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A diagnosis of the reading abilities of sixth grade pupils

Evelyn Priscilla Walthall

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A DIAGNOSIS OF THE READING ABILITIES
OF SIXTH GRADE PUPILS

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS

BY
EVELYN PRISCILLA WALTALL

SCHOOL OF EDUCATION

ATLANTA, GEORGIA
JUNE 1958
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E.P.W.
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CHAPTER I

INTRODUCTION

Rationale.—The purposes and objectives of reading instruction have been revised, broadened, and extended so that the modern school offers rich and worthwhile reading experiences the chief purpose of which is the preparation of the child for living in a democratic society. This is being achieved by differentiation in instruction and reduction of regimentation; by socialization of the objectives of reading instruction; by emphasis on meaning and critical interpretation rather than upon drill, by recognition of individual and group needs; and by careful guidance in learning when and how to use language as well as when to listen. Autocratic teaching is being superseded by techniques for educational guidance evolved in modern schools; hence, a major purpose of the modern school is the development of wholesome personality based on social and emotional adjustment as contrasted with the undue emphasis upon learning of subject-matter in the traditional school.

In modern schools reading instruction is based on the notion that reading is a process, not a subject. Reading is conceived to be a social tool to meet social needs. The child lives in a language world where reading and listening play a dominant role in social and emotional adjustment. He is besieged on every side with bill boards, books, newspapers, magazines, radio, and television programs, and many barrages designed to influence his views and opinions. In this way, reading interests are broadened and attitudes of wanting to read are nourished.

Society has been keen and alert in recognizing the fact that reading difficulties are a threat to an effective citizenry, especially when they
prevail in at least two-thirds of the public school systems over the country. Similarly, the teacher or clinician realizes that he or she must diagnose problems in order to eliminate them as expeditiously as possible. She must be able to control developmental reading in order to prevent reading difficulties. Again, she must be able to administer treatments for reading difficulties.

She realizes that each child goes through developmental sequences of learning to read at his own unique rate. No two children, each with his unique rate of growth in reading, could be expected to require the same time to develop any one aspect of the reading sequence.

There is a need for diagnostic study in the classroom if the teacher is to have an effective reading program. A diagnostic analysis of the class locates and identifies specific strengths and weaknesses in the performances of the individual learner through the administering of tests and through other types of observation. Once weaknesses and deficiencies have been identified, the modern teacher who is familiar with effective diagnostic procedures takes steps to determine the nature of difficulties.

For the teacher to do effective planning for her classroom tasks, she must know the children she teaches; know the materials of instruction; build readiness; make reading purposeful to the pupil and must show him how to go about his reading task. Reading interests and activities and consequently, reading abilities are greatly influenced by the attitude of the home and community toward reading. When reading is obviously enjoyed and respected by a family and neighborhood, the children tend to become zealous and competent readers; when reading plays little or no part in the life of these intimate circles, the children tend to neglect it. The better reading
abilities are developed in no small measure in wholehearted absorption in reading to at least a moderate degree outside of the school and independent of school requirements. Many children have the desire to read at home or in a neighborhood library but fail to find suitable material. Sometimes, too, a pupil's progress is upset by parental neglect or by unfortunate interference due to ignorance or misunderstanding of the school's purposes and methods. Reading is more than an all-school problem. It is a home and community problem.

**Background for This Study.**—The school is the community center for adults as well as for children. There are many factors which affect reading achievement. The home, school, and community are highly influential factors in developing pupils' reading abilities. In the writer's community the environmental surroundings do not give the majority of children a highly varied and happy experience.

Records of achievement and school progress show that many boys and girls fail each year to make normal progress. A surprisingly large number of these pupils are retarded from one to four years. Diagnostic studies which have been made show very clearly that a very large percentage of these pupils can be helped.

Twenty of the twenty-five pupils for this study entered E. P. Johnson School in the first grade. The other five pupils were transferred from another elementary school in the Atlanta Public School System.

A cumulative permanent record is kept for each pupil in the elementary school. Each teacher from the first grade through the seventh grade records the pupil's scholastic progress; attendance, test results; medical information, and citizenship record. Each year the pupils are given a test;
intelligence test or an achievement test. It was a general pattern of all pupils, except one, that the test results were from one to three years below the grade level. For one pupil last year's achievement test results were the same as her grade level.

The pupils' basic skills, habits, and attitudes were developed slowly as they passed through lower and intermediate grades. They were not willing to face responsibilities. They were not interested nor attentive.

There is a dire need for an analytical approach to classroom reading processes in the writer's community to alleviate the wide range of retardation. It is very important that the diagnosis be made in the upper elementary grades because it is the elementary school teachers' last period for aiding pupils in the development of fundamental skills, attitudes and understandings and appreciations that will make an effective citizen. Reading is one of these most important skills.

Statement of the Problem.—This was a diagnostic study of the reading processes of a group of sixth grade pupils at E. P. Johnson Elementary School, Atlanta, Georgia, in terms of general backgrounds; levels of expectancy; general reading status and specific analysis of reading abilities and possible causes of the difficulties.

Purposes of the Study.—The purposes of this study were:

1. To secure background data concerning home, school, and general personal history.
2. To establish levels of expectancy through some measures of capacity and alertness.
3. To determine the reading status of the group.
4. To analyze general reading comprehension, word recognition and other factors influencing reading.
5. To determine the possible cause or causes of the difficulty.

6. To summarize and use the data for basic implications pertinent to an effective reading program for sixth grade pupils.

Definition of Terms. — For the purpose of understanding terms used in study the following have been defined:

1. **Diagnosis** is discovering a cause or causes for a pupil's retardation in reading.

2. **Retarded** - A retarded reader is defined as the pupil whose reading age is below the expectancy for his chronological age school grade as measured by standardized reading test.

3. **Reading Capacity** - This is the measure of the hearing level of the individual and is indicative of his possible reading capacity—what the pupil can learn.

Methods of Research. — The study utilized two types of research, descriptive and case study. The descriptive survey constituted the chief method of investigation into general status, expectancy levels, and group analysis. The writer canvassed the group as a whole through standardized and informal tests. On the other hand, however, in seeking background data and in analyzing reading abilities, she engaged in many of the procedures defined as "case analysis."

Description of Locale and Subjects. — E. P. Johnson Elementary School is located in the southeastern section of Atlanta. It is one of several public elementary schools that accommodate the children who live in this section of Atlanta.

A recent survey made by the school revealed that the levels of training of the members of the community ranged from elementary to college and that the economic conditions were low and housing problems numerous.

Most of the parents pay high rent for their living quarters. They do not have all modern conveniences, such as hot and cold running water,
electric lights, etc. Many of the children are from overcrowded homes, from broken homes of the lower income brackets.

Regardless of congested home conditions and low income brackets of large families, most of them have a radio, record player or a television in the home. Emphasis was not placed on the type of program that should be heard, or types of comic books, magazines, books, or newspapers that should be read; hence, there are not many children in the group with a desire to read. They like such books or programs as "Superman", "Piano Red", and "American Bandstand". They live in fantasy land.

The pupils used in this study had chronological ages ranging from ten years old to thirteen years old. The majority of them attended Johnson from the first grade to sixth. There is a general need for basic skills, habits, attitudes, and appreciation to be stressed.

Our school evaluated the Reading program last school term and found the needs for effective reading in all classrooms. There is only one remedial teacher for this large school. Although the Atlanta Public School System offered a Summer Reading Program, the majority of pupils who needed to go and obtain optimum opportunity for growth were unable to attend because their parents could not pay the fee, carfare and meet other home responsibilities.

The school is the only agency to help the pupils. During the fall of 1956 the writer gained first-hand, practical experiences in diagnostic procedures. The study grew out of this experience.

Limitations of the Study.—The study was made during the school term, 1957-58. The Kuhlmann-Anderson Intelligence Test, Standardized Oral Reading Test, Durrell-Sullivan Reading Capacity Test, Durrell Sullivan Achievement Test, and Group Diagnostic Reading Aptitude and Achievement Tests,
were given to twenty-five pupils in the Sixth Grade at E. P. Johnson Elementary School, Atlanta, Georgia.

The instruments used are effective enough to identify possible areas of cause, but they are not designed to make an intensive probe of fundamental causation.

Description of Instruments.—


The 1952 edition of the Kuhlmann-Anderson tests represents the sixth edition of this well known test series first published in 1927. As before the test battery consists of 39 tests, each test with 6 to 24 items or trials. The tests cover the ability range from first grade through high school. Tests have been arranged in order of difficulty based upon the median chronological age of children able to pass half of the trials and no more. All booklets but two contain 10 tests so that each battery includes a few of the tests found in the next higher level as well as a few in the next lower level. The abilities of school children are relatively undifferentiated, at least as compared with adults. Hence, the median mental age is a satisfactory way of determining the level at which a child typically functions in a test of this sort.

Validity is defined in terms of discriminative capacity, that is, of the ability of tests to detect differences in mental development over the age range covered. The test battery is able to differentiate satisfactorily among children who are old-for-grade, young-for-grade, and on-grade.

