Improvement of listening through special methods and techniques

Maurice Mitchell Williams

Atlanta University

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IMPROVEMENT OF LISTENING THROUGH SPECIAL METHODS AND TECHNIQUES

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION,
ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

BY
MAURICE MITCHELL WILLIAMS

SCHOOL OF EDUCATION

ATLANTA, GEORGIA
June 1958
DEDICATION

To My Husband
Marcus
For His Interest, Encouragement and
Abiding Inspiration

M. M. W.
Acknowledgements

The writer wishes to express her appreciation to all who have contributed either directly or indirectly to the completion of this study. Specifically, does she wish to express a full measure of thanks and appreciation to the fourth grade pupils used in this experiment; to Mrs. J. S. Tabor, Classroom Teacher of the pupils; to Mrs. O. P. Davie, Principal of Alonzo F. Herndon School; to Dr. Paul I. Clifford, Co-advisor; and to Dr. Lynette Saine, Advisor, she is deeply indebted for her encouragement, patience, consistently helpful aid in the overall supervision of this study and assiduity to details connected with the completion of this thesis.

M. M. W.
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CHAPTER I

INTRODUCTION

Rationale.-- Zeno, the Greek philosopher, noted the importance of listening when he wrote that we have two ears and one mouth that we may listen the more and talk the less. Some eight hundred years later, the famous Greek historian, Plutarch, said, "Know how to listen and you will profit even from those who talk badly." In the seventeenth century John Keble, an English poet and churchman, realized the importance of listening when he wrote, "Give us grace to listen well." These historical observations reflect the fact that through the years thoughtful men have appreciated the value of listening.

It cannot be said, however, that general-education literature has been long in its emphasis upon listening as a process. Rather, objective and opinionated writings have emphasized attention which is a necessary condition for listening, but not the process itself. In checking the Education Index as a source in the survey of literature, the writer found that before and including the publishing of Volume III, 1935-38, there was no section on listening; however, eight articles were

1"Attention," Education Index, III, 116-117.
listed under "Attention." It was not until ten years later in the publishing of Volume VI\(^1\) that a section, titled "Listening," appeared; then only fifteen articles were under that caption. Between nineteen fifty-three and fifty-five\(^2\) a total of thirty-one articles was recorded under the listening-caption with subheadings: "Bibliography," "Evaluation," "Research," "Teaching," "Elementary Schools," "Test and Scales," and "High Schools." This volume indicates that educators had finally become aware of the importance of this facet of communication. The next three-year compilation, (1955-57),\(^3\) lists seventeen general articles on listening, fourteen under the sub-heading of "Teaching," and seven, under different sub-headings of equal value to learning. In approximately twenty-one years the number of articles on listening has grown from eight listed under "Attention" to thirty-eight, under "Listening."

This recent surge in writing about listening has not restricted itself to magazines. During the school year, 1956-57, the most widely used children's newspaper, My Weekly Reader, introduced special listening comprehension tests and activities designed to improve listening. These tests and activities appear each month in the teacher's edition. Prior to this time the newspaper had given most of its attention to testing in reading and general current events.

\(^1\)"Listening," op. cit., VI, 977.
Wagner found in a recent survey that elementary and secondary English textbooks as well as curriculum guides revealed that more and more space was being devoted to the listening facet of communication. The content of the guides on listening concerned itself with the basic concepts of listening and suggested activities for improving listening.

This overwhelming focus on listening per se has gradually paved the way for increased attention to its relationship to the total language growth and development of the individual. A prime realization has been the fact that listening is the first in the sequential development of the skills of communication and the most frequently used language art. Thirty years ago, Rankin reported that forty-five per cent of all communication time each day was spent in listening. Wilt revealed that two and one half of each five-hour elementary school day was spent in listening. These studies point out the importance of listening in many kinds of situations.

Certain analyses of the resources and composites of listening give further insight into its importance as a skill of communication. Sounds as the resources for listening, have been divided into three kinds: nature's sounds, environmental

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sounds and human sounds. The very presence of so many sounds makes listening inevitable as well as important. Brown lists five composites of listening: (1) ability to synthesize the component parts of a speech to discover the central idea or ideas; (2) the ability to distinguish between relevant and irrelevant material; (3) ability to make logical inferences from what was heard; (4) ability to make full use of contextual clues; and (5) ability to follow, without loss, a fairly complex thought unit.

Listening is interrelated with the other language arts. In the beginning all learning takes place through listening. Speaking and listening go "hand in hand;" there can be no speaker without a listener or a listener without a speaker. Reading is enjoyed more when it is shared with others through reporting, discussions, storytelling or dramatizations. Reports are often written after listening to discussions and speeches. Wachner says that listening is the narrative thread that ties all the other language arts together. It is a "3-7" communication receiver or communication system on which more refined communication systems must depend.


3Clarence Wachner, "Listening' in an Integrated Language Arts Program," Elementary English, XXXIII (December, 1956), 492.
It is not enough to consider the nature of listening as a language art, but one must realize the levels upon which it may operate in varied situations. Listening has been identified as passive or marginal, appreciative, attentive and analytical. Passive or marginal listening is the kind that many children do as they study with the radio on. There is just enough consciousness of the language or music to bring the child back to attention when a favorite personality comes on or a favorite song is played. Listening to a dramatization, story or poem may be appreciative. This type of listening seems to be creative in nature because the listener can enter imaginatively into the experiences of the characters of the story.

Attentive listening is needed in situations in which accuracy of comprehension is necessary, as in directions, announcements and introductions. In conversations and discussions attentive listening is necessary because a response is needed. Analytical or critical listening takes place when one evaluates what is heard against what he already knows; and when he is alert to attempts of the speaker to sway his thinking.¹

The child enters school with the ability to engage in each of these levels of listening with varying degrees of competency. In the lower grades most, if not all, learning takes place through listening. Here listening comprehension is

better than reading comprehension. As the child becomes ef-
ficient in reading, the other receptive language art; he de-
pends less and less on learning through listening and neglects
to develop this skill of communication. In the intermediate
grades the child becomes more skilled in reading, and reading
comprehension is equal or superior to listening comprehension. ¹
These characteristics in language development hold deep impli-
cations for the classroom teacher, in general and for the
writer in particular.

Just as the rationale has traced the growing emphasis
on listening and the complexity of its nature, so classroom ex-
periences dramatize the need for systematic attention to listen-
ing in all elementary grades. At the particular grade level in
question pupils are usually ready for enjoyment of all levels
of listening and for the use of all listening abilities. Their
own mental growth, their expanding interests and the broadening
of the upper elementary curriculum point up a need for meaning-
ful listening situations.

Fortunately, the writer is not alone in her recognition
of the possibilities which are inherent in a program which
makes use of listening. The Atlanta Public School System where
the writer is employed is now embarking on experimentation and
exploration of the possibilities of television as a medium of
teaching; hence the present study has immediate pertinence.

¹Guy L. Bond and Miles A. Tinker, Reading Difficulties:
Their Diagnosis and Correction (New York: Appleton-Century-
Members of the Alonzo F. Herndon School faculty at various professional and faculty meetings have voiced the need to get boys and girls to listen attentively to the spoken word. The present study is a projection of this concern.

Statement of the problem.-- This was an experimental study of the improvement of comprehensive, interpretative and evaluative listening skills through the use of special methods and techniques with thirty-two fourth grade pupils at Alonzo F. Herndon Elementary School in Atlanta, Georgia during the school year, 1957-1958.

Purpose of the study.-- The purpose of this study was the improvement of the listening skills of sixteen subjects used in the experimental group. Specifically the purposes of this research were as enumerated below:

1. To determine the listening abilities of the experimental and control groups prior to specialized training sessions in listening.

2. To determine the listening abilities of the subjects after six weeks of training the experimental group.

3. To determine if there was a significant difference in listening skills of the experimental and control groups after special training.

4. To determine techniques and devices which gave promise of improving listening skills.

5. To determine to what extent significant implications for teaching listening could be derived from the findings of this study.

Definition of terms.-- The important terms used throughout this study were defined as follows:

1. The term, "listening," refers to hearing,
understanding and remembering.  

2. The term, "techniques," refers to working methods.

3. The term, "devices," refers to the special and more or less mechanistic procedures used to facilitate listening.

Subjects. — During the school year, 1957-58, thirty-two fourth grade pupils at the Alonzo F. Herndon Elementary School in Atlanta, Georgia were used in this study. Twenty-nine of the subjects were nine while the other three were ten years old. The sex distribution of the pupils was eighteen girls and fourteen boys. The subjects were from lower middle class homes, where both the father and the mother helped in making a living.

Investigation into the listening experiences of the subjects are revealing. In every home there was one television set and at least one radio. The subjects had many opportunities to listen in the first three grades; during this time most if not all learning took place through listening. They engaged in the following listening activities in the primary grades: storytelling, conversations, discussions, reports, assembly programs, sharing periods, oral reading, dramatizations, poetry and choral readings, listening to the radio and sound films. The subjects were good appreciative listeners; fair attentive listeners and seemingly poor analytical listeners.

Materials. — The materials used in this study are indicated below.

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1. Durrell-Sullivan Reading Capacity Test Intermediate Test: Form A. This test was used to equate the groups. This test measures comprehension of spoken language and is composed of two sub tests, Word Meaning and Paragraph Meaning. The norms for the Durrell-Sullivan Reading Capacity Intermediate Test are based upon 6,000 cases in 19 communities. The selection of the test items was carefully planned to produce a valid test. Clinical experience has shown a close relationship between the capacity test and scores on individually administered intelligence tests which are heavily weighted with verbal items. The reliability co-efficients provided by the authors of the test are highly satisfactory.\(^1\)

2. The Sequential Tests of Educational Progress (STEP) Listening Comprehension Tests Level 4: Forms A and B. These tests were used to determine the listening comprehension level of the students before and after training. STEP Listening Comprehension Test measures ability, through passages which test the pupil's ability to comprehend main ideas and remember significant details, and to evaluate and

apply the material presented. The norms for this test are based on 1,746 cases in thirty-one schools. As to validity, the authors of the tests believe that the content-validity is of primary importance. Content-validity is best insured by relying on well-qualified persons in constructing the tests, as was done for the STEP tests. Reliabilities reported for the STEP tests are the results of internal analyses based on single administrations of the tests. They are, therefore, estimates of internal consistency. Correlations between scores on alternate forms or between test-retest scores have not been obtained.

Limitations of the study.-- This study was limited because of (1) too few subjects; (2) restricted time-arrangement which could not test the possibility that pupils might have progressed faster if they could have had listening lessons every school day; (3) the fact that an intelligence test which might have been useful in equating the groups was not administered; (4) finally, it would have been beneficial to extend the


2Ibid., p. 23.

study to the point of integrating listening with all skills of communication.

Operational steps. -- The steps used in this study are outlined below:

1. The related literature pertinent to this study was reviewed, summarized and organized for presentation in the finished thesis copy.

2. The Durrell-Sullivan Reading Capacity Test was given the thirty-two subjects. On the basis of the results of this test the subjects were divided into two groups.

3. The parallel group technique of the Experimental Method of research was used as a design for this study.

4. STEP Listening Comprehension Test Level 4: Form A was administered to the groups.

5. Special listening experiences were planned for the experimental group using the following listening activities: conversation, discussions, reports, directions, storytelling and dramatizations, poetry and choral speaking, oral reading, listening to records, tape recording and sound films.

6. The experimental group had planned listening activities on Monday and Thursday afternoons for six weeks at A. F. Herndon School and four Saturday meetings at Atlanta University. The control group
had the same school-day experiences as the experimental group.

7. STEP Listening Comprehension Test Level 4: Form B was given the subjects.

8. The data from the tests were assembled, tabulated, analyzed and interpreted.

9. The findings, conclusions, implications and recommendations were drawn and presented in the finished thesis copy.

Survey of related literature.-- The survey of related literature pertinent to this study is organized under the following captions: (1) Definitions and concepts of listening, (2) Training and developing of listening abilities and (3) Research related to the present study.

Writers are not in agreement on the definition of listening. Nichols¹ says that listening is hearing, understanding and remembering. Barbe and Myers² define listening as the process of reacting to, interpreting and relating the spoken language in terms of past experiences and future courses of action.

Brown³ says that listening means to direct attention to

¹Ralph G. Nichols, op. cit., p. 15.


something. He further states that to aud means to hear, understand and interpret spoken English. In another article\(^1\) this writer says that the term auding was adopted to obliterate the ambiguities of such misnomers as listening, hearing and understanding, as well as these descriptive phrases "getting the meaning from heard words," "listening with understanding to the spoken language," "comprehending oral utterance," and "interpreting vocal expression."

In an effort to elaborate their conception of listening, Barbe and Myers\(^2\) state that the following are some of the more important concepts of listening:

- Listening is an effective way of learning.
- Listening ability is governed by physical, mental and emotional status of the individual.
- Listening is an acquired skill, and growth advances in an orderly fashion through developmental levels.
- Listening is said to be of three kinds: appreciative, critical and discriminative.
- There must be a purpose for listening and this purpose governs how we listen.
- Listening and speaking are closely related.

Strickland\(^3\) takes a more functional approach and lists the following developmental levels:

- Little conscious listening except as the child is directly and personally concerned with what is being presented.

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\(^2\)Op. cit., p. 82.

Easily distracted by people and things in the environment.

Half-listening, while holding fast to own ideas and waiting to insert them at the first opportunity.

Listening passively with apparent absorption but little or no reaction.

Listening, forming associations, and responding with items from his own experience rather than reacting to what is presented.

Listening and expressing some reactions through questions and comments.

Listening with evidence of genuine mental and emotional participation.

Listening with a real meeting of the minds.

Fessenden\(^1\) says that the teaching of listening should tend to encourage variation in levels, flexibility for shifting of levels, and the choice of the most appropriate level for the specific occasion. He lists seven levels toward which some training can be directed.

His first three levels bring that which we hear to a point of usefulness. The first level which he identifies is that in which we learn to isolate sounds, ideas, arguments, facts, organization and the like. At this level of listening there is no evaluation or analysis. It is purely the recognition of the presence of specific, independent items. His second level is that which we learn to identify or give meaning to those aspects which we have isolated. He notes that this is so closely associated with the activity in the first step that we hardly note them as two phases. The third level is identified as that in which we learn to integrate what we hear with our past experiences. In part this is an unconscious recall of

previous knowledge which might be related to the new. Fessenden says that one cannot integrate what he hears with what he already knows unless there are comparable data in his past experiences.

His fourth level is that in which we learn to inspect the new and the general configuration of the old data. It is, as it were, the fitting of a new piece into a jigsaw puzzle. It is at this level that we begin to evaluate.

The fifth and sixth levels have much in common. At the fifth level Fessenden states that we learn to interpret what we hear. We become concerned not only with the idea that we already possess but also with the possible subtle implications of the idea. On this level we become active, though silent co-partners in the speech situation. At the sixth level we learn to interpolate comments and statements that we hear. In our listening we give to the speaker the meanings that we think he is trying to indicate, and we can give only that which we possess. If we distort ideas or attitudes by our inaccurate or inappropriate interpolation, then our listening is even less effective than when we are satisfied to remain on a lower level of listening and note only what the speaker says.

At the seventh level Fessenden's theory is that we learn to introspect as well as listen. This level, in reality has two aspects; we note the effect that that which we hear has upon us, and we note the effect that this knowing how we are being affected affects us. This is a level of both inner examination and of self reflexiveness. Fessenden believes that when one
attains this level of listening and can practice it at will, he has an armor of protection equally as solid as his character.

Elliff\(^1\) quotes Ralph C. Nichols' list of Eight Significant Listening Habits as they appeared in the June, 1949 issue of the *Chicago School Journal*. The habits appear to involve:

1. maintaining an awareness of one's own motives in listening;
2. sharing with the conveyor responsibility for communication;
3. arranging favorable physical conditions for listening;
4. exercising emotional control during listening;
5. structuralizing the presentation;
6. striving always to grasp the central ideas in the presentation;
7. exploiting fully the rate differential between thought and speech; and
8. seeking frequent experiences in listening to difficult expository material.

In the January, 1955 issue of *Education*, Nichols\(^2\) had revised the eight listening habits to ten and called them components of effective listening. The revision is as follows:

1. previous experiences with difficult material;
2. interest in the topic at hand;
3. adjustment to the speaker;
4. energy expenditure of the listener;
5. adjustment to the abnormal listening situation;
6. adjustment to emotion-laden word;
7. adjustment to emotional-rousing points;
8. recognition of central ideas;
9. utilization of notes; and
10. reconciliation of thought speed and speech speed.

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The writer believes that Nichols realized the importance of the listener's physical condition when he added item four in the revision. He suggests that listeners (1) get more sleep; (2) quit storing up problems; (3) give prior thought to the topic; and (4) behave like listeners. Nichols says that efficient listening is hard work. In his revision he took the fourth habit, exercising emotional control during listening, and divided it into the following components: (1) adjustment to emotion-laden words; and (2) adjustment to emotional-rousing points.

The writer thinks that Nichols was aware of the importance personality plays in one's ability to listen.

Stromer\(^1\) defined a good listener in terms of personality when he wrote that a good listener has a wide range of interest; respects other people and their ideas; knows how to delay reaction; understands his own attitudes and beliefs well enough that he does not need to jump to their defense, even silently when he hears ideas conflict with his own; and his sense of security and belonging is strong enough that he can afford to be silent, and does not need to interrupt the speaker, nor try to dominate the conversation in a group.

This section on definitions and concepts points up the receptive nature of listening; the necessity of thinking; the concept of levels of listening; and the major factors which influence it. The second section surveys literature in the

training and developing of listening abilities.

Reasons for teaching listening have been given by several writers. Mersand¹ states that listening should be taught because the spoken word is becoming more and more the powerful medium of communication. Strickland² believes that children need to learn to listen effectively just as they need to learn to speak effectively. In this same line of thinking, Murphy³ says that we have come to believe that children learn automatically to listen and to speak. They may - but they can be taught to listen and to speak better.

Several writers have made pertinent suggestions for teaching listening. Wilt⁴ states that interest, purpose and a good listening climate are the factors necessary for a good listening experience. Hadley⁵ emphasizes the fact that good order is necessary for good listening; and Murphy⁶ moves into the human-relations area when he maintains that the process of teaching listening usually involves teacher-pupil planning, listening

³George Murphy, "We Also Learn By Listening," Elementary English, XXVI (March, 1949), 157.
⁴Virgil E. Herrick and Leland B. Jacobs (eds.) op. cit., p. 150.
⁶George Murphy, op. cit., p. 157.
and evaluation. Willey analyses the demands of training more specifically and observes that the teacher has two problems in teaching children to listen: (1) helping children to listen, to concentrate, to sustain attention, to select the major ideas in a wealth of spoken language, and then to retain what is heard and integrate the listening experience into the total pattern of learning; and (2) helping pupils to discriminate and to establish standards for judging the endless sounds that impinge on their consciousness. Similar opinions are held by Duker, Adams, and Murphy. In their discussions it is significantly pointed out that the listener must be motivated by purposefulness, by the desire for accuracy, and by the willingness to be open-minded as well as critical. In similar context Wilt offers the following framework of four distinct parts for a listening experience: purposing, planning, executing, and evaluating.

These requirements and essentials for training in listening naturally raise the question, "Are the schools meeting this need for teaching listening?" In answer to this question,


3Harlen M. Adams, "Teaching the Art of Listening," The Nations Schools, XXXIV (November, 1944), 51.

4George Murphy, op. cit., p. 127.

Heilman\textsuperscript{1} says that according to the folklore of education, children come to school with the ability to listen; hence the schools busy themselves with activities rooted in this premise. However, children are social beings when they arrive at school yet much attention is paid to the pupils' socialization. They speak; but the school concerns itself with their speech. Children have played for years; the school guides growth in this activity. But the school takes the listening ability of the child for granted.

Heilman's answer and similar observations infer that there seems to be a commonly hold belief among educators that listening is what pupils are doing in the classroom when they are bombarded orally with language symbols. Because of this, one might say that listening is in the curriculum. But if this assumption implies some concern for listening as a skill of communication or any attempted improvement in listening skill or study of the listening process at different educational levels, then listening is definitely not in the curriculum.

Wilt\textsuperscript{2} does not believe that we should add a course in the teaching of listening but that we fuse it into our programs as a basic part of each and every experience where the spoken word is used.

Wilt\textsuperscript{3} lists the following as legitimate reasons for boys,

\begin{itemize}
  \item\textsuperscript{1}Arthur Heilman, "Listening and the Curriculum," \textit{Education} LXXV (January, 1955), 283.
  \item\textsuperscript{2}Virgil E. Herrick and Leland B. Jacobs (eds.), \textit{op. cit.}, p. 153.
  \item\textsuperscript{3}Miriam E. Wilt, "What is Your Listening Ratio?," \textit{Elementary English}, XXVI (May, 1949), 262.
\end{itemize}
girls or anyone else to listen: (1) for information, (2) for directions and descriptions, (3) to enjoy some esthetic experiences, (4) to evaluate what a speaker is saying, and (5) to evaluate the speaker's way of saying it.

Because opportunities for learning to listen occur in all situations in which the spoken word is used, authorities have agreed that these activities lend themselves to the teaching of listening:

<table>
<thead>
<tr>
<th>Conversation and Telephoning</th>
<th>Oral Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions and Announcements</td>
<td>Introductions</td>
</tr>
<tr>
<td>Storytelling and Dramatization</td>
<td>Discussions</td>
</tr>
<tr>
<td>Recordings and Transcriptions</td>
<td>Reports</td>
</tr>
<tr>
<td>Poetry and Choral Speaking</td>
<td>Programs</td>
</tr>
<tr>
<td>Broadcasting by Pupils</td>
<td>Listening to Music</td>
</tr>
<tr>
<td>Sharing Listening Experiences</td>
<td>Sound Films</td>
</tr>
<tr>
<td>Radio and Television</td>
<td>Sounds Around Us</td>
</tr>
</tbody>
</table>

Listening to Older and Younger Children 1 2 3 4

The previous statements on developing listening abilities coupled with the above activities bring this survey of literature to the work of the upper elementary grades in developing listening abilities. Strickland says that the work of the intermediate grades calls for more of analytical listening.

---


than does the work of the earlier grades. Children should begin to compare sources and to check what they hear for reliability. With guidance, they can study the qualifications of speakers, become aware of biases, and learn to look on all sides of controversial issues which are within their understanding. They can learn to withhold judgment until the facts are in and learn to let reason and knowledge guide their judgment rather than emotion or personal interest.

The Curriculum Commission of the National Council of Teachers of English\(^1\) states that upper elementary grade children will show increasing maturity by their ability to: (1) hold the thread of a discussion in mind; (2) watch for transitional phrases; (3) listen to content even though it does not affect them directly; (4) take notes during a speech or report; (5) write a summary of an oral report; (6) discount bias in a speaker; (7) disagree with a speaker courteously; (8) indicate by their comments that they have turned over in their minds the ideas of others; and (9) reserve judgment in listening to different viewpoints in discussion.

Authorities are in agreement that the intermediate grade pupils should develop analytical listening skills. These skills can be aided in development through the use of mechanical devices, such as: sound films, radio, television, tape and wire

\(^1\)op. cit., p. 88.
recorders. Wilt\textsuperscript{1} says that the techniques for using these devices follow the same general teaching pattern. Selection of what to choose from the vast potential is the first step. After the choice has been made time must be allowed to discuss what it is hoped will be gained from the experience. This is the time for clarifying purposes and establishing a state of readiness. During the program, playback or record playing, the role of the teacher is one of careful, accurate listening with the group. After the listening experience comes the period in which the material is evaluated for its appropriateness, the questions it has answered, and for further planning. Rather than answering all of the questions, the material should challenge thinking, raise new problems, and encourage further research.

From the above statement the role of the teacher, as a good listener, is an important one. This is true in the overall teaching of listening not limited to the development of listening skills through the use of mechanical aids. Some authorities\textsuperscript{2,3,4} believe that the teacher should analyze her own listening habits; after which she may become increasingly aware of the factors which influence children's listening. Since children

\begin{itemize}
    \item[1]Virgil E. Herrick and Leland B. Jacobs (eds.) \textit{op. cit.}, p. 62.
    \item[2]George Murphy, \textit{op. cit.}, p. 128.
\end{itemize}
learn through imitation it is necessary for the teacher to be a good listener. If the teacher listens attentively and politely, the children are more likely to listen the same way.

Some suggestions mentioned in the survey on training and developing listening abilities have been used in the research related to this study. There is a limited amount of recorded research on the elementary level. Caffrey,¹ Brown² ³ and others have done research on the secondary and college levels. Their findings show that listening is as amenable to training as reading.

Hogan⁴ conducted an experiment in listening with nearly two hundred fifth and sixth graders. The pupils used were divided into experimental and control groups. Two twenty-five multiple-choice listening tests were devised; each test was based on a recording. After the first test had been given the pupils the experimental group developed standards for listening. Each listening lesson involved making purposes clear and developing background material, actual listening, and evaluation. At the close of the six weeks, the first test was given again to participants. The second test was given as an additional check.

⁴Curriculum Commission of the National Council of Teachers of English, op. cit., 101-102.
The results of both tests showed that the experimental group made marked improvement over the control group.

