepted the three level without reservation when he said:

The instructional implications of the three levels are quite clear. The instructional level is the one to use in assigning children to groups for basal reading instruction. The independent level helped the teacher to judge which books a child is likely to be able to read by himself with satisfaction. The Frustration level warns that reading anything as hard as this is likely to be a painful experience. (24:123)

The problems connected with the difficulty of accurate appraisal of reading often reared its head. Ideally, Miel was correct when she stated:

To comprehend as completely as possible the child's strengths and weaknesses in skills and abilities is basic to success in individualizing reading instruction. To this end, evaluation data are of great importance. From such data, the teacher makes plans for working with a child and develops lines of action for pacing the new learnings to the child's present potentialities and capacities. (28:15)

This course was fraught with pitfalls. Cutts maintained there were but two major difficulties in appraisal: (1) public relations, and (2) age span. (12:83) Strang and McCullough determined six:

1. There is lack of agreement concerning what reading is.

2. There is a variety of kinds of comprehension.

3. There are problems related to the question of the reliability and intercorrelation of subscores on reading tests.

4. There are problems concerning the nature of word meaning.

5. The rate of reading cannot be tested alone.

6. There are difficulties in discovering relationships between scores on reading tests and subsequent success in reading. (38:329)

Olsen claimed an "organismic age" would be the best criteria for evaluation. (29:17) Harris diverged by stating, "The child's feeling about a book is probably the most important single factor in deciding about its suitability for him." (24:123) Betts mentioned ninety-five specific areas in which a child can be found wanting. (7:83-85)

A teacher has always had the obligation to evaluate. As Burns pointed out:

Good teaching implies continuous diagnosis and evaluation. Under such an approach, patterns of errors become more apparent and their subsequent elimination more assured when necessary adjustments in the instructional program are made. (10)

Austin and Huebner avowed, "Informal appraisals can assist teachers in a number of ways... They can enable teachers to program reading instruction more effectively." (1)

Betts quoted Durrell as having said:

The appraisal should be double edged: First, it should reveal the learner needs to the teacher; second, it should help the learner to become aware of his own need for guidance and instruction. (5:438)

Dressel, under subsidiary purposes of evaluation, concluded, "The determination of the readiness of a particular pupil to enter study at a given level." (14) Bond asserted that one of the more important purposes of evaluation from the point of view of the teacher was:

- To improve reading instruction by:
- A) determining the nature of instruction
  - B) adjusting instruction to individuals
  - C) determining the readiness to undertake the learning of advanced reading abilities. (9:219)

He also stressed that they showed, (1) problems confronting teacher, (2) delineate obstacles, (3) show student's areas of interest, (4) may show where individual instruction is required. (9:222)

References concerning the use of the reading inventory data were ubiquitous. Austin and Morrison questioned, "Perhaps of greater importance than which tests were administered, or when, is the use made of the information gained through them." (2:143) A point made by Miel was most important for use of the data, "It is to be noted that the uses made of such data....are for diagnosis of where the child needs help in reading rather than for rating him as a

reader." (28:15) Durrell alleged:

Informal tests based upon the reading materials used in the classroom and charts of faulty habits and difficulties observed when the child is reading provide the best basis for planning instruction. (15:18)

Most classroom teachers have followed Russell's synopsis of uses. He stated there were three major uses: (1) to estimate the general reading status, (2) to find the specific nature of reading difficulties, and (3) to discover the possible cause of the difficulties. (32:2) The most complete statement of a reading appraisal was by Strang and McCullough who declared:

A comprehensive appraisal procedure involves (1) obtaining from school records, interviews and other dependable sources personal data about the individual's development, attitudes, interests, and personal relations (2) securing from tests objective information, checked by observation, on his probable capacity to learn (3) finding out, through standardized tests, informal tests, and observation of the learner in various situations; how well he reads orally and silently and his strength and weaknesses in different kinds of reading (4) analyzing, when indicated, specific parts of the reading process such as word recognition, comprehension, vocabulary, etc; (5) obtaining clues of conditions that are blocking his progress in learning to read; (6) formulating, on the basis of all the data collected and interpreted, hypotheses as to the nature of the most plausible hypothesis with recommendations for remediation or continued growth in reading achievement. (38:309)

Betts, in a charming article, told the story of the use of an informal inventory in diagnosis of a child's reading problems. (6)

The technique of the inventories reviewed were as varied as the examiners were creative. McCracken's study with second graders found the tests individually administered with seven categories of oral errors, and independent ratings by teachers to be effective. (25) Strang and McCullough listed fifteen methods of appraisal:

1. Observation and tests of vision and hearing.
2. Medical examinations.
3. Developmental history.
4. Reading autobiography.
5. Other introspective reports.
6. Daily schedule.
7. Classroom observation.
8. Tests of mental ability.
9. Standardized tests of reading achievement and capacity.
10. Listening comprehension tests.
11. Oral reading tests.
12. Reading inventories (group and individual).
13. Informal testing-self-appraisal teaching procedures.
14. Interview.
15. Projective technique. (38:310)

Durrell felt that six areas should always be scored. They were: (1) phrase reading, (2) voice, (3) enunciation, (4) expression, (5) word skills, (6) comprehension. (15:23) A procedure outlined by Hamilton came very close to being an antecedant of this one. He claimed:

It is possible to determine approximately the difficulty level of material which a child can read successfully without giving him a standardized test. The procedure is as follows:

- 1) Estimate the difficulty level of material which you think the child will be able to read.
- 2) Select three or four books, with which he is not familiar, above, below and on the level you estimated.

- 3) Start with a book which you think will be too easy and have the child read a page or more orally to you.
- 4) Progress upward with books of increasing difficulty until a book is reached in which the child misses not more than one word out of ten. That book is about right. If he misses more than one word in ten, it is probably too difficult.
- 5) Check comprehension by a few questions about important points in content. If comprehension is poor, even though word recognition is good, the material is too difficult. (23:26)

The only study which mentioned a tape recorder was by Austin and Huebner. (1) Betts summarized the advantages of informal reading inventories. They were:

1. Low cost.
2. Direct and rapid administration.
3. Validity -- mechanical factors are under complete control at all times.
4. Appraisal of achievement level and specific needs.
5. Selection of interesting materials.
6. Attention given to graded readability of materials.
7. Instructional value of test situation. (5:478)

There were authors who decried the use of informal testing by classroom teachers. Vogel was the most vociferous of these. He claimed usage of informal testing was unreliable on four bases:

1. Testing by isolated passages is unsound.
2. The factor of interest is ignored.
3. There are no introductions.
4. It penalizes those who lack an apperceptive background. (40)



## CHAPTER III

### DESIGN AND PROCEDURE OF THE STUDY

During the fall and winter months of 1964 and 1965, the Hebel staff laid the groundwork for a unique reading program. The block of time from 9 A.M. to 10 A.M. was set aside and designated as a reading period in the intermediate grades. It was also decided to cross grade levels in grouping for reading instruction. Furthermore it was decided to split the children into five separate groups. The basis for grouping was to be the most salient reading need of each child. Thus all children with a need in word attack skills were placed in the same study group, regardless of grade placement. All the children involved had been given the Gates Reading Survey and Iowa Basic Skills Tests appropriate for their levels. Based on these standardized test scores and their own classroom observations over a six month period, the teachers assigned the children in their classes to one of the five groups. The headings for each group were as follows:

| <u>Group Number</u> | <u>Purpose for Group Study</u>                          | <u>Number in Group</u> |
|---------------------|---|------------------------|
| I                   | Critical Reading, Broadening                            | 11                     |
| II                  | Vocabulary, Critical Reading, Enrichment                | 9                      |
| III                 | Vocabulary, Reading for Information, Oral Reading       | 8                      |
| IV                  | Vocabulary, Comprehension, Review of Word-Attack Skills | 7                      |
| V                   | Word Attack Skills                                      | 5                      |

Seven fourth graders were added to Groups II and III at a later meeting. The teachers of fifth and sixth grades and the three laboratory school interns then chose the group with which they preferred to work. As discussion centered around the placement of the children in the overall scheme, some dissatisfaction was evinced by the interns who were familiar with the children of **all** three classes. Dr. Davis, a reading specialist at Central Washington State College, was invited to attend one of the meetings. After sensing the difficulty, he recommended an informal reading inventory as the best evaluative tool for placing the children in this particular situation.

#### Problems in Organization

As Austin and Huebner realized, "While teachers would like to analyze the reading performance of each student by means of an individual inventory, class size may make such a procedure impossible." (1) Although the largest class tested at Hebelers consisted of only twenty-two pupils, it was decided to have all the involved pupils tested by one examiner. A room was set aside for testing purposes. An entente was made between the examiner and the teachers that a child would be excused from any classroom

duties for testing purposes at the time the examiner sent for them. It was understood that this classroom absence would usually not be more than one-half hour's duration.

It was decided to contact Dr. Robert McCracken at the Western Washington State College Reading Clinic. He responded by sending materials upon which a good deal of the scoring process was designed. See Appendix B. A decision had to be made between ordering a published set of inventories or constructing it with local materials. Considering the low cost to be one of the chief advantages of informal reading inventories; and, considering the possibility that many teachers were not able to do it, the idea of ordering published materials was rejected.

Use of any method of inventory construction other than a series of basic texts was not seriously considered. As Betts pointed out, there were three advantages to this, (1) it was available, (2) some attention had been given to grading in construction, (3) the vocabulary had been controlled. (5:455) The series selected was the Scott-Foresman. It was chosen because it was complete from grade one through grade nine, and few of the children had had previous contact with the story content. Any "blocks" from previous failures were thus avoided. It was decided

to use two texts at each level. One copy was used by the pupil, the other by the examiner. Any idea of cutting passages out of textbooks or duplicating them (as suggested by Burns (10) was abandoned on the grounds that a classroom teacher might be restricted from doing this.

Passage selection was subjective. It would be so in the classroom. Both Durrell and Harris suggested the length of the passage be less than one-hundred words. (15:21,24:121) This admonition was ignored, and this led in turn to later revisions in passage selection for the sake of brevity.

The selection of questions about oral and silent reading passages was influenced by many authors. Austin and Huebner summated the others by stating that questions should test the students knowledge of facts, inferences, vocabulary and use of context clues. (1) No questions were included which could be answered with a "yes" or "no". It was decided to use either four or five questions per passage to facilitate percentage scoring.

Scoring the test and location of a suitable score-sheet were the most difficult of pre-test organizational problems to solve. A wide diversity in reading areas to be tallied and in design of the scoresheet was apparent

in the literature. Since no paradigm sheet showed the use of a tape recorder, it became necessary to design one. See Appendix E. The reading areas chosen to be tested and scored followed those suggested by McCracken. See Appendix B. The determination of levels followed McCracken's design, which is patterned closely after Betts. See Appendix C. The capacity level is not measured because of the difficulty in determination and lack of time. It was not necessary for this reading program.

The vocabulary sample was taken at random from words in the vocabulary list near the end of each book. Twenty-five from each textbook level were chosen to facilitate percentage scoring. See Appendix A.