Reliability of the test is high in terms of the split half coefficient
and standard error of a score (5.5 points of I.Q.) which compares favorably with the same error of measurement in the 1937 Stanford Binet.

2. **Standardized Oral Reading Paragraphs** by William S. Gray, 1915. This is an early test which has been in use for many years which consists of 12 paragraphs of increasing difficulty to be read orally by the subject. It is designed for grades 1 through 8. A single composite score based on reading rate and number of reading errors is found. A complete record of individual errors, together with qualitative observations made during the test, provides a basis for subsequent diagnostic analysis of reading difficulties.

The total scores have adequate reliability, and the norms have been established on large and representative samples of the school populations.

3. **Durrell-Sullivan Reading Capacity Test, Intermediate, Form A** for grades 3-6 1937-45. The tests provide simple means for identifying poor readers among pupils in grades 2-6. Authorities estimate that 10 to 20 per cent of pupils in grades 2-6 fall in the category of poor readers; consequently, the need for tests to distinguish pupils with reading deficiencies from those who are intellectually slow in development is urgent.

This test measures comprehension of spoken language and is composed of two sub-tests. On Test 1, Word Meaning, the hearing vocabulary is measured by having the child find pictures which illustrate the words pronounced by the examiner. The test consists of seventy words which are tested by fourteen groups of pictures. Test 2, Paragraph Meaning, consists of twelve paragraphs graded in difficulty, each of which is accompanied by a group of pictures illustrative of possible phases of the story. Each paragraph is read aloud to the child, after which five questions are asked, which,
if answered correctly, will demonstrate the child's understanding of the paragraph read. The child indicates his responses to the questions by marking the number of the picture which illustrate the answer to each question.

The selection of the test items is 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 reability coefficients provided by the authors are highly satisfactory.


The Durrell-Sullivan Reading Capacity and Achievement Tests are published separately in an intermediate and an advanced form. The intermediate test is available in two equivalent forms; Form A and B. This test consists of four tests:

- **Test 1. Word Meaning.** This test closely parallels the Word Meaning test of the Reading Capacity Test. It is multiple choice in form, and contains seventy-five items.

- **Test 2. Paragraph Meaning.** This test consists of twelve paragraphs, graded in difficulty, which parallel closely the Paragraph Meaning test of the Reading Capacity Test. Comprehension of each paragraph read by the pupil is measured by five multiple-choice questions which measure five different aspects of reading ability.

- **Test 3. Spelling.** This test is optional, and is to be given at the discretion of the examiner. Twenty words are presented for each grade level.

- **Test 4.** This test is optional. The child reads a paragraph suited to
his grade level, and writes from memory a summary of what he has read.
This test is particularly valuable if the group tests are to be followed.

5. **Group Diagnostic Reading Aptitude and Achievement Test Intermediate Form, (Grades 3 to 9),** by Marion Monroe, Specialist in Remedial Instruction, Public Schools, Pittsburg, Pa., and Eva Edith Sherman, Director of Testing and Evaluation, Public Schools, Santa Barbara, California.

The test is divided into three main parts: (1) Educational Data, (2) Word Discrimination Data, and (3) Aptitude Data.

The sub tests under the Educational Data are: (1) Reading Test which is divided into paragraph meaning, speed of reading and word discrimination, from which an average grade score was obtained; (2) Arithmetic Test, and (3) Spelling Test. A grade score was obtained for each.

Word Discrimination Data has only one section which includes sub tests of (1) Vowels, (2) Consonants, (3) Reversals, and (4) Additions and Omissions, from which percentiles for grade have been computed. There are four sections of Aptitude Data: (1) Visual Memory, with sub tests of letter memory and form memory; (2) Auditory, which sub tests of letter memory and orientation; (3) Motor, with sub tests of copying test and cross-out letters, and (4) Language which has only one section - vocabulary. The aptitude data were converted to percentiles for various age levels.

The test has an educational profile and diagnostic profile. There are two diagnostic profiles: Word Discrimination and Aptitude.

The pertinent facts about Group Diagnostic Reading Aptitude and Achievement Tests were obtained through corresponding with Dr. Edith S. Jay, Los Angeles, California.

The Group Diagnostic Tests were originally developed in the Pittsburg,
Pennsylvania Public Schools during years 1930-1938 by Dr. Marion Monroe who was at that time the Reading Specialist there. They were meant only for screening purposes to refer children to the clinic. The public schools had a very good reading clinic where examination and diagnoses were made for severe retardation in reading.

Dr. Sherman Jay used the test in doctoral research. The data were collected in the Champaign, Illinois Public Schools during 1945. All fourth grade children in the system were included. The results, based on 200 cases gave the correlations which may suggest its validity.¹

The Science Research Associates have been developing two forms of this test under the name SRA Reading Analysis.

Related Literature.—In the survey of related literature the writer has considered (1) Suggestions concerning effective reading and adequate reading programs, (2) What constitutes reading diagnosis, and, (3) Related studies pertinent to the present one.

The first area of the survey provides a background for diagnosis, for if a teacher or clinician does not know what constitutes satisfactory reading achievement at a given level, he or she cannot evaluate properly the extent of strengths and weaknesses among the pupils. Nifeneker,² in appraising the pupils' reading ability, summarizes objectives which seek to answer vital questions for a teacher who is planning an effective reading program at the upper elementary level. He says:

1. The pupil develops interest in reading.
2. The pupil gets meaning from the materials he reads.
3. The pupil becomes independent in basic reading skills.
4. The pupil learns how to find and use printed matter.
5. The pupil acquires desirable attitudes through reading.

Inherent in these objectives is the idea that learning to read is a continuous process for which the program must be geared to prepare the child to meet reading requirements that confront him. The total program is an integral part of the development of the child and thus must be in line with his growth pattern if it is to be highly effective. Betts\(^1\) recognizes this fact and says:

Reading teachers begin with the pupil's present level of reading achievement, not with the level designated by the pupil's grade classification... A child with "primer-level" reading in the sixth grade would be nearly ready for so-called seventh grade activities if the teacher started where he is (i.e. with pre-primer materials) rather than having him drill on sixth grade materials.

...Guidance should be provided whenever or wherever reading activities are involved. This is a sound approach to solving present reading situations. Reading abilities are improved to the degree that every teacher develops competency in the guidance of learning activities that require the use of reading skill.

Other writers who hold this opinion are Richmond\(^2\), and Gray\(^3\).

This line of reasoning leads logically to the next area of this survey. Diagnosis of reading abilities through tests and other procedures has received wide attention in the literature. Bond and Brueckner\(^4\) state that an analysis of test reveals to the teacher the weak spots in the work of pupils

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and thus establishes a basis for organizing instruction according to group or individual needs.

This significance of the testing program is emphasized by several authors. Witty\(^1\) described several cases in which the pupils felt insecure and withdrew from the group. The teacher used tests in determining the abilities of the pupils in the group and was then able to make plans, which, when executed, gave them an entirely new perspective and satisfactory achievement.

Garrett\(^2\) gives specific information in the relation of testing and its interpretation to the reading abilities of the individual.

Similarly, Adams, Gray, and Reese\(^3\) make a vital statement in their basic text:

> Educational tests, because of their definiteness and objectivity, reveal to the teacher the status of achievement of his class. They point out individual differences in achievement and capacity.... Tests themselves have little or no power to bring about changes in pupil achievement as a mere result of their use.

Not only do authorities stress tests as excellent instruments for diagnosis of reading abilities and difficulties, but they discuss causal factors have been treated by several sources, but a recent volume by Bond and Tinker\(^4\) represents an adequate summary of thinking in the matter. They

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discuss physiological, neurological, general health, social, intellectual and educational factors which must be taken into account in the process of diagnosis. The opinion is substantiated by such outstanding writers and investigators as Robinson,\textsuperscript{1} Blair,\textsuperscript{2} Carter\textsuperscript{3} and McGinnis,\textsuperscript{4} Gates,\textsuperscript{5} and others.

Diagnosis of reading difficulties can be done through inventory, observation and different types of tests: (a) pencil and paper; (b) informal and (c) mechanical instruments such as telebinocular.

Witty and Kopel\textsuperscript{6} reported a correlation of about six between reading test and intelligence-test scores, which they asserted was too low to predict one from the other. They pointed to the similarity in types of questions used in group tests of intelligence and reading tests, as an explanation for part of this relationship.

The kind of guidance which will broaden and extend the reading activities begun in the primary grades and will also stimulate the child to do the rich and meaningful reading which spells fundamental success in the

\begin{flushleft}
\textsuperscript{3} Homer Carter and Dorothy McGinnis. \textit{Learning To Read} (New York: McGraw Hill, 1953)
\textsuperscript{4} Ibid.
\textsuperscript{6} Helen M. Robinson, \textit{op. cit.}, pp. 65-66.
\end{flushleft}
intermediate grades resolves itself into a number of specific instructional jobs. The more important of these may be listed as follows:  

1. **Basic Reading Instruction.** Basic series of readers supplemented with related matter provide the materials.