Hollow\textsuperscript{1} reports that six hundred two fifth graders in sixteen parochial schools participated in an experimental study in the improvement of listening comprehension. Half of the schools were used in the experimental group and the other half in the control group. Both groups were given achievement battery test, intelligence tests, and Form A of the devised listening test. After these tests, the experimental group developed a set of standards for listening. Each lesson lasted twenty minutes and was divided into three parts; pre-listening (preparatory stage), actual listening and post-listening (evaluation stage). One selection was read at each session during the first three weeks and two selections were read during the last three weeks. Form M of the devised listening test was given to participants at the close of the six week period. Results of this research showed that the listening skills of the fifth grade experimental group were appreciably improved by the planned program of instruction; the pupils with low, average and high intelligence quotients benefited substantially.

Walker\textsuperscript{2} reported that the elementary, junior and senior high schools of Nashville were involved in a study in the

\textsuperscript{1}Sister Mary Kevin Hollow, "Listening Comprehension at the Intermediate Grade Level," \textit{Elementary School Journal}, LVI (December, 1955), 158-161.

improvement of listening and reading. The listening tests were devised to test the following abilities: (1) to get the main ideas; (2) to use context clues; (3) to catch general significance; (4) to understand sequence; (5) to note details; and (6) to draw conclusions or inferences. The results of the study are listed below.

1. Individual difference in ability in listening seem to be as wide as they are in reading.

2. The results in listening seem to be somewhat higher than in reading in the elementary grades; they are approximately the same in the junior high; they drop below reading in the senior high.

3. Listening for the main idea ranks first among the six listening abilities tested at the elementary level.

4. Listening for general significance (closely related to the main idea) ranks first at the secondary level.

5. Listening for details and drawing inferences and conclusions are consistently low at all levels.

6. Listening for context clues ranks high at the elementary and junior high levels, but lowest of the six abilities tested at the senior high level.

7. Listening for sequence is the lowest of the six abilities at the elementary level.

Summary of related literature.-- The summary of related literature pertaining to the problem of this research is to be found in the abstracted statements below.

1. Listening is the process of reacting to, interpreting, and relating the spoken language in terms of past experiences and future courses of action.

2. Some of the important concepts of listening are:
(1) listening is a way of gaining information; (2) listening ability is governed by physical, mental and emotional status of the individual; (3) listening has very definite developmental levels; and (4) there must be a purpose for listening and this purpose governs how we listen and on what level we listen.

3. Five important habits of listening are sharing with the speaker the responsibility for communication; maintaining awareness of one's own motives for listening; exercising emotional control; arranging favorable physical conditions for listening; and striving always to grasp the central ideas in the presentation.

4. Factors necessary for effective listening are a relaxed, quiet atmosphere and a comfortable physical setting; interest in the subject at hand; and a purpose for listening.

5. A good framework for listening involves purposing, planning, executing and evaluating.

6. These activities lend themselves to the training and developing of listening abilities; conversation and telephoning, directions and announcements, storytelling and dramatization, poetry and choral speaking, broadcasting by pupils, sharing listening experiences, radio and television, oral reading, introductions, discussions, reports, programs, motion pictures and listening to older and younger children.

7. The intermediate grades should develop analytical listening; get pupils to compare sources; check the reliability of the spoken word; take notes during a speech; check qualifications of speaker; and reserve judgment until all the facts are in.

8. Records, sound films, radio, television and tape recorders can aid instruction in listening provided care is taken in the selection of the device and good purposes are selected for the listening experiences.

9. The teacher should analyze her own listening habits in order to become aware of the factors which influence children's listening. She should strive to be a good listener.
10. Research has proved that listening ability can be developed through training.

**Possible significance of this study.**—The specific situation and the survey of literature indicated definite possibilities for significance of this study. It should be of value to elementary teachers in its suggestions of ways for training and developing listening abilities. Because of limited research at this level it should be of value to the literature in the general area of listening and in the more specific phase wherein the potentialities for its development are approaching the maximum.
CHAPTER II

PRESENTATION AND ANALYSIS OF DATA AND DESCRIPTION OF THE INSTRUCTIONAL ACTIVITIES

Introductory statement.-- This chapter presents the comparative analysis of test data and a description of the specific listening activities of the experimental and control groups. The parallel group technique of the experimental method of research was used as a design for this study. A diagramatic representation of the design is shown in Figure 1.

Experimental Group                                      Control Group

<table>
<thead>
<tr>
<th>Initial Listening Test</th>
<th>Initial Listening Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form A</td>
<td>Form A</td>
</tr>
</tbody>
</table>

| Regular Classroom Activities | Regular Classroom Activities |

| Special Listening Activities | Special Listening Activities |

<table>
<thead>
<tr>
<th>Final Listening Test</th>
<th>Final Listening Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form B</td>
<td>Form B</td>
</tr>
</tbody>
</table>

Fig. 1.-- Design of study, the parallel group technique of the experimental method.
This chapter follows the steps taken by the writer in securing data for this research. They were: (1) administering the Durrell-Sullivan Reading Capacity Test Intermediate Test: Form A; (2) analyzing the results in order to equate the groups; (3) administering the Sequential Tests of Educational Progress Listening Comprehension Test Level 4: Form A; (4) analyzing the results; (5) planning and guiding listening activities; (6) checking the weekly classroom listening activities of the subjects; (7) administering the Sequential Tests of Educational Progress Listening Comprehension Test Level 4: Form B; (8) analyzing the results.

The results of the three tests were analyzed in terms of the following statistical measures: percentages, median, mean, standard deviation, standard error of the mean, standard error of the difference between the means and the "t" ratio. Through these statistics it was possible to equate the groups; to determine general distribution of the initial and final listening comprehension ability levels of the experimental and control groups, and to determine whether or not mean differences between the groups were statistically significant. Throughout these comparisons the writer operated at the .02 level of confidence with 30 degrees of freedom. Formulas used in the study may be found in the Appendix.

Method of equating the groups. -- The Durrell-Sullivan Reading Capacity Test Intermediate Test: Form A was used to equate the groups. These tests were scored and the total averages were arranged in descending order. The test scores were then divided into two groups by selection of odd numbered ones.
for the experimental group and even numbered ones for the control group. The results of the scores made on the test were assembled, tabulated and presented in Tables 1 and 2. The descriptions and comparisons of the groups are given in subsequent paragraphs.

General descriptions and comparison of the capacity levels of the experimental and control groups.-- The descriptions and comparison of performances on the Durrell-Sullivan Reading Capacity Test Intermediate Test: Form A by the experimental and control groups were based on the data presented in Tables 1, 2 and 3 and in Figure 2. These findings indicated that both groups were highly similar in all statistical results reported. In the range of scores the experimental group extended from 28 to 91 and the control group from 46 to 88, with specific ranges of 43 and 42 respectively. This same high similarity in dispersion was found in the standard deviations of 3.86 and 3.90, respectively. The measures of central tendency were strikingly close in values. For the control group the median was 71.00 and the mean 70.78; for the experimental group the median was 72.50 and the mean, 70.87; with standard errors of the means not exceeding 1.00. When these findings were used to determine the nature of the distributions, it was concluded that reading capacity was normally distributed in both groups. In the experimental group 50 per cent of the cases fell above the mean class interval; and 50 per cent of the cases fell below the mean class interval. Similarly, in the control group 50 per cent of the cases above the mean class interval; and 50 per cent fell below the mean class interval. The closeness of the mean and median values and the obvious
### TABLE 1

**DISTRIBUTION OF RAW SCORES MADE BY THE EXPERIMENTAL GROUP ON THE DURRELL-SULLIVAN READING CAPACITY TEST INTERMEDIATE TEST: FORM A**

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-93</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>88-90</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>85-87</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>82-84</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>79-81</td>
<td>2</td>
<td>12.50</td>
</tr>
<tr>
<td>76-78</td>
<td>2</td>
<td>12.50</td>
</tr>
<tr>
<td>73-75</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>70-72</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>67-69</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>64-66</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>61-63</td>
<td>4</td>
<td>25.00</td>
</tr>
<tr>
<td>58-60</td>
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<tr>
<td>55-57</td>
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<td>6.25</td>
</tr>
<tr>
<td>52-54</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>49-51</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>46-48</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

**Range of Scores** 43

**Median** 72.50

**Mean** 71.75

**S D** 3.90

**S E of M** 1.00

**Mean Grade Equivalent** 4.8
### TABLE 2

**DISTRIBUTION OF RAW SCORES MADE BY THE CONTROL GROUP ON THE DURRELL-SULLIVAN READING CAPACITY TEST INTERMEDIATE TEST: FORM A**

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>88-90</td>
<td>2</td>
<td>12.50</td>
</tr>
<tr>
<td>85-87</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>82-84</td>
<td>2</td>
<td>12.50</td>
</tr>
<tr>
<td>79-81</td>
<td>2</td>
<td>12.50</td>
</tr>
<tr>
<td>76-78</td>
<td>1</td>
<td>6.25</td>
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<td>73-75</td>
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<td>6.25</td>
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<td>70-72</td>
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<td>67-69</td>
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<td>6.25</td>
</tr>
<tr>
<td>64-66</td>
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<td>6.25</td>
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<tr>
<td>61-63</td>
<td>3</td>
<td>18.75</td>
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<tr>
<td>58-60</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>55-57</td>
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<td>0.00</td>
</tr>
<tr>
<td>52-54</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>49-51</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>46-53</td>
<td>1</td>
<td>6.25</td>
</tr>
</tbody>
</table>

**Total** 16 100.00

- **Range of Scores**: 42
- **Median**: 71.00
- **Mean**: 70.87
- **S D**: 3.83
- **S E of M**: .99
- **Mean Grade Equivalent**: 4.7
symmetry of the frequency polygons also indicated the normal trend in both distributions. It was concluded, therefore, that both the experimental and control groups had a mean grade equivalent at the high fourth grade level or 4.8 and 4.7, respectively and that both groups were fairly homogeneous in listening ability.

TABLE 3

STATISTICAL MEASURES OF DIFFERENCES BETWEEN MEAN SCORES MADE BY THE EXPERIMENTAL AND CONTROL GROUPS ON THE DURRELL-SULLIVAN READING CAPACITY TEST INTERMEDIATE TEST: FORM A

<table>
<thead>
<tr>
<th>Statistical Measure</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>71.75</td>
<td>70.37</td>
</tr>
<tr>
<td>Differences between Mean</td>
<td>.88</td>
<td></td>
</tr>
<tr>
<td>SE of M</td>
<td>1.00</td>
<td>.99</td>
</tr>
<tr>
<td>SE of Difference of Mean</td>
<td>1.40</td>
<td></td>
</tr>
<tr>
<td>&quot;t&quot;</td>
<td></td>
<td>.628*</td>
</tr>
</tbody>
</table>

*Not significant at the .02 level of confidence.

The statistical comparison of the groups, as presented in Table 3, gave further evidence of their similarity. As is shown there, the difference between the two means was .88; their standard errors were 1.00 for the experimental group and .99 for the control group; and the standard error of the difference between means was 1.40. These statistics yielded a "t" of .628. When this value was checked in the Table of Minimum Values of
Fig. 2. -- Two overlapping frequency polygons showing distribution of scores made by the experimental and control groups on the Durrell-Sullivar Reading Capacity Test Intermediate Test: Form A.
Significance Ratio Required for Significance at Various Levels,\textsuperscript{1} with 30 degrees of freedom it was found to be far below the "t" of 2.457 which is required at the 2 per cent level of confidence. It was concluded, therefore, that there was no difference between the mean reading capacity levels of the experimental and control groups used in this study. Since this test is fundamentally a measure of listening comprehension, it was assumed that at the beginning of the experiment neither group had an advantage over the other in the ability to listen.

General descriptions and comparison of the initial listening comprehension ability levels of the experimental and control groups.---The descriptions and comparison of the performances on the Sequential Tests of Educational Progress Listening Comprehension Test Level 4; Form A by the experimental and the control groups were based on the data presented in Tables 4, 5 and 6 and in Figure 3. These findings indicated that both groups were different in most statistical measures reported; however, both groups had similar measures of central tendency. In the range of scores the experimental group extended from 230 to 271 and the control group from 234 to 268, with specific ranges of 41 and 34 respectively. The measures of central tendency were very close in value. For the control group the median was 252.50 and the mean 252.13; for the experimental group the median was 251.00 and the mean, 251.56. The standard error of

### TABLE 4

**DISTRIBUTION OF SCORES MADE BY THE EXPERIMENTAL GROUP ON THE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS**

LISTENING COMPREHENSION TEST LEVEL 4: FORM A

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>271-273</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>268-270</td>
<td>2</td>
<td>12.50</td>
</tr>
<tr>
<td>265-267</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>262-264</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>259-261</td>
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<td>0.00</td>
</tr>
<tr>
<td>256-258</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>253-255</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>250-252</td>
<td>4</td>
<td>25.00</td>
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<tr>
<td>247-249</td>
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<td>0.00</td>
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<tr>
<td>244-246</td>
<td>1</td>
<td>6.25</td>
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<tr>
<td>241-243</td>
<td>2</td>
<td>12.50</td>
</tr>
<tr>
<td>238-240</td>
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<td>12.50</td>
</tr>
<tr>
<td>235-237</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>232-234</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>229-231</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td>100.00</td>
</tr>
</tbody>
</table>

**Range of Scores**: 41  
**Median**: 251.00  
**Mean**: 251.56  
**S D**: 7.66  
**S E of M**: 1.97  
**Mean Percentile Band**: 18.36
TABLE 5

DISTRIBUTION OF SCORES MADE BY THE CONTROL GROUP ON THE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS LISTENING COMPREHENSION TEST LEVEL 4: FORM A

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>268-270</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>265-267</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>262-264</td>
<td>1</td>
<td>6.25</td>
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<tr>
<td>259-261</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>256-258</td>
<td>2</td>
<td>12.50</td>
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<tr>
<td>253-255</td>
<td>2</td>
<td>12.50</td>
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<tr>
<td>250-252</td>
<td>2</td>
<td>12.50</td>
</tr>
<tr>
<td>247-249</td>
<td>1</td>
<td>6.25</td>
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<tr>
<td>244-246</td>
<td>2</td>
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<td>241-243</td>
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<td>6.25</td>
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<td>238-240</td>
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<tr>
<td>235-237</td>
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<td>0.00</td>
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<tr>
<td>232-234</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Range of Scores 34  
Median 252.50  
Mean 252.13  
S D 3.02  
S E of M .78  
Mean Percentile Band 23-39
Fig. 3.—Two overlapping frequency polygons showing distribution of scores made by the experimental and control groups on the Sequential Tests of Educational Progress Listening Comprehension Test Level 4: Form A.
the mean for the control group was .78 and for the experimental group was 1.97; while the standard deviations were 3.02 and 7.66, respectively. When the findings for the experimental group were used as indices of possible normality of distribution, it was concluded that listening comprehension ability was normally distributed for this group. In the experimental group 37.50 per cent of the cases fell above the mean class interval; 37.50 per cent fell below the mean class interval; and 25.00 of the cases fell within the mean class interval. The frequency polygon for the experimental group revealed a normal distribution. When the findings for the control group were used as indices of possible normality of distribution, it was concluded that listening comprehension ability for the control group was fairly normally distributed but somewhat skewed. The frequency polygon also indicated a skewed distribution. In the control group 50 per cent of the cases fell above the mean class interval; 37.50 per cent fell below the mean class interval; and 12.50 per cent of the cases fell within the mean class interval. The experimental and control groups had mean percentile bands at the lower quartile of the publisher's norms or percentile bands of 18-36, and 23-39 respectively; yet both did not register the same general degree of homogeneity in listening comprehension ability.

The statistical comparison of the groups as presented in Table 6 gave evidence of some similarity. As is shown there, the difference between the two means was .57; their standard errors were 1.97 for the experimental group and .78 for the
the control group, and the standard error of the difference between the means was 2.11. These statistics yielded a "t" of .49. When this result was checked in the Table of Minimum Values of Significance Ratio Required for Significance at various Levels,\(^1\) with 30 degrees of freedom it was found to be far below the "t" of 2.457 which is required at the .02 level of confidence. It was concluded, therefore, that there was no difference between listening comprehension ability levels of the experimental and control groups.

**TABLE 6**

**STATISTICAL MEASURES OF DIFFERENCES BETWEEN MEAN SCORES MADE BY THE EXPERIMENTAL AND CONTROL GROUPS ON THE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS LISTENING COMPREHENSION TEST LEVEL 4: FORM A**

<table>
<thead>
<tr>
<th>Statistical Measure</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>251.56</td>
<td>252.13</td>
</tr>
<tr>
<td>Difference Between Means</td>
<td>.57</td>
<td></td>
</tr>
<tr>
<td>S E of Mean</td>
<td>1.97</td>
<td>.78</td>
</tr>
<tr>
<td>S E of Difference of Means</td>
<td></td>
<td>2.11</td>
</tr>
<tr>
<td>&quot;t&quot;</td>
<td>.49(^*)</td>
<td></td>
</tr>
</tbody>
</table>

\(^*\)Not significant at the .02 level of confidence.

**Description of the planned listening activities of the experimental group.**—The experimental group had planned listening activities on Monday and Thursday afternoons for six weeks.

\(^1\)Ibid.
at A. F. Herndon School and four Saturday meetings at Atlanta University. This made a total of sixteen listening experience periods for the experimental group.

The overall objectives were to plan activities designed to improve comprehension, interpretation and evaluation of the spoken word. The specific purposes were divided into two groups and are listed below:

Teacher's Purposes

1. To find out pupils' listening habits
2. To acquaint pupils with the importance of listening
3. To guide pupils into acceptance of some basic understandings of listening

Pupils' Purposes

1. To accept some basic understandings of listening
2. To follow oral directions
3. To listen for enjoyment
4. To listen for main ideas
5. To note significant details
6. To check qualifications of speakers
7. To listen for information
8. To note sequence of ideas
9. To compare a story on record with one previously seen on television
10. To compare a dramatization with a story seen on television and heard on a record

The methods used in training and developing listening abilities of the experimental group were: (1) question and answer, (2) discussion, (3) explaining and telling, (4) creative expression through drama, (5) creative expression through poetry and (6) the story method.

The room arrangement or setting for each listening period was an informal face to face relationship in a circle. Pupils were made to feel as comfortable as possible yet not too
relaxed for attentive listening. The reading matter on the walls of the rooms was limited to the listening chart, a set of understandings about listening. A specific description of the systematic listening experiences follows:

Monday, February 3, 1958

Purposes: To find out pupils' listening habits
To acquaint pupils with the importance of listening

Methods: Discussion
Question and Answer
Explaining and Telling

Material: Tape Recording

Procedure: To find out the subjects' listening habits we discussed sounds around us and favorite radio and television programs. The pupils listened mainly to music and news on the radio. Television programs with a western atmosphere were the favorites of the group. The only programs that they disliked were the informative ones like: "Meet the Press," "Face the Nation," and "Mike Wallace Interviews." The group agreed that the "Mickey Mouse Club" offered entertainment and information. They decided to look at that program on Wednesday and discuss it at the following Thursday's meeting period.

To acquaint pupils with the importance of listening
the writer played a tape recording made by a group of third grade pupils who were interested in the improvement of listening skills. After hearing the tape, the group discussed the importance of listening and gave reasons for listening. They agreed to think about listening and how they could be better listeners. They were to bring their ideas to the next meeting period; so that they could make a listening chart.

Thursday, February 6, 1958

Purposes: To accept some basic understandings of listening
To follow oral directions

Methods: Discussion
Explaining and Telling

Procedure: The group exchanged ideas about what were some of the basic understandings necessary for a good listener and formulated these questions which were made into a chart:

Are You A Good Listener?
Do you listen for directions?
Do you refrain from speaking when someone is talking?
Do you look at the person who is talking?
Do you keep your eyes and ears open?
Do you listen to the discussion so that you will not repeat what has been said?
Do you use what you hear?
Do you keep still and quiet?

The pupils referred to these as "rules of listening."

The subjects discussed the "Adventures of Annette," a serial on the "Mickey Mouse Club" television program.

The writer told the pupils that they would play a listening game. The person chosen 'It' would be required to carry out some directions. Each set of directions required 'It' to do five things. One set of directions was: "Open the door;" "Bring me two green readers from the second shelf;" "Push a chair under the library table;" "Write your name on the board;" and "Clap your hands four times." These statements were given only once. After the writer had given three sets of directions the pupils were allowed to give directions to each other. At the close of this activity, the pupils discussed their ability to follow directions and made suggestions about how to be better listeners.

Monday, February 10, 1958

Purposes: To follow oral directions
To listen for main ideas

Methods: Discussion
The Story Method
Question and Answer
Creative Expression Through Drama

Materials: A story, "Granny's Blackie"
Chart of Listening Rules

Procedure: Pupils reviewed the rules for listening.
The group played the listening game described at last Thursday's meeting.
The writer told the subjects that she was going to read them a story about a thoughtful elephant.
After listening to the story, "Granny's Blackie," the pupils were given a test to see if they had gotten the main ideas. While the writer checked the tests, the pupils discussed the story. The papers were returned and errors explained. The group decided to dramatize the story. Those who did not participate in the dramatization served as the audience. After the dramatization, the audience suggested some things that might have been included.

\[1\]Complete entries of instructional materials are in Appendix B.
Thursday, February 13, 1958

Purposes: To get the main ideas
To listen for enjoyment

Methods: Discussion
Creative Expression Through Poetry
Explaining and Telling

Materials: Poems, "Neighborly" and "Little Charlie Chipmunk"

Procedure: "Mickey Mouse Club" discussion concerned Annette's
relation with her aunt and uncle and the type of
people her aunt and uncle appeared to be.

Pupils recounted the main ideas in "Granny's
Blackie" and decided to listen for the main ideas
in the poems which were to be read.

The pupils were told that today they would listen
to some poems and if they wanted to they could form
a verse speaking choir. The writer read the poem,
"Neighborly." The poem was discussed in terms of
what mother sent the neighbors and what the neigh-
bors sent in return. The subjects agreed with the
children in the poem that they liked being neighbor-
ly in this manner because they would have two des-
serts instead of one.

The poem, "Little Charlie Chipmunk," was read and
discussed. The pupils decided that they wanted to listen to this poem again. After the second reading they wanted to say it together. The group was told that in a verse speaking choir only three distinct voices should be heard. The voices to be heard were called high, medium and low. It would be necessary for the group to blend their voices so only three voices could be heard. The group was subdivided into high, medium and low. The writer read the poem again; after which the group said it as a choral reading.

Monday, February 24, 1958

**Purposes:** To get the main ideas
To note significant details

**Methods:** Explaining and Telling
Question and Answer

**Materials:** A film, "What Makes Night and Day"
Globe
Rules for Listening Chart

**Procedure:** Pupils reviewed their rules for listening.

The subjects were told that they would see the film, "What Makes Night and Day." Before the film was shown the pupils discussed their knowledge about the subject. The writer suggested they listen to
find out what happens to the sun when we no longer see it; what Hawaiian and Polish children are doing while we are sleeping? After viewing the film the questions were answered; pupils gave detailed accounts of the earth's turning on its axis and why the sun appears to be setting in the west. With the aid of the lamp on the projector and a globe which represented the sun and earth respectively, the pupils explained night and day.

Two boys were asked to make reports about Cub Scouts at the next meeting on Thursday.

Thursday, February 27, 1958

**Purposes:**
To check qualifications of speakers
To listen for information

**Methods:**
Discussion
Explaining and Telling
Question and Answer

**Material:**
An article, "Your Sense of Touch"

**Procedure:**
One pupil reported that he had explained night and day to his parents by the use of a flashlight and a ball.

The subjects told of Annette's relationship with Laura and some of the things that had happened between them.
The two pupils who had previously been asked to report on Cub Scouts were anxious to make their speeches but before they could make their talks the group had to discuss their qualifications for speaking on the subject. One of the boys was a Cub Scout with two years membership and had received a special badge for participation in the Scout-O-Rama Exhibit. The other boy was not a member of any organization. The group decided that the Cub Scout could give them more information and probably make a more interesting speech. After hearing the speakers, the group agreed that their pre-judgement was correct. The non-scout stated that he got his information from an encyclopedia while the scout drew his speech from his experiences. The pupils listed the facts learned about Cub Scouts.

The writer asked the pupils if they knew anything about the five senses. Their replies indicated that they knew nothing of the senses. Because of this the writer asked them to listen closely to the article, "Your Sense of Touch," in order to find out the other senses in the four sensations of touch. After hearing the article, the pupils discussed the five senses, their receptors and the four sensations of touch.

The pupils were reminded of the Saturday meeting at
Atlanta University and asked to report to the school at five minutes to nine o'clock because the cabs were to pick them up at nine.

Saturday, March 1, 1958

Purposes: To listen for main ideas
To listen for significant details

Methods: Discussion
Question and Answer
Explaining and Telling
Creative Expression Through Poetry

Materials: A record, "Peter and the Wolf"
Psalm 150
Rules of Listening Chart

Procedure: The pupils made remarks about their cab rides.

In the classroom the pupils found the chairs arranged in a circle and a chart with our listening rules on it. The pupils listened to one member of the group read the rules of listening.

Pupils were acquainted with the characters in the story, "Peter and the Wolf." The group was asked to be able to describe Grandfather and to tell how Peter captured the wolf. The record, "Peter and the Wolf," was played and then discussed in light
of the questions presented before the record was played.

The subjects listened to the reading of the one hundred-fiftieth Psalm and decided to learn it as a choral reading. The group used the same voice division explained on Thursday, February 13. The pupils were asked to learn the Psalm over the weekend.