The materials used were restricted to those normally found in a modern elementary school. The following items were all that were used:

1. Tape recorder.
2. One tape per each eight children.
3. Basic texts (two copies per each level).
4. Twenty-eight pieces of one by eight inch red construction paper.
5. Twenty-eight pieces of one by eight inch blue construction paper.

6. One cardboard box eight and one-half inches by eight inches by six inches.

7. Thirteen pieces of cardboard six and one-half inches by eight and one-half inches.

8. One scoresheet per each child.

9. One set of (dittoed) questions based on the oral reading passage for each level.

10. One set of (dittoed) questions based on the silent reading passage for each level.

11. Ten copies of the selected vocabulary from levels 1<sup>2</sup> through 3<sup>2</sup> and eight through nine.

12. Twenty-five copies of the selected vocabulary for each level from 4<sup>1</sup> through seven.

13. A pencil.

14. A stapler.

15. A sign for the door of the room indicating testing was taking place.

16. The tables and chairs deemed necessary.

17. Suitable decorations to ease the clinical atmosphere, e.g. flowers in a vase or pictures on the bulletin board.

### Pre-Test Activity

It was necessary to orient the teachers and gain their understanding and cooperation in the conduct of the test. The gathering of materials was easily accomplished. Blue markers were placed in the students copy of the text at the beginning of the selected oral and silent reading passages. Red markers were placed in the examiner's copy at identical places. In addition, light pencil notations (which could be easily erased) were inserted showing the number of running words at convenient intervals. This enabled the examiner to rapidly compute the speed of the pupil's reading in words per minute.

All questions and vocabulary selections were placed on dittoes. This augmented pre-test discussion and refinement, and will serve as future reference.

The selection of reading areas to be scored was finalized. The score sheet was designed around the reading areas to be measured, with the following considerations:

1. The basic design was vertical columns each headed by a reading area to be scored. These were intersected by horizontal columns denoting level of testing as marked in the far left hand column.

2. It read from right to left in the same sequence as that of the actual test.

3. All reading areas to be taped and scored after the test administration had spaces for the initial and final footage reading.

4. Space was provided for the following tape information:

- a) Tape number
- b) Side number
- c) Initial footage reading for each child tested
- d) Final footage reading for each child tested

5. A space was provided for comments by the examiner.

6. Pupil's name, date, examiner's name and other pertinent information had its own space.

7. All columns were split with a dotted line to separate fractional or percentage scores from letter scores. See Appendix E.

The area inside the cardboard box was divided by cutting the pieces of cardboard into dividers, marking them according to basal reading levels, and inserting them into the box in order.

The dittoed copies of questions and vocabulary selections for each level were then placed behind the appropriate divider.

The testing area was arranged to suit the needs of the examiner and the convenience of the children.

The tape recorder, and the entire procedure, was checked by using a **child** who would not be tested for



grouping as a trial testee.

The faculty set up a suggested order of testing, starting with the poorer readers and proceeding through the better, as they conceived them to be. This became the actual order of testing.

The final step in the pre-test activities was an actual visitation and inspection of the site and materials by Dr. Naumann of the Department of Psychology, Dr. Davis, a reading consultant and Dr. Gaskell, Director of Hebel Elementary School. They approved the test design as it was presented to them.

### Test Procedures

An exact recounting of the testing procedure was deemed necessary. The procedures herein presented were for testing and scoring the reading areas of oral speed, oral errors, oral comprehension, silent speed, silent comprehension and isolated vocabulary recognition.

The child was seated comfortably for the test. Rapport was then established. This was done in four ways: (1) by explaining the purpose of the machine and easing any apprehensions they may have harbored about its use, (2) by detailing the reason for their being tested,

(3) by telling them the purpose of the testing, (4) by briefing them on the mechanics of the conduct of the test. The examiner always selected a beginning level at which the pupil could perform with ease, so that he might become accustomed to the examiner's movements at the initial testing level without affecting his final placement. The exigency to compile a manual was not heeded on the basis that each child is an individual. The examiner's knowledge of the child's background and interests made the process of establishing rapport different in each case.

The following steps were taken by the examiner during the administration of the test. They are numbered in chronological sequence to facilitate repetition and/or refinement.

1. All pertinent required information was completed on the scoresheet.

2. The child was given the students' copy of the selected reading level.

3. The child was asked to check the first marker and ascertain if it was the correct story by reading the title.

4. The child was asked to close the book, holding the place with a finger.

5. The examiner wrote down the beginning tape footage number at the designated level on the scoresheet.

6. The tape recorder was turned on.

7. The examiner announced, "This will be \_\_\_\_\_ doing his/her one minute oral reading on level \_\_\_\_\_."

8. The child was given a silent sign to begin reading aloud.

9. The examiner checked the timepiece to get the exact starting time.

10. The child read aloud for one minute.

11. The examiner said, "stop".

12. The tape recorder was turned off.

13. The child was told to continue reading to a designated spot (end of page or paragraph).

14. The examiner computed number of words read by using his copy.

15. This number was entered in the oral speed column.

16. The ending tape footage number was entered at the right of the oral speed column.

17. The oral errors column was bypassed, and the same tape reading was entered at the left of the oral comprehension column.

18. The child was allowed enough time to finish the passage.

19. The child was asked to close the book and set it aside. (usually a word of caution was given about drumming

the table top while answering questions).

20. The tape recorder was turned on.

21. The examiner announced, "This will be \_\_\_\_\_ answering his/her oral comprehension questions on level \_\_\_\_\_."

22. All questions and answers were recorded for that level.

23. The tape recorder was turned off.

24. The tape footage reading was entered at the right of the oral comprehension column.

25. The silent speed column was bypassed and the same tape footage reading was entered at the left side of the silent comprehension column.

26. The child was asked to check the second marker in his copy and ascertain if it were the correct story by reading the title.

27. The child was told to begin reading silently.

28. The child was allowed to read for one minute.

29. The examiner said stop and asked the child to point to the word which he/she had been reading.

30. The child was instructed to continue reading to a designated spot. (as in step 13)

31. The examiner computed the number of words per minute.

32. This figure was entered in the silent speed column.

33. The child was allowed enough time to finish the selected passage.

34. The tape recorder was turned on.

35. The silent questions and answers were recorded for that level. (as in steps 21 and 22)

36. The tape recorder was turned off.

37. The tape footage reading was entered at the right of the silent comprehension column.

38. The child was handed a copy of the vocabulary for that level.

39. The child was instructed to read the vocabulary in order and as quickly as possible. Any word he did not know was to be passed over by saying "skip", and proceeding to the next word.

40. The examiner retained a copy of the vocabulary and marked all words not pronounced correctly and unhesitatingly with a check.

41. The number of vocabulary words correct was entered as the numerator of a fraction (using twenty-five as a denominator) in the isolated vocabulary column.

42. This procedure was repeated for each textbook

level until frustration in at least two reading areas was indicated.

It was necessary to score the oral and silent comprehension after the child had returned to class. Usually this scoring was done after the children had been dismissed, thereby making it possible to test more children each day. The scoring was accomplished through the use of the following steps:

1. The tape was rewound to the beginning reading.
2. By using a copy of the passage and listening to the tape the number of oral errors was readily determined.
3. The number of errors was entered in the oral errors column.
4. The examiner subjectively scored the answers to oral comprehension questions from 0 to 100 as determined by correctness of the response.
5. The raw score for each of the questions was totaled.
6. This sum was divided by the number of questions to determine the average.
7. The average was entered as a percent in the oral comprehension column.
8. This procedure was repeated for the scoring of silent comprehension.

When the raw scores for all columns had been computed, the child's reading level was determined by using McCracken's criteria. See Appendix B. The letter symbol denoting reading level was derived and placed at the right hand side of the raw score in each column according to the following code:

IND = Independent reading level  
I/Q = Instructional (questionable) level  
I/D = Instructional (definite) level  
F = Frustration reading level

The checked vocabulary sheets used by the examiner were stapled to the individual's scoresheet; the testing came to a close when this procedure had been repeated and refined through forty-seven testees.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### An Analysis of the Data

There are three considerations which came to light during the testing and have a direct bearing on the data herein presented. They may have influenced some scores, but the extent to which this may be true is impossible to measure at this time. These considerations were:

1. Rapport between the child and the examiner varied with each individual, and in at least one instance was extremely poor.

2. Some children exhibited much more nervousness than others during the tape recording of some sections of the test.

3. At frustration level some children would merely skim the page in silent reading, thereby hoping to increase their test score.

Table I shows the textbook level, initial page of the reading passage in the text, the coded question number, the total number of children replying to each question and the number receiving 100% credit for their answer. The



question code number should be read as follows: 1<sup>2</sup> 0 - a. means first grade level, second semester, oral reading, first question; and 3<sup>1</sup> S - d. would mean third grade level, first semester, silent reading, fourth question. This table synthesizes an overview of the items for an evaluation of relative ease or difficulty encountered in answering, e.g. at textbook level 5<sup>1</sup> it would appear that the oral reading passage was less difficult than was the silent. It appears that question 9 0 - d. was far more difficult than question 9 0 - a.

TABLE I

A COMPARISON OF THE NUMBER OF 100%  
REPLIES ON COMPREHENSION QUESTIONS TO THE  
TOTAL NUMBER OF TESTEES ANSWERING EACH QUESTION

| Textbook Level | Textbook Page | Question Number       | Total No. of Testees Answering | No. Receiving 100% Credit |
|----------------|---------------|-----------------------|--------------------------------|---------------------------|
| 1 <sup>2</sup> | 51            | 1 <sup>2</sup> O - a. | 1                              | 1                         |
|                |               | 1 <sup>2</sup> O - b. | 1                              | 1                         |
|                |               | 1 <sup>2</sup> O - c. | 1                              | 1                         |
|                |               | 1 <sup>2</sup> O - d. | 1                              | 1                         |
| 1 <sup>2</sup> | 70            | 1 <sup>2</sup> S - a. | 1                              | 0                         |
|                |               | 1 <sup>2</sup> S - b. | 1                              | 1                         |
|                |               | 1 <sup>2</sup> S - c. | 1                              | 1                         |
|                |               | 1 <sup>2</sup> S - d. | 1                              | 1                         |
| 2 <sup>1</sup> | 178           | 2 <sup>1</sup> O - a. | 1                              | 0                         |
|                |               | 2 <sup>1</sup> O - b. | 1                              | 1                         |
|                |               | 2 <sup>1</sup> O - c. | 1                              | 0                         |
|                |               | 2 <sup>1</sup> O - d. | 1                              | 0                         |
| 2 <sup>1</sup> | 187           | 2 <sup>1</sup> S - a. | 1                              | 1                         |
|                |               | 2 <sup>1</sup> S - b. | 1                              | 1                         |
|                |               | 2 <sup>1</sup> S - c. | 1                              | 0                         |
|                |               | 2 <sup>1</sup> S - d. | 1                              | 0                         |
| 2 <sup>2</sup> | 51            | 2 <sup>2</sup> O - a. | 3                              | 2                         |
|                |               | 2 <sup>2</sup> O - b. | 3                              | 3                         |
|                |               | 2 <sup>2</sup> O - c. | 3                              | 3                         |
|                |               | 2 <sup>2</sup> O - d. | 3                              | 3                         |
| 2 <sup>2</sup> | 146           | 2 <sup>2</sup> S - a. | 3                              | 2                         |
|                |               | 2 <sup>2</sup> S - b. | 3                              | 3                         |
|                |               | 2 <sup>2</sup> S - c. | 3                              | 1                         |
|                |               | 2 <sup>2</sup> S - d. | 3                              | 2                         |
| 3 <sup>1</sup> | 75            | 3 <sup>1</sup> O - a. | 3                              | 0                         |
|                |               | 3 <sup>1</sup> O - b. | 3                              | 1                         |
|                |               | 3 <sup>1</sup> O - c. | 3                              | 0                         |
|                |               | 3 <sup>1</sup> O - d. | 3                              | 1                         |