2. **Continuation of the Developmental Program.** The child advances to the higher levels of the program for developing word recognition, vocabulary, and comprehension in grades four to six.

3. **Study Skills.** These are needed considerably to deal with all the work-type reading encountered.

4. **Reading in the Different Subject Fields.** New skills must be learned to develop proficiency in reading in such areas as geography, history, science, and mathematics.

5. **Oral Reading.** It is highly desirable to learn how to read well before an audience.

Usually, following discussions of diagnosis of reading abilities and disabilities there are discussions of programs which when based on valid findings have proved effective.

Bond and Fay\(^2\) conducted a remedial reading clinic at the University of Minnesota to provide an opportunity for teachers to gain first-hand, practical experience in remedial reading techniques. The specific points of weakness and possible casual factors were found by the teachers to be as follows:

1. Over-emphasis on phonetic analysis.

2. A negative attitude toward school and reading.

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3. Faulty word recognition techniques and no systematic method of word analysis.

4. A number of difficulties related to poor reading habits.

5. Fatigue and inattentiveness.

As a result of attacking these problems in five months attending the clinic, the pupils achieved five times as much as their previous achievement.

Monroe in her study of *Children Who Cannot Read* emphasized the importance of diagnostic and remedial work, described types of causes, suggested causes of difficulties in reading and offered practical suggestions for remedial instruction.

Davis made an analytical study of reading abilities of Negro children in the fourth, fifth, and sixth grades of certain consolidated schools of North Carolina. Her findings revealed that too often children in the second, third, and fourth grade reading abilities were below the grade level norm. She concluded that there is a dire need for having more accurate methods of checking the pupils' actual reading abilities.

Tillman made a diagnostic study of reading difficulties of children in the third and fourth grades of Smyra Elementary School. She did case studies with eight pupils. The analysis included data concerning pupils' (1) home background, (2) health, (3) personality (4) school history and

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interests were secured by writer, from cumulative record sheets, previous classroom teachers records, school health nurse and home visitations. The writer concluded: that remedial instruction of this individualized nature is beneficial and might be expanded to include cases throughout the school; that diagnostic procedures used in the study were highly valid in that all the cases showed appreciable gains toward improved reading.

Summary.--In reviewing studies related to this problem, the writer concluded that:

1. There is a dire need for diagnostic and remedial work in the classrooms.

2. Pupils should be grouped as homogeneously as conditions will permit; however, instruction should be done on an individual basis within the group.

3. Case work is gaining increasing importance as a method of investigation.

4. There is a need for an effective testing program regularly in order for students to form habits, attitudes and adjustments that would give a truer picture of their capacity and achievement abilities.
CHAPTER II

PRESENTATION AND INTERPRETATION OF DATA DESCRIBING THE READING ABILITIES OF THE SIXTH GRADE PUPILS

Purpose of the Chapter

The primary purpose of this chapter is to report findings which constitute this diagnostic study of reading abilities. In accordance with the purpose of the study they are organized thusly: (1) background data concerning the home, school, community and personal history, (2) levels of reading expectancy, (3) reading status of the group, (4) analysis of reading abilities, (5) determining of causes of reading disabilities, and (6) summarization of data for basic recommendations pertinent to an effective reading program for these and similar sixth grade pupils.

Procedure Used in the Present Study

The general procedure of the study followed the steps just enumerated. In securing background data concerning the twenty-five sixth grade pupils, the writer made use of a questionnaire based on an interest inventory devised by Witty.\(^1\) The questionnaires were given to pupils to fill out during class periods so that needed help might be easily available. Interviews and home visits cleared questions that pupils were unable to answer.

Instruments used in meeting the requirements of each of the other steps were Kuhlmann-Anerson Intelligence Test, Durrell-Sullivan Reading

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\(^1\) Paul Witty, *op. cit.*, pp. 301-305.
Capacity Test and the arithmetic section of the reading diagnostic test, for establishing levels of expectancy in reading; reading achievement sections of the various tests and the Standardized Oral Reading Paragraphs, for determining general reading status; the Group Diagnostic Reading Aptitude and Achievement Tests, tests of vision and other pertinent sections of achievement tests, for analyzing reading disabilities; and all test results for the summarization.

Tables and discussions, statistical measures, percentages and an estimated reading expectancy formula comprised the main tools used in ordering the data. Specifically, the main statistics used were the mean, its standard error, the median, standard deviation and range of scores. The reading expectancy formula was taken from material done by Bond and Tinker.¹

Background Information Concerning the Sixth Grade Pupils

Background information was secured mainly through the questionnaire. Interviews with parents, relatives or guardians, were held in their homes as well as at school. The accumulative permanent record sheets of pupils and interviews with former teachers were also used.

Parental Background of the Sixth Grade Pupils.—Table 1 shows that 56 per cent of the twenty-five pupils were members of a family group, 44 per cent of the pupils were members of a broken family. It was interesting to note that pupils were living with grand parents and other relatives while parents lived somewhere else in the city. In one case

¹ Guy Bond and Miles Tinker, op. cit., pp. 78-9.
the court gave the children to uncle and aunt because the mother was unfit to rear her children.

**TABLE 1**

**PARENTAL BACKGROUNDS OF TWENTY-FIVE SIXTH GRADE PUPILS**

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>Per Cent of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils who live with both parents</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>Pupils who live with mother only</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Pupils who live with step parents</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Pupils who live with grand parents</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Pupils who live with other relatives</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>

**Occupational Areas of Parents of the Sixth Grade Pupils.**—In general the occupational areas of the pupils' parents were limited. Table 2 indicates that 88 per cent of the parents were unskilled workers. Their earning power was low, and the disadvantages accompanying unskilled labor manifested themselves in longer working hours, few possibilities for appreciable salary increases and lack of incentive for improvement in the particular areas in question. Only two of the parents saw that someone took care of the children while they are working.

**Extent of the Sixth Grade Pupils' Participation in Community Activities.**—The data regarding community participation revealed the general interests which characterize the usually descriptions of boys and girls at the age level. It was noticeable, however that actual participation restricted itself to the church and only a few other agencies.
### TABLE 2

**OCCUPATIONAL AREAS OF PARENTS OF TWENTY-FIVE SIXTH GRADE PUPILS**

<table>
<thead>
<tr>
<th>Types of Work</th>
<th>F</th>
<th>Per Cent of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Skill</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Postal Clerk, Mechanic, Cement Finisher</td>
<td>3</td>
</tr>
<tr>
<td>Semi-Skilled</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Truck Drivers</td>
<td></td>
</tr>
<tr>
<td>Unskilled</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Janitors, Porters, Maids in Factories, buildings, Domestic workers, Laundry workers</td>
<td>22</td>
</tr>
</tbody>
</table>

| N             | 25 | 100 |

### TABLE 3

**EXTENT OF TWENTY-FIVE SIXTH GRADE PUPILS' PARTICIPATION IN COMMUNITY ACTIVITIES**

<table>
<thead>
<tr>
<th>F</th>
<th>Per Cent of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Pupils attending Church in the community</td>
<td>23</td>
</tr>
<tr>
<td>Number Pupils attending Sunday School in the community</td>
<td>23</td>
</tr>
<tr>
<td>Number Pupils attending Church and Sunday School in other communities</td>
<td>2</td>
</tr>
<tr>
<td>Number Pupils active in Sunday School and Church</td>
<td>25</td>
</tr>
</tbody>
</table>

From the data in Table 3 it is evident that the pupils took an active part in the church. Ninety-two per cent of the pupils attended...
churches and Sunday schools. Fifty-three per cent of them were attracted to the numerous Baptist Church programs, 39 per cent attended the Methodist churches in the community. One pupil attended the Church of Christ in the westside community and another pupil attended Holiness church in the Edgewood community.

All pupils were actively performing duties as junior ushers and usherettes, members of junior choirs, junior church and junior missionary auxiliaries.

### TABLE 4

**COMPARISON OF TWENTY-FIVE SIXTH GRADE PUPILS' PARTICIPATION IN CLUBS FROM SEPTEMBER THROUGH NOVEMBER, 1957**

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>Per Cent of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils members of Clubs at the beginning of the term</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Pupils members of Clubs in two months</td>
<td>24</td>
<td>96</td>
</tr>
</tbody>
</table>

Comparison of Pupils' Participation in Clubs from September through November, 1957.—Continuous observation of records and data from the pupils' questionnaires indicated considerable increase in club-participation during this period. Table 4 provides a comparison of pupils' Club activities at the beginning of the term, September 3, 1957, and two months later. Only three girls were members of a Camp Fire Girls' Group; one boy was a member of the Boy Scout Troop at Allen Temple A. M. E. Church. In two months or more 96 per cent of pupils were initiated into

Extent of the Sixth Grade Pupils' Personal Experiences.—Data presented in Table 5 showed that the pupils' experiences had been limited in travel, activities involving pets, various hobbies, and participation in sports. Forty per cent of the pupils had travelled to Warm Springs, Georgia; New York City, Chicago and other historical places in America. The pupils appreciated club advisers' planning excursions for their pleasure. Forty-eight per cent of the pupils had pets such as cats, dogs, fish, and chickens, but in very few instances did they indicate widening interests which would have acquainted them with various types of animals and fowls. The largest percentage of activity was reported in the area of sports such as basketball, football, baseball, volley ball, and bat ball games. Here the per cent was eighty or above. In the area of hobbies, 9 per cent of pupils reported only a few such as playing the piano.