Monday, March 3, 1958

Purposes: To check qualifications of speakers
            To listen for information

Methods: Creative Expression through Poetry
            Discussion
            Explaining and Telling

Procedure: The group reported the choral reading of the Psalm 150. They listened to the interpretations of the writer; then said the Psalm with certain inflections and pauses, emphasized various words, and tried to blend their voices to sound as three distinct voices.

Two girls were to report about the Brownies. Before the speeches were made, the group discussed the girls' qualifications. One was a Brownie with two years of membership; the other was a one-year
Bluebird. The group agreed that the Brownie was better qualified to talk on the assigned topic; however the group believed the other speaker should make a good speech because the Brownies and Bluebirds were similar. After hearing the speeches the pupils discussed them; listed the points made; and decided the Brownie's speech was more interesting because she told of things she had experienced.

Pupils were reminded to see the "Mickey Mouse Club" on Wednesday.

Thursday, March 6, 1958

Purposes: To note significant details
          To note sequence of ideas

Methods: Discussion
          Explaining and Telling
          Question and Answer

Materials: An article, "How our Postal System Began"
          Rules for Listening Chart

Procedure: The "Mickey Mouse Club" discussion centered around the Bureau of Engraving. The television program had carried them on a trip to see how dollar bills are made.

The pupils reviewed the rules for a good listener.
Before the writer read the article, "How Our Postal System Began," the pupils discussed how we get our mail today and tried to imagine how it was delivered in colonial days. The writer asked the group to listen attentively so that they could retell in order the incidents which led to our present system of delivering mail. After hearing the article, the pupils were tested. While the writer checked the papers, they recounted the incidents which lead to our postal system. The test papers were returned and explained in terms of the exact sequence of steps taken in developing our postal system.

The pupils were reminded of the Saturday meeting. They were told that they would hear about Paul Bunyan at the next period.

Saturday, March 8, 1958

Purposes: To note significant details
To listen for enjoyment

Methods: Discussion
The Story Methods
Question and Answer
Creative Expression through Poetry

Materials: A record, "A Paul Bunyan Yarn"
A poem, "Johnny Appleseed"
Procedure: The writer asked the pupils to tell what they knew about Paul Bunyan. From the remarks, they agreed that he was one of the strong men of American folklore. Before the record, "A Paul Bunyan Yarn," was played the pupils were asked to listen for details of how breakfast was prepared for the camp and how Paul caught and used blizzards. Immediately after the record was heard a test was given to see if the pupils got the details necessary to answer the questions. The corrected papers were returned and discussed.

The writer reminded the pupils of Johnny Appleseed, another hero of American folklore, and asked them to listen to the poem, "Johnny Appleseed." After hearing the poem the pupils discussed how timid he was; how the animals liked him and why he was going west.

Pupils were told that they would see a film at Monday's meeting.

Monday, March 10, 1958

Purposes: To note significant details
To listen for information

Methods: Question and Answer
Explaining and Telling
Materials: Rules for Listening Chart
A film, "Heat Convection and Radiation"

Procedures: The pupils reviewed the rules of listening.

The pupils were asked these questions: "What causes bread to rise?" and "What causes popcorn to change form?" They answered the questions with the word "heat." The writer told the pupils that they were to see a film on heat. The purpose for viewing the film was to answer these questions: "What three ways does heat travel?" and "Why is it possible to have ice and boiling water in the same test tube?"

After viewing the film, "Heat Convection and Radiation," the pupils listed the three ways heat travels and gave a detailed account of the trick experiment with ice and boiling water.

One pupil was asked to make a report about Four H Clubs. The group was reminded to see the "Mickey Mouse Club" on Wednesday.

Thursday, March 13, 1958

Purposes: To take notes

Methods: Discussion
Explaining and Telling
Question and Answer
Material: An article, "The story of Harriet Tubman"

Procedure: Annette's running away from the home of her aunt and uncle was discussed.

The writer told the pupils that one way to remember what one hears is to take notes. When taking notes, one writes down facts or statements he wants to remember. The subjects were told that a member of the group was going to make a report on the Four H Clubs. While he was making the short speech, the group was to take notes. When the talk was over the pupils compared notes and suggestions were given to improve note taking.

The pupils were asked to take notes while the writer read a story about Harriet Tubman, a woman who wanted freedom for her people. They were told that notes taken could be used in answering the questions on the test that would follow the story. After the story was read, the test was given. While the writer checked the papers the group compared notes. The corrected papers were returned and discussed.

The pupils were reminded of the Saturday meeting. They were told that they would hear the "Chinese Nightingale."
Saturday, March 15, 1958

Purpose: To compare a story on record with one previously seen on television.

Methods: Discussion
Creative Expression through Drama

Material: A record, "Chinese Nightingale"

Procedure: The group reviewed the television version of the "Chinese Nightingale." Pupils were asked to be able to tell the parts that were alike and different from the television version. The record, "Chinese Nightingale," was played. Following this the pupils pointed up the similarities and differences.

Pupils were told that at the next meeting that they would take notes. The pupils discussed the reasons for note taking.

Monday, March 17, 1958

Purpose: To take notes
To note significant details

Methods: Explaining and Telling
Discussion
Creative Expression through Drama
Question and Answer
Materials: An article, "The Story of Cork"
A record, "Robin Hood"
Rules for Listening Chart

Procedure: The pupils reviewed the rules for listening.

The pupils were asked to take notes while the writer read an article called "The Story of Cork."
They were told that the notes taken could be used in answering the questions on the test that would follow the reading of the article. While the writer checked the papers the group compared notes. The corrected papers were returned and discussed.

To check the pupils' ability to listen for details the writer told the pupils that she wanted them to listen to the record "Robin Hood" so that they could be able to tell how Robin Hood met Friar Tuck, Little John and King Richard. After hearing the record, the pupils gave exact details of the three meetings and also listed the main ideas of the story.

The pupils were told that on Thursday they would hear the story "Rumpelstiltskin."

Thursday, March 20, 1958

Purpose: To compare a story on record with one previously seen on television.
Methods: Discussion
Creative Expression through Drama

Material: A record, "Rumpelstiltskin"

Procedure: The group discussed the television version of "Rumpelstiltskin." Pupils were asked to listen to the record in order to be able to tell how it was like or different from the version seen on television. After hearing the record the pupils pointed up the similarities and differences and decided that they would like to dramatize it at our final meeting on Saturday.

Saturday, March 22, 1958

Purposes: To compare a dramatization with a story seen on television and heard on a record.
To listen for enjoyment

Methods: Creative Expression through Drama
Discussion

Material: Rules for Listening Chart

Procedure: Some of the pupils dramatized "Rumpelstiltskin."
After the dramatization, the pupils who were in the audience compared it to the version on the record for likeness and differences and then compared it to the television version for the same reasons.
Pupils reviewed the rules for listening and were asked to remember them.

Description of the classroom listening activities of the control and experimental groups. The listening activities in the classroom of the subjects used in this research are here-in described. The three types of listening experiences in which the two groups engaged are identified as general, practical and special listening activities.

The general listening activities included listening to devotions and the sharing period. The devotions usually consisted of two or three songs, reading of the scripture, a prayer and the Pledge of Allegiance to the Flag. The sharing period allowed pupils to share personal belongings with the group and permitted them to tell interesting things that they have done or seen.

The practical listening activities consisted of announcements and directions. The principal made daily announcements over the inter-communication system. Oral directions were given for all lesson assignments. If the directions were not understood by the pupils, they were repeated and further explained.

Some of the special listening activities engaged in by the subjects made use of mechanical devices. The mechanical devices used were record player, projector and radio. The pupils listened to stories and music on records. They saw approximately three films and heard four radio programs a week.
Purposes for listening to the films and radio programs were given. The radio programs and their respective areas were:

<table>
<thead>
<tr>
<th>Program</th>
<th>Subject Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uncle Dan</td>
<td>Nature Study</td>
</tr>
<tr>
<td>Travel Tales</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Hands Across the World</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Fun and Frolic</td>
<td>Physical Education</td>
</tr>
</tbody>
</table>

The other special listening activities included dramatization of stories read or heard, choral readings, poems and stories read or told by the teacher, student teacher or pupils, and oral reading of articles from My Weekly Reader.

For the most part these things comprised the listening activities each week. The additional listening activities engaged in by the pupils are listed below:

First Week
No additional listening activities.

Second Week
No additional listening activities.

Third Week
The librarian told the pupils a story during their regular library period.

Fourth Week
Pupils prepared and rehearsed a skit. This skit was the culminating activity of a unit on corn.

Fifth Week
The skit was presented to parents.

Sixth Week
Pupils attended a Book Fair during National Library Week. Here the pupils heard two stories and learned two songs.
The Listening Comprehension Tests found each month in the teacher's edition of *My Weekly Reader* were not used. However, the importance of listening was stressed in the classroom through the old conventional method, the use of statements such as "Sit up and listen," and "Pay attention."

**General descriptions and comparison of the final listening comprehension ability levels of the experimental and control groups.** The descriptions and comparison of performances on the Sequential Tests of Educational Progress Listening Comprehension Test Level A: Form B by the experimental and control groups were based on the data presented in Tables 7, 8 and 9 and in Figure 4. These findings indicated that the experimental group had made more improvement in listening comprehension ability than the control group. The range of scores for the experimental group extended from 248 to 276 with a specific range of 28.

The experimental group's median was 261.50 and the mean was 260.56, with a standard error of 3.02. The standard deviation was 7.86. In the experimental group 37.50 per cent of the cases fell above the mean class interval; 43.75 per cent fell below the mean class interval; and 18.75 per cent of the cases fell within the mean class interval. The frequency polygon indicated the normal trend for the experimental group. When these findings were used as indices of possible normality of distribution, it was concluded that listening comprehension ability was normally distributed in the experimental group. The percentile band of the experimental group, 50-62, was one percentile band above the median percentile band of the publisher's norms. On
### TABLE 7

**DISTRIBUTION OF SCORES MADE BY THE EXPERIMENTAL GROUP ON THE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS LISTENING COMPREHENSION TEST**

**LEVEL 4: FORM B**

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<th>Class Interval</th>
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<th>Per Cent</th>
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<td>274-276</td>
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<tr>
<td>271-273</td>
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<tr>
<td>268-270</td>
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<td>12.50</td>
</tr>
<tr>
<td>259-261</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td>256-258</td>
<td>2</td>
<td>12.50</td>
</tr>
<tr>
<td>253-255</td>
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<td>250-252</td>
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<td>12.50</td>
</tr>
<tr>
<td>247-249</td>
<td>2</td>
<td>12.50</td>
</tr>
</tbody>
</table>

| Total | 16 | 100.00 |

- **Range of Scores**: 23
- **Median**: 261.50
- **Mean**: 260.56
- **S D**: 7.86
- **S E of M**: 2.03
- **Mean Percentile Band**: 50-62
### TABLE 8

**DISTRIBUTION OF SCORES MADE BY THE CONTROL GROUP ON THE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS LISTENING COMPREHENSION TEST LEVEL 4: FORM B**

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Frequency</th>
<th>Per Cent</th>
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<tbody>
<tr>
<td>274-276</td>
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<td>6.25</td>
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<tr>
<td>271-273</td>
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<td>6.25</td>
</tr>
<tr>
<td>241-243</td>
<td>3</td>
<td>18.75</td>
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**Total** 16 100.00

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<th>Value</th>
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<td>Range of Scores</td>
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<td>Median</td>
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<tr>
<td>Mean</td>
<td>254.94</td>
</tr>
<tr>
<td>S D</td>
<td>3.27</td>
</tr>
<tr>
<td>S E of M</td>
<td>.84</td>
</tr>
<tr>
<td>Mean Percentile Band</td>
<td>31.41</td>
</tr>
</tbody>
</table>
the other hand, the range of scores for the control group was 243 to 275 with a specific range of 32. For the control group the median was 255.50 and the mean, 254.94, with a standard error of .84. The standard deviation was 3.27. When these findings were used as indices of the nature of the distribution, it was concluded that listening comprehension ability in the control group was also normally distributed. The frequency polygon further indicated this normal trend of distribution. In the control group 50 per cent of the cases fell above the mean class interval; and 50 per cent of the cases fell below the mean class interval. The control group's percentile band of 31-41 was three bands below the experimental group.

TABLE 9

STATISTICAL MEASURES OF DIFFERENCES BETWEEN MEAN SCORES MADE BY THE EXPERIMENTAL AND CONTROL GROUPS ON THE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS LISTENING COMPREHENSION TEST LEVEL 4; FORM B

<table>
<thead>
<tr>
<th>Statistical Measure</th>
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<tr>
<td>Mean</td>
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<td>2.03</td>
<td>.84</td>
</tr>
<tr>
<td>S E of Difference of Mean</td>
<td>2.19</td>
<td></td>
</tr>
<tr>
<td>&quot;t&quot;</td>
<td>2.57*</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at the .02 level of confidence
Fig. 4.--Two overlapping frequency polygons showing distribution of scores made by the experimental and control groups on the Sequential Tests of Educational Progress Listening Comprehension Test Level 4: Form B
The statistical comparison of the groups as presented in Table 9 gave further evidence of difference between the groups. As shown there the difference between means was 5.62; their standard errors were 2.03 for the experimental group and .84 for the control group; and the standard error of the difference between means was 2.19. These statistics yielded a "t" of 2.57. When this value was checked in the Table of Minimum Values of Significance Ratio Required for Significance at Various Levels,\(^1\) with 30 degrees of freedom it was found to be slightly above the 2.457 which is required for significance at the .02 level of confidence. It was concluded, therefore, that the difference was statistically significant at the 2 per cent level of confidence and that this result which favored the mean listening ability level of the experimental group was not due to chance, but to systematic efforts to improve listening comprehension. The following chapter consolidates these findings and bases conclusions, implications and recommendations upon them.

\(^1\)E. F. Lindquist, *op. cit.*, p. 240.
CHAPTER III
SUMMARY AND CONCLUSIONS

Introductory statement.-- This chapter presents the summary of the research, conclusions drawn from the findings, implications derived from the data and recommendations for the immediate situation and further study.

Summary of the research.-- The present study of listening comprehension was based upon a comprehensive approach to the listening process. In the rationale it was recognized that the value of listening had its roots in early realization of its significance by distinguished personalities of past generations. Yet, it was only within the past two decades that educators and psychologists analyzed the process as it relates to specific comprehension abilities needed in actual school situations. Today listening is considered an integral part of the language arts program and is interrelated with the other communication skills. Listening has been classified as passive, appreciative, attentive and analytical. Every child enters school with the ability to engage in each of these levels of listening with varying degrees of competency.

This was an experimental study of the improvement of comprehensive, interpretative and evaluative listening skills through the use of special methods and techniques with thirty-two fourth grade pupils at Alonzo F. Herndon School in Atlanta,
The purpose of this study was the improvement of listening skills of sixteen subjects used in the experimental group. Specifically the purposes of this research were as enumerated below:

1. To determine the listening abilities of the experimental and control groups prior to specialized training sessions in listening.

2. To determine the listening abilities of the subjects after six weeks of training the experimental group.

3. To determine if there was a significant difference in listening skills of the experimental and control groups after special training.

4. To determine methods, techniques and devices which gave promise of improving listening skills.

5. To determine to what extent significant implications for teaching listening could be derived from the findings of this study.

The important terms used throughout this study were defined as follows:

1. The term, "listening," refers to hearing, understanding and remembering.

2. The term, "techniques," refers to working methods.

3. The term, "devices," refers to the special and more or less mechanistic procedures used to facilitate listening.

During the school, 1957-58, thirty-two fourth grade pupils at Alonzo F. Herndon Elementary School in Atlanta, Georgia were used in this study. Twenty-nine of the subjects were nine while the other three were ten years old. The sex

distribution of the pupils was eighteen girls and fourteen boys. The subjects were from lower middle class homes, where both the father and mother helped in making a living.

The materials used in this study were Durrell-Sullivan Reading Capacity Test Intermediate Test: Form A and the Sequential Tests of Educational Progress (STEP) Listening Comprehension Tests Level 4: Form A and B. The Durrell-Sullivan Reading Capacity Test was used to equate the groups. This test measures comprehension of spoken language. The STEP Listening Comprehension Tests were used to determine the subjects listening comprehension before and after special training. STEP Listening Comprehension Test measures ability to comprehend, interpret and evaluate the spoken word.

The steps used in this study are outlined below:

1. The related literature pertinent to this study was reviewed, summarized and organized for presentation in the finished thesis copy.

2. The Durrell-Sullivan Reading Capacity Test Intermediate Test: Form A was given the thirty-two subjects. On the basis of the results of this test the subjects were divided into two groups.

3. The parallel group technique of the experimental method of research was used as a design for this study.

4. STEP Listening Comprehension Test Level 4: Form A was administered to the groups.

5. Special listening experiences were planned for the experimental group using the following listening activities: conversation, discussions, reports, directions, storytelling and dramatizations, poetry, and choral speaking, oral reading, records, tape recording and sound films.

6. The experimental group had planned listening
activities on Monday and Thursday afternoons for six weeks at A. F. Herndon School and four Saturday meetings at Atlanta University. The control group had the same school-day experiences as the experimental group.

7. STEP Listening Comprehension Test Level 4; Form B was given the subjects.

8. The data from the tests were assembled, tabulated, analyzed and interpreted.

9. The findings, conclusions, implications and recommendations were drawn and presented in the finished thesis copy.

The summary of related literature pertaining to the problem of this research is to be found in the abstracted statements below.

1. Listening is the process of reacting to, interpreting, and relating the spoken language in terms of past experiences and future courses of action.

2. Some of the important concepts of listening are (1) listening is a way of gaining information; (2) listening ability is governed by the physical, mental and emotional status of the individual; (3) listening has very definite developmental levels; and (4) there must be a purpose for listening and this purpose governs how we listen and on what level we listen.

3. Five important habits of listening are sharing with the speaker the responsibility for communication; maintaining awareness of one's own motives for listening; exercising emotional control; arranging favorable physical conditions for listening; and striving always to grasp the central ideas in the presentation.

4. Factors necessary for effective listening are relaxed, quiet atmosphere and a comfortable physical setting; interest in the subject at hand; and a purpose for listening.

5. A good framework for listening involves purposing, planning, executing and evaluating.

6. These activities lend themselves to the training
and developing of listening abilities: conversation and telephoning, directions and announcements, storytelling and dramatization, poetry and choral speaking, broadcasting by pupils, sharing experiences, radio and television, oral reading, motion pictures and listening to older and younger children.

7. The intermediate grades should develop analytical listening; get pupils to compare sources; check the reliability of the spoken word; take notes during a speech; check qualifications of speakers; and reserve judgment until all the facts are in.

8. Records, sound films, radio, television and tape recorders can aid instruction in listening provided care is taken in the selection of the device and good purposes are selected for the listening experiences.

9. The teacher should analyze her own listening habits in order to become aware of the factors which influence children's listening. She should strive to be a good listener.

10. Research had proved that listening ability can be developed through training.

The parallel group technique of the experimental method of research was used as a design for this study.

The experimental group had planned listening activities on Monday and Thursday afternoons for six weeks at Alonzo F. Herndon School and four Saturday meetings at Atlanta University. This made a total of sixteen listening experience periods for the experimental group.

The overall objectives were to plan activities designed to improve comprehension, interpretation and evaluation of the spoken word. The specific purposes were divided into two groups and are listed below:

**Teacher's Purposes**

1. To find out pupils' listening habits
2. To acquaint pupils with the importance of listening
3. To guide pupils into acceptance of some basic understandings of listening.

Pupils' Purposes

1. To accept some basic understandings of listening
2. To follow oral directions
3. To listen for enjoyment
4. To listen for main ideas
5. To note significant details
6. To check qualifications of speakers
7. To listen for information
8. To note sequence of ideas
9. To compare a story on record with one previously seen on television
10. To compare a dramatization with a story seen on television and heard on a record.

The methods used in training and developing abilities of the experimental group were: (1) question and answer, (2) discussion, (3) explaining and telling, (4) creative expression through drama, (5) creative expression through poetry and (6) the story method.

The room arrangement or setting for each listening period was an informal face to face relationship in a circle. Pupils were made to feel as comfortable as possible yet not too relaxed for attentive listening. The reading matter on the walls of the rooms was limited to the listening chart, a set of understandings about listening.

The experimental group had the same school-day experiences as the control group. The listening activities in the classroom of the subjects used in this research are herein described. The three types of listening experiences in which the two groups engaged are identified as general, practical and special listening activities.

The general activities included listening to devotions and the sharing period. The devotions usually consisted of two
or three songs; reading of the scripture, a prayer and the Pledge of Allegiance to the flag. The sharing period allowed pupils to share personal belongings with the group and permitted them to tell interesting things that they have done or seen.

The practical listening activities consisted of announcements and directions. The principal made daily announcements over the inter-communication system. Oral directions were given for all lesson assignments. If the directions were not understood by the pupils, they were repeated and further explained.

Some of the special listening activities engaged in by the subjects made use of mechanical devices. The devices used were record player, projector and radio. The pupils listened to stories and music on records. They saw approximately three films and heard four radio programs a week.

The other special listening activities included dramatization of stories read or heard, choral readings, poems and stories read or told by the teacher, student teacher or pupils and oral reading of articles from My Weekly Reader.

Summary of findings.-- The findings of this research are presented in accordance with the purposes of the study.

Prior to specialized training sessions in listening the experimental and control groups were statistically similar in test results from both the listening comprehension and listening ability tests. The mean score for the experimental group was 71.75 and for the control group, 70.87. When these means were compared the resulting "t" of .628 was far below the 2.457 required for significance at the .02 level of confidence.
The results of the Sequential Tests of Educational Progress Listening Comprehension Test Level 4: Form A revealed no significant difference in the listening abilities of the experimental and control groups prior to special training. The mean for the experimental group was 251.56 and for the control group, 252.13. These scores gave the groups mean percentile bands of 18-36 and 23-39, respectively which were in the lower quartile of the publisher's norms.

The results of the Sequential Tests of Educational Progress Listening Test Level 4: Form B, indicated that the experimental group excelled in listening comprehension ability after six weeks of training. The mean scores were 260.56 and 254.94 for the experimental and control groups, respectively. This placed the experimental group one percentile band above the median percentile band of the publisher's norms and the control group two bands below the median percentile band of the publisher's norms and three bands below the experimental group. Statistical treatment of these results yielded a significant difference between means, with a "t" which was significant at the .02 level of confidence.

This significant difference which favored the listening abilities of the experimental group resulted from the use of the following methods and techniques: (1) the story method, (2) explaining and telling, (3) discussion, (4) questions and answers, (5) creative expression through drama, and (6) creative expression through poetry. The devices which aided in improving listening abilities were sound films and record player.
Conclusions.— The analysis and interpretation of the data of this research warranted these conclusions which follow.

1. From initial test data it seemed valid to conclude that prior to special training the average listening abilities of both groups were at a level normally expected of high fourth grade pupils. It was concluded, therefore, that each group had an equal chance of making progress in listening through activities suggested for this grade level.

2. It seemed fair to assume that after six weeks of training the group that had had training in listening was significantly superior to the group that had not had the systematic experiences. The assumption warranted the rejection of the Null hypothesis which would say that any difference between the final listening test results was merely a matter of chance.

3. The test data indicated that after six weeks of training in listening comprehension and interpretation both groups showed some improvement, but the group that received training made twice as much gain as the other. It seemed safe to conclude, therefore, that systematic training tended to accelerate listening development.

4. The type of listening activities used in the experimental design revealed that listening comprehension and interpretation are highly amenable to a combination of methods and techniques which involve periods of listening followed by activities requiring speaking, executing directions and reviewing at a later period. It was concluded then, that growth in listening requires both the receptive and expressive aspects of communication.

5. It was concluded finally that these conclusions point to implications which could affect present methods of utilizing and developing the listening process. These implications follow.

Implications.— The interpretation of the findings of this research would appear to justify the following statements of implications which were derived from the data:

1. It would appear that there is a need for keeping pupils continuously aware of certain rules and
suggestions for improvement of listening.

2. Listening comprehension skills can be improved through planned isolated listening experiences.

3. Every listening experience should have at least three parts: pre-listening (purposing or creating interest in the subject at hand), actual listening and post-listening (evaluating or discussing what has been heard).

4. More careful consideration needs to be given follow-up activities which may heighten possibilities of pupils' profiting from and remembering what they have heard.

Recommendations.-- The chief recommendations which stem from the analysis and interpretation of the data of this research are listed below.

1. It is recommended that pupils become aware of the importance of listening and that they set up standards or rules for listening.

2. It is recommended that classroom teachers have at least two planned isolated listening experiences a week for their pupils.

3. It is recommended that further research be done in the general area of listening and specifically in integrating listening with all skills of communication.

4. It is further recommended that research in comparative studies of the receptive skills of communication be done at the intermediate level.
BIBLIOGRAPHY

Books


Articles and Periodicals

Adams, Harlen M. "Teaching the Art of Listening," The Nations Schools, XXXIV (November, 1944), 51-52.


Murphy, George. "We Also Learn By Listening," Elementary English, XXVI (March, 1949), 127-128.


Rankin, Paul T. "The Importance of Listening Ability," The English Journal, XVII (October, 1928), 623-630.