TABLE I (continued)

| Textbook Level | Textbook Page | Question Number       | Total No. of Testees Answering | No. Receiving 100% Credit |
|----------------|---------------|-----------------------|--------------------------------|---------------------------|
| 3 <sup>1</sup> | 241           | 3 <sup>1</sup> S - a. | 3                              | 0                         |
|                |               | 3 <sup>1</sup> S - b. | 3                              | 3                         |
|                |               | 3 <sup>1</sup> S - c. | 3                              | 3                         |
|                |               | 3 <sup>1</sup> S - d. | 3                              | 2                         |
| 3 <sup>2</sup> | 226           | 3 <sup>2</sup> O - a. | 5                              | 3                         |
|                |               | 3 <sup>2</sup> O - b. | 5                              | 3                         |
|                |               | 3 <sup>2</sup> O - c. | 5                              | 5                         |
|                |               | 3 <sup>2</sup> O - d. | 5                              | 5                         |
| 3 <sup>2</sup> | 52            | 3 <sup>2</sup> S - a. | 5                              | 4                         |
|                |               | 3 <sup>2</sup> S - b. | 5                              | 4                         |
|                |               | 3 <sup>2</sup> S - c. | 5                              | 0                         |
|                |               | 3 <sup>2</sup> S - d. | 5                              | 3                         |
| 4 <sup>1</sup> | 52            | 4 <sup>1</sup> O - a. | 6                              | 4                         |
|                |               | 4 <sup>1</sup> O - b. | 6                              | 6                         |
|                |               | 4 <sup>1</sup> O - c. | 6                              | 6                         |
|                |               | 4 <sup>1</sup> O - d. | 6                              | 6                         |
| 4 <sup>1</sup> | 199           | 4 <sup>1</sup> S - a. | 6                              | 5                         |
|                |               | 4 <sup>1</sup> S - b. | 6                              | 3                         |
|                |               | 4 <sup>1</sup> S - c. | 6                              | 4                         |
|                |               | 4 <sup>1</sup> S - d. | 6                              | 3                         |
|                |               | 4 <sup>1</sup> S - e. | 6                              | 5                         |
| 4 <sup>2</sup> | 136           | 4 <sup>2</sup> O - a. | 9                              | 8                         |
|                |               | 4 <sup>2</sup> O - b. | 9                              | 6                         |
|                |               | 4 <sup>2</sup> O - c. | 9                              | 9                         |
|                |               | 4 <sup>2</sup> O - d. | 9                              | 7                         |
| 4 <sup>2</sup> | 90            | 4 <sup>2</sup> S - a. | 9                              | 7                         |
|                |               | 4 <sup>2</sup> S - b. | 9                              | 4                         |
|                |               | 4 <sup>2</sup> S - c. | 9                              | 6                         |
|                |               | 4 <sup>2</sup> S - d. | 9                              | 7                         |
|                |               | 4 <sup>2</sup> S - e. | 9                              | 7                         |
| 5 <sup>1</sup> | 131           | 5 <sup>1</sup> O - a. | 24                             | 23                        |
|                |               | 5 <sup>1</sup> O - b. | 24                             | 23                        |
|                |               | 5 <sup>1</sup> O - c. | 24                             | 22                        |
|                |               | 5 <sup>1</sup> O - d. | 24                             | 22                        |

TABLE I (continued)

| Textbook Level | Textbook Page | Question Number       | Total No. of Testees Answering | No. Receiving 100% Credit |
|----------------|---------------|-----------------------|--------------------------------|---------------------------|
| 5 <sup>1</sup> | 210           | 5 <sup>1</sup> S - a. | 24                             | 18                        |
|                |               | 5 <sup>1</sup> S - b. | 24                             | 16                        |
|                |               | 5 <sup>1</sup> S - c. | 24                             | 10                        |
|                |               | 5 <sup>1</sup> S - d. | 24                             | 19                        |
| 5 <sup>2</sup> | 38            | 5 <sup>2</sup> O - a. | 13                             | 9                         |
|                |               | 5 <sup>2</sup> O - b. | 13                             | 12                        |
|                |               | 5 <sup>2</sup> O - c. | 13                             | 12                        |
|                |               | 5 <sup>2</sup> O - d. | 13                             | 8                         |
| 5 <sup>2</sup> | 259           | 5 <sup>2</sup> S - a. | 13                             | 10                        |
|                |               | 5 <sup>2</sup> S - b. | 13                             | 8                         |
|                |               | 5 <sup>2</sup> S - c. | 13                             | 9                         |
|                |               | 5 <sup>2</sup> S - d. | 13                             | 9                         |
| 6 <sup>1</sup> | 35            | 6 <sup>1</sup> O - a. | 28                             | 25                        |
|                |               | 6 <sup>1</sup> O - b. | 28                             | 23                        |
|                |               | 6 <sup>1</sup> O - c. | 28                             | 10                        |
|                |               | 6 <sup>1</sup> O - d. | 28                             | 2                         |
| 6 <sup>1</sup> | 186           | 6 <sup>1</sup> S - a. | 28                             | 17                        |
|                |               | 6 <sup>1</sup> S - b. | 28                             | 6                         |
|                |               | 6 <sup>1</sup> S - c. | 28                             | 2                         |
|                |               | 6 <sup>1</sup> S - d. | 28                             | 3                         |
| 6 <sup>2</sup> | 92            | 6 <sup>2</sup> O - a. | 36                             | 26                        |
|                |               | 6 <sup>2</sup> O - b. | 36                             | 26                        |
|                |               | 6 <sup>2</sup> O - c. | 36                             | 24                        |
|                |               | 6 <sup>2</sup> O - d. | 36                             | 18                        |
| 6 <sup>2</sup> | 228           | 6 <sup>2</sup> S - a. | 36                             | 33                        |
|                |               | 6 <sup>2</sup> S - b. | 36                             | 16                        |
|                |               | 6 <sup>2</sup> S - c. | 36                             | 16                        |
|                |               | 6 <sup>2</sup> S - d. | 36                             | 24                        |
| 7              | 240           | 7 O - a.              | 14                             | 14                        |
|                |               | 7 O - b.              | 14                             | 12                        |
|                |               | 7 O - c.              | 14                             | 5                         |
|                |               | 7 O - d.              | 14                             | 9                         |

TABLE I (continued)

| Textbook Level | Textbook Page | Question Number | Total No. of Testees Answering | No. Receiving 100% Credit |
|----------------|---------------|-----------------|--------------------------------|---------------------------|
| 7              | 409           | 7 S - a.        | 14                             | 8                         |
|                |               | 7 S - b.        | 14                             | 4                         |
|                |               | 7 S - c.        | 14                             | 9                         |
|                |               | 7 S - d.        | 14                             | 3                         |
| 8              | 380           | 8 O - a.        | 13                             | 12                        |
|                |               | 8 O - b.        | 13                             | 10                        |
|                |               | 8 O - c.        | 13                             | 9                         |
|                |               | 8 O - d.        | 13                             | 9                         |
|                |               | 8 O - e.        | 13                             | 11                        |
| 8              | 369           | 8 S - a.        | 13                             | 10                        |
|                |               | 8 S - b.        | 13                             | 5                         |
|                |               | 8 S - c.        | 13                             | 11                        |
|                |               | 8 S - d.        | 13                             | 5                         |
| 9              | 162           | 9 O - a.        | 11                             | 9                         |
|                |               | 9 O - b.        | 11                             | 4                         |
|                |               | 9 O - c.        | 11                             | 2                         |
|                |               | 9 O - d.        | 11                             | 0                         |
| 9              | 684           | 9 S - a.        | 11                             | 2                         |
|                |               | 9 S - b.        | 11                             | 9                         |
|                |               | 9 S - c.        | 11                             | 4                         |
|                |               | 9 S - d.        | 11                             | 8                         |

Table II is a compilation of the entire spectrum of questions along with the correct answers. These are followed by a list of the incorrect answers given to each question. In parentheses subsequent to each incorrect answer is the score given to that particular answer. This may be read as percentage. This table is a sequel to Table I, which shows only the number of correct replies. For example, in Table I it appears that question 3<sup>2</sup> S - c. is extraordinarily difficult. However, upon checking the incorrect replies, it is seen that only one child received no credit. Four of the replies received half credit. This table, then mitigates the dichotomous nature of Table I, and extends a more accurate appraisal of each of the questions.

## TABLE II

A COMPILATION OF THE QUESTIONS WITH  
CORRECT AND INCORRECT RESPONSES TO EACH ONE

---

  
1<sup>2</sup>. Oral

- a. Where did Dick and Jane go?  
Correct answer: to the farm.
- b. Whom did they go to see?  
Correct answer: Grandmother and Grandfather.
- c. Why were they surprised?  
Correct answer: the barn had been painted.
- d. What color eggs did Grandmother like?  
Correct answer: red.

1<sup>2</sup>. Silent

- a. What was wrong with the old toy horse?  
Correct answer: he was too old and broken to ride.  
  
Incorrect answer: his head was broken. (50)
- b. What color was the new toy horse?  
Correct answer: black and white.
- c. What did the family do with the old toy horse?  
Correct answer: made it like new.
- d. Which horse did they give to Tom?  
Correct answer: the new toy horse.

2<sup>1</sup>. Oral

- a. What was Zeke going to build?  
Correct answer: a garden fence.  
  
Incorrect answer: a fence.
- b. What did Zeke go to get?  
Correct answer: his horses.

TABLE II (continued)

- c. How did Zeke use the horses to help build the fence?  
Correct answer: to help him hold the wood as he sawed it.

Incorrect answer: to help him when he was sawing. (75)

- d. Where were they working?  
Correct answer: in Zeke's yard.

Incorrect answer: in Tom's yard. (75)

2<sup>1</sup>. Silent

- a. What season of the year is it in the story?  
Correct answer: fall.

- b. Why didn't the fathers rake their own leaves?  
Correct answer: they worked downtown.

- c. How did Zeke rake the leaves?  
Correct answer: in long lines across the yard.

Incorrect answer: with a rake. (50)

- d. Where did Zeke start raking the leaves?  
Correct answer: at Patty's house.

Incorrect answer: no answer. (0)

2<sup>2</sup>. Oral

- a. What was the boy's name?  
Correct answer: Tom Winters.

Incorrect answer: Tom. (75)

- b. What did the boy not like to do?  
Correct answer: hoe weeds.

- c. Why did the boy get to go for a visit?  
Correct answer: because Uncle Dick had gone to the city.