Personal Preferences and Outstanding Wishes of the Subjects.—Inquiry into these areas of preferences and desires brought varied responses

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>Per Cent of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils who have travelled</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Pupils who have pets</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>Pupils who participate in sports</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Pupils who have hobbies</td>
<td>9</td>
<td>36</td>
</tr>
</tbody>
</table>
from the group. In the area of preferences, 56 per cent of the pupils liked to ride, although in many instances their families did not have enough money to allow them an opportunity to travel. Television programs often provided vicarious travelling experiences and stimulated their curiosity about distant places.

TABLE 6
PERSONAL PREFERENCES AND OUTSTANDING WISHES OF THE TWENTY-FIVE SUBJECTS

<table>
<thead>
<tr>
<th>Types of Wishes</th>
<th>F</th>
<th>Per Cent of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Trip to Dayton, S. Carolina, New York, see friends, cousins)</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>Vocations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Secretary, Teacher, Dress Designer, Patrolman, Bus operator, Artist, Singer, nurse, truck driver, Artist, nurse, laundryman, coach singer)</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>Toys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Pair of baseball gloves, bicycles)</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>House &amp; Money</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Money buy horse, house, grocery store, wanted a piano in the home)</td>
<td>7</td>
<td>35</td>
</tr>
</tbody>
</table>

Boys revealed outstanding preferences for boys and games. They expressed high interest in such things as baseball gloves, bicycles, balls of various types and cow-boy paraphernalia. These expressed preferences were in full agreement with activities listed at an earlier point in this section.
Boys and girls reflected their preferences and wishes in their listing of vocational plans. At least 19 per cent had developed active interest in such specific vocations as secretarial jobs, teaching, and vocal music.

From the pupils' reactions to the question concerning what they would do if they had money, the main answers were to buy a home, a grocery store, or a piano.

The Sixth Grade Pupils' Personal Preferences on TV and Radio Programs.—All pupils had a radio or a television. Table 7 shows the varied interests of the pupils. There it may be noted that all pupils were interested in rhythm, such as "American Band Stand" and "quartett singing," programs that had special appeal were cowboy stories, games, and Mickey Mouse.

The majority disliked continued stories, such as "Superman" and "Edge of Night" and others.

Books Found in the Twenty-Five Pupils' Homes.—Table 8 shows the types of books purchased for pupils to read. It was observed that 96 per cent of the books were on the primary level. They appealed to the pupils because of their pictures and large print which were easy to scan. For example, "Mother Goose," "Three Little Pigs," and "Three Bears."

Ninety-six per cent of the titles listed were comic strips found in daily newspapers, such as "Dick Tracy", "Popeye the Sailor," and "Superman." Ninety per cent of their books were TV titles, i.e. "Dick Tracy," "Superman" and others.
TABLE 7
THE TWENTY-FIVE SIXTH GRADE PUPILS' PERSONAL PREFERENCES IN TV AND RADIO PROGRAMS

<table>
<thead>
<tr>
<th>Program</th>
<th>F</th>
<th>Per Cent of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Band Stand</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Cowboy Stories</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Games</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Church Program</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Mickey Mouse</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Perry Como</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Club House Gang</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>Alley Pat</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>News</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>Piano Red</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>Amos and Andy</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Story Hour</td>
<td>8</td>
<td>32</td>
</tr>
</tbody>
</table>

Established Levels of Expectancy for the Sixth Grade Pupils.—Efforts were made to establish levels of administering three types of instruments based on (1) Kuhlmann-Anderson Intelligence Test; (2) Durrell-Sullivan Reading Tests and (3) Monroe-Sherman Group Diagnostic Reading Aptitude and Achievement Tests, Arithmetic section.

The norms were set for the standardized tests. Formulae were used to obtain the IQ from the sixth grade pupils' performances on the Kuhlmann-Anderson Intelligence, and on the basis of this test the Expectancy formula was used.
TABLE 8
BOOKS FOUND IN THE TWENTY-FIVE PUPILS' HOMES

<table>
<thead>
<tr>
<th>Titles of Books</th>
<th>F</th>
<th>Per Cent of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother Goose</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Three Little Pigs</td>
<td>24</td>
<td>96</td>
</tr>
<tr>
<td>Three Bears</td>
<td>20</td>
<td>86</td>
</tr>
<tr>
<td>Robin Hood</td>
<td>16</td>
<td>64</td>
</tr>
<tr>
<td>Donald Duck</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>Dick Tracy</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>Blondie</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>Winnie Winkle</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>Superman</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>Popeye the Sailor</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>The New World</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Rex Allen</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Lincoln the Unknown</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Annie Oakley</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>The Old-Fashioned Girl</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Super Circus</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>The World that Passed By</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Tom and Jerry</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
The Expectancy formula was Years in School x IQ / 1.0 = Expected Reading Grade. The mid-point of each class interval of the obtained distribution of scores was used to represent that particular group of pupils.

Established Levels of Expectancy for the Sixth Grade Pupils Based on Kuhlmann-Anderson Intelligence Test and the Expectancy Formula.--In Table 9, it may be noted that the inclusive range of scores made on the Kuhlmann-Anderson Intelligence Test was from 71 to 126, with a mean of 87.60, a median of 83.50, a standard error of the mean of 2.64, and a standard deviation of 12.05. These obtained statistics indicated that the performances of the pupils were fairly wide in dispersion and slightly skewed toward the lower end of the distribution. Further inspection showed, however, that in general the scores tended to approach normality in that 52 per cent of the cases fell below the mean, while 40 per cent were above the mean class intervals. Eight per cent of the cases fell within this interval. The mean mental age was 9 - 2.

In summation, it seemed plausible to conclude that as a group this sixth grade class tended to be decidedly below the national norm, but fairly well-balanced in distribution of the aspects of intelligence measured by this test. They were wide enough in dispersion to display an appreciable degree of heterogenuity as was particularly evident when the scores were converted into mental ages which ranged from 13-11 to 8-0.

Table 10 shows the expectancy reading mean grade level 5.8, a standard deviation of 12.05, and standard error of the mean 2.64. The expected reading grades were positively skewed.
TABLE 9
GENERAL DISTRIBUTIONS AND OBTAINED IQ'S BASED ON TWENTY-FIVE SIXTH GRADE PUPILS' PERFORMANCES ON KUHLMANN-ANDERSON INTELLIGENCE TEST

<table>
<thead>
<tr>
<th>CI</th>
<th>F</th>
<th>Per Cent of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>125 - 129</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>120 - 124</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>115 - 119</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>110 - 114</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>105 - 109</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>100 - 104</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>95 - 99</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>90 - 94</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>85 - 89</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>80 - 84</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>75 - 79</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>70 - 74</td>
<td>3</td>
<td>12</td>
</tr>
</tbody>
</table>

N = 25

Range of IQ = 71 to 126
Mean = 87.60
Median = 83.50
Standard Deviation = 12.05
Standard Error of Mean = 2.64
MA = 9 - 2
CA = 11 - 3
# TABLE 10

**TWENTY-FIVE SIXTH GRADE PUPILS' READING EXPECTANCY GRADE LEVELS BASED ON KUHLMANN-ANDERSON TEST RESULTS AND THE READING EXPECTANCY FORMULA**

<table>
<thead>
<tr>
<th>CI</th>
<th>Mid Point</th>
<th>F</th>
<th>Approximate Expected Reading Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>125 - 129</td>
<td>1.27</td>
<td>1</td>
<td>8.0</td>
</tr>
<tr>
<td>120 - 124</td>
<td>1.22</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>115 - 119</td>
<td>1.17</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>110 - 114</td>
<td>1.12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>105 - 109</td>
<td>1.07</td>
<td>2</td>
<td>6.9</td>
</tr>
<tr>
<td>100 - 104</td>
<td>1.02</td>
<td>1</td>
<td>6.6</td>
</tr>
<tr>
<td>95 - 99</td>
<td>.97</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>90 - 94</td>
<td>.92</td>
<td>4</td>
<td>6.1</td>
</tr>
<tr>
<td>85 - 89</td>
<td>.87</td>
<td>2</td>
<td>5.8</td>
</tr>
<tr>
<td>80 - 84</td>
<td>.82</td>
<td>5</td>
<td>5.5</td>
</tr>
<tr>
<td>75 - 79</td>
<td>.77</td>
<td>5</td>
<td>5.2</td>
</tr>
<tr>
<td>70 - 74</td>
<td>.72</td>
<td>3</td>
<td>5.0</td>
</tr>
</tbody>
</table>

**N = 25**
The statistical data further showed that one pupil's expectancy reading grade was 8.0; 10 pupils' expectancy reading grades were above the mean, and 13 pupils' expectancy reading grades were below the mean. However, two pupils' expectancy reading levels fell at the mean.