Index


Report


Manuals


Other Sources

Alonzo F. Herndon School, Atlanta, Georgia. Personal interviews with Mrs. J. S. Tabor, classroom teacher of the subjects used in the experiment. February, 1958; March, 1958.
FORMULAS USED IN THIS STUDY

\[ M = GM + \frac{\sum d_i^2}{N} \times CI \]

\[ SD = CI \sqrt{\frac{\sum d_i^2}{N} - \left(\frac{\sum x_i}{N}\right)^2} \]

\[ \bar{\sigma}_M = \frac{\sigma}{\sqrt{N-1}} \]

\[ \sigma_{\bar{M}} = \sqrt{\sigma_{M_1}^2 + \sigma_{M_2}^2} \]

\[ t = \frac{M_1 - M_2}{\sigma_{\bar{M}}} \]
BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS

**Books**


**Films**


**Records**

Children's Hour of Musical Stories and Nursery Rhymes (2037). Newark: Promenade Record, n.d.


Structured Interview

Date Held: ________

Classroom Teacher________________________

Describe the listening activities in your classroom. ________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Are the My Weekly Reader Listening Comprehension Tests given pupils each month? __________

Is the importance of listening stressed? ________ If so, how? __________

________________________________________________________________________

What were the new listening activities this week? ________

________________________________________________________________________
The testing situation. The test should be given in a room where a quiet atmosphere prevails both within and without. It should be administered as though it were an interesting lesson, with no preliminary counsel by the teacher or the examiner.

The examiner. To obtain reliable results, the examiner should be entirely familiar with the Manual before administering any of the tests. The wording of the directions has been worked out with care and the person administering the test should follow instructions exactly. It is intended that the directions shall be precise enough so that all children will understand exactly what they are to do. However, instructions may be repeated if circumstances seem to make this necessary.

Directions for Administering the Reading Capacity Test

The examiner should enunciate clearly and speak in a moderate tone. He should read slowly enough so that all pupils will comprehend easily, but not so slowly as to produce lack of interest. The speech of the examiner is particularly important in the Paragraph Meaning Test, and this test should not be given by a person whose speech is markedly different from the speech common to the community. The examiner should practice reading the tests so that difficulties in pronunciation and phrasing will not arise during the reading.

The tests of the Reading Capacity Test are not timed, in the strict sense of the word, since the materials are read by the examiner. However, the following table gives the approximate time needed to read the materials at each of the grade levels. The approximate reading time also precedes each of the paragraphs, and it would be well for the examiner to go through the process of administering the test prior to giving it in the classroom, to determine to what extent he naturally adheres to these time limits. If
there seems to be a tendency to depart noticeably from these time limits, an effort should be made to speed up or slow down the rate of reading, to bring it more in accord with the stated limits.

**Approximate Time in Minutes Required to Administer the Reading Capacity Test**

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Word Meaning</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>II. Paragraph Meaning</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>35</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

**Filling out the title page.** Before handing out the test papers, see that each child has a pencil and that there are extra pencils available in the room in case a child breaks his lead. When the test booklets have been distributed and the children are ready to take the test, say: “This book contains some exercises for you to do. Do not write on it or open it until I tell you to do so.”

Examiner, holding the test booklet up, points to the blank spaces, saying: “Fill in these blank spaces as quickly as you can. Remember to write plainly. On the first line, where it says ‘Name,’ write your name. After the word ‘Age,’ put how old you are. Fill the other spaces in the same way.” Allow a reasonable time for the children to fill in the remaining spaces on the title page. Then say: “Now, listen carefully and do just as I tell you to. You must not ask questions after we begin. If your pencil should break, raise your hand and I will give you another.

“Now open your booklet to page 2 and fold the page back, like this.” (The examiner should demonstrate how to do this.)

**TEST 1. WORD MEANING**

“Look carefully at the pictures on this page. I am going to ask you to do something with these pictures. This is Set I. Put your pencil on I. One goes this way.” (Examiner runs his pencil across both lines of Set I, so that the child sees all the pictures in the set.) “There are eight little pictures in each set. The pictures stand for words. I am going to call some words and you are going to look carefully at the pictures and find them.

“Look at the pictures in Set I. Which picture says ‘rabbit’? What is the number of the picture?” (The children will say 6.)

“All right. Put the 6 in this little box beside A.” (Examiner demonstrates on his copy.) “Be sure you put the 6 in the box beside A.

“Now put your finger on B in Set I.” (Examiner demonstrates.)

“B says ‘many.’ See if you can put the right number beside B.” (Pause.)

“Ready. How many wrote 2 beside B? Two correct. Now see if everyone can put the correct number beside C. C says ‘catch.’” (Pause.) “How many put 8? Eight is correct. Be sure you look at all the little pictures in the set before you put down your number.”

By now all the children should understand the procedure.

Continue, always using the same wording, as “D says ‘alike,’” “E says ‘under,’” etc. A word may be repeated if it is not heard by the child. Allow 7 seconds for pupils in Grade 3 to write the number, and allow 5 seconds in Grades 4, 5, and 6. If a single child holds up the class, say, “If you can’t find the word, just leave it out,” and proceed to the next word.

The words are to be given in the following order:

<table>
<thead>
<tr>
<th>Set I</th>
<th>Set II</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. rabbit</td>
<td>A. cattle</td>
</tr>
<tr>
<td>B. many</td>
<td>B. dark</td>
</tr>
<tr>
<td>C. catch</td>
<td>C. city</td>
</tr>
<tr>
<td>D. alike</td>
<td>D. reach</td>
</tr>
<tr>
<td>E. under</td>
<td>E. long ago</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set III</th>
<th>Set IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. insects</td>
<td>A. audience</td>
</tr>
<tr>
<td>B. blast</td>
<td>B. mischievous</td>
</tr>
<tr>
<td>C. embrace</td>
<td>C. village</td>
</tr>
<tr>
<td>D. monument</td>
<td>D. mansion</td>
</tr>
<tr>
<td>E. damage</td>
<td>E. companion</td>
</tr>
</tbody>
</table>

“Now turn over your booklet to page 3.” (Examiner demonstrates) “Look at Set V.”

<table>
<thead>
<tr>
<th>Set V</th>
<th>Set VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. family</td>
<td>A. model</td>
</tr>
<tr>
<td>B. sign</td>
<td>B. banquet</td>
</tr>
<tr>
<td>C. furious</td>
<td>C. athlete</td>
</tr>
<tr>
<td>D. print</td>
<td>D. balcony</td>
</tr>
<tr>
<td>E. company</td>
<td>E. distress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set VII</th>
<th>Set VIII</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. argue</td>
<td>A. plunge</td>
</tr>
<tr>
<td>B. menu</td>
<td>B. cultivate</td>
</tr>
<tr>
<td>C. stout</td>
<td>C. procession</td>
</tr>
<tr>
<td>D. foliage</td>
<td>D. accuse</td>
</tr>
<tr>
<td>E. erecting</td>
<td>E. stadium</td>
</tr>
</tbody>
</table>

“Now turn over the page to page 4.” (Examiner demonstrates) “Look at Set IX.”
Some other hunters, coming along, found the little cub crying because he was so cold and hungry. They put him in a crate and shipped him on the train to the park. The keeper at the park saved Sandy’s life by feeding him milk. All the children who came to the park loved to feed the merry little brown bear. This made Sandy very happy in his new home.

“Open your books. Put your finger on A in Story I.”
Examiner reads: “A. Why was Sandy left alone in the woods?”
“Find the picture which tells why Sandy was left alone in the woods.”
“What is the number of the picture?” (Pause.)
“Yes, 1 is right.
“Now put 1 in this little place at the side which is made for it.
“Now put your finger on B.
“Listen carefully to my question.
“B. What did Sandy do when he wanted his mother?
“See if you can put the right number in the place where it belongs.”
Be sure that each child is following directions.
After Question B each child should be able to write the answers without further help.
“C. What happened to Sandy?
“D. How was Sandy cared for at the park?
“E. How do we know Sandy was happy at the park?
“Close your books and look at me while I read the next story.”

II
(40 seconds)

Mother had promised Ned and Ted a trip to the zoo during vacation. So one bright sunny morning they got on the bus and started on their trip. When they reached the zoo, they went to see the large animals first. There was a huge grizzly bear pacing his cage. The boys enjoyed him very much. At noon they had a picnic luncheon. When lunch was over they visited the monkey houses, where they saw the funny little animals performing all kinds of tricks. Later, just before going home, they visited the lions’ cage. The mother lion was there with her cub. She was sitting near the edge of the cage, looking so fierce that the boys were very glad she was behind strong bars.

“Open your books.
“A. How did the boys and their mother go to the zoo?”
“B. What animal did the boys enjoy looking at the most?
“C. What did they do at noontime?
“D. What did they do after they finished eating?
“E. What was the last thing the boys saw at the zoo?
“Close your books and look at me while I read the next story.”

III

(1 minute 15 seconds)

Jack Norton had his nose pressed against the store window, admiring the fine shoe skates within. He wanted those skates very much, but they cost two dollars and he had no money. Suddenly he noticed a forlorn puppy who was whining near him. When he looked more closely, he found that it was Skippy, the Simpsons’ dog, who was reported lost. Jack remembered that there was a reward offered for the dog. This gave Jack an idea. He spoke to the dog, held him close, and started toward the Simpson home. Surely the Simpsons would pay two dollars to get their dog back. Then he could buy the skates. He was so anxious to get his reward that he decided to take a short cut across the frozen pond. As he hurried along, thinking of the skates, the ice cracked beneath him and soon he was struggling frantically in the water. As he went down, he heard someone calling his name. Soon he saw a rope hanging beside him. He seized it in his freezing hands. Slowly he was dragged to safety. When he recovered from his fright, he saw that it was Tom Bolton who had saved him. Jack was grateful and said that Tom deserved a reward. Tom declared that he would not accept any reward for simply doing the right thing. Jack thanked Tom heartily, resolving inwardly to return the dog, refuse the reward, and earn the money for his skates.

“Open your books.
“A. What was Jocko doing when the store opened?
“B. What was the cause of Jocko’s unhappiness?
“C. How did Jocko manage to eat his meal peace?
“D. How did Jocko effect his escape from master?
“E. What prevented Jocko from obtaining freedom?
“Close your books and look at me while I read the next story.”

V

(1 minute)

School was over and all the boys and girls were coming out of the building. Billy, the seventh-grade boy who was the Junior Traffic Officer, was directing the cars just as the big traffic policeman does. Whenever there was a full in traffic he would hold up his hand, motion the cars to stop, and beckon the children to cross the street. All the children obeyed him with one exception. A little first-grade boy named Bobby disobeyed Billy’s signal and dashed directly into the road. An approaching car was speeding so fast that an accident seemed unavoidable. Only the fact that the driver had extremely good brakes and applied them instantly prevented a serious casualty. Bobby barely escaped, although he was a badly frightened was miserable because Tony, the organ-grinder who owned him, had scolded him and refused to provide him with supper. Jocko had been sulky during the day and had gathered only a few pennies in his little red hat. His hunger was more intense because he could see a loaded fruit stand on the corner below. After looking around cautiously, he slid to the ground and crept stealthily down the street. The proprietor of the fruit stand was conversing with a customer at the back of the store. Jocko hastily grabbed a banana and concealed himself in a large container under the counter, where he could devour the fruit at leisure. When he had finished his meal, he made a dash for a nearby tree, in which he hoped to climb out of the reach of everybody. Before he could ascend, a hand clasped his coat and held him firmly. He turned to find that his captor was Tony, who had noticed his absence from his perch on the window.

“Open your books.
“A. What was Jocko doing when the store opened?
“B. What made Jocko unhappy?
“C. How did Jocko manage to eat his meal peacefully?
“D. How did Jocko effect his escape from master?
“E. What prevented Jocko from obtaining freedom?
“Close your books and look at me while I read the next story.”

IV

(1 minute 5 seconds)

One pleasant summer evening Jocko, a little brown monkey, sat on the sill of an open window looking down on the city street. He
boy. Billy rebuked Bobby severely, and warned him never to be so disobedient again, as such carelessness might have had unfortunate consequences.

"Open your books.

"A. Who was regulating the traffic outside the school?

"B. How did the officer aid the children?

"C. What unexpected occurrence alarmed Billy?

"D. What happened because Billy's signal was disregarded?

"E. What punishment did Bobby receive for his disobedience?"

(Grade 2 stops here.)

"Close your books and look at me while I read the next story."

VI

(1 minute 20 seconds)

One beautiful spring day the young daughters of a pioneer family were taking a trip down the river in their canoe. As they were gliding near the shore where overhanging trees made a delightful shade, their canoe was suddenly halted. An Indian hidden in the underbrush had reached out and seized it, and as the girls screamed, another hostile Indian appeared; then more followed. Their captors dragged them from the canoe and carried them off. They were forced to journey for miles until they were practically exhausted. When evening approached, the savages prepared to make camp for the night. They bound the girls to near-by trees, making their escape impossible. They gathered a pile of sticks and laid them carefully for a bonfire. Finally they sat in council about it. The girls realized by the serious tone of the conversation that their fate was being decided. Suddenly there was a great cracking of rifles. A band of settlers who had learned of the dangerous predicament of the girls took the Indians entirely by surprise. Taken unawares, the savages offered little resistance but hastened to protect themselves in the safety of the woods.

"Open your books.

"A. Which picture indicates the passengers in the canoe?

"B. What checked their progress?

"C. What treatment did the girls first experience at the hands of the savages?

"D. Why were the girls aware their destiny was being considered?

"E. Why did the schemes of the Indians prove futile?

"Close your books and look at me while I read the next story."

VII

(1 minute 5 seconds)

As Jerry was walking leisurely to school and speculating on what kind of automobile he would purchase if he could afford it, he was surprised to notice smoke rising from the roof of an empty factory near by. Nobody was about, and he knew it would soon be too late to check the flames. He saw that he must obtain assistance at once. Without asking advice of anyone he raced up the hill as fast as he could, and called the fire department as he had been taught to do. Soon there came the clang of bells, the clatter of the heavy trucks, and the shouts of the rapidly gathering crowd. Jerry remained to point the way to the fire chief, all thoughts of school vanishing from his mind, and he watched until the fire was completely under control. The damage to the factory was great, but the men got the fire under control before the building was completely destroyed. The fire chief complimented Jerry on his prompt action. The knowledge that he had saved a great deal of property made Jerry very glad, even though he wondered what the principal would say when he entered school so late.

"Open your books.

"A. What aroused Jerry from his daydreaming?

"B. How did he show his presence of mind?

"C. What did Jerry do after the alarm sounded?

"D. Which picture shows the results of the fire?

"E. How was Jerry rewarded?

"Close your books and look at me while I read the next story."

VIII

(1 minute 25 seconds)

Ocean voyages long ago were made more dangerous because bands of pirates were roaming the water in search of vessels to attack and plunder. The leader of one particularly noted band of pirates was John Avery. Whenever any unarmored ship was sighted, Avery's sailing vessel would pursue it. When the vessel was overtaken, the pirates climbed aboard and fought the unfortunate crew in hand-to-hand conflict. They seemed to relish these savage encounters, even when their opponents were
Durrell-Sullivan Reading Capacity Test

completely unarmed. Avery’s custom was to direct his men from the crow’s-nest, a perch high aloft on the mast of the vessel. Frightful cruelties often accompanied these attacks. There was one very inhuman practice in which the captive was first blindfolded and his arms pinioned. He was then brutally forced to pace along a timber projecting over the water until he plunged into the sea. Falling wildly and usually being disabled, there was absolutely no possibility for the victim to survive. The king of England, greatly disturbed at the prevalence of piracy, called Avery before him. The monarch ordered the pirates and his confederates to make obeisance before him. He then offered to pardon them if they would abandon their vicious way of living and become law-abiding citizens. Avery and his band accepted, thus reducing piracy on the seas.

"Open your books.
"A. What method did Avery employ to regulate his men in battle?
"B. What is typical of the mode of warfare the buccaneers engaged in?
"C. What procedure was followed in preparation for the execution of the victims?
"D. Which picture shows an inhuman practice the pirates often pursued?
"E. Why was it possible for some of the pirates to mend their ways?"

(Grade 3 stops here.)

"Close your books and look at me while I read the next story."

IX

(1 minute 5 seconds)

The Yankee was returning from an extended cruise on the Grand Banks, with her hold filled to capacity with gleaming fish. The crew, rejoicing over their return home, were unaware that they were in imminent danger of collision with an obstacle concealed behind the fog. Suddenly the boat gave a tremendous lurch, and terror and confusion reigned as the waters rushed in on all sides. Information of their predicament was quickly sent out to ships in many directions, but all were too far removed to offer any assistance. The captain commanded the crew to save themselves, just as the half-submerged Yankee was shattered. All the crew succeeded in getting safely away, but the captain was left to the mercy of the icy waters. When the survivors were found, after being tossed about all night on the heavy sea, the rescuers hunted the waters in vain for signs of the captain, whose level head and heroic efforts had saved the lives of the other men.

"Open your books.
"A. What type of boat was the captain commanding?
"B. Why was the situation perilous?
"C. How did the ship make known her plight?
"D. What act demonstrated the captain’s courage?
"E. What was the eventual solution of their difficulties?
"Turn over your books and look at me while I read the next story."

X

(1 minute 25 seconds)

It was considered a wonderful event when a balloon made a flight of a few hundred miles. That first balloon floating about unguided in the sea of air was the beginning of the airship or dirigible of today. Little did anyone dream that a dirigible would in time travel eight thousand miles and carry enough supplies to remain in the air for a month if necessary. Yet Count Nobile of Italy, in the dirigible Norge, accomplished just such a feat, for he was the first to fly over the North Pole in an airship. A disadvantage of airships is that they are large and expensive to build and require a large crew of men to control them. Many inventors felt that if they could find a way to fly a machine which was heavier than air, their problems would be solved, for such a ship could be controlled by one or two men. Finally, after a great deal of experimenting, the airplane was invented. The different types are called monoplanes, biplanes, or triplanes, according to whether they have one, two, or three pairs of wings. The airplane which can rise from the water, or can land on it, is called a hydroplane. Airplanes are useful in discovering and reporting forest fires, in rapid transit of mail, and in carrying food to flooded areas. It is even expected that in the future airplanes will be of assistance to ships in distress far off at sea.

"Open your books.
"A. Which type of aircraft was first successfully used for extended flight?
"B. In which airship did Nobile explore the North Pole?
Directions for Administering and Scoring: Intermediate Test

"C. Which type of aircraft requires the largest operating staff?
"D. Which picture shows a biplane?
"E. What new use of airplanes is predicted?"
(Grade 4 stops here.)

"Turn over your books and look at me while I read the next story."

XI
(1 minute 40 seconds)

While electricity is a useful servant when properly controlled, it may also be the source of many fatal accidents. Although many people live in constant fear of lightning, the danger from such electrical force is really much less than the risk involved in the careless use of common electrical appliances in the home. While there are many precautions that should be observed in an electrical storm, a person is reasonably safe in the shelter of a dwelling house. Objects which project into the air, forming the highest point in the vicinity, are more likely to be struck. For this reason it is well to avoid being in open boats or in unprotected places during a storm. However, the dangers from lightning are of much less importance than from charged wires on which the insulation has worn too thin or has become broken in spots. Poorly insulated wires attached to flat irons, toasters, radios, or curling irons are often responsible for accidents. Some wires, such as trolley wires for streetcars, cannot be insulated, since the power is obtained by direct contact. Any exposed wire through which a heavy current is passing is very dangerous, and it is wise to notify the police or the proper authorities when such a wire is discovered within the reach of passers-by. If it is necessary in emergencies to handle a charged wire, the hands should be protected by an adequate non-conductor. A rubber overshoe or a dry wooden pole may be used for pushing charged wires away. It is best, however, to leave suspicious-looking wires alone.

Open your books.
"A. What source of electricity is responsible for most fatalities?
"B. Which location is preferable during an electric storm?
"C. Which picture shows insulated wiring?
"D. What procedure should be followed if emergency demanded the immediate adjustment of a charged wire?

"E. What is recommended to the ordinary observer who discovers a suspicious-looking wire?
"Turn over your books and look at me while I read the next story."

XII
(1 minute 10 seconds)

Any study of political history reveals that no nation can afford to ignore the possibility of military conflict. The concern of nations about this question is evidenced by constant discussions in regard to armaments, mutual-defense pacts, and organizations for arbitration of international disputes. In all these fields the potentiality of the airplane as an instrument of war is being given deep consideration. The readiness of some nations to scrap outmoded naval vessels may be attributed in part to the vulnerability of warships to attack from the air. Although the speed of the airplane forces the aerial torpedo to pursue an oblique line in its approach to the target, pilots are becoming increasingly accurate in their use of this weapon. The extremely grave consequence of a possible gas-bomb attack on crowded cities by the air forces of belligerent nations impresses us with the necessity of inducing all nations to submit their disputes to arbitration without recourse to armed conflict.

Open your book.
"A. What problem has been a persistent anxiety to all countries?
"B. Which picture evidences the declining confidence of countries in naval armaments?
"C. Which picture shows the correct inclination of an aerial bomb?
"D. Which picture visualizes the fears of many civilians in regard to air raids?
"E. Which picture shows the method suggested to remove the menace of war?

"That is all. Turn over your booklet so that the title page is on top."
(The examiner should collect the papers promptly.)

Directions for Scoring
Complete directions for scoring are given in the Key which is included in each package of tests.

Use of the Class Record
A Class Record is also provided with each package of tests. For further suggestions regarding its use see the Manual.
TABLE 1. Grade and Age Equivalents Corresponding to Unit Increments of Score in the Durrell-Sullivan Reading Capacity Test

<table>
<thead>
<tr>
<th>Word Meaning</th>
<th>Paragraph Meaning</th>
<th>Total Score</th>
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<tbody>
<tr>
<td>Score</td>
<td>Grade Equivalent</td>
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* Equivalents beyond this point were obtained by extrapolation.

The age which has been assigned to any grade is the median age of children having the given grade placement. These age equivalents are based on large, unselected sampling of children taken from the United States as a whole, the data having been collected originally by the Office of Educati...
INTERMEDIATE TEST: FORM A
For Grades 3 to 6

Name .................................. Grade ........ Teacher .......... Boy or girl ........

Age ........ When is your next birthday? ....................... How old will you be then? ........

Name of school .......................... City .................. Date ....................

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
<th>Grade Equivalent</th>
<th>Age Equivalent</th>
</tr>
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<td>1. Word Meaning</td>
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</table>

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TEST 1. WORD MEANING

I

A ( )

B ( )

C ( )

D ( )

E ( )

II

A ( )

B ( )

C ( )

D ( )

E ( )

III

A ( )

B ( )

C ( )

D ( )

E ( )

IV

A ( )

B ( )

C ( )

D ( )

E ( )
Sequential Tests of Educational Progress

Directions for Administering and Scoring Listening 4A
(including Teacher's Script)
Publications Relevant to Step Listening

Directions for Administering and Scoring Listening

There are eight different publications with this title, one for each form of Listening (1A, 1B, 2A, 2B, 3A, 3B, 4A, and 4B). Each publication provides specific directions to the examiner and scorer for preparing for testing, administering one form of STEP Listening, and obtaining raw and converted scores.

Manual for Interpreting Listening Scores

The MANUAL presents instructions for translating converted scores into percentile ranks, describing the meanings of these ranks, and constructing local norms for all forms of STEP Listening.

Technical Report

The REPORT describes the rationale, construction and pretesting of questions, assembly of final tests, score system, and norming procedures for six tests in the STEP series (Reading, Writing, Listening, Social Studies, Science, and Mathematics).

... ...

From time to time as new knowledge about STEP Listening becomes available, SUPPLEMENTS to these publications will be made available to STEP Listening users.
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How do you obtain raw scores by hand? 19
How do you obtain raw scores by machine? 19
How do you change raw scores to converted scores? 20
What do you do after obtaining converted scores? 20

Acknowledgments

Many of the selections in this test were reprinted or adapted from other sources. Grateful acknowledgment is made to the following publishers and authors for the use of materials:


Board of Education of the City of New York.
(A convalescent's amusement.
Temptation to cheat.


A fortune in the mail. In Wilfred Eberhart, Irma D. Swearinger, and Bernice E. Leary
(Ed.). *Reading literature, Book Two.* Copyright 1950.)

*World Youth.* (The Asas and the frost giants. Mar. 1948.)
The administration of a listening comprehension test provides an opportunity for the teacher to participate more actively in the testing process than do most other group tests. In a listening test, the role of the teacher extends beyond reading instructions; it includes reading the selections, questions, and choices to which the students must respond.

Preparations for Testing

What materials should be assembled before testing?

The following should be used as a check list by the examiner in determining that all necessary materials are available several days before any students are to be tested:

1. The same number of STEP Listening booklets as the number of students to be tested—plus a few extra copies for emergencies.
2. The same number of answer sheets as number of students to be tested—plus a few extras for emergencies. The same answer sheet is used for all forms of STEP and for either hand or machine scoring.
3. A copy of this publication, DIRECTIONS FOR ADMINISTERING AND SCORING LISTENING 4A for each examiner. (STEP Listening booklets and DIRECTIONS FOR ADMINISTERING must be for the same form.)
4. Pencils. (Students should not use ink.)
a) Regular ones, well sharpened, if answer sheets are to be hand scored—enough for all students to be tested, or a small supply if pupils are asked to use their own.
b) Special electrographic ones (mechanical or wooden), in good working condition, if answer sheets are to be machine scored—enough for all students to be tested, plus a few extras.
5. A timer—any watch or clock with a second hand, or an automatic timer such as those used in the kitchen or for photography work.
6. A notebook or paper on which the examiner can make any relevant notes during and after testing.
7. The same number of examination labels as students to be tested—plus a few extras—if the Listening test is part of a program which requires labels. (Labels are sometimes used in large testing programs to facilitate collating papers.)