- d. What was resting with Aunt Sally?  
Correct answer: the cat.



TABLE II (continued)

2<sup>2</sup>. Silent

- a. Where did the story take place?

Correct answer: Maple Village.

Incorrect answer: a park. (50)

- b. Who baked the best things?

Correct answer: Mrs. Smart.

- c. What time was the picnic to be?

Correct answer: six o'clock.

Incorrect answers: in the evening, (90) no answer, (0)

- d. What kind of cake did people eat?

Correct answer: upside down cake.

Incorrect answer: nut. (25)

3<sup>1</sup>. Oral

- a. Where was the billboard?

Correct answer: across the street from Maple School.

Incorrect answers: by the school on maple street (70),  
on the street (0), no answer (0).

- b. What was on the billboard?

Correct answer: a circus development.

Incorrect answers: circus deal advertisement (90),  
the children were playing on it (0).

- c. Where had the new children moved to?

Correct answer: a nearby farm.

Incorrect answers: no answer (0), it didn't say (0),

- d. Who did the new children know?

Correct answer: the star clown who was their uncle.

Incorrect answers: nobody they just moved in (0),  
there uncle was there (50).

TABLE II (continued)

3<sup>1</sup>. Silent

- a. What was Chuckle doing at the beginning of the story?  
Correct answer: sunning himself on a rock wall.

Incorrect answers: playing (0), chewing a cob of corn (0), laying on stones (90).

- b. What kind of an animal was Chuckle?  
Correct answer: a groundhog.

- c. Why did Chuckle's mother whistle?  
Correct answer: there was danger.

- d. What did Chuckle do when he saw the dog?  
Correct answer: popped into his hole.

Incorrect answer: he fought it (0).

3<sup>2</sup>. Oral

- a. How did Ricky's father make a living?  
Correct answer: by selling fish.

Incorrect answer: by fishing (50).

- b. Who usually went fishing with father?  
Correct answer: his older brother, Joe.

Incorrect answers: his brothers (75), his older brother (90).

- c. When would Ricky be old enough to go?  
Correct answer: by next summer.

- d. Where was Ricky going to fish?  
Correct answer: the dock.

3<sup>2</sup>. Silent

- a. From where had Mr. Chase returned?  
Correct answer: the nearest store.

Incorrect answer: from a journey from the country (25).

TABLE II (continued)

- b. What great news did he have to tell?  
 Correct answer: George Washington was the new president.  
 Incorrect answer: George Washington was going to bring in troops (75).
- c. Where was the Chase family going to meet the president?  
 Correct answer: north to Gray's crossing.  
 Incorrect answers: to town (50), at some bridge (50), no answer (0), at a parade (50), the bridge (50).
- d. How far must they travel?  
 Correct answer: ten miles.  
 Incorrect answers: a few miles (25), no answer (0).

4<sup>1</sup>. Oral

- a. In what month did the story happen?  
 Correct answer: October.  
 Incorrect answers: no answer (0), March (0).
- b. What couldn't the new girl do?  
 Correct answer: speak English.
- c. What was the new girl's name?  
 Correct answer: Rosa.
- d. When did the new girl's eyes brighten?  
 Correct answer: when the teacher said her name.

4<sup>1</sup>. Silent

- a. What were the children watching?  
 Correct answer: a big truck dumping gravel.  
 Incorrect answer: these guys on a digging machine (50).
- b. What was the dog's name?  
 Correct answer: Lady.  
 Incorrect answers: no answer (0), Laddie (50).

## TABLE II (continued)

c. Why were the holes in the road being filled?  
Correct answer: because cars got stuck in them.

Incorrect answers: rain came down in them (50),  
no answer (0).

d. How much money did Judy have?  
Correct answer: \$2.40.

Incorrect answers: \$2.04 (50), \$2.49 (50), didn't  
have any (0).

e. What was the big idea?  
Correct answer: to rent a steamshovel to dig a  
swimming hole.

Incorrect answer: renting the machine to fill holes (0).

4<sup>2</sup>. Oral

a. What kind of animals was the story about?  
Correct answer: sea otters.

Incorrect answer: otter.

b. How did the mother hold herself in the water?  
Correct answer: erect.

Incorrect answers: standing up (75), no answer (0),  
treading to hold herself up (75).

c. Who was she watching?  
Correct answer: her baby.

d. Could the baby swim well?  
Correct answer: no, it was the first time.

Incorrect answers: yes (0), sorta (75).

4<sup>2</sup>. Silent

a. What was the colt's name?  
Correct answer: War Paint.

Incorrect answer: can't remember (0).

TABLE II (continued)

- b. How did his hide look?  
 Correct answer: as if it had been brushed in splotches.  
 Incorrect answers: black and furry (75), can't remember (0), like paint had been brushed on (90), like somebody spilled paint (50), like it had paint on it (50).
- c. What was the colt's favorite sport?  
 Correct answer: boxing.  
 Incorrect answers: running (0), hind feet went up in the air (90).
- d. What did the colt meet in the gulley?  
 Correct answer: a prairie wolf.  
 Incorrect answers: a wolf (90), another horse (0).
- e. Who was the colt's partner?  
 Correct answer: Nosey.  
 Incorrect answers: War Paint (0), no answer (0).

5<sup>1</sup>. Oral

- a. What did Andy and Zeke want to learn from Watam?  
 Correct answer: how to make an Indian drum.  
 Incorrect answer: a drum (50).
- b. What did they need first?  
 Correct answer: a two foot log.  
 Incorrect answers: a piece of wood (70).
- c. Why did they build a fire?  
 Correct answer: to make coals to use in hollowing the log.  
 Incorrect answers: don't remember (0), to get hot coals (60).

TABLE II (continued)

d. Why couldn't they use the drum right away?

Correct answer: the elkskin had to dry first.

Incorrect answers: don't know (0), had to have the drum head hollowed out and a skin put on it (0).

5<sup>1</sup>. Silent

a. What was the weather like?

Correct answer: stormy and rainy.

Incorrect answers: raining (90), raining every hour or two (90).

b. What were Eddie and Joseph doing?

Correct answer: working on a racer and practicing a code.

Incorrect answers: working on a soap box racer (80), didn't tell (0), making a signal to get rescued (0), playing with their racer (50), they were fooling around with their telegraph (70), working on a soap box car and talking about rain (50), one was building a racer and one was goofing around (90), building some racer (50).

c. Where were they?

Correct answer: the second story of an old building in Illinois.

Incorrect answers: don't know (0), not sure - Illinois (30), in a house - Illinois (50), in an old light house (0), up on a two story building (75), in an old house (50), in Illinois (40), up in their barn (70), at one of their houses (0), in the cellar (50).

d. Why did Eddie decide to stay in the building?

Correct answer: because it gave them protection.

d. (changed) What time did Eddie think it was?

Correct answer: six o'clock.

Incorrect answers: not sure (0), he thought it was pretty late (50), night (50), don't know (0).

TABLE II (continued)

5<sup>2</sup>. Oral

- a. What did Mr. Collins do for a living?

Correct answer: he was a civil engineer.

Incorrect answers: worked on buildings (50), don't know (0), he worked on projects and make things (75), worked on building and skyscrapers (50).

- b. In what city does the story take place?

Correct answer: Mexico City.

Incorrect answer: Mexico but don't recall the city (50).

- c. What is the Spanish word for goodbye?

Correct answer: Adios.

- c. (changed) Why was Mrs. Collins lucky?

Correct answer: to be with her husband.

Incorrect answer: to have a home for themselves.

- d. What is the same in any language?

Correct answer: Baseball.

- d. (changed) When would they feel at home?

Correct answer: when they learned to speak a little Spanish.

Incorrect answers: don't know (0), when they got to their home (0), when they got settled and got used to it (0).

5<sup>2</sup>. Silent

- a. What did Midas love more than gold?

Correct answer: his daughter, Marigold.

Incorrect answers: Marigold, a girl at his feet (50), his little daughter (90).

- b. Why did Midas seek gold?

Correct answer: to give his daughter great wealth.

Incorrect answers: cause it looked good (0), no answer (0), because he thought it was pretty (0), he just liked it (0), he wanted to be rich (50).

TABLE II (continued)

c. What did Midas do every day?

Correct answer: went to his treasury and counted his money.

Incorrect answers: looked into all the gold in his chamber (50), he went to his garden and got gold (25), collected gold (0), went to the garden and looked at his flowers (0).

d. What caused the shadow?

Correct answer: an immortal standing in the ray of sunlight.

Incorrect answers: a man (50), the sun (0), don't know (0), didn't get that far (0).

6<sup>1</sup>. Oral

a. Why did Bill Jenkins have to pass a test?

Correct answer: to prove his courage.

Incorrect answers: to be a detective member (75), to get into the detective club (75), so he could join the detective club (75).

b. What did the boys do to decorate the shack?

Correct answer: several things.

b. (changed) What were the marbles used for?

Correct answer: to make a ghostly sound.

Incorrect answers: putting in the gunny sack (30), don't know (0), to put in the box (50), to make noise and scare him (70), to rattle something sort of scary in a way (90).

c. What were Bill's instructions?

Correct answer:

c. (changed) Where was the club headquarters?

Correct answer: in the Brown's garage.

Incorrect answers: in one of the boy's garages (80), didn't say (0), don't know (0), in a grocery store (0), in a shack (0), bear swamp (0), in a garage (80), don't remember (0), over at spencer's house (0).



TABLE II (continued)

d. Did Bill show fear?  
Correct answer: yes.

d. (changed) Where was Bear Swamp?  
Correct answer: out Cedar Mill Road

Incorrect answers: By old mill hill (50), don't remember (0), some road (50), by the old mills road (70), out by mill pond (20), don't know (0), on an old road (25), outside of town (20), out Cedar Creek Road (90), some road (30) by old mills road (70), out by millpond (20), on a road (30), can't remember the road (30), out in the woods (20), down the road (20), out in mills swamp (50), on Cedar Hill (50).

6<sup>1</sup>. Silent

a. How did the term highballing originate?  
Correct answer: with two balls suspended from a frame.  
When one was raised it meant to go ahead and clear track.

Incorrect answers: two black and white balls on a cross bar gave signals to engineer (90), to make it safe for train travel (ball on tracks were raised) (90), to tell them to stop and go (30), didn't tell us that (0), can't remember (0), two balls, black and white meant to stop and go (80), two balls on a cross bar gave signals to the engineer (90), to make it safe for train travel, balls were raised (90), don't know (0), as a signal for trains to stop and go ahead (75), a black and white ball was raised and lowered by a hangman (50), a long time ago (0), early railroaders (pre-electric) used colored balls as signals (90).

b. What types of signals are now used?  
Correct answer: lantern, flashlight, whistles, telegraph, electric block.

Incorrect answers: from station to station (0), flags - whole bunch in a book (30), semaphores (30), semaphore, white block (30), red lights (20) don't know (0), green lights (20), telegraph, signal

TABLE II (continued)

lights, and lanterns (90), didn't get that far (0), automatic kind that flows through the rails (50), from station to station (0), clear track (0), lighted balls (20), electric (40), radio from tower to engineer (40), things that go back and forth (20), lights and signs (50), whistle blast (30), automatic, whistles, and a man holding his nose (50), a sign shows when the train is coming (0), can't remember (0), hand switch light (50).

c. What is an automatic block system?