In Table 11 it may be noted that the inclusive range of scores made on the Durrell-Sullivan Reading Capacity Tests was from 45 to 94, with a mean of 66.80, a median of 64.54, a standard error of the mean of 2.55, and a standard deviation of 12.50. The performances of the pupils were fairly wide in dispersion and slightly skewed toward the lower end of the distribution. However, 52 per cent of the cases fell below the mean, while 32 per cent were above the mean class interval.

It seemed plausible to conclude that as a group this sixth grade class tended to be fairly well-balanced in distribution of the aspects of capacity measured by tests. The mean grade placement was 4.6 and age equivalent was 10-0. Here, it may be noted that the mean reading expectancy level's established by the Capacity Test results were lower than the mean reading expectancy level's established by use of the Intelligence test results. The difference was 1.2 grade points.

The purposes of analysis the Reading Capacity Test scores were broken down into word and paragraph meaning sections. In Table 12, it may be noted that the inclusive range of scores made on the Durrell-Sullivan Reading Capacity Tests, Part 1, Word Meaning, was from 20 to 57, with a mean of 33.88, a median of 33.44, standard error of the mean of 1.82 and a standard deviation of 8.9. These obtained statistical facts indicated that the performances of the pupils were fairly wide in dispersion and slightly skewed toward the lower end of the distribution.
### TABLE 11

**GENERAL DISTRIBUTIONS AND OBTAINED SCORES BASED ON TWENTY-FIVE SIXTH GRADE PUPILS PERFORMANCES ON DURRELL-SULLIVAN READING CAPACITY**

**Total Score**

<table>
<thead>
<tr>
<th>CI</th>
<th>F</th>
<th>Per Cent of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 94</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>85 - 89</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>80 - 84</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>75 - 79</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>70 - 74</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>65 - 69</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>60 - 64</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>55 - 59</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>50 - 54</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>45 - 49</td>
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</table>

\[ N = 25 \quad 100 \]

- **Range of Scores = 45 to 94**
- **Mean = 66.80**
- **Median = 64.54**
- **Standard Deviation = 12.50**
- **Standard Error of Mean = 2.55**
- **Grade Placement = 4.6**
- **Age Equivalent = 10 - 0**
TABLE 12
GENERAL DISTRIBUTIONS AND OBTAINED SCORES BASED ON TWENTY-FIVE SIXTH GRADE PUPILS' PERFORMANCES ON DURRELL-SULLIVAN READING CAPACITY TESTS

Word Meaning

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<td>18 - 20</td>
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N = 25

Range of Scores = 57 - 20
Mean = 33.88
Median = 33.44
Standard Deviation = 8.9
Standard Error of Mean = 1.82
Grade Placement = 4.2
Age Equivalent = 9 - 7
Further inspection showed, however, that in general the scores tended to approach normality in that 40 per cent of the cases were below the mean and the grade placement 4.2, age equivalent 9.7.

Table 13 indicates that the inclusive range of scores made on the Durrell-Sullivan Reading Capacity Tests, Part II, paragraph meaning was from 19 to 45, with a mean of 30.42, a median of 30.00, a standard error of the mean of 1.44, and a standard deviation of 7.08. These obtained statistics indicated that the performances of the pupils were fairly wide in dispersion and slightly skewed toward the lower end of distribution. Further, observations showed that 54 per cent of cases fell below the mean while 44 per cent were dispersed above the mean class interval. Eight per cent of cases fell within this interval. The mean grade placement for the students was 4.3 and the age equivalent was 9.8.

From this analysis of the two sections of the Reading Capacity Test, it is evident that the possibility of achieving word meanings through reading slightly exceeded that of expected achievement in paragraph meaning. Yet, the discrepancy did not seem to be great enough to influence teaching procedure to a great extent.

Table 14 presents data which revealed that the inclusive range of scores made on the Arithmetic Section of the Group Diagnostic Reading Aptitude and Achievement Tests was from 1 to 17, with a mean of 7.52, a median of 6.25, a standard error of mean of .836 and a standard deviation of 4.1. These statistics indicated that the performances of the pupils were fairly wide in dispersion and slightly skewed toward the lower distribution of scores. However, in general the scores tended to approach
### TABLE 13

GENERAL DISTRIBUTIONS AND OBTAINED SCORES BASED ON TWENTY-FIVE SIXTH GRADE PUPILS' PERFORMANCES ON DARRELL-SULLIVAN READING CAPACITY TESTS

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Range of Scores = 45 - 19

Mean = 30.42

Median = 20.00

Standard Deviation = 7.08

Standard Error of Mean = 1.44

Grade Placement = 4.3

Age Equivalent = 9 - 8
TABLE 14

GENERAL DISTRIBUTIONS AND OBTAINED SCORES BASED ON TWENTY-FIVE SIXTH GRADE PUPILS' PERFORMANCES ON GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS

Part I, Achievement Tests (Educational Data)
Arithmetic

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\[ N = 25 \quad 100 \]

Range of Scores 1.7
Mean 7.52
Median 6.25

Standard Deviation 4.1
Standard Error of Mean .836
Grade Placement 4.3
normality in that 44 per cent of cases fell below the mean, while 48 per cent of cases were above the mean class interval. Eight per cent of the cases fell within this interval. The mean grade placement for pupils' performances on this test was 4.3.

The close agreement between reading capacity and arithmetic computation mean grade placement seemed highly significant to the writer and was accepted as indicative of the possibility that within the sixth grade the pupils within the larger distribution range (approximately 66 per cent) should achieve a reading level of fourth grade.

General Reading Status of the Sixth Grade Pupils

The general reading status of the sixth grade pupils was based on their performances on the Total achievement and Paragraph Meaning section of the Durrell-Sullivan Reading Achievement Tests, Paragraph Understanding and Average sections of Monroe-Sherman Groups Diagnostic Reading Aptitude and Achievement Tests and W. S. Gray Standardized Oral Reading Paragraphs.

General Reading Status of the Sixth Grade Pupils - Based on Total Durrell-Sullivan Achievement Test Results.—It may be noted in Table 15 that the inclusive range of total scores made on the Durrell-Sullivan Reading Achievement Test, was from 9 to 104 with a mean of 42.10, a median of 38.5, a standard error of mean of 4.98, and a standard deviation of 24.4. These obtained statistics indicated that the performances of the pupils were fairly wide in dispersion and skewed toward the lower end of the distribution. Further inspection showed that in general the scores tended to approach normality in that 52 per cent of the cases fell below the mean, while 32 per cent were above the mean.
TABLE 15

GENERAL DISTRIBUTION AND OBTAINED SCORES BASED ON TWENTY-FIVE SIXTH GRADE PUPILS' PERFORMANCES ON DURRELL-SULLIVAN READING ACHIEVEMENT TESTS

(Total Scores)

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<td>0 - 9</td>
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N = 25

Range of Scores 9 to 104
Mean 42.10
Median 38.5
Standard Deviation 24.40
Standard Error of Mean 4.98
Grade Placement 3.8
Age Equivalent 9 - 11
Sixteen per cent of the cases fell within the interval. The mean grade placement for the pupils was 3.8, while the age equivalent was 9-11.

**General Reading Status of the Pupils Based on Their Reading of the Standardized Oral Reading Paragraphs.**—In Table 16, one can see that the inclusive range of scores obtained from the performances of twenty-five sixth grade pupils on Standardized Oral Reading Test was 2 to 32, with a mean of 11.92, with a median of 12.57, a standard error of mean 1.72 and the standard deviation 8.43. The obtained statistics indicated that the performances of the pupils were wide in dispersion and skewed toward the lower end of distribution. Further inspection showed, however, that in general the scores tended to approach normality in that 28 per cent of cases within the mean, 50 per cent below the mean and 34 per cent of cases above the mean. The mean grade placement was 3.2.

**General Reading Status of the Sixth Grade Pupils Based on the Reading Achievement Section of the Diagnostic Test.**—In Table 17 it is reported that the inclusive range of scores made in the Average Reading Achievement section of the Group Diagnostic Reading Aptitude and Achievement Tests was 2 to 63, with a mean of 21.80, a median of 17.00, a standard error of mean 3.12 and a standard deviation 15.25. These obtained scores indicated that pupils were fairly wide in range and slightly skewed toward the lower end of the distribution. Further, it showed that the general scores tended to approach normality in that 56 per cent of cases fell below the mean and that 40 per cent of the cases were above the mean. Four per cent of the cases fell on the mean. The mean grade placement for the group's performances was 3.9.
# Table 16

**General Distributions and Obtained Scores Based on Twenty-Five Sixth Grade Pupils' Reading of the Standardized Oral Reading Paragraphs**

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<tr>
<td>0 - 2</td>
<td>5</td>
<td>20</td>
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</tbody>
</table>

| N      | 25 | 100 |

- **Range of Scores**: 0 to 32
- **Mean**: 11.92
- **Median**: 12.57
- **Standard Deviation**: 8.43
- **Standard Error of the Mean**: 1.72
- **Grade Placement**: 3.2
### TABLE 17

**GENERAL DISTRIBUTIONS AND OBTAINED SCORES BASED ON TWENTY-FIVE SIXTH GRADE PUPILS' PERFORMANCES ON GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS**

**Average**

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<td>3</td>
<td>12</td>
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</table>

| N       | 25 | 100 |

- **Range of Scores**: 2.63
- **Mean**: 21.80
- **Median**: 17.00
- **Standard Deviation**: 15.25
- **Standard error of Mean**: 3.12
- **Grade Placement**: 3.9
Over-all Evaluation of General Reading Status.—The group of sixth grade pupils' general reading status was low. The test results varied in grade placements, but each was below the expected sixth grade level. The total section of Durrell-Sullivan Reading Capacity was 4.6, while the total section of Reading Achievement was 4.0. The Standardized Oral Reading Paragraphs placed the group 3.2 and the average section of the Group Diagnostic Reading Aptitude and Achievement was 3.9. The average reading status was approximately 4.0.