What are the necessary preparations to make before testing?

As with materials, the examiner should consider the following a check list. He or she should be sure that all of them have been taken care of before students are tested.

1. Study of testing materials. It will pay the examiner in terms of smooth test administration to study very carefully all of the material on pages 2–6 of this publication and the test book and answer sheet to be given to students.
2. Practice. Since this is a Listening test, the role of the examiner is even more important than usual in testing. Practice in reading and administering the test is essential.
   a) Reading. The examiner should practice reading the script materials clearly, naturally, and in a manner designed to convey the author's meaning. However, in his practice, as in the actual testing, he should be careful that he does not deliberately emphasize portions of the script which are related to questions, or, in reading the suggested answers, that he does not "give away" the correct answer by special emphasis or tone of voice.
   b) Timing. The exact amount of time allowed for the various selections of the test is left to the judgment of the teacher. However, some indication of the rate at which the materials should be read is provided by the suggested reading time preceding each selection. The teacher should practice reading the selections until his rate of reading approximates that of the suggested reading time. All other materials should be read at a similar rate.
   c) Pauses. The proper timing of pauses is of critical importance in administering the test. Pauses are used in some instances to signal to the student that the reader is shifting from one type of material to another (from introduction to selection, from selection to questions, or from question to answers). In these cases, 3–5 sec. should be sufficient. In other instances, pauses should be provided to allow students time to choose answers and mark them on their answer sheets. The length of these pauses...
may vary from 5 sec. for simple memory questions to 45–60 sec. for questions requiring more careful thought. The examiner can judge the proper length of these pauses by observing students; when all or most of the students in the group being tested appear to have marked their answers to a given question, the next portion of testing material should be presented.

d) Notes on the script. Many examiners will find that the addition of reading notes to the script will help them read the material more smoothly and communicate meaning more clearly. These notes may point out places where additional emphasis would be desirable, provide keys to pronunciation, indicate where pauses are needed, etc. Caution: In practice and actual examination, do not add or delete words; read the script exactly as it is printed.

Advance announcement to students. Students can be overly impressed by the approach of a testing date. If teachers greatly emphasize the importance of a test, some students may become so tense and anxious that they cannot perform up to their normal levels of ability. On the other hand, students may become upset if they receive no advance notice of a test. It seems best to give the Listening test only as much advance “publicity” as any other routine phase of teaching or counseling.

Time scheduling. Students may be tested with STEP Listening in one session of approximately 90 min. or two sessions lasting about 45 min. each. The single testing session is generally easier for the examiner if schedules can be adjusted to allow for it. Morning is the best time of day for a Listening test. Testing should not be scheduled just before or after an exciting school event.

Room scheduling. Testing should be conducted in a room that is relatively free of disturbing noise. Good lighting and ventilation and freedom from interruption are other factors to be considered in selecting a testing place.

Seat and desk arrangements. Students should be provided with reasonably comfortable seats and smooth, hard writing surfaces. Writing surfaces should be large enough to accommodate a folded test booklet and an answer sheet. Students should be seated in such a way that they will not be tempted to look at the answers of others. An alternate-row arrangement with students directly behind one another in every other row is recommended.

7. Arranging test materials. An answer sheet may be inserted in each student’s test booklet. Immediately prior to testing, these are stacked in the testing room, along with the other kinds of necessary materials.

8. Arranging for proctors. If Listening is to be given to more than 30 or 40 students at one time, the examiner will need some assistants or proctors. The examiner should brief them on the test materials and testing procedures and carefully specify their jobs before, during, and after testing. Their jobs may be to help distribute and collect test materials and to observe students from different points in the room while the test is being taken.

9. Information on students. The answer sheet provides space for each student to write in name, age, grade or class, school, and date tested. The examiner may want some additional information about students tested; e.g., parents’ names, home address. Three numbered blanks are provided on the answer sheet (following Today’s Date). Before testing, the examiner should decide what additional information, if any, is needed and designate blanks for it. Then he should note this inclusion in the directions on p. 4 of this publication.

What should the examiner do about students with hearing defects?

Students with severe hearing loss should be omitted from testing. The examiner should make special arrangements so that omission will not embarrass such students. Students with slight hearing loss should be seated close to the examiner.

What is the role of the examiner during testing sessions?

1. During testing, the examiner is responsible for reading all directions, the script, questions, and choices. The materials that he reads aloud are printed in BLACK in the section on administering. The materials printed in BROWN are not to be read aloud.

Go on to the next page.
2. The examiner should establish and maintain a working atmosphere, without producing an air of nervous tension.

3. In answering questions raised by students, it is essential that the examiner stay within the meaning and, as far as possible, use the exact wording of the directions. Directions concerning guessing are sometimes troublesome. Questions on this point should invariably be answered by reading this sentence in the General Directions: “If a question seems to be too difficult, make the most careful guess you can, rather than waste time puzzling over it.”

4. It is the examiner’s duty to keep distractions to a minimum. It is just as bad for the examiner to disturb students in enforcing order as it is for a student to create a disturbance.

What special procedures apply if Listening is given in one session?

If Listening is given in one session, it is desirable to allow a 5-min. recess between Parts One and Two. Students should be allowed to stand by their seats and relax. With proper supervision, students may leave test materials (with booklets closed over answer sheets) on their desks during the recess.

On pp. 12–13 of this publication, the examiner should cross out special directions applicable only to one-session testing.

What special procedures apply if Listening is given in two sessions?

If Listening is given in two sessions, it will be necessary to make arrangements for each student to get back his own answer sheet at the second session. If the group being tested is small, the examiner may distribute answer sheets one at a time by noting students’ names. The following method is suggested for larger groups:

At the end of the first session, answer sheets can be collected by rows. Students can be instructed to sit in the same seats at the second session, and answer sheets can then be distributed by rows quite quickly.

It is, of course, not necessary for students to get back the same test booklets they used the first session.

On p. 12 of this publication, the examiner should cross out special directions applicable only to one-session testing.

Directions for Administering

Note: Instructions which are to be read aloud to students are printed in BLACK. Instructions printed in BROWN are intended only for the examiner.

After the group has been seated, say:

We shall now pass our test materials. Do not open your booklet or turn it over until you are told to do so.

Distribute booklets, answer sheets, pencils (if they are to be supplied), and examination labels (labels are being used). Then say:

Turn your answer sheet so that you can print your name on it. Write your age in years and months on the next line. Write your grade in blank after age. Write the name of your school on the third line. Today’s date is __________ month day year. Write that on your answer sheet.

If you want students to fill in additional information in blanks 1, 2, and 3, you should instruct them to do so at this time.

To show what form of this test you are taking, blacken the box above the number 4. To show that you are taking the Listening, blacken the box above the letter A. Blacken the box above the word “Listening.”

If examination labels are being used, say:

Each one of you has received a sheet examination number labels. Print your name at the top of this sheet labels. Now tear off one of these labels and stick it on your answer sheet in the space that says, “Do not write here.”

Pause and check to see that students have filled in information on answer sheets correctly.

Go on to the next pa
If tests are to be machine scored and electrographic pencils have been distributed, say:

You have been given a special pencil. You must use this pencil in marking your answers. Otherwise, your test paper will not score properly.

w, open your test booklet to the General Directions on the inside of the front cover. Read the directions silently while I read them aloud.

**General Directions**

This is a test of how well you can understand the kinds of things that are often spoken aloud to you. You should take the test in the same way that you would work on any new and interesting assignment. Here are a few suggestions which will help you to earn your best score.

1. Make sure you understand the test directions before you begin working. You may ask any questions about any part of the directions you do not understand.
2. You will make your best score by answering every question because your score is the number of correct answers you mark. If a question seems too difficult, make the most careful guess you can, rather than waste time puzzling over it.

Are there any questions about these directions?

There are no legitimate questions. Stay within the limits and, as far as possible, use the vocabulary printed directions.

p. 1 you will find directions for Part One of the test. Read these directions silently while I read aloud. Turn to p. 1.

...that all students have turned to p. 1 in their booklets.

**Directions for Part One**

A number of short selections will be read aloud to you. These selections will include such things as stories, directions, poems, explanations, and arguments. After each selection, you will hear a group of questions or incomplete statements. Your suggested answers are given for each question or incomplete statement. You are to decide which one of these answers is best.

Remember to listen carefully because each selection and each question will be read aloud only once and they are NOT printed in your test booklet. The suggested answers ARE printed in your test booklet so you can look at them while you are choosing your answer.

You must mark all of your answers on the separate answer sheet you have been given; your test booklet should not be marked in any way. Mark your answer sheet by blackening the space having the same letter as the answer you have chosen. For example, suppose the following selection and question were read to you:

**Selection**

The old man hurried back to his house, and his mind was full of many things. When he suddenly saw a fat, yellow cat sitting in his best armchair, he could only stand there rubbing his eyes and wondering whose house he was in.

**Question Number Zero**

When the old man saw the yellow cat in his best armchair, how did he feel?

Your test booklet would look like this:

- A Pleased
- B Surprised
- C Sad
- D Angry

Go on to the next page.
Since the old man was surprised to see the cat, you should choose the answer lettered B. On your answer sheet, you would first find the row of spaces numbered the same as the question—in the example above, it is 0. Then you would blacken the space in this row which has the same letter as the answer you have chosen. See how the example has been marked on your answer sheet.

Make your answer marks heavy and black. Mark only one answer for each question. If you change your mind about an answer, be sure to erase the first mark completely.

Are there any questions about these directions?

Answer any legitimate questions. Stay within the meaning and, as far as possible, use the vocabulary of the printed directions.

Now let me go over the instructions briefly. I will read each selection to you; then I will read each question and its four answer choices. Then I will pause to give you time to mark your answer. The answer choices are printed in your test booklet so you can look at them while you are selecting your answer. Remember to listen carefully because I can read selections, questions, and choices only once. Do not mark your answer until I have finished reading the question.

Are there any questions about how you are to take the test?

Answer any legitimate questions. Stay within the meaning and, as far as possible, use the vocabulary of the printed directions.

Turn to Part One on p. 2 of your test booklet and listen carefully.

Begin reading the first selection. (Ordinarily read a given piece of material only once. However, if a distraction occurs which affects the group as a whole, re-read what is necessary to enable the students to pick up the thread of meaning.)

**PART ONE**

(Selection I)

Here is the first selection. A teacher is talking to a class.

(READING TIME—1 minute 15 seconds)

Today we are going to hear about rules for drill. Be sure to listen carefully so that you know what to do for the drill.

When the fire bell sounds, leave all your things right where they are and walk rapidly—but do not run—from this room to the main hallway. Turn your right and go down the hall and out the near door—the one on Elm Street. Walk to the far corner of the playground—near the swings—stand there quietly in a group until the signal is given to return.

If you are in the lunchroom when the fire rings, go down the hall to the right of the lunchroom and out the fire exit there.

If you are in the auditorium, go out the near fire exit in that room.

But remember—no matter how you leave the building, go to the far left corner of the playground and wait there until the signal is given to return the building.

Remember, a fire drill is one time that all of you must follow the same rules. Walk in line and talking.

Question number 1:

The rules are to be followed
A only when a real fire breaks out
B whenever the fire bell sounds
C only when the teacher announces a fire drill
D whenever the firemen come

Question number 2:

Once the children are outside the building, they should
E go right home without waiting
F go as far from the building as possible
G go to the left corner of the playground
H go to the far end of the block

Go on to the next page.
section number 3:
- Should listen carefully to rules like these so we can
- Live our lives
- Memorize them
- Help others
- Help the firemen

section number 4:
- Why were the children told to go to the far corner of the playground?
- Have more chance for exercising
- Get a better view of the fire
- Use their regular play space
- Be out of danger

section number 5:
- The teacher said that people in the auditorium
do not go out by
- Exit door on the south
- Hallway to the right
- Nearest fire exit

section number 6:
- When the fire bell sounds and you leave the building, you should
- Take nothing with you
- Take your lunch with you
- Take your coat with you
- Leave your desk neat and clean

section number 7:
- Do NOT return to the building until
- Signal is given
- Whistle blows
- One of the children tells you to return
- Everyone is out of the building

section number 8:
- After a fire drill it is important NOT to return
- Building until told because
- It is easier for all to come in at one time
- Might bother the firemen
- Might be on fire
- Teacher doesn't want pupils in the building

(Selection II)

Here is the second selection. The speaker is a man who buys and sells stamps. He is telling about how he bought some stamps.

(Reading time—50 seconds)

My business is buying and selling stamps. One day a perky old lady came into my office with a shoe box full of stamps from love letters written by her husband when he was a young seaman. He had posted the letters to her from many different countries. A friend had told her that one of the foreign stamps was worth $250, but she couldn't remember which stamp.

"Will you find it please," she said, "and, when you do, don't you dare offer me less than $250 for it. I won't be cheated."

I made a careful appraisal without finding one stamp worth anywhere near $250. But scads of them were worth from $1 to $100, and, in the end, I wrote the lady a check for $8,500. She was so surprised I thought she would faint.

Question number 9:
- The person telling the story is
  A. A dealer in antiques
  B. A postman
  C. A dealer in stamps
  D. A coin collector

Question number 10:
- The lady brought the stamps to the dealer because
  E. She wanted to find out how much each one was worth
  F. Her friend had recommended him
  G. She wanted to sell all the stamps to him
  H. She wanted him to find one valuable stamp

Question number 11:
- The dealer looked at the stamps in order to
  A. Be polite to the old lady
  B. See which ones he liked
  C. See how much they were worth
  D. See how many there were

Go on to the next page.
Question number 12:
The old lady selling the stamps wanted to get
E $100 for all of them
F $100 for one of them
G $250 for all of them
H $250 for one of them

Question number 13:
How many stamps were worth at least one dollar each?
A All of them
B Many of them
C About half of them
D A few of them

Question number 14:
The dealer wrote the check
E after he examined the stamps
F after he talked with his partner
G after he bargained with the lady
H after he waited a week

Question number 15:
The old lady was
A disappointed by the amount of the check
B pleased by the amount of the check
C sad about selling the stamps
D unwilling to part with the stamps

Question number 16:
If the lady finds more old stamps, she will probably
E put them away in a shoe box
F take them to a different dealer
G bring them to this dealer
H show them to her friend

(Selection III)
Here is the third selection. The speaker is talking about the flag.

(READING TIME—1 minute 40 seconds)
Have you ever stopped to think about the meaning of our flag? Some people might say that it symbolizes justice. Perhaps others would say, "I don't know. I guess it means we have a free nation."

Children pledge their loyalty to the flag every morning in our school. But do they know what words they say mean? Many of them don't.

When we pledge allegiance, we make solemn promises. We promise that we will be loyal to our flag and to the country for which it stands. We are saying that our country, under God, can provide liberty and justice for everybody. We say that we believe that our country can never be divided.

Many men and women work hard so that our flag can stand for free people. Other men and women have risked their lives to keep democracy and have our flag fly free.

Men come from other countries to ours. Their flags have not always stood for a free people. When these men get a glimpse of our flag, they are proud. They vow to do their part in keeping our flag a sign of freedom.

What our country means is sewn into every star of our flag. The white stars represent our states joined together in an undivided nation. The stars symbolize the original thirteen states.

When we salute our flag, let's think of all things it means. Let's understand what we are saying in our daily pledge.

Question number 17:
What kind of feeling does the speaker expect to get from this talk?
A A sad feeling
B A relaxed feeling
C A proud feeling
D A feeling of doubt

Go on to the next page
Question number 18:
The speaker’s purpose in giving this talk was
- explain democracy to people in other countries
- tell us not to be ashamed of the flag
- get more people to salute the flag
- remind us of what our flag represents

Question number 19:
What is the main topic of this talk?
- What the stars on our flag represent
- What children say the pledge to the flag every day
- What the pledge to the flag really means
- How new citizens learn the pledge to the flag

Question number 20:
The speaker told us that many people
-ave risked their lives for our flag
-ember the thirteen original states
-nd at attention for the flag
ut our flag up on holidays

Question number 21:
His speech helps the listener, when saluting the
- to think especially about
- color of the flag
- serious promises he makes
ow the flag is displayed
ow many people salute the flag

Section IV
Here is the fourth selection. It is a poem. The
is "Treasures."

Reading Time—30 seconds

More precious than Solomon’s jewels,
Or Bluebeard’s stolen gold,
Is a bluebird’s shining feather
To any five-year-old.

A beetle with a ruby shell,
A snail, a bug or two,
A little faded flower
That once was pretty blue.

More precious than the treasures
Of Cathay, or any land,
Are those a small boy carries home
In pocket or by hand.

Question number 22:
The main idea of this poem is that
E gold is the best treasure
F bluebirds have shining feathers
G small boys treasure many things
H many lands have riches

Question number 23:
The poet seems to believe that to a young child
A almost anything may be precious
B things swapped are most treasured
C only bright things are attractive
D a hunt for gold is most exciting

Question number 24:
The poem uses words like “treasures of Cathay”
to show
E how foolish the child was
F what adults think valuable
G that faraway things are better
H ways to get rich

Question number 25:
The poet helps us see the little boy by
A telling the things he collects
B using big words
C telling how the boy looked
D laughing at what he collects

Question number 26:
The poet says that the small boy carries his treasures
E in a box or bag
F in a cup or carton
G in his hand or pocket
H in his lunch pail or basket

Go on to the next page.
(Selection V)

Here is the fifth selection. As you listen to this talk about the ship Mayflower, try to decide whether or not you can believe it.

(READING TIME—1 minute 45 seconds)

Did you ever wonder what became of the Mayflower after it landed the Pilgrims at Plymouth Rock? The Mayflower made other trips, of course, and grew old on the sea. It was finally sold for junk, as often happens to famous old ships.

Some people are sure that all trace of the Mayflower has been lost. But the people of a small Quaker settlement in Buckinghamshire, England, do not agree. These Quakers believe that the timbers of the old ship were built into their little community hall many years ago. They will take you into the building and point out the beams, bowed like the hull of a ship. One of the upright posts even has a bit of iron keel still on it.

People have hunted, like detectives, for clues to prove that these timbers came from the Mayflower. They have discovered that on May 25, 1624, the wood in the hull of the Mayflower was sold to a farmer in Buckinghamshire and that, soon afterward, that same farmer built a barn. The record of the barn building has been found in old tax reports written at that time.

The farmer’s barn is still standing and is now the Quakers’ community hall. Some people say the beams are of sea-seasoned wood and are the same size as the timbers in the Mayflower.

In a nearby farmhouse, an old ship’s door has been discovered. The door is carved in a design of Mayflowers, the tiny white flowers that bloom in England. The Quakers feel sure the door came from the Pilgrims’ ship. “Would it not be fitting,” they ask, “to have a Mayflower door on a ship named the Mayflower?”

Question number 27:

Which of these is the best name for this story?
A “What Happens to Old Ships?”
B “A Famous Old Barn”
C “A Ship and a Barn”
D “What Became of the Mayflower?”

Why would one expect to find wood from ship Mayflower in England?
E Plymouth Rock is in England.
F The ship was built there.
G Mayflowers grow in England.
H A farmer from Buckinghamshire bought wood.

Question number 29:

Which of the following makes you most willing to believe the story?
A The way the facts fit together
B The barn that is still standing
C The information from detectives
D The dates given

Question number 30:

The speaker best proves his point by
E talking about the Pilgrims
F giving you several facts
G describing the barn
H telling you he believes it

Question number 31:

This story shows that one of the best ways to prove something is to
A put several clues together
B ask questions
C read old tax reports
D show confidence in one’s beliefs

(Selection VI)

Here is the sixth selection. The speaker is telling you how to make a tray.

(READING TIME—1 minute 40 seconds)

An expensive-looking decorative tray can be made from dime-store tinware.

A cooky sheet that has a turned-up edge around will make a good tray. Wipe it well with paint thinner or cleaning fluid, because new tins generally have a protective coating that might take paint. If you use an old tin, clean it thoroughly, then polish with steel wool.
nt the tray on both sides with two coats of flat, allowing one or two days between coats so can dry thoroughly. Black is a good back-
color since it will fit into any decorative

corate the background with oil paints—white, , vermilion, red, yellow ochre, and black. A
dabbling on paper will help in selecting the
that look best with the background color.
orking free hand with a brush, try a large
of flowers in the center. Designs copied from
holstery or wallpaper to match the room in
it will be used are also effective. A simple
ative border may be used.

t the decorations to dry thoroughly. This
require several days. Then shellac the whole
wait a day, then apply a second coat.

ion number 32:
| tin is best prepared for painting by
| ing it in an oven
| thing it with steel wool
| bbing it with paint cleaner
| ng it two days

ion number 33:
k is a good background color because
| bright color
| s into most color schemes
| cheaper than other paints
| easier to use

on number 34:
directions tell us that the designs for the tray
copied
| upholstery or wallpaper
| a painting book
| other trays
| magazine covers

on number 35:
se are good directions chiefly because
| are long and detailed
| rays will be pretty
| words are easy
| give the steps in order

Question number 36:
Why might people wish to decorate tinware?

E To enjoy the painting
F To make inexpensive gifts
G To practice making designs
H For all of these reasons

Selection VII

Here is the seventh selection. The speaker is de-
scribing what he saw on a walk in the country.

(READING TIME—1 minute)

Not far from the hackberry tree, with its odd
corky bark, I discovered a new spring. The water
welled up from under the roots of a venerable
beech, which stood astride the hidden fountain and
served as a backdrop for a lovely spot in that remote
ravine. Maidenhair fern was at home there. The
plate flowers of water leaf were all about. And—I
regret to report that poison ivy was also present in
great quantity.

I followed the winding stream which curls about
the foot of this hill. I noticed that the lush growth
had been flattened in spots, and guessed that deer
had bedded there. Clean hoof imprints at the
stream crossing proved this point in short order.

A Maryland yellowthroat was singing, “We cheat
you! We cheat you!” in the alder tangles and I
thought, “Perhaps that’s why he wears that black
mask all the time.”

Question number 37:

The observer was sure that deer had been in the
woodland area when he

A noticed the poison ivy growing there
B found hoof prints at the stream crossing
C watched the birds fly past
D found broken sticks at the stream crossing

Question number 38:

The spot the speaker describes

E is not far from the main road
F seems depressing to people
G is along a well-beaten path
H probably has few human visitors
Question number 39:
The speaker is a person who
A sees a great deal when he goes into the woods
B has difficulty in describing what he sees
C does not often get to the woods
D lives in a log cabin

Question number 40:
Which of the following does the speaker most want to share with you?
E His regret about the poison ivy
F His curiosity about the woods
G His hope that he will see the deer
H His enjoyment of a beautiful place

End of Part One

Close your booklets. Be sure that you have PRINTED your name on your answer sheet.

Choose whichever one of the two following procedures is appropriate.

If test is
If both parts of the test are being given in
If test is
given in
one
session
session

If the test is being administered in two sessions, this is the point at which to conclude the first session. Collect answer sheets first, then test booklets (and books of examination labels if they were given to students).

Count the test booklets before permitting students to leave, and check the count against the number of booklets you should have. If pencils were supplied, instruct students to hand them to you as they leave.

At this time, you should write down the record a description of any unexpected variation from the normal testing procedure that may have occurred. Such incidents need to be in the record as considered when scores are interpreted.

When the students return for the second session (Part Two), distribute the booklets and pencils as before and re-distribute answer sheets as suggested on p. 4 of this publication. (Examination labels do not need to be distributed at the second session.) Ask students to make sure that they have their own answer sheets. Then proceed with the test.

Say:

This part of the test contains the same kind of material as Part One. You will mark your answer sheets in the same way. To be sure you remember the directions, open your test booklet to General Directions on the inside of the front cover, and again read the directions silently while I read them aloud.

Read again the General Directions on p. 5 of this publication.

Are there any questions about how you are to take the test?

Answer any legitimate questions. So within the meaning and, as far as possible, use the vocabulary of the printed directions.

Now turn to p. 1 and read the Directions for Part One silently while I read them aloud.

See that all students have turned to 1 in their test booklets.

Go on to the next
Read the Directions for Part One on pp. 5–6 of this publication.

Turn to Part Two, p. 6 in your booklets and listen carefully.

Begin reading the first selection in Part Two. Initially read a given piece of material only. However, if a distraction occurs which affects the group as a whole, re-read what is necessary to help the students to pick up the thread of meaning.

**II TWO**

**Section VIII**

This is the eighth selection. The speaker is telling you how to prepare something to eat.

**DING TIME—50 seconds**

There are several kinds of toast—French toast, English toast, milk toast, and buttered toast. But one you may like to try because it’s different. It’s easy to prepare.

1. Beat two eggs in a shallow dish. Add a fourth of a cup of milk. Stir in one tablespoon of sugar and a spoon of grated orange rind. Then add a dash of salt. Have ready six slices of bread. Dip each slice of bread in the egg mixture. Be sure both sides are coated lightly.
2. Put some butter or margarine into a frying pan, let it melt. Brown both sides of each slice of bread. Serve while hot with honey, syrup, or marmalade. This recipe will serve six.

**Question number 1:**

The recipe tells you to cook this toast in

- a baking pan
- an electric toaster
- an oven
- a frying pan

**Question number 2:**

The recipe suggests that the toast be served with

- an egg mixture
- honey, syrup, or marmalade
- red raspberry jam
- bacon and eggs

**Question number 3:**

The recipe doesn’t tell us

- how many it will serve
- how many eggs to use
- the length of time for browning the bread
- how much sugar to use

**Question number 4:**

This would be a good recipe to try because

- it is a different kind of toast
- it is a familiar kind of toast
- it is made from brown bread
- it can be made ahead of time

**Question number 5:**

The recipe doesn’t tell us how much

- milk to use
- orange rind to use
- bread to use
- butter or margarine to use

**Question number 6:**

This would be a good recipe to use when you

- don’t have enough time to make regular toast
- want a change from regular toast
- are getting your own breakfast
- have lots of orange juice on hand

**Question number 7:**

Which of these is the best name for this talk?