Correct answer: much too long to answer properly.

c. (changed) Who tells the brakeman he has a hot box?

Correct answer: the station attendant.

Incorrect answers: don't know (used a lantern) (0), don't recall (0), the engineer holds his nose (30), the fireman (0), another brakeman (30), one of the men outside the train raised his hand (50), the tower (0), a guy signaling with the lights (25), the conductor (0), a mechanic does those little balls (0), a man at the next station (70).

d. How many blocks must be clear for the engineer to receive a green light?

Correct answer: preceding two.

d. (changed) What was wrong with early signal methods?

Correct answer: they depended on human beings.

Incorrect answers: they were too late (0), it didn't say (0), don't recall (0), engineer couldn't always see it (0), don't see anything wrong with them (0), don't know (0), didn't get that far (0), all of them (0), couldn't see it far enough away (0), they were too late (0), the engineer couldn't always see it (0), gave the wrong signal at the wrong time (0), they weren't as efficient (70), nothing (0).

## 6<sup>2</sup>. Oral

a. Where did the story take place?

Correct answer: Mt. Olympus in Northern Greece.

TABLE II (continued)

Incorrect answers: in Greece - on an ancient mountain (90), on Mt. Olympus (country of Athens) (70), in Vasil, Greece (25), in Greece (80), in Switzerland (0), on Mt. Olympus in the country of Athens (60), in mountains (20), in Athens, Greece (40), near Athens, Greece (90), in Northern Greece (90).

- b. Why couldn't they see the eagles?  
Correct answer: because of the mist.

Incorrect answers: it wasn't close enough (20), because the sun had to go down a bit more (0), it wasn't time for them yet (0), they weren't high enough (0), it wasn't that time (0), they hadn't flown over yet (0), they weren't up to their nests yet (0), don't know (0).

- c. How did the city-boys react upon sighting the birds?  
Correct answer: they turned up their noses at the smell.

- c. (changed) What did the peal of bells mean?  
Correct answer: that Mitso, the shepherd, was coming.

Incorrect answers: I forgot (0), not sure (0), don't know (0), Gregory was coming (0), what time it was (0), that they could hear them (0).

- d. What is a vulture's nest like?  
Correct answer: a dirty pile of sticks.

- d. (changed) What kind of shoes did they wear?  
Correct answer: soft soled leather hiking shoes.

Incorrect answers: hiking boots (50), sandals (0), soft rubber ones (0), hiking shoes (50), hiking boots (50), thin-soled leather hiking shoes (50), mountain boots (0), leather hiking boots (80), light leather boots (50), rubber (0), not sure (0), don't know (0), soft leather shoes (90), rubber soled (0), high-heeled leather (0), leather (60).

6<sup>2</sup>. Silent

- a. What problem confronted the villagers?

Correct answer: they didn't know what to give the king during his visit.

Incorrect answers: they didn't have enough to buy an expensive gift (90), they were so poor they couldn't show him how much they liked him (70), they weren't rich enough to give the king a royal present (90).

- b. Why was the burgomaster asked for guidance?

Correct answer: because he would have more knowledge about royalty.

Incorrect answers: he was known as a wise person (20), don't remember (0), because he sorta was the one who knew what to do (60), because no one could think of a gift (90), don't know (0), he was the one that thought of the present (0), he was the head man in the village (50), he sorta bossed the town (50), because he knew quite a bit about the king (90), he was supposed to be a smart man (50), he was sort of a governor who took care of the people (50), so he could gather the people in the square (50), because he'd done it before (75).

- c. What happened during the presentation?

Correct answer: everything was mixed up.

- c. (changed) What are the ingredients of rice pudding?

Correct answer: rice, sugar, milk and eggs.

Incorrect answers: plums, rice and milk (50), didn't get that far (0), rice sugar (50), eggs, milk, rice, and butter (75), rice and sugar (50), rice (25), didn't tell in the story (0), rice, eggs, and milk (75), rice, milk and sugar (75), rice, milk (50), milk, rice and pudding (50), sugar, flour, eggs (50).

- d. How did the burgomaster finally clear the king's chamber?

Correct answer: by leaving himself.

TABLE II (continued)

- d. (changed) Why was it difficult to find a suitable present for the king?

Correct answer: he already had everything and they were not rich.

Incorrect answers: because the villagers weren't rich (50), because they hadn't anything suitable for him (90), don't know (0), they didn't have much (50), they were just simple people (50), had to be a gift of great value (50), because they hadn't had royalty visit their town (50).

## 7. Oral

- a. Why was he digging worms?

Correct answer: to get bait for fishing.

- b. Why did he save the worm?

Correct answer: because he was warm.

Incorrect answers: because the worm wrote SOS in the dirt (90), it had a tight skin and drew in the dirt (90).

- c. When did he discover the worm was unusual?

Correct answer: when he saw ELMER printed in the box of dirt.

Incorrect answers: cause the worm wrote SOS in the dirt and talked to him (80), he got back from fishing and the worm wrote bend down close and he heard him talking (90), when he picked it up it was warm (70), when it wrote SOS on the ground (90), he saw it writing SOS (90), he started talking to him (0), when he picked him up - he had a trim waistline and while he was digging - he was warm and writing SOS (70), he was a warm worm (50).

- d. How did the worm offer to help?

Correct answer: by tuning in on the teacher's thoughts.

TABLE II (continued)

- d. (changed) What did the worm command Stu to do?  
Correct answer: bend down close!

Incorrect answers: don't know (0), bend down (90),  
didn't get that far (0), not to call him pal (0).

## 7. Silent

- a. By what means did Stevenson fulfill his hopes?  
Correct answer: by writing.

Incorrect answers: read books - lamed, so he read  
a lot (0), by traveling (0), by reading (0), he  
wished to be a strong man and master English (50),  
by writing two books (90), no answer (0).

- b. What early experiences contributed to his writing?  
Correct answer: trips with his father to the coast  
of Edinburgh.

Incorrect answers: he sailed and travelled and stayed  
in bed and played soldiers (0), by reading other  
people's works (0), read in magazines and went to  
school (0), when he played he would write about  
that (0), don't know (0), he found Treasure Island (0),  
don't think so (0), he played soldier and during  
the winter nights he felt sad when the wind blew (0),  
got into adventures (Tom Sawyer and Kidnapped) (0).

- c. What two forces wrestled for control of his soul?  
Correct answer: the bright angel of his genius,  
the dark angel of his disease.

- c. (changed) What did his father want him to do?  
Correct answer: to be a civil engineer.

Incorrect answers: to be a writer (0), something  
good, not a writer or a sissy (0), to be an  
author (0), don't remember (0), to be a scholar (0).

- d. What sort of life did he lead in the South Seas?  
Correct answer: the life of an island king.

TABLE II (continued)

- d. (changed) How did Cummy influence him?

Correct answer: by telling him tales about the bogey man.

Incorrect answers: don't know (0), no answer (0), read him books (50), telling him stories about the bogey-man (70), by helping him to be better in English (0), went to Edinburgh to see what it was like so he could write about it in his books (0), to keep reading a book he was reading after he took it away from him (0).

## 8. Oral

- a. Why did Hyerdahl make the voyage?

Correct answer: to prove his theory.

Incorrect answer: to prove the Peruvians were descendants of the Polynesians (0).

- b. What resembled a rain of projectile?

Correct answer: the flying fish.

- b. (changed) Who was TIKI?

Correct answer: a Polynesian god.

Incorrect answers: don't know (0), the god (90), a Peruvian god (50).

- c. What made Tortien change sleeping locations?

Correct answer: being hit by flying fish.

Incorrect answers: don't know (0), water (0), flying fish (90).

- d. Why did Kon-Tiki experience so many surprises?

Correct answer: because it had no motor and was low in the water.

- d. (changed) How did they attract flying fish at night?

Correct answer: an oil lamp set on deck.

Incorrect answers: it had a lantern by the cabin (70), with their lanterns (90), the ocean (0), lamp on the deck (90).

TABLE II (continued)

- e. What caused the outbursts of strong language?  
Correct answer: flying fish hitting the men.

Incorrect answers: don't know (0), not exactly sure (0).

8. Silent

- a. What is meant by 82 degrees of frost?  
Correct answer: 50 degrees below zero - great cold.

Incorrect answers: it was cold enough to get a lot of it (0), it might be a measurement of -58 degrees (80), don't know (0).

- b. Why did he rub his nose and cheekbones with his mittened hand?  
Correct answer: to keep them from being frostbitten.

- b. (changed) What did it mean to this man?  
Correct answer: very little.

Incorrect answers: it was cold and bit into the man's face, so he guards against it with his mittens (70), it was -50 degrees and he was prepared for it (20), the bite of frost hurt, but he dressed warmly (90), he had to wear mittens or get frostbitten (60), it was cold (30), that it would hurt him because he was a newcomer (50), near the camp (0).

- c. Why couldn't he talk to anyone?  
Correct answer: his tobacco juice had frozen his beard solid.

- c. (changed) Where does the story take place?  
Correct answer: in the Yukon.

Incorrect answers: Alaska (90), in Greenland (0).

- d. What feeling does the story give you as far as you have read?  
Correct answer: something will happen to a careless man.

- d. (changed) What feeling is the author trying to give you as far as you have read?



TABLE II (continued)

Correct answer: a curiosity or awareness about what will happen.

Incorrect answers: it is cold and a miner is walking in the morning (0), it is a very lonely place and dark and misty (40), very cold and bleak (the man doesn't imagine only knows facts) (70), how cold it is and what the man thought about it (90), it is rather cold and a guy's out mining (50), it is cold and the man is a newcomer (90), he was new and paid attention to the weather (0).

## 9. Oral

### a. Who is Jacque Istel?

Correct answer: an American of French descent who is interested in parachuting.

Incorrect answers: a famous parachuter in the U.S. (90), the guy who started making parachuting a sport in the U.S. (90), he is the U.S. parachute champ who makes parachutes (90).

### b. Why is his organization popular in prisons?

Correct answer: so that prisoners might escape.

Incorrect answers: so prisoners could have some sport (0), don't know (0), cause there's so many people there (0), a lot of people would want to (0), prisoners don't have much to do (0).

### c. What indications are given that he had led a "wild" youth?

Correct answer: the wrecked autos.

Incorrect answers: wanted all adults under eighty to parachute (0), don't know (0), he liked parachuting (0), didn't read it (0), can't remember (0), he took a chance in trying to reach this goal (0), no answer (0),

### d. Why is his business growing?

Correct answer: he works hard.

TABLE II (continued)

- d. (changed) How did he like the New York and Paris money-markets?

Correct answer: he hated them even though he was successful.

Incorrect answers: did all he could and liked them because he got money (0), don't know (0), went there a lot (0), was that in there? (0), he liked it rather well (0), no answer (0), he didn't like them very well (50).

9. Silent

- a. What is the dominant theme of this story?

Correct answer: humor.

- a. (changed) What one word best describes the way in which this story is written?