Analysis of the Reading Test Performance of the Sixth Grade Pupils

The pertinent facts and statistical data in reading were secured in order to detect the areas of which pupils' limitations existed so that a more exact understanding of their learning difficulties might be derived. The analytical facts show whether the pupils' disabilities were in word recognition technique, comprehension, reading efficiency, oral reading ability or in basic study skills. This information gave insight into how well the pupils would be able to adapt their reading capabilities to meet the demands of the content fields.

In subsequent sections the analysis will draw from test results already used to determine general reading status and will present other information gathered especially for purposes of analysis.

Analysis of Reading Achievement in Terms of Word Meaning and Paragraph Meaning.—Table 18 shows the inclusive range of pupils' performances on the paragraph meaning section of the Durrell-Sullivan Reading Achievement Test which was from 1 to 43, with a mean of 16.6, a median of 16.0, and a standard error of the mean of 2.16, and a standard deviation of
TABLE 18
GENERAL DISTRIBUTIONS AND OBTAINED SCORES BASED ON TWENTY-FIVE SIXTH GRADE PUPILS’ PERFORMANCES ON PARAGRAPH MEANING SECTION OF DURRELL-SULLIVAN READING ACHIEVEMENT TESTS

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</table>

N: 25  100

Range of Scores: 1-44
Mean: 16.6
Median: 16.0
Standard Deviation: 10.62
Standard error of the Mean: 2.16
Grade Placement: 3.4
Age Equivalent: 8-8
10.62. The scores were widely dispersed with a tendency of most cases to fall toward the lower end of the distribution. Fifty-four per cent of the cases fell below the mean, 12 per cent within the mean interval, and thirty-four per cent of pupils' scores above the mean. The grade placement was 3.4 which was below the present grade level. The age equivalent was 8-8.

In Table 19, it may be noted that the inclusive range of scores made on the Durrell-Sullivan Reading Achievement Test Word Meaning was 5 to 61, with a mean of 29.2, a median of 25.0, a standard error of mean of 2.74, and a standard deviation of 14.45. These obtained statistics indicated that performances of the pupils were fairly wide in dispersion and slightly skewed. Sixty-eight per cent of pupils' performances were below the mean, 20 per cent of pupils' performances were above the mean and 12 per cent of the cases were within interval. The grade placement was 6.1, while the age equivalent was 11-10.

The twenty-five pupils' performances were satisfactory. They were in that their achievement equalled their grade level.

In Table 20, it may be noted that the inclusive range of scores made on the Group Diagnostic Reading Aptitude and Achievement Tests, Paragraph Understanding was from 1 to 20, with a mean of 7.7, a median of 7.3, and a standard error of the mean .898 and a standard deviation of 4.4. These obtained statistics indicated that the performances of the pupils were not widely dispersed though slightly skewed toward the lower end of distribution. Thirty-six per cent of pupils' scores were above the mean while 12 per cent of scores fell within the mean, class interval and 62 per cent of scores were below the mean. The grade
### TABLE 19

**GENERAL DISTRIBUTION AND OBTAINED SCORES BASED ON TWENTY-FIVE SIXTH GRADE PUPILS' PERFORMANCES ON THE WORD MEANING-SECTION OF THE DURRELL-SULLIVAN READING ACHIEVEMENT TESTS**

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</table>

**N** 25 100

- **Range of Scores**: 5 - 6
- **Mean**: 29.2
- **Median**: 25.0
- **Standard Deviation**: 14.45
- **Standard Error of the Mean**: 2.74
- **Grade Placement**: 6.1
- **Age Equivalent**: 11 - 8
TABLE 20

GENERAL DISTRIBUTIONS AND OBTAINED SCORES BASED ON TWENTY-FIVE SIXTH GRADE PUPILS' PERFORMANCES ON THE PARAGRAPH UNDERSTANDING SECTION OF THE GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS

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<td>8 - 9</td>
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<td>12</td>
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<tr>
<td>6 - 7</td>
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<td>20</td>
</tr>
<tr>
<td>4 - 5</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>2 - 3</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>0 - 1</td>
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<td>4</td>
</tr>
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</table>

N 25 100

<table>
<thead>
<tr>
<th>Range of Scores</th>
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</thead>
<tbody>
<tr>
<td>Mean</td>
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</tr>
<tr>
<td>Median</td>
<td>7.3</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>4.3</td>
</tr>
<tr>
<td>Standard Error of the Mean</td>
<td>.898</td>
</tr>
<tr>
<td>Grade Placement</td>
<td>3.8</td>
</tr>
</tbody>
</table>
placement was 3.8 which means that pupils' performances were at least a two years below reading expectancy and three years below their present grade level.

Specialized analysis of reading abilities based on pupils' performances on various sections of the group diagnostic reading aptitude and achievement test.—Data found in Table 21 report how the sixth grade pupils performed in areas of word discrimination covering accuracy in identifying vowels, consonants, reversals, omissions, and substitutions. It may be noted that the inclusive range of scores made on this test was from 1 to 59, with a mean of 16.60, a median of 12.0, a standard error of the mean of 3.27 and a standard deviation of 16.0. The obtained statistics indicated that the performances of the pupils were close in distribution and skewed toward the lower end of the distribution. Further observation showed, however, that in general the scores tended to approach normality in that 40 per cent of cases were above the mean class interval, while 56 per cent of cases fell below the mean. Four per cent of cases fell within the mean class interval. The grade placement of the group was 3.1.

Somewhat closer inspection of the specific aspects of this word discrimination test indicated that the pupils were most accurate in consonants, next in vowels, third in reversals, and fourth in additions and omissions. However, their performances were poor and fell at the 10th percentile point in terms of expected grade level.

Another section of the diagnostic test measured speed of reading by requiring the subjects to read very easy materials, but to do simple tasks as they moved along the printed page. The directions included
### TABLE 21

GENERAL DISTRIBUTIONS AND OBTAINED SCORES BASED ON TWENTY-FIVE SIXTH GRADE PUPILS' PERFORMANCES ON THE WORD DISCRIMINATION SECTION OF THE READING APTITUDE AND ACHIEVEMENTS TESTS

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<td>35 - 39</td>
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<td>10 - 14</td>
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<td>8</td>
</tr>
<tr>
<td>0 - 4</td>
<td>9</td>
<td>36</td>
</tr>
</tbody>
</table>

| N  | 25 | 100 |

Range of Scores 1 - 59
Mean 16.60
Median 12.0
Standard Deviation 16.0
Standard error of the Mean 3.27
Grade Placement 3.1
such things as drawing lines under numbers and words, circling certain symbols and writing simple responses within the lines.

In Table 22, it may be noted that the inclusive range of scores made on Speed Section of the Monroe-Sherman Group Diagnostic Reading Aptitude and Achievement Tests was from 0- to 22, with a mean of 10.66, a median of 10.00, a standard error of the mean 1.43, and a standard deviation of 7.0. These obtained statistics indicated that the performances of the pupils were slightly wide in dispersion and slightly skewed toward the lower end of the distribution. Further inspection showed, however, that in general the scores tended to approach normality in that 48 per cent of the cases fell below the mean, while 44 per cent were above the mean of class interval. Eight per cent of the cases fell within this interval.

In summation, it seemed plausible to conclude that as a group, this sixth grade class tended to be fairly well-balanced in distribution of the aspects of speed measured by this test. The grade placement was 4.0.