- “Several Varieties of Toast”
- “French Toast”
- “A Good Breakfast”
- “Orange Toast”
Here is the ninth selection. The speaker is a child describing an interesting experience.

If you've ever had the measles, you will know how I felt when I was finally well enough to sit up in a big chair all bundled in blankets by the sunny window.

The sun's rays streamed into the dark room, caressing the curtains and the blankets. Across each shiny ray, millions of atoms of dust danced gaily. They formed changing patterns and borrowed their colors from the rainbow.

One moment, I thought I could see a fairy castle gleaming in the sun. At another time I imagined that a medieval procession, with flags and banners streaming, was passing before my eyes. In the delicate pattern of colors, I could even see butterflies, blossoming apple trees, and gay couples dancing on the grass—Then they all vanished and others took their places. It was an enchanting spectacle. I amused myself with it until the shadows of the night fell across the earth, and I could see the lights in the windows of houses faraway, lurking in the dark, like fireflies.

Question number 8:
What started the pictures in the child's mind?
E The comfort of the chair
F The fever from measles
G The pictures on the walls
H The dust in the sun's rays

Question number 9:
One of the things the child thought he saw was
A an elf dancing
B a fairy castle
C a tiny fairy
D a tin soldier

Question number 10:
The pieces of dust in the sun's rays
E danced gaily
F kept still
G changed size
H fell down

Question number 11:
Why was he NOT unhappy when the first picture disappeared?
A Another took its place.
B He didn't like it.
C He liked dancers best.
D He wanted to look outdoors.

Question number 12:
What put an end to the child's dream?
E His mother called him.
F He went back to bed.
G The sun went down.
H He got tired of playing.

Question number 13:
The child said the lights in the windows were
A stars
B candles
C fireflies
D flames

Question number 14:
In order to have this kind of experience, a child would have to
E have been very sick
F be a very lonely child
G have a good imagination
H have had the measles

Question number 15:
The person who thought of all the pictures the child have
A traveled a lot
B had nightmares
C been very sick
D read many books

Go on to the next p
Action X)

Here is the tenth selection. Ellen is talking to her
her and father at home. Do you think she does
ad job of selling her idea?

Ding Time—1 minute 10 seconds

And I’m the only one—absolutely the only
in my whole room—in the whole school, I
—who has as little money as that for an allow-

Sue gets twice as much as I do. And even
ie—and his folks are poor, really poor—gets
as much as I do.

d, you know that everything costs more these

You say so yourself all the time. Everything
more these days and my allowance just won’t

You expect me to save, too, out of my al-

w, I didn’t have any money at all to
the school bank last week, and it looks as if
’t even be able to drop a penny in the Sun-
chool basket. That’s what you’re doing to me
oping me on this little bit of allowance.

you won’t let me earn any money for myself.
ld—well, I’d get a job—well, somehow, if
let me, I’d get some extra spending money
here. I can work. I’d even do dishes—if I
on a job, I mean. So that’s the way to solve
blem. Or is it?

really, what I’m asking is just one simple

Won’t you give me more allowance—enough
hold my head up when the other kids want
something to eat or when I need a
t? Well, maybe not a skirt, because I know
y all my clothes, but . . .

promise to save all I can and to spend money
ly as possible. After all, the way for me to
about how to handle money is to have some
dle, isn’t it? Doesn’t that sound logical?

’re both smart, sensible people. You know
ids feel when they can’t do what the others
nd I think you understand how important
ance—a bigger one, I mean, of course—is

I please have more?

Question number 16:

About how old is Ellen?
E 6 F 11 G 17 H 20

Question number 17:

The speaker’s purpose was to
A tell her dad how much things cost
B ask her parents to let her go to work
C tell about her friends’ allowances
D get more spending money

Question number 18:

In presenting her plea, Ellen gave
E no good reasons
F no reasons at all
G reasons that seemed good to her
H reasons that were well organized

Question number 19:

Which of these ideas will seem most important
to Ellen’s parents?
A “Sue gets twice as much.”
B “I’m the only one who has so little money.”
C “I’m asking just one simple favor.”
D “I’ll promise to save all I can.”

Question number 20:

Was Ellen right in talking to her parents about
her allowance?
E Yes, and she went at it in the right way.
F Yes, but she should have let them say something.
G No, but she gave a good speech just the same.
H No, but she had to express her feelings to someone.
(Selection XI)

Here is the eleventh selection. It is a story.

(READING TIME—3 minutes 20 seconds)

Einar came pedaling up the slope and fell off his bicycle in front of the startled group at the table.

"We can’t find Mikael anywhere,” he gasped. “About an hour ago he and another boy went walking up the logs and nobody’s seen them since.”

“They went walking up the logs?” repeated Mr. Gardelin sternly, while his wife’s face went white. “I thought I told him never to do that.”

Without another word he went for the coil of rope he kept in the large chest.

When Einar and his father arrived at the river they found that Mrs. Gardelin had already sent some young crayfishers running along the near bank in search of signs of the missing boys. From side to side, the surface was covered with logs, floating lazily downward, but here and there, where logs had twisted or jammed, glimpses of water could be seen.

Mr. Gardelin hung the coil of light strong rope over his shoulder, and then balancing himself with the long pole, stepped skillfully from log to log toward the middle of the river. The first clear space of water showed nothing, nor did the next. But up ahead some logs stuck straight up into the air, caught in a small jam. As he looked, one of them wavered and seemed about to fall as those below it moved slightly. From where he stood he could see that if it fell the others would close in and cover the small space of open water they now surrounded. Some instinct made him stride quickly toward the spot.

Beyond one of the logs, as he approached, he saw wet yellow hair plastered about the white face of his son.

Nils Gardelin stood perfectly still. “Mikael,” he called softly.


Nils Gardelin crawled out on hands and knees, distributing his weight carefully so as to disturb the logs as little as possible. Mikael’s bright blue eyes were watching his approach just above the level of the logs. Cautiously his father tossed the rope to Mikael.

“I’ve got the end of the rope now,” said Mikael calmly, although his teeth were chattering, “and I get the loop of it under Gustaf’s arms. I can get all right myself if you can hold him. He struggled for a minute a while ago, so he’ll be all right.”

“Move cautiously and watch that leaning.” His father told him.

“Oh that,” said Mikael. “I’ll dodge it if it’s here’s Gustaf tied up now. Can you hold while I climb out? These logs keep rolling a pole back into the water.”

Young Gustaf was exhausted but conscious. They got him out, and with tall Nils supporting on one side and his other arm across Mikael’s shoulders, they got him to the bank, where his father took him in charge.

Mikael now was shaking from head to foot cold and reaction.

“It’s bed for you and hot bottles right away,” said his mother, who was shaking too, but with relief.

“All right, I’ll go to bed,” Mikael said. “I pose I can have something to eat?”

His mother laughed shakily. “Mikael’s hir again,” she remarked to no one in particular.

Question number 21:
Which is the best title for this story?
A “The Log Jam”
B “The Hungry Boy”
C “A Narrow Escape”
D “Catching Cold”

Question number 22:
The surface of the river was
E completely covered with logs
F almost covered with logs
G calm water
H jammed with ice

Question number 23:
The thing Mr. Gardelin planned to use for rework was
A a long pole
B a flashlight
C a loop of wire
D a coil of rope
Question number 24:
the rescue, Mikael's mother was trembling herself a chill covered from worry very angry

ion number 25:
success of the rescue of Mikael depended on the logs together ping the logs the way they were rating the logs cking the logs down

ion number 26:
thing the speaker never told us was Mikael was going to do when he reached his father said to him about his dis caused the accident his mother felt

ion XII)
e is the twelfth selection. The speaker is telling a story about a girl taking a test.

ING TIME—1 minute 5 seconds)
 glanced at her watch nervously. Only five more of the period left and she still couldn't get the answer to number twelve. This just an ordinary test, either. It was her last to improve her grade. She hated to think her father would be if she did not good grades this time. It was then that she at of cheating. Before that moment the had never entered her mind. Now that she of it she realized that Sally, who sat next had finished the test and left her paper lying desk. All Nan had to do was to glance and see the answer... But then she thought—of how he would feel if he knew that cheated... But he could never find out... cked up her pen to write... Two minutes the bell rang and Nan turned in her paper triumphant look on her face. The space the answer to number twelve should have was blank.

Question number 27:
Nan was tempted to cheat to
A show that she could
B get even with Sally
C be at the top of her class
D try to improve her grade

Question number 28:
What gave Nan her chance to copy?
E Sally's paper was easy to see.
F The teacher had left the room.
G Sally offered her the answer.
H She could peek at her book.

Question number 29:
Which one of the following helped Nan most in making her decision?
A Her dislike of cheating
B Her fear of being found out
C Her understanding of her father's feelings
D Her desire to make good grades

Question number 30:
Which of the following best describes how Nan felt when she turned in her paper?
E Proud of herself
F Ashamed of herself
G Afraid of the teacher
H Nervous and uneasy

Question number 31:
When were you sure of the outcome of the story?
A When you heard the last sentence
B When Nan thought of cheating
C When Nan picked up her pen
D When the bell rang

Question number 32:
Could this incident have happened in real life?
E Yes, because how else could we have gotten the story.
F Yes, because children are often tempted to cheat in school.
G No, because it was in a story.
H No, because no child would act as Nan did.

Go on to the next page.
Question number 33:
Which of the following does this story tell us?
A You should study hard for tests.
B Good grades are more important than honesty.
C Cheating is wrong if you get caught.
D You feel good when you decide to do right.

(Selection XIII)

Here is the last selection. A pupil is reporting to his class what happened at the student council meeting.

(READING TIME—1 minute 25 seconds)

Today we spent most of our time discussing the use of the playground. I'm sure you all know conditions should be better. Several first and second graders have been run into and knocked down. Yesterday a little boy had his arm broken in a collision with a sixth grader.

The council members believe something must be done at once. Everyone's help will be needed. We're big enough to know that the little kids have to be protected. We may think they are pests, but we have to take care of them.

There's too much equipment out at recess—jump ropes, hoops, volley balls, baseballs, bats, and gloves. Wherever you are, you're dodging something.

As a first step, we are going to ask that there should be some limit put on the amount of equipment in use. We'll try checking some out at the supply room. Please don't spoil our experiment by bringing balls and bats from home. Let's get behind this plan and give it a fair trial.

Mr. George thinks we'll need to study the whole matter. So far we have agreed that painting lines to locate playing areas has to be done at once. Charts, showing where each class should play, will be made up weekly. At this time we're not sure, but we think we may need pupil helpers to organize games and assist the yard teachers.

If you know any good games for which lines should be drawn, or if you have any other ideas about improving the playground, see me before next Tuesday's meeting.

Question number 34:
The student council talked about the playground because
A it was Safety Week
B children had been hurt in accidents
C equipment had been damaged
D pupil helpers were to be trained

Question number 35:
What would a visitor be most likely to observe about this playground?
A That the children were not having fun there
B That things were all mixed up on the playground
C That the school owned too much playground equipment
D That the children were probably not getting enough exercise

Question number 36:
Painted lines will be used to
E show directions
F separate boys and girls
G show where to play each game
H show where to park bicycles

Question number 37:
The representative was reporting
A the requests of the principal
B his own opinion
C the request of parents
D the decision of the council

Question number 38:
The speaker thought that the plan
E was a poor one
F was worth trying
G should be voted on
H needed more explanation

Question number 39:
Was this a good report?
A Yes, because he made the plan sound as good as it would work
B Yes, because he gave a nice long speech about what happened
C No, because he made the problem seem worse than it is
D No, because he made fun of the first grader.
tion number 40:
Which of the following things did the speaker say to do?
- ok out for smaller children.
- check any equipment.
- take play equipment from home.
- suggest any new ideas.

End of Test

Collect answer sheets first, then test booklets (and books of examination labels if students have them).

Count the test booklets before permitting students to leave, and check the count against the number you should have. If pencils were supplied instruct students to hand them to you as they leave.

At this time, you should write down for the record a description of any unexpected variation from the normal testing procedure that may have occurred. Such incidents need to be in the record and considered when scores are interpreted.

Directions for Scoring

How do you obtain raw scores by hand?
The STEP answer sheet has been designed to afford the greatest possible ease, speed, and accuracy in hand scoring.

1. Scan all answer sheets for items for which more than one response has been marked. Wherever a student has marked more than one answer to a question, draw a colored line through all of his answers for that question, thus:

   A | B | C | D

   3-3-3-3

If a student has only partially erased one choice, but it is clear that he intends for another marked choice to be taken as his answer, do not mark through the item. But erase completely his “extra” marking so it will not be scored.

Go on to the next page.
2. Lay the STEP Listening scoring stencil on the first answer sheet so that the four dots at the bottom of the answer sheet coincide with the holes at the bottom of the stencil. You then may have to make some minor adjustments so that all of a student’s correct answers show through the stencil.

3. Count all answer marks (except those marked as multiple answers) showing through the holes in the stencil. This gives you the raw score, the total number correct.

4. Record this in the space labelled “No. Right” on the answer sheet by writing through the window on the stencil.

5. Repeat steps 2, 3, and 4 for each answer sheet.

6. Check the scoring. No raw score can exceed 80.

**How do you obtain raw scores by machine?**

1. Scan all answer sheets for stray marks and smudges which may affect scoring. Eliminate such marks by careful erasing. At the same time, scan all answer sheets for multiple markings for single questions. Wherever a student has clearly marked two or more answers to a question, cover all his marks for that question with a piece of cellophane tape. This will preserve the marks and yet prevent counting any of them in the raw score.

2. Place the appropriate STEP Listening scoring stencil in the machine, and with an extra answer sheet marked properly in all correct response positions, check the machine operation. The maximum score is 80.

3. Insert a student’s answer sheet in the machine and close. Read rights only.

4. Record this raw score in the box at the top of the answer sheet.

5. Repeat steps 2, 3, and 4 for each answer sheet.

6. Check the scoring. No raw score can exceed 80.

**How do you change raw scores to converted scores?**

This is a very important aspect of scoring STEP Listening, since raw scores cannot be interpreted. The same procedure is applicable, whether raw scores have been obtained by machine or by hand.

Turn over the scoring stencil and you will find a table for changing raw scores to converted scores. In the left-hand column, find the number corresponding to a given raw score (No. Right). The converted score corresponding to this raw score is found in the right-hand column. Record the converted score in the blank below the raw score on the face of the answer sheet.

**What do you do after obtaining converted scores?**

Converted scores are the scores used in describing a student’s performance on STEP Listening. After the converted scores are obtained, turn to the MANUAL FOR INTERPRETING LISTENING SCORES to find out what to do next toward making STEP Listening results useful.
Cooperative
Sequential Tests of Educational Progress

Listening

Copyright 1956, 1957 All rights reserved Cooperative Test Division · Educational Testing Service · Princeton, N.J. · Los Angeles 27, Calif.
General Directions

This is a test of how well you can understand the kinds of things that are often spoken aloud to you. You should take the test in the same way that you would work on any new and interesting assignment. Here are a few suggestions which will help you to earn your best score.

1. Make sure you understand the test directions before you begin working. You may ask any questions about any part of the directions you do not understand.

2. You will make your best score by answering every question because your score is the number of correct answers you mark. If a question seems to be too difficult, make the most careful guess you can, rather than waste time puzzling over it.
IONS FOR PART ONE

A number of short selections will be read aloud. These selections will include such things as stories, directions, poems, explanations, and arguments. After each selection, you will hear a group of questions or incomplete statements. Four suggested answers are given for each question or incomplete statement. You decide which one of these answers is best.

Remember to listen carefully because each selection and each question will be read aloud and they are NOT printed in your booklet. The suggested answers ARE printed in your test booklet so you can look at them while you are choosing your answer.

Just mark all of your answers on the separate answer sheet you have been given; this test should not be marked in any way. Your answer sheet by blackening the space in this row which has the same letter as the answer you have chosen. For example, suppose the following question were read to you:

Selection

A man hurried back to his house, and his was full of many things. When he sud-

saw a fat, yellow cat sitting in his best

armchair, how did he feel?

Your test booklet would look like this:

Question Number 0

When the old man saw the yellow cat in his best armchair, how did he feel?

Your test booklet would look like this:

0 A Pleased
B Surprised
C Sad
D Angry

Since the old man was surprised to see the cat, you should choose the answer lettered B. On your answer sheet, you would first find the row of spaces numbered the same as the question—in the example above, it is 0. Then you would blacken the space in this row which has the same letter as the answer you have chosen. See how the example has been marked on your answer sheet.

Make your answer marks heavy and black. Mark only one answer for each question. If you change your mind about an answer, be sure to erase the first mark completely.

Do not turn this page until you are told to do so.
PART ONE

1 A only when a real fire breaks out  B whenever the fire bell sounds  C only when the teacher announces a fire drill  D whenever the firemen come

2 E go right home without waiting  F go as far from the building as possible  G go to the left corner of the playground  H go to the far end of the block

3 A save our lives  B memorize them  C make up others  D help the firemen

4 E To have more chance for exercising  F To get a better view of the fire  G To use their regular play space  H To be out of danger

5 A any fire exit  B the door on the south  C the hallway to the right  D the nearest fire exit

6 E take nothing with you  F take your lunch with you  G take your coat with you  H leave your desk neat and clean

7 A the signal is given  B the whistle blows  C one of the children tells you to return  D you think everyone is out of the building

8 E it is easier for all to come in at one time  F it might bother the firemen  G the building might be on fire  H the teacher doesn’t want pupils in the building

9 A a dealer in antiques  B a postman  C a dealer in stamps  D a coin collector

10 E she wanted to find out how much one was worth  F her friend had recommended him  G she wanted to sell all the stamps to  H she wanted him to find one valuable stamp

11 A be polite to the old lady  B see which ones he liked  C see how much they were worth  D see how many there were

12 E $100 for all of them  F $100 for one of them  G $250 for all of them  H $250 for one of them

13 A All of them  B Many of them  C About half of them  D A few of them

14 E after he examined the stamps  F after he talked with his partner  G after he bargained with the lady  H after he waited a week

15 A disappointed by the amount of the cheque  B pleased by the amount of the cheque  C sad about selling the stamps  D unwilling to part with the stamps

16 E put them away in a shoe box  F take them to a different dealer  G bring them to this dealer  H show them to her friend

Go on to the next
As a feeling
A relaxed feeling
A proud feeling
A feeling of doubt

to explain democracy to people in other countries
to tell us not to be ashamed of the flag
to get more people to salute the flag
to remind us of what our flag represents

What the stars on our flag represent
That children say the pledge to the flag every day
What the pledge to the flag really means
How new citizens learn the pledge to the flag
have risked their lives for our flag
remember the thirteen original states
stand at attention for the flag
put our flag up on holidays
the color of the flag
the serious promises he makes
how the flag is displayed
how many people salute the flag

gold is the best treasure
bluebirds have shining feathers
small boys treasure many things
many lands have riches

almost anything may be precious
things swapped are most treasured
only bright things are attractive
a hunt for gold is most exciting

how foolish the child was
what adults think valuable
that faraway things are better
ways to get rich

telling the things he collects
using big words
telling how the boy looked
laughing at what he collects

in a box or bag
in a cup or carton
in his hand or pocket
in his lunch pail or basket

Go on to the next page.
27  A "What Happens to Old Ships?"
    B "A Famous Old Barn"
    C "A Ship and a Barn"
    D "What Became of the Mayflower?"

28  E Plymouth Rock is in England.
    F The ship was built there.
    G Mayflowers grow in England.
    H A farmer from Buckinghamshire bought the wood.

29  A The way the facts fit together
    B The barn that is still standing
    C The information from detectives
    D The dates given

30  E talking about the Pilgrims
    F giving you several facts
    G describing the barn
    H telling you he believes it

31  A put several clues together
    B ask questions
    C read old tax reports
    D show confidence in one's beliefs

32  E baking it in an oven
    F polishing it with steel wool
    G scrubbing it with paint cleaner
    H drying it two days

33  A it is a bright color
    B it fits into most color schemes
    C it is cheaper than other paints
    D it is easier to use

34  E from upholstery or wallpaper
    F from a painting book
    G from other trays
    H from magazine covers

35  A they are long and detailed
    B the trays will be pretty
    C the words are easy
    D they give the steps in order

36  E To enjoy the painting
    F To make inexpensive gifts
    G To practice making designs
    H For all of these reasons
noticed the poison ivy growing there
found hoof prints at the stream crossing
watched the birds fly past
found broken sticks at the stream crossing
is not far from the main road
seems depressing to people
is along a well-beaten path
probably has few human visitors
sees a great deal when he goes into the woods
has difficulty in describing what he sees
does not often get to the woods
lives in a log cabin
His regret about the poison ivy
His curiosity about the woods
His hope that he will see the deer
His enjoyment of a beautiful place

End of Part One

DIRECTIONS FOR PART TWO

Two contains the same kind of material as Part One. Mark your answers in the same way.

Do not turn this page until you are told to do so.
PART TWO

1. A baking pan
   B an electric toaster
   C an oven
   D a frying pan

2. E an egg mixture
   F honey, syrup, or marmalade
   G red raspberry jam
   H bacon and eggs

3. A how many it will serve
   B how many eggs to use
   C the length of time for browning the bread
   D how much sugar to use

4. E it is a different kind of toast
   F it is a familiar kind of toast
   G it is made from brown bread
   H it can be made ahead of time

5. A milk to use
   B orange rind to use
   C bread to use
   D butter or margarine to use

6. E don't have enough time to make regular toast
   F want a change from regular toast
   G are getting your own breakfast
   H have lots of orange juice on hand

7. A “Several Varieties of Toast”
   B “French Toast”
   C “A Good Breakfast”
   D “Orange Toast”

8. E The comfort of the chair
   F The fever from measles
   G The pictures on the walls
   H The dust in the sun’s rays

9. A an elf dancing
   B a fairy castle
   C a tiny fairy
   D a tin soldier

10. E danced gaily
    F kept still
    G changed size
    H fell down

11. A Another took its place.
    B He didn’t like it.
    C He liked dancers best.
    D He wanted to look outdoors.

12. E His mother called him.
    F He went back to bed.
    G The sun went down.
    H He got tired of playing.

13. A stars
    B candles
    C fireflies
    D flames

14. E have been very sick
    F be a very lonely child
    G have a good imagination
    H have had the measles

15. A traveled a lot
    B had nightmares
    C been very sick
    D read many books
tell her dad how much things cost
ask her parents to let her go to work
tell about her friends' allowances
get more spending money
no good reasons
no reasons at all
reasons that seemed good to her
reasons that were well organized
“Sue gets twice as much.”
“I'm the only one who has so little money.”
“I'm asking just one simple favor.”
“I'll promise to save all I can.”
Yes, and she went at it in the right way.
Yes, but she should have let them say something.
No, but she gave a good speech just the same.
No, but she had to express her feelings to someone.
A show that she could
B get even with Sally
C be at the top of her class
D try to improve her grade

E Sally's paper was easy to see.
F The teacher had left the room.
G Sally offered her the answer.
H She could peek at her book.

A Her dislike of cheating
B Her fear of being found out
C Her understanding of her father’s feelings
D Her desire to make good grades

E Proud of herself
F Ashamed of herself
G Afraid of the teacher
H Nervous and uneasy

A When you heard the last sentence
B When Nan thought of cheating
C When Nan picked up her pen
D When the bell rang

E Yes, because how else could we have gotten the story.
F Yes, because children are often tempted to cheat in school.
G No, because it was in a story.
H No, because no child would act as Nan did.

A You should study hard for tests.
B Good grades are more important than honesty.
C Cheating is wrong if you get caught.
D You feel good when you decide to do right.

E it was Safety Week
F children had been hurt in accidents
G equipment had been damaged
H pupil helpers were to be trained

A That the children were not having fun there
B That things were all mixed up on the playground
C That the school owned too much playground equipment
D That the children were probably not getting enough exercise

E show directions
F separate boys and girls
G show where to play each game
H show where to park bicycles

A the requests of the principal
B his own opinion
C the request of parents
D the decision of the council

E was a poor one
F was worth trying
G should be voted on
H needed more explanation

A Yes, because he made the plans so that it would work
B Yes, because he gave a nice long speech about what happened
C No, because he made the problem much worse than it is
D No, because he made fun of the graders

E Look out for smaller children.
F Check out any equipment.
G Bring play equipment from home.
H Suggest any new ideas.

End of Test
Sequential Tests of Educational Progress

Directions for Administering and Scoring Listening 4B
(including Teacher's Script)
Publications Relevant to STEP Listening

Directions for Administering and Scoring Listening

There are eight different publications with this title, one for each form of Listening (1A, 1B, 2A, 2B, 3A, 3B, 4A, and 4B). Each publication provides specific directions to the examiner and scorer for preparing for testing, administering one form of STEP Listening, and obtaining raw and converted scores.

Manual for Interpreting Listening Scores

The MANUAL presents instructions for translating converted scores into percentile ranks, describing the meanings of these ranks, and constructing local norms for all forms of STEP Listening.