Correct answer: sarcasm or humor or irony.

Incorrect answers: to feel sorry for this girl (70), don't know (0), first person (human) (0), make you not like that one guy (50), different (25).

- b. Why didn't she want to dance with him?

Correct answer: she had seen him dancing.

Incorrect answers: because she didn't think much of him (30), don't know (0).

- c. Why did she continue to do so?

Correct answer: because she dreaded talking to him.

- c. (changed) Why did she feel trapped?

Correct answer: everyone else was dancing.

Incorrect answers: because she didn't want to say no when he asked her (60), when he asked her to dance (0), when she didn't know what to say (50), she saw him dancing with another lady (0), when he asked her to dance (0).

## TABLE II (continued)

d. What are the indications she is actually having fun?

Correct answer: answer is too long.

d. (changed) How did she feel when he asked her to dance?

Correct answer: she didn't want to dance with him.

Incorrect answers: trapped in a trap (40), opposite of overjoyed (50), she didn't want to dance with him before he asked her (90).

TABLE III

THE NUMBER OF PUPILS TESTED AT EACH TEXTBOOK  
LEVEL ACCORDING TO GRADE-SEX CATEGORIES

|            | TEXTBOOK LEVEL |                |                |                |                |                |                |                |                |                |                |    |    |    |
|------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----|----|----|
|            | 1 <sup>2</sup> | 2 <sup>1</sup> | 2 <sup>2</sup> | 3 <sup>1</sup> | 3 <sup>2</sup> | 4 <sup>1</sup> | 4 <sup>2</sup> | 5 <sup>1</sup> | 5 <sup>2</sup> | 6 <sup>1</sup> | 6 <sup>2</sup> | 7  | 8  | 9  |
| <u>4-G</u> |                |                |                |                |                |                |                | 1              |                | 1              | 1              |    |    |    |
| <u>4-B</u> |                |                |                |                |                |                |                | 5              |                | 5              | 5              |    |    |    |
| <u>5-G</u> |                | 1              | 2              | 1              | 3              | 3              | 6              | 5              | 7              | 8              | 9              | 5  | 2  | 2  |
| <u>5-B</u> |                |                |                |                |                |                | 1              | 4              | 2              | 4              | 5              | 3  | 4  | 4  |
| <u>6-G</u> |                |                |                |                |                | 2              | 1              | 6              | 2              | 8              | 10             | 3  | 1  | 1  |
| <u>6-B</u> | 1              |                | 1              | 2              | 2              | 1              | 1              | 3              | 2              | 2              | 6              | 3  | 6  | 4  |
| <u>T-R</u> | 1              | 1              | 3              | 3              | 5              | 6              | 9              | 24             | 13             | 28             | 36             | 14 | 13 | 11 |

4-G = Fourth grade girls

4-B = Fourth grade boys, etc.

T-R = Total responses per textbook level

All subsequent data was organized on the basis provided by this table. Since all the children did not answer all the questions, and since there was a large variance in number in the different categories, a descriptive statistical analysis would not be valid. However, the arithmetic mean was derived for the performance in each category. The following tables were designed with this goal.

TABLE IV  
ORAL READING SPEED IN WORDS PER MINUTE

|            |   | TEXTBOOK LEVEL |                |                |                |                |                |                |                |                |                |                |     |     |     |
|------------|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----|-----|-----|
|            |   | 1 <sup>2</sup> | 2 <sup>1</sup> | 2 <sup>2</sup> | 3 <sup>1</sup> | 3 <sup>2</sup> | 4 <sup>1</sup> | 4 <sup>2</sup> | 5 <sup>1</sup> | 5 <sup>2</sup> | 6 <sup>1</sup> | 6 <sup>2</sup> | 7   | 8   | 9   |
| <u>4-G</u> | H |                |                |                |                |                |                |                | 138            |                | 146            | 128            |     |     |     |
|            | M |                |                |                |                |                |                |                | 138            |                | 146            | 128            |     |     |     |
|            | L |                |                |                |                |                |                |                | 138            |                | 146            | 128            |     |     |     |
| <u>4-B</u> | H |                |                |                |                |                |                |                | 168            |                | 170            | 139            |     |     |     |
|            | M |                |                |                |                |                |                |                | 145            |                | 137            | 119            |     |     |     |
|            | L |                |                |                |                |                |                |                | 110            |                | 109            | 88             |     |     |     |
| <u>5-G</u> | H |                | 115            | 155            | 114            | 179            | 106            | 173            | 181            | 184            | 164            | 181            | 202 | 172 | 125 |
|            | M |                | 115            | 129            | 114            | 156            | 97             | 119            | 137            | 138            | 129            | 134            | 154 | 141 | 123 |
|            | L |                | 115            | 103            | 114            | 128            | 90             | 67             | 86             | 70             | 79             | 81             | 129 | 109 | 120 |
| <u>5-B</u> | H |                |                |                |                |                |                | 146            | 190            | 119            | 144            | 156            | 150 | 115 | 163 |
|            | M |                |                |                |                |                |                | 146            | 151            | 109            | 134            | 134            | 143 | 110 | 129 |
|            | L |                |                |                |                |                |                | 146            | 132            | 99             | 116            | 106            | 135 | 105 | 110 |
| <u>6-G</u> | H |                |                |                |                | 169            | 140            | 175            | 120            | 172            | 165            | 180            | 107 | 120 |     |
|            | M |                |                |                |                | 166            | 140            | 156            | 113            | 145            | 121            | 154            | 107 | 120 |     |
|            | L |                |                |                |                | 163            | 140            | 144            | 106            | 120            | 88             | 125            | 107 | 120 |     |
| <u>6-B</u> | H | 130            |                | 95             | 97             | 128            | 80             | 74             | 175            | 140            | 167            | 199            | 202 | 168 | 175 |
|            | M | 130            |                | 95             | 82             | 106            | 80             | 74             | 117            | 99             | 139            | 146            | 162 | 136 | 152 |
|            | L | 130            |                | 95             | 67             | 84             | 80             | 74             | 72             | 59             | 110            | 74             | 139 | 109 | 118 |
| Tot.       | H | 130            | 115            | 125            | 106            | 153            | 115            | 133            | 171            | 141            | 161            | 161            | 184 | 141 | 146 |
|            | M | 130            | 115            | 112            | 98             | 131            | 148            | 119            | 141            | 115            | 140            | 130            | 154 | 123 | 131 |
|            | L | 130            | 115            | 99             | 91             | 104            | 111            | 107            | 114            | 84             | 113            | 94             | 132 | 108 | 117 |

H = High                      4-G = Fourth grade girls  
M = Mean                      4-B = Fourth grade boys  
L = Low                        Tot. = Totals

The three scores on each line consisted of the highest and lowest individual speeds along with the group mean. At the bottom is shown the average of the individual high speed at each textbook level, the mean of the group speeds at each textbook level, and the average of the individual low speed at each textbook level.

TABLE V  
TOTAL ORAL READING ERRORS PER MINUTE

|             |   | TEXTBOOK LEVEL |                |                |                |                |                |                |                |                |                |                |    |    |   |
|-------------|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----|----|---|
|             |   | 1 <sup>2</sup> | 2 <sup>1</sup> | 2 <sup>2</sup> | 3 <sup>1</sup> | 3 <sup>2</sup> | 4 <sup>1</sup> | 4 <sup>2</sup> | 5 <sup>1</sup> | 5 <sup>2</sup> | 6 <sup>1</sup> | 6 <sup>2</sup> | 7  | 8  | 9 |
|             | H |                |                |                |                |                |                |                | 6              |                | 6              | 3              |    |    |   |
| <u>4-G</u>  | M |                |                |                |                |                |                |                | 6              |                | 6              | 3              |    |    |   |
|             | L |                |                |                |                |                |                |                | 6              |                | 6              | 3              |    |    |   |
|             | H |                |                |                |                |                |                |                | 12             |                | 8              | 8              |    |    |   |
| <u>4-B</u>  | M |                |                |                |                |                |                |                | 4              |                | 5              | 5              |    |    |   |
|             | L |                |                |                |                |                |                |                | 0              |                | 2              | 3              |    |    |   |
|             | H |                | 10             | 12             | 11             | 13             | 11             | 10             | 9              | 10             | 20             | 16             | 14 | 6  | 5 |
| <u>5-G</u>  | M |                | 10             | 10             | 11             | 8              | 8              | 6              | 5              | 5              | 9              | 8              | 6  | 6  | 4 |
|             | L |                | 10             | 7              | 11             | 5              | 4              | 2              | 3              | 2              | 2              | 2              | 2  | 6  | 3 |
|             | H |                |                |                |                |                |                | 4              | 8              | 8              | 11             | 12             | 12 | 13 | 6 |
| <u>5-B</u>  | M |                |                |                |                |                |                | 4              | 6              | 8              | 7              | 9              | 9  | 8  | 4 |
|             | L |                |                |                |                |                |                | 4              | 2              | 8              | 2              | 4              | 6  | 3  | 3 |
|             | H |                |                |                |                |                | 11             | 3              | 11             | 10             | 10             | 12             | 10 | 11 | 7 |
| <u>6-G</u>  | M |                |                |                |                |                | 9              | 3              | 7              | 10             | 6              | 9              | 6  | 11 | 7 |
|             | L |                |                |                |                |                | 6              | 3              | 3              | 9              | 2              | 6              | 4  | 11 | 7 |
|             | H | 7              |                | 8              | 10             | 10             | 12             | 6              | 8              | 16             | 7              | 13             | 13 | 13 | 7 |
| <u>6-B</u>  | M | 7              |                | 8              | 7              | 6              | 12             | 6              | 9              | 11             | 7              | 9              | 10 | 6  | 5 |
|             | L | 7              |                | 8              | 4              | 2              | 12             | 6              | 3              | 5              | 6              | 4              | 5  | 4  | 2 |
|             | H | 7              | 10             | 10             | 11             | 12             | 11             | 9              | 9              | 11             | 10             | 11             | 12 | 11 | 6 |
| <u>Tot.</u> | M | 7              | 10             | 9              | 9              | 7              | 10             | 5              | 6              | 9              | 7              | 7              | 8  | 8  | 5 |
|             | L | 7              | 10             | 8              | 8              | 4              | 7              | 4              | 3              | 6              | 7              | 4              | 4  | 6  | 4 |

H = High                      4-G = Fourth grade girls  
M = Mean                      4-B = Fourth grade boys, etc.  
L = Low                        Tot. = Totals

The scores on each line consisted of the highest and lowest individual totals along with the group performance mean. These included all types of reading errors. They were not segregated according to type of error.