The Spelling section of the diagnostic test contributed further to the analysis of reading disabilities. In Table 23, it may be noted that the inclusive range of scores made on the Spelling section of the Group Diagnostic Reading Aptitude and Achievement tests was from 0 to 38, with a mean of 12.52, a median of 7.6, a standard error of the mean of 2.3, and a standard deviation of 11.25. These obtained statistics indicated that the performances of the pupils were widely dispersed and slightly skewed to the lower end of the distribution. Further inspection showed that in general the scores tended to approach normality in that 60
TABLE 22

GENERAL DISTRIBUTIONS AND OBTAINED SCORES BASED ON TWENTY-FIVE SIXTH GRADE PUPILS' PERFORMANCES ON THE SPEED SECTION OF THE READING APTITUDE AND ACHIEVEMENT TESTS

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<td>20 - 21</td>
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<td>1</td>
<td>4</td>
</tr>
<tr>
<td>0 - 1</td>
<td>4</td>
<td>16</td>
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N 25 100

Range of Scores 0 - 22
Mean 10.66
Median 10.00
Standard Deviation 7.0
Standard error of the Mean 1.13
Grade Placement 4.0
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<tr>
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<td>9 - 11</td>
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<td>5</td>
<td>20</td>
</tr>
<tr>
<td>0 - 1</td>
<td>4</td>
<td>16</td>
</tr>
</tbody>
</table>

| N     | 25 | 100 |

- **Range of Scores**: 0 - 38
- **Mean**: 12.52
- **Median**: 7.6
- **Standard Deviation**: 11.25
- **Standard error of the Mean**: 2.30
- **Grade Placement**: 4.2
per cent of the cases fell below the mean, while 32 per cent were above
the mean class interval. Eight per cent of the cases fell within this
interval.

Here in the area of spelling there was a fairly wide range of
abilities, but a majority of the pupils were in the lower end of the
distribution of scores. However, many pupils were below the present
grade mean level which was 4.2.

The Visual aptitude section of the diagnostic test analyzed the
letter memory disabilities of the pupils. In Table 24 the inclusive
range made was from 3 to 15, with a mean of 8.72, a median of 7.5,
a standard error of the mean .65 and a standard deviation of 3.2. In
general the scores tended to approach normality in that 40 per cent
of the pupils were above the mean while 40 per cent of the pupils
were below the mean. Twenty per cent of the cases fell within the
mean.

In summation, this sixth grade class tended to be fairly well-
balanced in distribution of the aspects of Visual aptitude and Letter
Memory, although the mean score of 8.72 is equivalent to a generally
low percentile rating of 20.

The Form Memory section of the diagnostic test analyzed further a
contributing factor to reading difficulties. In Table 25, it may be
noted that the inclusive range was from 1 to 12, with a mean of 7.28, a
median of 7.60, a standard error of the mean of .07, and a standard
deviation of 3.5. The table further showed the scores were fairly
homogeneous with more cases below the mean. Thirty-two per cent of the
cases were above the mean, while 48 per cent of the cases fell within the
TABLE 24
GENERAL DISTRIBUTIONS AND OBTAINED SCORES BASED ON TWENTY-FIVE SIXTH GRADE PUPILS' VISUAL MEMORY AS MEASURED BY THE GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS

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</tr>
<tr>
<td>3</td>
<td>1</td>
<td>4</td>
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</tbody>
</table>

N 25 100

Range of Scores 3 - 15
Mean 8.72
Median 7.5
Standard Deviation 3.2
Standard Error of the Mean .65
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<tr>
<td>11</td>
<td>2</td>
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<tr>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

**N** 25 100

Range of Scores 1 - 12
Mean 7.28
Median 7.60
Standard Deviation 3.5
Standard Error of the Mean .071
mean.

In summation, it seemed plausible to conclude that as a group this sixth grade class showed considerably more aptitude for forms than for letter memory. Here the average percentile rank was 50.

For the purposes of analysis the Auditory Section of the diagnostic test was broken down into Letter Memory and Discrimination and Orientation.

In Table 26, it may be noted that the inclusive range of scores made on the Letter Memory Test was from 1 to 13, with a mean of 8.08, a median of 8.13, a standard error of the mean 0.47, and a standard deviation of 2.3.

The sixth grade class was slightly below the average. They were wide enough in dispersion toward the upper end of the distribution to display an appreciable degree of heterogeneity. The specific percentile rank was 40.

In Table 27 it may be noted that the inclusive range of scores made on the test from 0 to 22, with a mean of 15.7, a median of 16.75, a standard error of the mean of 1.04, and a standard deviation of 5.1. The obtained statistics indicated that the performances of the pupils were fairly wide in dispersion and skewed toward the upper end of the distribution. It further showed that 44 per cent of the cases were above the mean, 16 per cent fell within the mean class interval and 40 per cent of the cases fell below the mean.

In summation, it seemed plausible to conclude that as a group this sixth grade class tended to be well-balanced in distribution of the auditory aspects measured by this test.

For the purposes of analysis the Motor section of the diagnostic tests was divided into two parts, Copying and Cross-Out Letter sections.
TABLE 26
GENERAL DISTRIBUTIONS AND OBTAINED SCORES BASED ON TWENTY-FIVE SIXTH GRADE PUPILS' AUDITORY LETTER MEMORY AS MEASURED BY THE GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS

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<td>0</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
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</table>

N = 25
Range of Scores = 1 - 13
Mean = 8.08
Median = 8.13
Standard Deviation = 2.3
Standard error of Mean = .47
### TABLE 27
GENERAL DISTRIBUTION AND OBTAINED SCORES BASED ON TWENTY-FIVE SIXTH GRADE PUPILS' PERFORMANCES ON AUDITORY DISCRIMINATION AND ORIENTATION SECTION OF GROUP DIAGNOSTIC READING TEST

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</table>

<table>
<thead>
<tr>
<th>N</th>
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</table>

Range of Scores: 0 - 22
Mean: 15.7
Median: 16.75
Standard Deviation: 5.1
Standard error of the Mean: 1.04
In Table 28, it may be noted that the inclusive range of scores made on the Motor Test 1, Copying Test section of the Group Diagnostic Reading Aptitude and Achievement Tests was from 0 to 59, with a mean of 23.40, a median of 22.0, a standard error of the mean of 3.37 and a standard deviation of 16.5. These obtained statistics indicated that the performances of the pupils were fairly wide in dispersion and slightly skewed toward the lower end of the distribution. Further inspection showed that 48 per cent of the cases were below the mean, 48 per cent of the cases were above the mean, while 4 per cent of the cases fell within the median class interval.

In summation this sixth grade class tended to fairly well-balanced in distribution of the motor aspects of the test. They were wide enough in dispersion to display an appreciable degree of heterogeneity as was particularly evident in the range of scores. The mean percentile rank of 20 showed that these pupils were especially slow in writing.

In Table 29, it may be noted that the inclusive range of scores made on the Cross-Out Letters Motor Test section of the Group Diagnostic Reading Aptitude and Achievement Tests was from 4 to 60 with a mean of 35.75, a median of 37.20, a standard error of the mean of 3.24, and a standard deviation of 15.9. These obtained statistics indicated that the performances of the pupils were wide in dispersion. Further inspection showed that in general the scores tended to approach normality in that 46 per cent of the cases fell below the mean, while 32 per cent were above the mean class interval. Twenty-four per cent of the cases fell within this interval.

In summation, it seemed plausible to conclude that as a group this
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<th>Per Cent of F</th>
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<td>40 - 44</td>
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<td>35 - 39</td>
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<td>20 - 24</td>
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<td>15 - 19</td>
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<td>8</td>
</tr>
<tr>
<td>0 - 4</td>
<td>5</td>
<td>20</td>
</tr>
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</table>

| N     | 25 | 100 |

Range of Scores 0 - 59
Mean 23.40
Median 22.0
Standard error of the Mean 3.37
Standard Deviation 16.5
<table>
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<th>Per Cent of F</th>
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<td>8</td>
</tr>
<tr>
<td>50 - 54</td>
<td>2</td>
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<td>45 - 49</td>
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<td>35 - 39</td>
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<td>30 - 34</td>
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<td>4</td>
<td>16</td>
</tr>
<tr>
<td>20 - 24</td>
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<td>15 - 19</td>
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<tr>
<td>0 - 14</td>
<td>1</td>
<td>0</td>
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</table>

| N | 25 | 100 |

Range of Scores | 4 - 60
Median          | 35.75
Mean            | 37.20
Standard error of Mean | 3.24
Standard Deviation  | 15.9
sixth grade class displayed an appreciable degree of heterogeneity. The mean percentile rank of 50 indicated that typical performances were average.

The language section of the diagnostic test contributed to the analysis of possible reading difficulty. In Table 30, it may be noted that the inclusive range of scores made on the Language Test Vocabulary section of the Group Diagnostic Reading Aptitude and Achievement Tests was from 0 to 19, with a mean of 8.9, a median of 9.16, a standard error of the mean of .96 and a standard deviation of 4.7. These obtained statistics indicated the performances of the pupils were fairly homogeneous in distribution. In general the scores tended toward normality in that 40 per cent of the cases were below the mean; 48 per cent were above the mean class interval, and twelve per cent fell within this interval. The mean rating of 8.9 was far below the tenth percentile point and thus indicated that the group was extremely low in language as measured through a testing situation which checked vocabulary in context.

The Oral Reading Status of the Twenty-Five Sixth Grade Pupils

The pupils were seriously retarded in oral reading. The scores of 12.57 was 3.3 below their grade level with a grade placement of 3.2.

The highest number of errors was word recognition, mispronunciations of prefixes and suffixes and lack of syllable sense. Ninety per cent of the pupils lacked ability to use phonics. They had confusions of vowel, and consonant sound and added, omitted and repeated words.