Technical Report

The REPORT describes the rationale, construction and pretesting of questions, assembly of final tests, score system, and norming procedures for six tests in the STEP series (Reading, Writing, Listening, Social Studies, Science, and Mathematics).

From time to time as new knowledge about STEP Listening becomes available, SUPPLEMENTS to these publications will be made available to STEP Listening users.
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D. C. Heath and Company. (The Kendall third reader. Copyright 1918.)
The administration of a listening comprehension test provides an opportunity for the teacher to participate more actively in the testing process than do most other group tests. In a listening test, the role of the teacher extends beyond reading instructions; it includes reading the selections, questions, and choices to which the students must respond.

Preparations for Testing

What materials should be assembled before testing?

The following should be used as a check list by the examiner in determining that all necessary materials are available several days before any students are to be tested:

1. The same number of STEP Listening booklets as the number of students to be tested—plus a few extra copies for emergencies.
2. The same number of answer sheets as number of students to be tested—plus a few extras for emergencies. The same answer sheet is used for all forms of STEP and for either hand or machine scoring.
3. A copy of this publication, DIRECTIONS FOR ADMINISTERING AND SCORING LISTENING 4B for each examiner. (STEP Listening booklets and DIRECTIONS FOR ADMINISTERING must be for the same form.)
4. Pencils. (Students should not use ink.)
   a) Regular ones, well sharpened, if answer sheets are to be hand scored—enough for all students to be tested, or a small supply if pupils are asked to use their own.
   b) Special electrographic ones (mechanical or wooden), in good working condition, if answer sheets are to be machine scored—enough for all students to be tested, plus a few extras.
5. A timer—any watch or clock with a second hand, or an automatic timer such as those used in the kitchen or for photography work.
6. A notebook or paper on which the examiner can make any relevant notes during and after testing.
7. The same number of examination labels as students to be tested—plus a few extras—if the Listening test is part of a program which requires labels. (Labels are sometimes used in large testing programs to facilitate collating papers.)

What are the necessary preparations to make before testing?

As with materials, the examiner should complete the following a check-list. He or she should make sure that all of them have been taken care of before students are tested.

1. Study of testing materials. It will pay the examiner in terms of smooth test administration and study very carefully all of the material. 2–6 of this publication and the test book and answer sheet to be given to students.
2. Practice. Since this is a Listening test, the practice of the examiner is even more important than usual in testing. Practice in reading and administering the test is essential.
   a) Reading. The examiner should practice reading the script materials clearly, naturally, and in a manner designed to convey the author's meaning. However, in practice, as in the actual testing, he should be careful that he does not deliberately emphasize portions of the script which are related to questions, or, in reading the suggested answers, that he does not "gloss over" the correct answer by special emphasis or tone of voice.
   b) Timing. The exact amount of time allowed for the various selections of the test is left to the judgment of the teacher. However, some indication of the rate at which materials should be read is provided by the suggested reading time preceding each selection. The teacher should practice reading the selections until his rate of reading approximates that of the suggested reading time. All other materials should be read at a similar rate.
   c) Pauses. The proper timing of pauses is of critical importance in administering the test. Pauses are used in some instances to signal to the student that the reader is shifting from one type of material to another (from introduction to selection, from selection to questions, or from question answers). In these cases, 3–5 sec. should be provided. In other instances, pauses should be provided to allow students time to choose answers and mark them on their answer sheets. The length of these paus
may vary from 5 sec. for simple memory questions to 45–60 sec. for questions requiring more careful thought. The examiner can judge the proper length of these pauses by observing students; when all or most of the students in the group being tested appear to have marked their answers to a given question, the next portion of testing material should be presented.

d) Notes on the script. Many examiners will find that the addition of reading notes to the script will help them read the material more smoothly and communicate meaning more clearly. These notes may point out places where additional emphasis would be desirable, provide keys to pronunciation, indicate where pauses are needed, etc. Caution: In practice and actual examination, do not add or delete words; read the script exactly as it is printed.

Advance announcement to students. Students can be overly impressed by the approach of a testing date. If teachers greatly emphasize the importance of a test, some students may become so tense and anxious that they cannot perform up to their normal levels of ability. On the other hand, students may become upset if they receive no advance notice of a test. It seems best to give the Listening test only as much advance “publicity” as any other routine phase of teaching or counseling.

Time scheduling. Students may be tested with STEP Listening in one session of approximately 90 min. or two sessions lasting about 45 min. each. The single testing session is generally easier for the examiner if schedules can be adjusted to allow for it. Morning is the best time of day for a Listening test. Testing should not be scheduled just before or after an exciting school event.

Room scheduling. Testing should be conducted in a room that is relatively free of disturbing noise. Good lighting and ventilation and freedom from interruption are other factors to be considered in selecting a testing place.

Seat and desk arrangements. Students should be provided with reasonably comfortable seats and smooth, hard writing surfaces. Writing surfaces should be large enough to accommodate a folded test booklet and an answer sheet.

Students should be seated in such a way that they will not be tempted to look at the answers of others. An alternate-row arrangement with students directly behind one another in every other row is recommended.

7. Arranging test materials. An answer sheet may be inserted in each student’s test booklet. Immediately prior to testing, these are stacked in the testing room, along with the other kinds of necessary materials.

8. Arranging for proctors. If Listening is to be given to more than 30 or 40 students at one time, the examiner will need some assistants or proctors. The examiner should brief them on the test materials and testing procedures and carefully specify their jobs before, during, and after testing. Their jobs may be to help distribute and collect test materials and to observe students from different points in the room while the test is being taken.

9. Information on students. The answer sheet provides space for each student to write in name, age, grade or class, school, and date tested. The examiner may want some additional information about students tested; e.g., parents’ names, home address. Three numbered blanks are provided on the answer sheet (following Today’s Date). Before testing, the examiner should decide what additional information, if any, is needed and designate blanks for it. Then he should note this inclusion in the directions on p. 4 of this publication.

What should the examiner do about students with hearing defects?

Students with severe hearing loss should be omitted from testing. The examiner should make special arrangements so that omission will not embarrass such students. Students with slight hearing loss should be seated close to the examiner.

What is the role of the examiner during testing sessions?

1. During testing, the examiner is responsible for reading all directions, the script, questions, and choices. The materials that he reads aloud are printed in BLACK in the section on administering. The materials printed in BROWN are not to be read aloud.
2. The examiner should establish and maintain a working atmosphere, without producing an air of nervous tension.

3. In answering questions raised by students, it is essential that the examiner stay within the meaning and, as far as possible, use the exact wording of the directions. Directions concerning guessing are sometimes troublesome. Questions on this point should invariably be answered by reading this sentence in the General Directions: “If a question seems to be too difficult, make the most careful guess you can, rather than waste time puzzling over it.”

4. It is the examiner’s duty to keep distractions to a minimum. It is just as bad for the examiner to disturb students in enforcing order as it is for a student to create a disturbance.

What special procedures apply if Listening is given in one session?

If Listening is given in one session, it is desirable to allow a 5-min. recess between Parts One and Two. Students should be allowed to stand by their seats and relax. With proper supervision, students may leave test materials (with booklets closed over answer sheets) on their desks during the recess.

On pp. 12–13 of this publication, the examiner should cross out special directions applicable only to two-session testing.

What special procedures apply if Listening is given in two sessions?

If Listening is given in two sessions, it will be necessary to make arrangements for each student to get back his own answer sheet at the second session. If the group being tested is small, the examiner may distribute answer sheets one at a time by noting students’ names. The following method is suggested for larger groups:

At the end of the first session, answer sheets can be collected by rows. Students can be instructed to sit in the same seats at the second session, and answer sheets can then be distributed by rows quite quickly.

It is, of course, not necessary for students to get back the same test booklets they used the first session.

On p. 12 of this publication, the examiner should cross out special directions applicable only to one-session testing.

Directions for Administering

Note: Instructions which are to be read aloud to students are printed in BLACK. Instructions printed in BROWN are intended only for the examiner.

After the group has been seated, say:

We shall now pass out test materials. Do not open your booklet or turn it over until you are told to do so.

Distribute booklets, answer sheets, pencils (if they are to be supplied), and examination labels (labels are being used). Then say:

Turn your answer sheet so that you can PRINT your name on it. Write your **age** in years and months on the next line. Write your **grade** in the blank after age. Write the name of your **school** on the third line. **Today’s date is** _______ month _______ day _______ year write that on your answer sheet.

If you want students to fill in additional information in blanks 1, 2, and 3, you should instruct them to do so at this time.

To show what form of this test you are taking, blacken the box above the number 4. The blacken the box above the letter B. Blacken the box above the word “Listening.”

If examination labels are being used, say:

Each one of you has received a sheet of examination number labels. PRINT your name at the top of this sheet of labels. Now tear off one of these labels and stick it on your answer sheet in the space that says, “Do not write here.”

Pause and check to see that students have filled in information on answer sheets correctly.
If tests are to be machine scored and electrographic pencils have been distributed, say:

You have been given a special pencil. You must use this pencil in marking your answers. Otherwise, your test paper will not score properly.

Are there any questions about these directions?

Answer any legitimate questions. Stay within the rules and, as far as possible, use the vocabulary printed directions.

Now, open your test booklet to the General Directions on the inside of the front cover. Read the directions silently while I read them aloud.

General Directions
This is a test of how well you can understand the kinds of things that are often spoken aloud to you. You should take the test in the same way that you would work on any new and interesting assignment. Here are a few suggestions which will help you to earn your best score.

1. Make sure you understand the test directions before you begin working. You may ask any questions about any part of the directions you do not understand.

2. You will make your best score by answering every question because your score is the number of correct answers you mark. If a question seems to be too difficult, make the most careful guess you can, rather than waste time puzzling over it.

Do you have any questions about these directions?
Since the old man was surprised to see the cat, you should choose the answer lettered B. On your answer sheet, you would first find the row of spaces numbered the same as the question—in the example above, it is 0. Then you would blacken the space in this row which has the same letter as the answer you have chosen. See how the example has been marked on your answer sheet.

Make your answer marks heavy and black. Mark only one answer for each question. If you change your mind about an answer, be sure to erase the first mark completely.

Are there any questions about these directions?

Answer any legitimate questions. Stay within the meaning and, as far as possible, use the vocabulary of the printed directions.

Now let me go over the instructions briefly. I will read each selection to you; then I will read each question and its four answer choices. Then I will pause to give you time to mark your answer. The answer choices are printed in your test booklet so you can look at them while you are selecting your answer. Remember to listen carefully because I can read selections, questions, and choices only once. Do not mark your answer until I have finished reading the question.

Are there any questions about how you are to take the test?

Answer any legitimate questions. Stay within the meaning and, as far as possible, use the vocabulary of the printed directions.

Turn to Part One on p. 2 of your test booklet and listen carefully.

Begin reading the first selection. (Ordinarily read a given piece of material only once. However, if a distraction occurs which affects the group as a whole, re-read what is necessary to enable the students to pick up the thread of meaning.)

**PART ONE**

(Selection I)

Here is the first selection. The speaker is telling you how to make a gift for your father, a board for him to hang his keys on.

(READING TIME—30 seconds)

You will need a smooth board. Choose the size of the board according to the number of keys to be hung. Then screw a hook into the board for each key. Under the hook, print the name of the person which is to be hung there. Put a screw eye at the top of the board so that it can be hung in a hard place around the house.

Question number 1:

If you want to make this present, the first thing you need is

A keys
B hooks
C tools
D a board

Question number 2:

What kind of board is suggested?

E Rough
F Painted
G Thick
H Smooth

Question number 3:

By following these directions, you could

A have a place to print
B collect keys
C make something for father
D find your key

Question number 4:

To be sure the right key is put in the right place, you are told to

E print the names under the hooks
F paint the keys different colors
G draw pictures of them
H arrange them according to size

Go on to the next pa
Question number 5:
The size of the board would depend on
the number of hooks you have
the number of keys to be hung
the place you will hang it
the size of print you use

Selection II

Here is the second selection. A man is explaining how he bought some stamps.

Reading Time—1 minute 5 seconds

I was driving along a country road in New Jers not long ago, when, on a hunch, I stopped at an white farmhouse and knocked at the door. A man answered, trailed by half a dozen stairstep children. "We don't need a thing today," she said sharply. "I'm not here to sell, but to buy," I replied. "I'm a stamp dealer, and if you happen to have any old letters around the place, I'd like to see them."

She said yes, there were some old letters in the attic, but she was sure they weren't worth anything. To be obliging, though, she sent her children up, and pretty soon they came tumbling downstairs with literally bushels of old letters which they piled before me on the front porch.

I spent two happy hours going through the letters, while the kids watched me with round eyes. When I had finished, I took $500 in bills from my wallet and handed them to the woman. She was so surprised that she burst into tears, but I wasn't surprised. I am never amazed when wealth from an attic is discovered in American attics. I've seen it happen too often.

Question number 6:
The woman thought the visitor was
A peddler
B traveler
C painter
D beggar

Question number 7:
The description of the children tells us that
A at least two were twins
B each was the same amount taller or shorter than the next one
C they sat on the stairs
D there were twelve of them

Question number 8:
The woman was not eager to get the letters because
E it was difficult to find them
F she believed they were worthless
G they were so old
H she was unfriendly

Question number 9:
To get the letters, the children went
A to the cellar
B to the parlor
C to the front porch
D upstairs

Question number 10:
Who was surprised at the discovery?
E Both the man and the woman
F Neither the man nor the woman
G Only the man
H Only the woman

Question number 11:
The woman cried because
A the letters were taken away
B she had been proved wrong
C she received so much more than she expected
D she had no more letters

Go on to the next page.
(Selection III)

Here is the third selection. The speaker is describing what one class did about poor conditions in the lunchroom.

(READING TIME—1 minute 15 seconds)

The fourth grade had decided to look around the lunchroom during the noon hour and to think about ways to improve conditions there. Here are the things which the class believed made the lunch period unpleasant.

1. There was pushing in line.
2. Trays weren’t held straight and food was spilled.
3. Everyone talked too loud.
4. Leftover food was spilled around the trash pails.
5. Milk bottles were overturned because they were put in the way of other children’s elbows.
6. Tables were left messy.

After the children thought about the six points which they believed made the noon hour a time of noise and confusion, they suggested these ways to improve the lunch period:

Our class should do things right, in order to set an example for all the other classes.

We will ask the art classes to make a cartoon about each thing which keeps us from having a pleasant lunch period.

We will plan to play soft music in the lunchroom.

We will write a letter for the school paper explaining the need for everyone’s help.

Question number 12:

How did the class find out the causes for the unpleasant lunch period?

E By asking questions
F By watching what happened
G By talking to their teacher
H By taking a vote

Question number 13:

The reason given for food being spilled was that

A trays were not held straight
B trays were too small
C trays were carried too high
D trays were too hot to hold

What happened after the class made their list of causes?

E They made a chart for the bulletin board.
F They wrote letters to each other.
G They made plans for improvement.
H They decided to do nothing

Question number 14:

The children suggested having cartoons drawn because

A they are easy to draw
B they could point out what is wrong
C the art classes could do the work
D they are fun to make

Question number 15:

What was every child in this class supposed to do?

E Make cartoons
F Play soft music
G Write for the school paper
H Set a good example

Question number 16:

What is probably the reason for having music?

A To teach new songs
B To discourage loud talking
C To make the time go faster
D To excite the children

Question number 17:

The suggestions made by the class show that they

E thought only of their class
F tried only to stop the loud talking
G thought soft music would solve everything
H thought of ways to improve all the difficulties

Go on to the next page
ere is the fourth selection. A librarian is talk-

(DING TIME—1 minute 20 seconds)

to a class.

boys and girls, I have a new magazine for you.

The articles and stories take us to all corners of the world. There are beautiful illustrations—both photographs and drawings. Clara B. Townsend, editor, has traveled widely and has written delightful books about children of other

Other feature of this magazine is the variety of articles. Some give straight facts such as you find in “My Experience with a Camel.” Others appeal to those with science interests. In the next number, the article called “Visiting the n” tells much of what science knows about and makes predictions based on this knowl-

There are five stories in this issue. One is a cond story—those of you who like serials will want that. The other four are short and exciting. w, you sixth graders are always looking for ad

will be on the shelf for you to take and glance through. Once you have it in your hands I’m sure you’re going to find something in it to read. Won’t it be fun to know what you think about it?

Question number 19:
The librarian talked to the children about the magazine because

y had asked for a new magazine thought they would enjoy it editor was her friend had it on the shelf

Question number 20:
The librarian failed to tell

E the name of the magazine
F the name of the editor
G the number of stories
H how the magazine will help the sixth graders

Question number 21:
The editor is able to make this a good magazine because

A she is a well-known scientist
B she has been a school teacher
C she has had experience writing for children
D she has children of her own

Question number 22:
A good name for this magazine would be

E “Boys’ Treasure”
F “The Home Scene”
G “Art Magazine”
H “World Adventure”

Question number 23:
Why didn’t the librarian talk longer about the magazine?

A She had no more time.
B The children weren’t interested.
C She wanted to read the class a story from it.
D The story doesn’t say.

Question number 24:
A story which is NOT complete in one issue of a magazine is called

E a short story
F a serial
G a play
H an article
Here is the fifth selection. It is a story.

(READING TIME—3 minutes 40 seconds)

John Marsh grew up in New England near the port of Salem. The sight of sailing ships bound to and from the Pacific Coast kindled in him the desire to move West.

First he went as far as Independence, Missouri and tried keeping a store, but his business failed and he was penniless. Sitting alone in his room, he mused:

"I can't stay here. I've no money and no way of making any here. Further West—that's where I can make my fortune. Those two fellows I talked to today were interested. It's almost as risky for three lone men as for one—but I'd rather chance it than stay here piling up debts."

He found his two acquaintances down at Black's Western Outfitting Post. "Fellows, are you still interested in going to Santa Fe?"

"Say, what's wrong with you?" replied one of the men. "This morning you said the wagon train for this year is already far out on the trail."

Marsh answered quickly, "What you say is true, but I'm sure we can overtake them—three of us can make it."

"Three—against how many blood-thirsty Comanches? You're crazy!"

Marsh insisted. "Look, we can travel fast, mostly at night. That way we can escape both Indians and heat. Anyway, I'm not afraid of the Comanches. I've lived in close contact with Indians—the Sioux—my wife was part Sioux. I learned their language—I know their ways. I'm game; are you?"

That challenge settled the question, and two days later the three men were headed southwest towards New Mexico. As soon as they reached Indian country, they followed their plan of keeping close together and doing most of their traveling at night. One day, however, Marsh became separated from his companions. Almost immediately he found himself surrounded by Comanches. Bravely he faced the hostile band. He only hoped that they would decide to take him, not his scalp, to their chief. After a long parley among the Comanche leaders, one of them turned to Marsh and said, "You—come!"

The din of the Indian encampment came to Marsh's ears even before he spotted their tepee. The reason was soon apparent—their chief lay in his tepee with an arrow imbedded in his arm. His moans were almost drowned in the wails of the medicine men who danced around outside and uttered their prayers to the Great Spirit.

When the medicine men spied Marsh their cries grew louder and they demanded his blood as an offering to the gods. The chief heard the savage clamor and sent his granddaughter out to learn the reason. She returned with Marsh. Marsh took one look at the chief's swollen arm and sensed he might save himself by saving the chief. The chief saw his glance and said, "You—medicine man?" Marsh nodded. The chief groaned and said, "You—fix much hurt."

Carefully Marsh withdrew the arrow, cleaned and dressed the wound. It healed rapidly and soon the chief was in good health again. Now Marsh was sure of his chances of getting to Santa Fe; he had won the friendship of the Comanches. He asked for their assistance.

The chief had other ideas. He refused Marsh's request with the order: "No, Comanches like you. You good medicine man. We give you horse—but you stay. You run away—we kill you."

So for many weary months, Marsh remained captive of the Comanches. But always he was looking for a chance to follow his companions to Santa Fe.

Question number 25:

Marsh's dream of going West began
A when he failed in business in Independence
B when he watched the loading of ships at Salem
C when he watched wagon trains depart
D when he heard about Santa Fe

Question number 26:

Which was Marsh's main reason for leaving Independence?
E He had two experienced scouts as companions.
F He was a skilled wagon builder.
G He was looking for a new trail to the coast.
H He thought he could make money further West.
Question number 27:
Marsh and his companions planned to reach Ta Fe by
traveling fast by night
riding boldly through the Indian country
trading trinkets with the Indians
traveling separately by night

Question number 28:
Marsh was captured by the Comanches
then he went ahead to find a new trail
then he stopped to help a wounded chief
then he became separated from his companions
then he began traveling by day

Question number 29:
Why did the Indians decide to take John Marsh
rather than killing him?
They thought he was a spirit.
The story doesn't say.
The Comanches did not kill.
His scalp was worthless.

Question number 30:
Our best guess would be that the Comanche chief
was wounded by
Indians from his own tribe
white men in the wagon train
Indians from an enemy tribe
one of Marsh's companions

Question number 31:
The Indians decided to take Marsh to the chief
for
they saw a wagon train coming
they had talked it over
the chief's granddaughter saw him
they had prayed to the Great Spirit

Question number 32:
After curing the chief, Marsh expected to be rewarded by
E supplies and guides to continue his journey
F a share in the Comanche lands
G adoption by the chief
H training in use of Indian weapons

Question number 33:
The end of this story leads us to believe that Marsh
A became famous as a doctor
B married the chief's granddaughter
C finally escaped from his captors
D became the Comanche leader
Here is the sixth selection. A pupil is giving a talk about fishing.

(READING TIME—35 seconds)

When I go fishing, the fish are not all I go for. If you have ever fished, you will know what I mean. You can just lie there in the boat and listen to the stillness. There is not a single sound except the occasional song of a bird or the leaping of a fish. Then! Suddenly your reel starts to whine and your line zigzags crazily over the water! Your rod bobs like a cork! You grab the rod—for you’re fast onto a fish. He puts up a fight—darting and leaping in showers of foam. The struggle is tough, but you win.

Question number 34:
What words tell what it is like to be waiting for a fish to bite?
E “Suddenly” and “starts”
F “Stillness” and “song”
G “Zigzags” and “darting”
H “Whine” and “bobs”

Question number 35:
This would be a good talk to hear if you were
A trying to find out how to fish
B trying to find good places to fish
C deciding whether to take up fishing
D deciding what fishing tackle to buy

Question number 36:
Probably the fish which he described was
E too small to keep
F too large to land
G a fairly large one
H too tough to eat

Question number 37:
If the speaker caught only a fish or two, he would be
A quite disappointed
B perfectly satisfied
C ashamed of his catch
D ready to give up fishing

Question number 38:
The speaker is trying to convince us that
E fishing is good exercise
F catching the fish is the best part
G hooked fish put up a good fight
H fishing is fun

Question number 39:
Which of these would the speaker enjoy most?
A Landing the fish after a struggle
B Putting bait on the hook
C Showing off his catch
D Rowing a flat-bottomed boat

Question number 40:
Which would be the best title for this talk?
E “The Joys of Fishing”
F “A Quiet Afternoon”
G “Landing a Fish”
H “Water Sports”
If the test is being administered in two sessions, this is the point at which to conclude the first session. Collect answer sheets first, then test booklets (and books of examination labels if they were given to students).

Count the test booklets before permitting students to leave, and check the count against the number of booklets you should have. If pencils were supplied, instruct students to hand them to you as they leave.

At this time, you should write down for the record a description of any unexpected variation from the normal testing procedure that may have occurred. Such incidents need to be in the record and considered when scores are interpreted.

When the students return for the second session (Part Two), distribute test booklets and pencils as before and re-distribute answer sheets as suggested on p. 4 of this publication. (Examination labels do not need to be distributed at the second session.) Ask students to make sure that they have their own answer sheets. Then proceed with the testing. Say:

This part of the test contains the same kind of material as Part One. You will mark your answer sheets in the same way. To be sure you remember the directions, open your test booklet to the General Directions on the inside of the front cover, and again read the directions silently while I read them aloud.

Read again the General Directions on p. 5 of this publication.

Are there any questions about how you are to take the test?

Answer any legitimate questions. Stay within the meaning and, as far as possible, use the vocabulary of the printed directions.
PART TWO

(Selection VII)

Here is the seventh selection. The speaker is telling a story about a student council meeting in a school.

(READING TIME—1 minute 50 seconds)

The president of the student council introduced Ted and Sandy, by saying, “Here are two fifth graders who want some help about a playground problem.”

“Tell us about it, Sandy,” Mr. George, the council adviser, said.

“Well,” began Sandy, “we were playin’ catch at recess and those kids from the first grade wrecked our game. They ran around just where we wanted to play. When we told our teacher she had the class discuss it, but we didn’t find a way to keep those little pests away.”

“Anything to add, Ted?” asked Mr. George.

“Well, it’s like Sandy says. Some of the class think those kids ought to play at some other time, and some think all the classes should be told where to play.”

“Yeah,” interrupted Sandy, “but that was no good. Those kids wouldn’t remember where to play. And besides, our games take lots of room—you can’t play baseball in a tiny corner.”

“Just a minute,” exclaimed the council president. “Let’s get this straight. You talked about playing catch and now it’s a baseball game. What were the other fifth graders doing at recess?”

“Oh, they were playin’ baseball out on the diamond, but me and Ted like to play catch alone,” explained Sandy.

Mr. George looked at the two with a friendly smile. “Do you begin to see what’s wrong?” he asked.

Ted grinned. “I guess it’s like Irene and Dave said. The playground is for everybody. There ought to be a way of dividing up space according to how many kids there are.”