TABLE VI

MEAN PERCENTAGES OF GROUP PERFORMANCE IN RESPONSES  
TO ORAL READING COMPREHENSION QUESTIONS

|              | TEXTBOOK LEVEL |                |                |                |                |                |                |                |                |                |                |    |     |    |
|--------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----|-----|----|
|              | 1 <sup>2</sup> | 2 <sup>1</sup> | 2 <sup>2</sup> | 3 <sup>1</sup> | 3 <sup>2</sup> | 4 <sup>1</sup> | 4 <sup>2</sup> | 5 <sup>1</sup> | 5 <sup>2</sup> | 6 <sup>1</sup> | 6 <sup>2</sup> | 7  | 8   | 9  |
| <u>4-G</u>   |                |                |                |                |                |                |                | 75             |                | 100            | 62             |    |     |    |
| <u>4-B</u>   |                |                |                |                |                |                |                | 95             |                | 73             | 75             |    |     |    |
| <u>5-G</u>   |                | 85             | 100            | 12             | 96             | 83             | 89             | 100            | 89             | 71             | 62             | 78 | 77  | 36 |
| <u>5-B</u>   |                |                |                |                |                |                | 100            | 93             | 63             | 73             | 92             | 89 | 84  | 41 |
| <u>6-G</u>   |                |                |                |                |                | 100            | 97             | 97             | 82             | 74             | 69             | 92 | 100 | 47 |
| <u>6-B</u>   | 100            |                | 87             | 41             | 89             | 100            | 98             | 100            | 82             | 82             | 75             | 89 | 89  | 36 |
| <u>TOTAL</u> | 100            | 85             | 94             | 27             | 93             | 94             | 96             | 93             | 79             | 79             | 73             | 87 | 88  | 40 |

4-G = Fourth grade girls

4-B = Fourth grade boys, etc.

The scores given to comprehension questions were rechecked twice by replay of the tape. Inconsistencies which were noted were rectified before this table was compiled.

TABLE VII  
SILENT READING SPEED IN WORDS PER MINUTE

|            |   | TEXTBOOK LEVEL |                |                |                |                |                |                |                |                |                |                |     |     |     |
|------------|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----|-----|-----|
|            |   | 1 <sup>2</sup> | 2 <sup>1</sup> | 2 <sup>2</sup> | 3 <sup>1</sup> | 3 <sup>2</sup> | 4 <sup>1</sup> | 4 <sup>2</sup> | 5 <sup>1</sup> | 5 <sup>2</sup> | 6 <sup>1</sup> | 6 <sup>2</sup> | 7   | 8   | 9   |
| <u>4-G</u> | H |                |                |                |                |                |                |                | 230            |                | 155            | 200            |     |     |     |
|            | M |                |                |                |                |                |                |                | 230            |                | 155            | 200            |     |     |     |
|            | L |                |                |                |                |                |                |                | 230            |                | 155            | 200            |     |     |     |
| <u>4-B</u> | H |                |                |                |                |                |                |                | 250            |                | 206            | 237            |     |     |     |
|            | M |                |                |                |                |                |                |                | 185            |                | 164            | 166            |     |     |     |
|            | L |                |                |                |                |                |                |                | 139            |                | 122            | 125            |     |     |     |
| <u>5-G</u> | H |                | 169            | 192            | 190            | 143            | 149            | 213            | 227            | 240            | 242            | 225            | 307 | 325 | 275 |
|            | M |                | 169            | 159            | 190            | 114            | 137            | 164            | 158            | 173            | 176            | 176            | 253 | 274 | 223 |
|            | L |                | 169            | 125            | 190            | 90             | 122            | 129            | 88             | 111            | 82             | 101            | 140 | 222 | 170 |
| <u>5-B</u> | H |                |                |                |                |                |                |                | 159            | 255            | 151            | 241            | 300 | 300 | 241 |
|            | M |                |                |                |                |                |                |                | 159            | 202            | 151            | 190            | 202 | 222 | 184 |
|            | L |                |                |                |                |                |                |                | 159            | 177            | 150            | 122            | 150 | 165 | 141 |
| <u>6-G</u> | H |                |                |                |                |                | 203            | 188            | 218            | 133            | 241            | 264            | 190 | 205 | 223 |
|            | M |                |                |                |                |                | 195            | 188            | 184            | 125            | 175            | 178            | 179 | 205 | 223 |
|            | L |                |                |                |                |                | 186            | 188            | 140            | 117            | 94             | 101            | 170 | 205 | 223 |
| <u>6-B</u> | H | 102            |                | 104            | 110            | 105            | 83             | 103            | 205            | 157            | 126            | 257            | 170 | 270 | 260 |
|            | M | 102            |                | 104            | 95             | 88             | 83             | 103            | 147            | 134            | 116            | 199            | 163 | 225 | 222 |
|            | L | 102            |                | 104            | 79             | 70             | 83             | 103            | 89             | 110            | 105            | 121            | 155 | 146 | 180 |
| Tot.       | H | 102            | 169            | 148            | 150            | 124            | 145            | 166            | 231            | 170            | 202            | 247            | 242 | 278 | 249 |
|            | M | 102            | 169            | 131            | 143            | 101            | 138            | 154            | 185            | 148            | 163            | 187            | 202 | 238 | 213 |
|            | L | 102            | 169            | 115            | 135            | 80             | 130            | 145            | 144            | 122            | 147            | 133            | 175 | 189 | 179 |

H= High  
M= Mean  
L= Low

4-G = Fourth grade girls  
4-B = Fourth grade boys, etc.  
Tot. = Total

At the bottom is given the average of the individual high speed at each textbook level, the mean of the group speeds at each textbook level and the average of the individual low speed at each textbook level.



TABLE VIII  
 MEAN PERCENTAGES OF GROUP PERFORMANCE IN RESPONSES  
 TO SILENT READING COMPREHENSION QUESTIONS

|            | TEXTBOOK LEVEL |                |                |                |                |                |                |                |                |                |                |    |    |    |
|------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----|----|----|
|            | 1 <sup>2</sup> | 2 <sup>1</sup> | 2 <sup>2</sup> | 3 <sup>1</sup> | 3 <sup>2</sup> | 4 <sup>1</sup> | 4 <sup>2</sup> | 5 <sup>1</sup> | 5 <sup>2</sup> | 6 <sup>1</sup> | 6 <sup>2</sup> | 7  | 8  | 9  |
| <u>4-G</u> |                |                |                |                |                |                |                | 75             |                | 32             | 65             |    |    |    |
| <u>4-B</u> |                |                |                |                |                |                |                | 85             |                | 53             | 87             |    |    |    |
| <u>5-G</u> |                | 62             | 73             | 68             | 61             | 69             | 72             | 78             | 82             | 54             | 77             | 36 | 63 | 87 |
| <u>5-B</u> |                |                |                |                |                |                |                | 60             | 83             | 75             | 59             | 89 | 55 | 68 |
| <u>6-G</u> |                |                |                |                |                | 83             | 98             | 77             | 86             | 27             | 73             | 43 | 90 | 87 |
| <u>6-B</u> | 97             |                | 87             | 74             | 86             | 80             | 98             | 93             | 62             | 64             | 97             | 70 | 84 | 65 |
| Totals     | 97             | 62             | 80             | 71             | 73             | 77             | 82             | 82             | 76             | 56             | 81             | 51 | 76 | 75 |

4-G = Fourth grade girls

4-B = Fourth grade boys, etc.

These scores were also double checked by tape replay.

TABLE IX

MEAN NUMBER OF WORDS PRONOUNCED CORRECTLY FROM  
THE ISOLATED SIGHT VOCABULARY LIST

|               | TEXTBOOK LEVEL |                |                |                |                |                |                |                |                |                |                |    |    |    |
|---------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----|----|----|
|               | 1 <sup>2</sup> | 2 <sup>1</sup> | 2 <sup>2</sup> | 3 <sup>1</sup> | 3 <sup>2</sup> | 4 <sup>1</sup> | 4 <sup>2</sup> | 5 <sup>1</sup> | 5 <sup>2</sup> | 6 <sup>1</sup> | 6 <sup>2</sup> | 7  | 8  | 9  |
| <u>4-G</u>    |                |                |                |                |                |                |                | 23             |                | 16             | 19             |    |    |    |
| <u>4-B</u>    |                |                |                |                |                |                |                | 23             |                | 18             | 16             |    |    |    |
| <u>5-G</u>    |                | 23             | 22             | 19             | 22             | 21             | 19             | 21             | 17             | 17             | 15             | 15 | 18 | 15 |
| <u>5-B</u>    |                |                |                |                |                |                | 24             | 22             | 15             | 18             | 18             | 19 | 17 | 17 |
| <u>6-G</u>    |                |                |                |                |                | 24             | 22             | 21             | 18             | 17             | 14             | 16 | 17 | 15 |
| <u>6-B</u>    | 21             |                | 14             | 15             | 12             | 14             | 12             | 14             | 11             | 17             | 18             | 19 | 18 | 19 |
| <u>Totals</u> | 21             | 23             | 18             | 17             | 17             | 20             | 19             | 21             | 15             | 17             | 17             | 17 | 18 | 17 |

4-G = Fourth grade girls  
4-B = Fourth grade boys, etc.

The maximum number of words at each level was  
twenty-five.

It is suggested that the foregoing information, which was presented in the tables, be accepted as the tentative norms for this inventory pending further revision next year.

The total monetary cost of the informal reading inventory was less than one dollar.

The average time for testing each pupil amounted to approximately thirty minutes. The total average time for all administration and scoring was approximately forty-five minutes per pupil.

### Conclusions

1. No conclusion could be reached regarding the accuracy of the derived means as norms.

2. The use of the instrument as a basis for grouping (as set up by the Hebelers staff) proved effective. Five individual children were changed from the group in which teacher opinion and standardized test results had placed them. All changes made on the basis of this inventory subsequently appeared to be accurate placements from the teacher's viewpoint.

3. The use of the tape recorder was a definite asset during the scoring. It also served to diagnose and

isolate certain reading problems.

Procedural Recommendations for Re-use

1. Some refinement of the format would be necessary for classroom use, as forty-five minutes per pupil is prohibitive in most situations.

2. The use of a tape recorder as described herein would be of dubious value to the classroom teacher. Control of the ambient noise level in the average room of thirty children would be a difficult problem to resolve. In addition, much time is consumed by its operation. Perhaps a quiet testing area can be isolated and used.

3. If a tape recorder is used with this inventory, it would be practically imperative to do some organizational re-scheduling, or use some additional people to aid the classroom teacher.

4. Some provision should be made for those students who exhibit the ability and indicate the interest to read beyond level nine.

## CHAPTER V

### SUMMARY

In accordance with a Hebeler School staff decision to implement vertical team teaching in the area of reading, this pilot reading inventory was deemed necessary as a diagnostic tool for grouping the children involved more effectively. Simultaneous scheduling and cross level grouping as well as the child's problem reading areas were to be considered as part of the reference framework for the inventory.

The main purpose of the study was threefold in nature: first to establish tentative norms for this inventory at this institution; second, to explore the use of this instrument as a possible base for grouping; and third, to determine whether or not the use of a tape recorder would be of help to the classroom teacher in administering and scoring the informal reading inventory.

A basal series of textbooks was selected along with two reading passages and a twenty-five word vocabulary from each textbook level. Questions were designed to test the comprehension areas chosen.

The testing was conducted at Hebeler School during

March and April of 1965. A tape recorder was used to facilitate the accuracy and objectivity of scoring certain sections of the test.

The forty-seven children were tested in six major areas of reading: (1) oral reading speed, (2) oral reading errors, (3) oral reading comprehension, (4) silent reading speed, (5) silent reading comprehension, (6) isolated sight vocabulary.

The technique has been explained to a group of Bellevue School District teachers in an evening workshop. It was demonstrated to an education class at Central Washington State College. During the 1965 summer session at Hebeler School four experienced teachers re-applied the technique. They were given the reactionnaire shown in Appendix D. The essence of their replies is included in the study.

This pilot inventory accomplished the purpose for which it was designed. An unexpected result was the realization that the examiner's total knowledge of reading is diagnostically focused on one child for an uninterrupted period of time, however brief. A similar sentience was reported by the four experienced teachers who repeated a modified version of the inventory

Another unique result is that this inventory provides a permanent storehouse of actual performance data in relation to known and controlled data gathering devices. It is more individual than the standardized test scores, yet more objective than teacher opinion. It is available and can be re-examined for sundry purposes, when the frame of reference changes.

In concordance with their philosophy, the staff of Hebel Elementary School considers it a process rather than a product.

#### Recommendations for Further Research

1. Primarily, a strong recommendation is made to re-apply the technique herein developed next year. This would be for the purposes of checking and refining the tentative norms as well as measuring pupil growth. It would then be possible to begin validation by biserial correlations between the sets of scores and performance.

2. Further checks could be made concerning effectiveness of groupings by means of questionnaires and reactionnaires to both teachers and the pupils involved.

3. A study of the effect of using the tape in pupil self-diagnosis or in parent-teacher conferences should provide worthwhile information.

4. The effect of pupil interest in the story could be explored. An interest inventory score might be correlated with variance between the individual's textbook level scores on the informal reading inventory.

5. An attempt could be made to determine the capacity level. This might produce some interesting revelations, especially among the better readers.

6. The amount of scorer or examiner reliability could be determined by employing separate scorers; one using the tape, and one without it.

7. The usefulness of scoring teams, wherein two scorers would work together could be studied.



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## APPENDIX A

A LIST OF THE SELECTED VOCABULARY WORDS  
ARRANGED BY TEXTBOOK LEVEL

1<sup>2</sup> Vocabulary

81

way  
live  
last  
Ellen  
your  
let  
wagon  
her  
walk  
milk  
merry-go-round  
dear  
just

man  
maybe  
Peter  
know  
first  
then  
take  
street  
worked  
looking  
asked  
green

2<sup>1</sup> Vocabulary

lion  
silly  
boil  
quick  
third  
chimney  
hair  
keep  
move  
scare  
potatoes  
second  
parade

earth  
country  
porridge  
rolled  
straw  
together  
answered  
near  
shook  
digging  
minute  
shovel

2<sup>2</sup> Vocabulary

should  
hold  
wash  
face  
above  
babies  
almost  
knocked  
wren  
carry  
forth  
skip  
loud

seems  
wooden  
penny  
trip  
voice  
living  
banks  
crock  
screaming  
alone  
excited  
smart

3<sup>1</sup> Vocabulary

82

|          |            |
|----------|------------|
| ahead    | seat       |
| wheel    | nobody     |
| pound    | crowd      |
| stuck    | awful      |
| fancy    | invited    |
| wearing  | suit       |
| ware     | purple     |
| uncover  | silver     |
| wrong    | sandwiches |
| pieces   | dozens     |
| elevator | fifth      |
| hour     | bicycles   |
| hundreds |            |

3<sup>2</sup> Vocabulary

|           |           |
|-----------|-----------|
| antlers   | beach     |
| moose     | halted    |
| adventure | aiming    |
| whether   | damp      |
| fog       | seacoast  |
| dangerous | Wilson    |
| strike    | oars      |
| steer     | drift     |
| fault     | steady    |
| loop      | toss      |
| chilly    | motorboat |
| creek     | advice    |
| couple    |           |

4<sup>1</sup> Vocabulary

|                |               |
|----------------|---------------|
| pudding        | mill          |
| molasses       | measured      |
| stiff          | loft          |
| amusing        | awkwardly     |
| shelf          | yarn          |
| mischief       | shoot         |
| began          | wrecked       |
| brook          | uncomfortable |
| cause          | cornstalks    |
| cost           | less          |
| disappointment | study         |
| necessary      | eighteen      |
| continued      |               |



4<sup>2</sup> Vocabulary

83

|            |            |
|------------|------------|
| brilliant  | crabs      |
| motionless | sweater    |
| guided     | argued     |
| vacant     | moaning    |
| meanwhile  | frequently |
| capture    | ruined     |
| cactus     | duties     |
| provide    | ornaments  |
| bitterly   | forehead   |
| youngsters | quarter    |
| grasped    | defends    |
| dimness    | sped       |
| syrup      |            |

5<sup>1</sup> Vocabulary

|             |           |
|-------------|-----------|
| Los Angeles | modern    |
| project     | cherries  |
| lump        | clerk     |
| assured     | nuzzling  |
| celebration | appealed  |
| shrinking   | chanting  |
| heaving     | strode    |
| sleeves     | applause  |
| mercury     | closet    |
| implements  | wearisome |
| vaulting    | scowled   |
| wrist       | droning   |
| totaled     |           |

5<sup>2</sup> Vocabulary

|             |            |
|-------------|------------|
| dine        | provisions |
| flourishing | incense    |
| revealing   | obedient   |
| operation   | laden      |
| niche       | ignorant   |
| variety     | refusal    |
| unspeakable | undaunted  |
| linen       | presence   |
| vast        | embracing  |
| outwits     | wheedled   |
| blighted    | jackal     |
| wrathfully  | lest       |
| tortoise    |            |

6<sup>1</sup> Vocabulary

84

|              |               |
|--------------|---------------|
| silhouette   | ingenuity     |
| chimed       | aghast        |
| accordian    | audition      |
| carols       | rhythmic      |
| starboard    | apparatus     |
| mobile       | paralleled    |
| circulating  | vital         |
| nongravity   | native        |
| luminous     | spatterdashes |
| superiority  | pendulum      |
| miser        | cuckoo        |
| delirious    | rind          |
| disreputable |               |

6<sup>2</sup> Vocabulary

|              |            |
|--------------|------------|
| lounged      | bluntly    |
| maneuver     | diverting  |
| sparsely     | fissure    |
| obviously    | meandering |
| admonished   | flourite   |
| saunters     | fabled     |
| hurtled      | ascent     |
| chasm        | famished   |
| calculations | aerial     |
| eerie        | besieged   |
| duplicated   | quested    |
| woebegone    | sextant    |
| gallery      |            |

7 Vocabulary

|             |             |
|-------------|-------------|
| unique      | isolated    |
| sedative    | baton       |
| snorted     | derision    |
| minimum     | identifying |
| subsistence | luminous    |
| focused     | treacherous |
| extinct     | catastrophe |
| spume       | baffled     |
| majestic    | barren      |
| magician    | puzzled     |
| marvel      | corpuscles  |
| podium      | rabies      |
| idolized    |             |

cunning  
thatch  
dowry  
tremulous  
venomous  
reeling  
shroud  
inexplicable  
bolsters  
girth  
craven  
pinioned  
eddies

lair  
voluminous  
dexterously  
asunder  
restrained  
granaries  
howitzer  
recompensed  
prostrate  
feud  
prevailing  
adversary

## 9 Vocabulary

poplar  
extraordinary  
apace  
hospitality  
precipitation  
supererogatory  
feverish  
vulnerable  
plummet  
enlisted  
sprightly  
hostility  
convivial

arbutus  
qualifications  
venerable  
regimen  
polecat  
aviators  
symmetrical  
elude  
sympathy  
surgeon  
exemplary  
delude

APPENDIX B  
MEASUREMENTS AND STANDARDS USED IN  
INFORMAL READING INVENTORY

Abilities measured:

- |                            |                            |  |
|----------------------------|----------------------------|--|
| ALWAYS                     | FREQUENTLY                 | SOMETIMES  |
| 1. vocabulary in isolation | 5. vocabulary in context   | 8. meaning vocabulary  |
| 2. oral errors             | 6. speed of oral reading   | 9. listening comprehension   |
| 3. oral comprehension      | 7. speed of silent reading | 10. oral rereading and silent  |
| 4. silent comprehension    |                            | 11. reading to find the answer to a question missed                                    |
|                            |                            | 12. skimming to find an answer to a question, or skimming rereading to prove an answer |
|                            |                            | 13. interpretation or prediction from oral or silent reading.                          |

Standards used

|        | FRUSTRATION   | INSTRUCTIONAL<br>(questionable)   | (definite)   | INDEPENDENT   |
|--------|---|---|--|---|
| voc.   |   | below 50%   | 50% to 89%   | 90% to 100%   |
| errors | 1/10 or less  | 1/11 to 1/19  | 1/20 to 1/39   | 1/40 or better  |
| comp.  | 50% or less   | 51% to 69%  | 70% to 89%   | 90% to 100%   |
| speed  | word-by-word; inadequate or incorrect phrasing; whispering in silent rdg. | lip movement in silent reading<br><br>Any speed less than those listed at the right | conversational tone in oral reading; silent reading speed at least equal to oral reading speed, and usually faster; no lip movement in silent reading.<br><br>SUGGESTED MINIMUM SPEED IN WORDS PER MINUTE FOR INSTR. AND IND.<br><br>book level<br>pr.-1st<br>second<br>third<br>fourth<br>fifth<br>sixth<br>seventh | oral<br>silent<br>60<br>60<br>70<br>70<br>90<br>120<br>120<br>150<br>150<br>170<br>245<br>300 |

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APPENDIX C  
A DESCRIPTIVE EXPLANATION OF THE READING LEVELS

LEVEL OF READING

R.A. McCracken  
 Director, Reading Center  
 (Adapted from Margaret  
 A. Robinson and Emmett  
 Betts)

Maximum errors  
 per running word

1/10 or more

FRUSTRATION

TOO DIFFICULT - The lowest level at which a child is able to understand or where numerous errors appear. The material is too difficult for the child to profit from instruction.

Below 50% comprehension  
 Below 50% pronunciation. Inability to anticipate meaning. Head movements, finger pointing, tension, withdrawal. Reading slow, word-by-word, vocalization, substitutions, repetitions, insertions, omissions, etc.

Listening Level  
 The highest level at which the child is able to understand when listening to someone read or talk. Child must understand selection and be able to express himself accurately. No verbalism. 75% comprehension. Accurate pronunciation in retelling what is heard. Precise use of words to describe facts or experiences. Answers using language similar to selection. Can supply additional facts from background of experience.

1/11 - 1/19

1/20-1/29

INSTRUCTION

Teaching level - the reading material must be challenging and not too hard. Use teaching steps best suited to individual.

75% comprehension 95% pronunciation. No head movements, finger pointing, etc. Good phrasing no vocalization. Conversational tone, etc.

1/30  
 1/39

INDEPENDENT

Level for supplementary & independent reading. Child can read the book at home or school without aid. The material causes no difficulty and has a high interest value.

90% comprehension, 99% pronunciation, no head movements, finger pointing, or vocalization. Good phrasing.

APPENDIX D

THE REACTIONNAIRES USED WITH THE TEACHERS  
WHO RE-ADMINISTERED THE INVENTORY





APPENDIX E  
A SAMPLE SCORESHEET