“Righto,” said the president. “Any ideas from the rest of you?”

“Yes, this looks like a good school project,” responded Bob. “Let’s get Sandy and Ted to begin the work by finding out how many children there are in our school, how many in each class, and the types of games each group plays.”

“And then an organized playground project could follow, couldn’t it,” continued the president. “Boys, you’ve started something.”

Question number 1:

At recess Ted and Sandy had been

A playing catch by themselves
B playing baseball with the other fifth graders
C playing with the first graders
D playing off the playground

Question number 2:

At the end of the discussion, everyone felt

E unhappy about it
F angry at Ted and Sandy
G ready to work on the problem
H eager to end the meeting

Question number 3:

The story suggests that one good way to work problems is to

A complain about them
B play by yourself
C make new rules
D discuss them with others

Question number 4:

Knowing the number of children and kinds of games they play will be helpful because then

E Ted and Sandy can play catch
F the student council will have nothing more to do
G the playground space can be divided more fairly
H the council adviser will know how many children are in the school

Question number 5:

After their visit to the student council, Ted and Sandy will probably

A keep on complaining about the playground
B work with the student council to solve the problem
C give up playing ball entirely
D play by themselves at recess
Selection VIII)

is the eighth selection. It is a story.

ING TIME—1 minute 30 seconds)

ckdaw once made up his mind that he was of being so drab and would like to make a c. So he went out among the other birds to : which kind he would like to be. Soon he me peacocks walking in the sun.

ok there,” he said to himself, “no other birds handsome as those peacocks. What beautiful reading tails! I shall change into a peacock.”

lew down near the peacocks and picked up a r of their castoff feathers. These he stuck 

y fine I must look, to be sure!” he said to f, looking at his new long tail. “I must go e and show myself to my friends.”

went among a flock of jackdaws whom he strutting very proudly and turning his back ver they came up to speak to him.

they did not care to watch his fine airs. So he o the peacocks and tried to pass himself off as them. They soon found him out, however, illed the feathers from him very roughly. act, while pulling out the peacock feathers, ulled out many of his own also; so that, when d to join his jackdaw friends again, they have nothing to do with him because he so shabby.

ext day he said to himself, “What a foolish have been! How glad I’ll be when my own coat is smooth and grown out again.”

Question number 7:

When the jackdaw decided to change his appearance, the first thing he did was to

A look at other birds
B pull his feathers out
C sit in the sun
D stay with the other jackdaws

Question number 8:

After the jackdaw changed his appearance, he was seen first by

E the peacocks
F some pigeons
G the robins
H the jackdaws

Question number 9:

The jackdaw went back to the peacocks when

A his fellow jackdaws stopped watching him
B he thought the peacocks weren’t looking
C he saw the peacocks being fed
D he saw himself in the lake

Question number 10:

At the end of the story, the jackdaw thinks his regular coat is

E a coat of many colors
F as pretty as a peacock’s coat
G the right coat for him
H too small for him

Question number 11:

This story might help people to

A change their way of walking
B understand how birds feel
C learn to put on airs
D be happy with themselves
Here is the ninth selection. The speaker is telling about butterflies that come every year to a town in California.

Sometime this fall, Pacific Grove will have thousands of visitors. This is not a prophecy, but a fact. Every year these visitors fly in. They come in a huge cloud. In the distance the cloud is black, but, as it nears, it turns a brilliant orange and reveals itself as thousands of monarch butterflies. These beautiful creatures are migrants from southern Alaska.

As soon as the cloud is seen in the distance, the town is in a flurry to get ready for a parade, which is a very colorful affair. The elementary school children dress as butterflies or as some creature related to the butterflies. The high school and the civic bands play as they march down the street.

There is a simple reason for the migration. It is very cold in southern Alaska during the winter months, so the monarchs simply float south with the warm air currents. These currents turn landward off the California coast and cross the Monterey Peninsula near Pacific Grove. There are certain pine trees on this peninsula which attract these butterflies and so they make their home among them for some months. In the spring they fly back to Alaska and lay their eggs before their lives are over.

Question number 12:
The town gets ready for the parade
E when the butterflies appear in the distance
F on the same day each year
G when it gets cloudy
H early in September each year

Question number 13:
The cloud of butterflies looks black
A when it first appears
B when it is overhead
C when the sun is setting
D all the time

Question number 14:
The butterflies fly in a group which might be called
E a swarm
F a herd
G a large V
H a pyramid

Question number 15:
The person who told this story
A hoped the butterflies would come
B knew that the butterflies would come
C had heard that the butterflies would come
D considered it doubtful that the butterflies would come

Question number 16:
When do these butterflies lay their eggs?
E Before they leave Alaska
F While they are in Pacific Grove
G After they leave Pacific Grove
H During the winter months

Question number 17:
The speaker's main purpose in telling this was to have you
A enjoy the description of the parade
B understand about the butterflies' migration
C learn something about southern Alaska
D know why the butterflies are so beautiful
ere is the tenth selection. The speaker is talking to a group of school children.

**DING TIME—1 minute 35 seconds**

I've asked all of you bus riders to meet with me to view the rules about the school bus. Remember this is a privilege which the school gives to you. We expect you to show your appreciation by following a few simple requests.

1. **bus operates on a schedule.** Unless something unexpected happens, it will reach each bus within two minutes of the announced time for all riders. It's up to you to be ready and on time. You'll be no waiting for anyone.

2. **Children must be seated immediately upon boarding the bus.** No one is ever allowed to stand in the aisle or to change from place to place. A sudden stop might cause injury to anyone who is not seated. Talking, scuffling, or throwing things is strictly forbidden. Your driver must give his full attention to driving, watching the road and other drivers. He can't be expected to take on the added responsibility of keeping you children in line.

3. **Same good care you are expected to give to your clothing, your desk, and your books applies also to the bus.** It is school property, too. Finally you're going to have to learn to go along with the wishes of most of the riders about ventilation. If you think the windows should be open and someone else believes it is too cold for that, there's "Closed Windows."

Listening to the rules will make for pleasant and comfortable riding!

**Question number 18:**

is talk is mainly about

1. to get along with the bus driver
2. to be on time at the bus stop
3. to be a good bus rider
4. to sit on the bus

**Question number 19:**

The speaker wanted each listener to

A feel sorry for the bus drivers
B be responsible for the way his classmates act
C sing songs on the bus
D be responsible for his own actions

**Question number 20:**

The children are to remain seated at all times so that

E they won't be injured by a sudden stop
F they will be more comfortable
G the driver can keep his attention on the road
H the driver can see if everyone is there

**Question number 21:**

The amount of ventilation must be decided in terms of

A the month of the year
B the amount of clothing being worn
C the wishes of most of the riders
D each child's wishes

**Question number 22:**

Why are these rules needed?

E Children need to learn rules.
F Some of the parents are complaining.
G The bus driver will quit.
H The safety of all depends upon them.

**Question number 23:**

Were the speaker's requests reasonable?

A Yes, because children should always obey rules.
B Yes, because the children were told why the requests were necessary.
C No, because not every child rides the bus.
D No, because the children didn't know why the requests were made.

**Question number 24:**

With which of the following does each child have to be directly concerned?

E The way other people drive
F The time the bus reaches his stop
G The number of riders
H The condition of the bus

Go on to the next page.
Here is the eleventh selection. The speaker is describing a walk.

(READING TIME—1 minute)

As I walked out in the sun-warmed fields, I heard the grasshopper sparrow buzzing away at his so-called song, while from time to time real grasshoppers flew up with a similar refrain. These are sum-merly sounds, and they somehow seem out of place when May is only at its halfway point.

Here in the depths of the timberland was a different note, but again one that pointed the way to summer days. As I loaed on a bank of fern and water leaf and the fading trillium, a scarlet tanager came scolding through the trees. Just one glimpse of this flaming coal from the tropics, flitting on charred wings through his summer sanctuary, is enough to set any countryman’s pulse to beating overtime . . . and particularly when he is winter-starved for a first glimpse of the blaze of color which this gorgeous migrant lends to every early summer trip afield.

Question number 25:
Where did the speaker walk?
A) Along the country road
B) In the woods but not in the fields
C) In the fields but not in the woods
D) In the fields and woods

Question number 26:
Which is the best title for this description?
E) "A Pleasant Walk"
F) "Signs of Summer"
G) "A Bird Shelter"
H) "First Glimpse of Spring"

Question number 27:
In this description, "winter-starved" means hungry for
A) green vegetables
B) ice and snow
C) warmth and sunshine
D) friendship

If you went with the speaker on this walk, you might share his feeling of
E) impatience
F) sadness
G) weariness
H) joy

Question number 29:
In what way were the sparrow and grasshopper alike?
A) They had both come earlier than usual.
B) They both rested near some ferns.
C) They made similar sounds.
D) They were both hunting for food.

(Selection XII)

Here is the twelfth selection. It is a poem. The title is "Horses."

(READING TIME—35 seconds)

Horses
Went galloping, galloping around the ground
With hoofs beating fast
Kathump, kathump
But one horse slowed down
Trot-trot, trot-trot
He came nearer—slower still
Walk . . . . . Walk.
He came
Right close to me
And stopped
And nuzzled his twitching nose
Against my hand.
So they put the saddle on his back
And a bridle on his head
With reins
For a rider to hold
When he sat
Way up high—astride
Across the horse.
And then they let
Me ride.
tion number 30:
on the poem, you would expect the rider to be
child
man
owboy
oliceman

tion number 31:
ue poet gave us the feeling that he wanted to
de horse
ile the horse
me the horse
le the horse

tion number 32:
some of the words in the poem, the sounds as
as the meanings of the words tell us something.

t do the sounds tell us?
aw fast the horse was going
here the horse went
at the horse liked the speaker
at the speaker liked the horse

tion number 33:
his poem the horse first
ed down to a trot
zled his twitching nose
oped around the ground
ese close and stopped

tion number 34:
he poem “Horses,” the poet expressed his
r of horses
e for horses
weledge about horses
ike of horses

(Selection XIII)

Here is the last selection. The speaker is talking
about an interesting word.

(READING TIME—1 minute 5 seconds)

The other day I heard Wayne’s mother tell him
that he should not touch the fresh cherry pie even if
it *tantalized* him. I got curious about that word
“tantalize” and so I looked it up. The dictionary
said that “tantalize” meant to tease or torment a
person by letting him see something good and then
keeping it just out of his reach.

I knew then what Wayne’s mother meant about
the cherry pie, but I still didn’t know just how that
word got into our language. So I looked that up,
too, and it was fun to see that “tantalize” had a very
exciting story behind it. It seems that a Greek king
named Tantalus was punished by the gods for his
sins. He had to stand in water up to his chin, with
delicious fruit hanging over his head. Whenever
he tried to eat or drink, the fruit or water would
move just out of his reach. So we used his name
to make a word that has lots of meaning—especially
for someone who likes cherry pie as much as Wayne
does!

Question number 35:

You might tell this story to your class if you
wanted to
A get them to read more about words
B help them learn Greek history
C keep them from spelling “tantalize” wrong
D make them feel hungry and thirsty

Question number 36:

The speaker likes
E to spell hard words
F to learn about new words
G to eat cherry pie
H to be tantalized

Question number 37:

Who was Tantalus?
A A Greek king
B One of the gods
C A small boy
D A cook

Go on to the next page.
Question number 38:
You use the word “tantalize” to describe what a person does who
E likes cherry pie
F disobeys
G teases others
H asks a lot of questions

Question number 39:
The story stresses the point that words mean more to us when we
A hear someone use them
B pronounce them correctly
C spell them right
D know the stories behind them

Question number 40:
The speaker looked up the word “tantalize” the second time because
E he forgot what the dictionary said
F he wanted to prove that he was right
G he wanted to know the history of the word
H he thought the first information might be wrong

Close your booklets. Be sure that you have PRINTED your name on your answer sheet and written the other information called for there.

Collect answer sheets first, then test booklets (or books of examination labels if students have them)

Count the test booklets before permitting students to leave, and check the count against the number you should have. If pencils were supplied instruct students to hand them to you as they leave.

At this time, you should write down for the record a description of any unexpected variation from the normal testing procedure that may have occurred. Such incidents need to be in the record considered when scores are interpreted.

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Preparations for Scoring

What materials should be available for scoring?
The following materials should be assembled before scoring:
1. The answer sheets to be scored.
2. STEP Listening scoring stencil for the form used.
3. Pencils for recording scores on answer sheets.

What general rule for good scoring should be followed?
Whether answer sheets are scored by hand or machine, the first rule for good scoring is “Be accurate.” Much of the value of a test is lost and dangerously wrong interpretations can result if there are errors in the scoring of students’ answer sheets. For accuracy, it is advisable to have every answer sheet scored twice—preferably by different people working independently; score disagreements on an answer sheet should be resolved by a third scoring.

Directions for Scoring

How do you obtain raw scores by hand?
The STEP answer sheet has been designed to afford the greatest possible ease, speed, and accuracy in hand scoring.

1. Scan all answer sheets for items for which more than one response has been marked. Wherever a student has marked more than one answer to a question, draw a colored line through all of his answers for that question thus:

If a student has only partially erased one choice, but it is clear that he intends for another marked choice to be taken as his answer, do not mark through the item. But erase complete his “extra” marking so it will not be scored.
ay the STEP Listening scoring stencil on the first answer sheet so that the four dots at the bottom of the answer sheet coincide with the holes at the bottom of the stencil. You then may have to make some minor adjustments so that all of a student’s correct answers show through the stencil.

ount all answer marks (except those marked multiple answers) showing through the holes in the stencil. This gives you the raw score, the total number correct.

record this in the space labelled “No. Right” on the answer sheet by writing through the window on the stencil.

peat steps 2, 3, and 4 for each answer sheet.

heck the scoring. No raw score can exceed 0.

o you obtain raw scores by machine?

can all answer sheets for stray marks and nudges which may affect scoring. Eliminate such marks by careful erasing. At the same time, scan all answer sheets for multiple markings for single questions. Wherever a student has clearly marked two or more answers to a question, cover all his marks for that question with a piece of cellophane tape. This will preserve the marks and yet prevent counting any of them in the raw score.

lace the appropriate STEP Listening scoring stencil in the machine, and with an extra answer sheet marked properly in all correct response positions, check the machine operation. The maximum score is 80.

ert a student’s answer sheet in the machine and close. Read rights only.

record this raw score in the box at the top of the answer sheet.

peat steps 2, 3, and 4 for each answer sheet.

heck the scoring. No raw score can exceed 0.

How do you change raw scores to converted scores?

This is a very important aspect of scoring STEP Listening, since raw scores cannot be interpreted. The same procedure is applicable, whether raw scores have been obtained by machine or by hand.

Turn over the scoring stencil and you will find a table for changing raw scores to converted scores. In the left-hand column, find the number corresponding to a given raw score (No. Right). The converted score corresponding to this raw score is found in the right-hand column. Record the converted score in the blank below the raw score on the face of the answer sheet.

What do you do after obtaining converted scores?

Converted scores are the scores used in describing a student’s performance on STEP Listening. After the converted scores are obtained, turn to the MANUAL FOR INTERPRETING LISTENING SCORES to find out what to do next toward making STEP Listening results useful.
Sequential Tests of Educational Progress

Listening
General Directions

This is a test of how well you can understand the kinds of things that are often spoken aloud to you. You should take the test in the same way that you would work on any new and interesting assignment. Here are a few suggestions which will help you to earn your best score.

1. Make sure you understand the test directions before you begin working. You may ask any questions about any part of the directions you do not understand.

2. You will make your best score by answering every question because your score is the number of correct answers you mark. If a question seems to be too difficult, make the most careful guess you can, rather than waste time puzzling over it.
SECTION FOR PART ONE

The number of short selections will be read aloud to you. These selections will include such items as stories, directions, poems, explanations, and arguments. After each selection, you will hear a group of questions or incomplete statements. Four suggested answers are given with each question or incomplete statement. You must decide which one of these answers is best.

Remember to listen carefully because each selection and each question will be read aloud once and they are NOT printed in your booklet. The suggested answers are printed in your test booklet so you can look at them while you are choosing your answer.

You must mark all of your answers on the separate answersheet you have been given; this test booklet should not be marked in any way. Mark your answer sheet by blackening the space in this row which has the same letter as the answer you have chosen. For example, suppose the following selection and question were read to you:

**Selection**

Old man hurried back to his house, and his armchair was full of many things. When he suddenly saw a fat yellow cat sitting in his best armchair, he could only stand there rubbing his eyes and wondering whose house he was in.

**Question Number 0**

When the old man saw the yellow cat in his best armchair, how did he feel?

Your test booklet would look like this:

<table>
<thead>
<tr>
<th></th>
<th>A Pleased</th>
<th>B Surprised</th>
<th>C Sad</th>
<th>D Angry</th>
</tr>
</thead>
</table>

Since the old man was surprised to see the cat, you should choose the answer lettered B. On your answer sheet, you would first find the row of spaces numbered the same as the question—in the example above, it is 0. Then you would blacken the space in this row which has the same letter as the answer you have chosen. See how the example has been marked on your answer sheet.

Mark your answer marks heavy and black. Mark only one answer for each question. If you change your mind about an answer, be sure to erase the first mark completely.

Do not turn this page until you are told to do so.
PART ONE

1 A keys
   B hooks
   C tools
   D a board

2 E Rough
   F Painted
   G Thick
   H Smooth

3 A have a place to print
   B collect keys
   C make something for father
   D find your key

4 E print the names under the hooks
   F paint the keys different colors
   G draw pictures of them
   H arrange them according to size

5 A the number of hooks you have
   B the number of keys to be hung
   C the place you will hang it
   D the size of print you use

6 E a peddler
   F a traveler
   G a painter
   H a beggar

7 A at least two were twins
   B each was the same amount taller
   C shorter than the next one
   D there were twelve of them

8 E it was difficult to find them
   F she believed they were worthless
   G they were so old
   H she was unfriendly

9 A to the cellar
   B to the parlor
   C to the front porch
   D upstairs

10 E Both the man and the woman
    F Neither the man nor the woman
    G Only the man
    H Only the woman

11 A the letters were taken away
    B she had been proved wrong
    C she received so much more than she expected
    D she had no more letters

Go on to the next page
By asking questions
By watching what happened
By talking to their teacher
By taking a vote

Trays were not held straight
Trays were too small
Trays were carried too high
Trays were too hot to hold

They made a chart for the bulletin board.
They wrote letters to each other.
They made plans for improvement.
They decided to do nothing.

They are easy to draw
They could point out what is wrong
The art classes could do the work
They are fun to make

Make cartoons
Play soft music
Write for the school paper
Set a good example

To teach new songs
To discourage loud talking
To make the time go faster
To excite the children

Thought only of their class
Tried only to stop the loud talking
Thought soft music would solve everything
Thought of ways to improve all the difficulties

A they had asked for a new magazine
B she thought they would enjoy it
C the editor was her friend
D she had it on the shelf

E the name of the magazine
F the name of the editor
G the number of stories
H how the magazine will help the sixth graders

A she is a well-known scientist
B she has been a school teacher
C she has had experience writing for children
D she has children of her own

E “Boys’ Treasure”
F “The Home Scene”
G “Art Magazine”
H “World Adventure”

A she had no more time.
B The children weren’t interested.
C She wanted to read the class a story from it.
D The story doesn’t say.

E a short story
F a serial
G a play
H an article
25 A when he failed in business in Independence
B when he watched the loading of ships at Salem
C when he watched wagon trains depart
D when he heard about Santa Fe

26 E He had two experienced scouts as companions.
F He was a skilled wagon builder.
G He was looking for a new trail to the coast.
H He thought he could make money further West.

27 A traveling fast by night
B riding boldly through the Indian country
C trading trinkets with the Indians
D traveling separately by night

28 E when he went ahead to find a new trail
F when he stopped to help a wounded chief
G when he became separated from his companions
H when he began traveling by day

29 A They thought he was a spirit.
B The story doesn't say.
C The Comanches did not kill.
D His scalp was worthless.

30 E Indians from his own tribe
F white men in the wagon train
G Indians from an enemy tribe
H one of Marsh's companions

31 A they saw a wagon train coming
B they had talked it over
C the chief's granddaughter saw him
D they had prayed to the Great Spirit

32 E supplies and guides to continue his journey
F a share in the Comanche lands
G adoption by the chief
H training in use of Indian weapons

33 A became famous as a doctor
B married the chief's granddaughter
C finally escaped from his captors
D became the Comanche leader

34 E "Suddenly" and "starts"
F "Stillness" and "song"
G "Zigzags" and "darting"
H "Whine" and "bobs"

35 A trying to find out how to fish
B trying to find good places to fish
C deciding whether to take up fishing
D deciding what fishing tackle to buy

36 E too small to keep
F too large to land
G a fairly large one
H too tough to eat

37 A quite disappointed
B perfectly satisfied
C ashamed of his catch
D ready to give up fishing

38 E fishing is good exercise
F catching the fish is the best part
G hooked fish put up a good fight
H fishing is fun

39 A Landing the fish after a struggle
B Putting bait on the hook
C Showing off his catch
D Rowing a flat-bottomed boat

40 E "The Joys of Fishing"
F "A Quiet Afternoon"
G "Landing a Fish"
H "Water Sports"

End of Part One
DIRECTIONS FOR PART TWO

Part Two contains the same kind of material as Part One. Mark your answers in the same way.
PART TWO

1 A playing catch by themselves
   B playing baseball with the other fifth graders
   C playing with the first graders
   D playing off the playground
2 E unhappy about it
   F angry at Ted and Sandy
   G ready to work on the problem
   H eager to end the meeting
3 A complain about them
   B play by yourself
   C make new rules
   D discuss them with others
4 E Ted and Sandy can play catch
   F the student council will have nothing more to do
   G the playground space can be divided more fairly
   H the council adviser will know how many children are in the school
5 A keep on complaining about the playground
   B work with the student council to solve the problem
   C give up playing ball entirely
   D play by themselves at recess
6 E beautiful
   F colorful
   G plain
   H dumb
7 A look at other birds
   B pull his feathers out
   C sit in the sun
   D stay with the other jackdaws
8 E the peacocks
   F some pigeons
   G the robins
   H the jackdaws
9 A his fellow jackdaws stopped watching him
   B he thought the peacocks weren’t looking
   C he saw the peacocks being fed
   D he saw himself in the lake
10 E a coat of many colors
    F as pretty as a peacock’s coat
    G the right coat for him
    H too small for him
11 A change their way of walking
    B understand how birds feel
    C learn to put on airs
    D be happy with themselves
E when the butterflies appear in the distance
F on the same day each year
G when it gets cloudy
H early in September each year
A when it first appears
B when it is overhead
C when the sun is setting
D all the time
E a swarm
F a herd
G a large V
H a pyramid

A hoped the butterflies would come
B knew that the butterflies would come
C had heard that the butterflies would come
D considered it doubtful that the butterflies would come
E Before they leave Alaska
F While they are in Pacific Grove
G After they leave Pacific Grove
H During the winter months
A enjoy the description of the parade
B understand about the butterflies’ migration
C learn something about southern Alaska
D know why the butterflies are so beautiful

18 E how to get along with the bus driver
F how to be on time at the bus stop
G how to be a good bus rider
H how to sit on the bus

19 A feel sorry for the bus drivers
B be responsible for the way his classmates act
C sing songs on the bus
D be responsible for his own actions

20 E they won’t be injured by a sudden stop
F they will be more comfortable
G the driver can keep his attention on the road
H the driver can see if everyone is there

21 A the month of the year
B the amount of clothing being worn
C the wishes of most of the riders
D each child’s wishes

22 E Children need to learn rules.
F Some of the parents are complaining.
G The bus driver will quit.
H The safety of all depends upon them.

23 A Yes, because children should always obey rules.
B Yes, because the children were told why the requests were necessary.
C No, because not every child rides the bus.
D No, because the children didn’t know why the requests were made.

24 E The way other people drive
F The time the bus reaches his stop
G The number of riders
H The condition of the bus
25 A Along the country road  
   B In the woods but not in the fields  
   C In the fields but not in the woods  
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26 E "A Pleasant Walk"  
   F "Signs of Summer"  
   G "A Bird Shelter"  
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27 A green vegetables  
   B ice and snow  
   C warmth and sunshine  
   D friendship  

28 E impatience  
   F sadness  
   G weariness  
   H joy  

29 A They had both come earlier than usual.  
   B They both rested near some ferns.  
   C They made similar sounds.  
   D They were both hunting for food.  

30 E a child  
   F a man  
   G a cowboy  
   H a policeman  

31 A feed the horse  
   B saddle the horse  
   C name the horse  
   D ride the horse  

32 E How fast the horse was going  
   F Where the horse went  
   G That the horse liked the speaker  
   H That the speaker liked the horse  

33 A slowed down to a trot  
   B nuzzled his twitching nose  
   C galloped around the ground  
   D came close and stopped  

34 E fear of horses  
   F love for horses  
   G knowledge about horses  
   H dislike of horses  

Go on to the next page
A get them to read more about words
B help them learn Greek history
C keep them from spelling “tantalize” wrong
D make them feel hungry and thirsty
E to spell hard words
F to learn about new words
G to eat cherry pie
H to be tantalized

A A Greek king
B One of the gods
C A small boy
D A cook
E likes cherry pie
F disobey
G teases others
H asks a lot of questions

A hear someone use them
B pronounce them correctly
C spell them right
D know the stories behind them
E he forgot what the dictionary said
F he wanted to prove that he was right
G he wanted to know the history of the word
H he thought the first information might be wrong

End of Test