Generally, the sixth grade pupils oral reading performances were inferior.
TABLE 30
GENERAL DISTRIBUTIONS AND OBTAINED SCORES BASED ON TWENTY-FIVE SIXTH GRADE PUPILS' LANGUAGE VOCABULARY AS MEASURED BY THE GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS

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<th>CI</th>
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<th>Per Cent of F</th>
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<td>18 - 19</td>
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<td>16 - 17</td>
<td>0</td>
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<td>14 - 15</td>
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<td>10 - 11</td>
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<td>6 - 7</td>
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<td>1</td>
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<td>2 - 3</td>
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<td>16</td>
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<td>0 - 1</td>
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<th>N</th>
<th>25</th>
<th>100</th>
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</table>

Range of Scores          0 - 19  
Mean               8.9   
Standard error of Mean .96   
Median            9.16   
Standard Deviation 4.7
Cumulative health record sheets were kept in each pupil's permanent record folder. It had specific data for medical history, current history and examinations and notes by school doctor and nurse.

**Status of Vision among Sixth Grade Pupils.**—The twenty-five pupils were given Schnell Eye test. The tests of the group as a whole included only three referrals. The class has no major health disability that deviated from the normal activities of children.

**Summary and Evaluation on the Analysis.**—It is generally conceded that of all the steps in the process of diagnosing reading disabilities, the analysis of the specific aspects of difficulty is the crucial point. Within their discussion of analysis of reading difficulties, Bond and Tinker\(^1\) have included a kind of inventory which serves to summarize data pertaining to this phase of a diagnosis. This summary is patterned after this inventory and attempts to do for a group what the clinician might do for an individual pupil.

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\(^1\) Bond and Tinker, *op. cit.*, pp. 172-74.
An Inventory of the Analysis of the Sixth Grade Group

Analysis of Silent Reading

Degree of comprehension . . . . . . . . . . . . . . . . Average grade 3.6 with 3.4 in paragraph meaning and 3.8 in paragraph understanding.

Rate of silent reading . . . . . . . . . . . . . . . . Average grade 4.0

Vocalization . . . . . . . . . . . . . . . . . . . . . . Evidenced in thirty-six per cent of the pupils, particularly in whispered words and lip movement.

Finger pointing . . . . . . . . . . . . . . . . . . . . . Noted in 36 per cent of the pupils.

Head movements . . . . . . . . . . . . . . . . . . . . Observed in over half of the pupils.

Sign of tenseness . . . . . . . . . . . . . . . . . . . Evident in the major portion of the pupils, particularly in standardized-testing situations.

Posture . . . . . . . . . . . . . . . . . . . . . . . . . . . . Good

Distractibility . . . . . . . . . . . . . . . . . . . . . . Obvious reactions noted when pencils were dropped, voices raised in the hall, or signals given from buzz and clock.

Analysis of Word Recognition

Word Meaning . . . . . . . . . . . . . . . . . . . . . Average grade 3.1

Word discrimination of vowels . . . . . Very low (10th percentile point).

Word discriminations of consonants . . . . Very low (10th percentile Point).

Word discriminations of words and letters which are often reversed . . . . . . . . Faculty (10th percentile point.)

Additions and Omissions of words . . . . Extensive (10th percentile point).

Vocalization of materials in word meaning and discrimination sections . . . Observed in sixty per cent of the pupils.

Finger pointing . . . . . . . . . . . . . . . . . . . . . Noted when pupils were under pressure of time.

Posture . . . . . . . . . . . . . . . . . . . . . . . . . . . . Observed frequent changes in position as pupils moved from one word-discrimination
section to the other.

Distractibility . . . . . . . . . . . . Noted upon the least provocation.

Analysis of Spelling as a Further Indication of Skill in Word Attack

General level of spelling accuracy . . . . . . Averaged 4.2

Skill in syllabication . . . . . . . . . . . . Noted in at least half of the class.

Evidence of some method of work attack . . . . . Noted in 60 per cent of pupils' performances

Handling of suffixes . . . . . . . . . . . . Ability noted in 12 per cent of the performances.

Handling of prefixes . . . . . . . . . . . . Ability noted in 12 per cent of the performances.

General signs of tenseness . . . . . . . . . . Noted at the beginning of words beyond 5th grade difficulty.

Vocalization . . . . . . . . . . . . . . . . . . Observed in 30 per cent of the cases.

Finger pointing . . . . . . . . . . . . . . . . Used frequently to assure response to the right number.

Posture . . . . . . . . . . . . . . . . . . . . . Good throughout the test, in spite of restlessness.

Other evidences of faulty habits . . . . . . Noted in lack of attention to the meaning of what was being read, frequent requests for aid in pronunciation, poor phonetic-sense; writing at a slow rate.

Visual and Auditory Aptitude Data

Visual letter memory . . . . . . . . . . . . General inferior performances fell in the 10th percentile rank.

Visual form memory . . . . . . . . . . . . General average performances fell in the 50th percentile rank.

Visual acuity . . . . . . . . . . . . . . . . . . Indicated excellent status from Schnell Vision Test only two deviated from and were referred to the school health nurse.
Auditory letter memory . . . . . . . . . . . . . Somewhat below average scores fell in the 30th percentile.

Auditory discrimination and orientation . . . Generally inferior, scores fell in the 10th percentile.

Data Pertaining to Motor Dexterity

Motor Copying Test . . . . . . . . . . . . . Generally inferior, scores fell in the 20th percentile.

Motor cross-out letters . . . . . . . . . . . . Measured superior, scores fell in the 70th percentile.

Language Data

Language vocabulary . . . . . . . . . . . . Generally inferior, scores were lower than the listed 10th percentile.

Health Status of the pupils . . . . . . . . . Good

Other Relevant Data

Speech difficulties . . . . . . . . . . . . . Observed in 4 per cent, one case of stuttering.

Chief interest . . . . . . . . . . . . . . Desire to learn to read.

Ability to concentrate . . . . . . . . . . . Fair

Emotional Reactions . . . . . . . . . . . Observed: 40 per cent of pupils cheerful; 8 per cent over aggressive; 16 per cent negativistic while 32 per cent were persistent.

Attitudes toward school, teacher, reading . . Good, 84 per cent of pupils had positive attitudes.

Home environment . . . . . . . . . . . . . Fair

Other Observation . . . . . . . . . . . . . From observation only, there seemed to have been an inferiority pattern in the group. It was so predominant that pupils who had the abilities and were interested in learning were shy about venturing out and in some instances afraid.

Standardized Oral Reading Paragraphs

Degree of comprehension . . . . . . . . . Fair

Speed . . . . . . . . . . . . . . . . . . . . Fair
Skill in Phrasing. Fair, eye span very short.

Word-by-word reading. Observed in 40 per cent of the cases who just called words, pointed to them, tried to memorize them.

Degree of comprehension. Fair

Vocalization. Observed in 30 per cent of cases.

Habits. Finger pointing, head movements, short attention and eye span, pronouncing words aloud for themselves and others, biting fingers, sucking thumbs, restless with poor posture.

Tenseness. Over-anxiousness, afraid they wouldn't know any words at the beginning of tests.

Distractibility. Walking and talking in room and hall, noises of any kind, such as automobiles and airplanes.

Tentative Diagnosis of the Group

Degree of Reading retardation. 2.2

Instructional level. 4.1

Capacity level. 4.6

Frustration level. Approximately Sixth grade.

Important physical handicaps. None

Adjustments to difficulties. Divided pupils into three groups.

Voice control and rhythm in oral reading. A general lack of evidenced by all pupils' performances.

Main Word Recognition Difficulties. Pronunciation and enunciation, word meaning, word discrimination of vowels, consonants, reversals, addition and omission of words.

Comprehension difficulties. All pupils showed weakness in paragraph understanding.
The Possible Causes of Reading Difficulties of the Sixth Grade Pupils.--

The following causal factors were revealed in this study: (1) limited experiential background (2) lack of systematic educational procedures, and (3) limitations in language usage.

There were numerous evidences of limited experiential background as a possible cause of reading deficiencies. Pupils were members of the low economic bracket families. Along with low income were housing problems which denied the pupils of having modern conveniences. They were not exposed to reading opportunities in their homes. Their traveling, hobbies, sports, or extra-curricula activities were limited in the community. Besides the churches and schools, the Y. M. C. A. extension branch was the only agency interested in the total development of the pupils. Their parents, mostly unskilled laborers, had not stimulated interests in vocational or any definite goals in life to strive for.

Limited educational experiences seemed to be indicated through tests of intelligence and achievement. The pupils' performances on the Kuhlmann-Anderson Intelligence Test and various achievement tests showed evidences of discrepancy of at least of two years in favor of expectancy. This posed an educational problem which demands meeting pupils on their levels of reading performance, irrespective of grade level. Their performances on the Total Score section of the Durrell-Sullivan Reading Achievement Tests was 3.8, and the Average section of the Group Diagnostic Reading Aptitude and Achievement Tests was 3.6. The expected grade level of 5.8 was higher than the achievement level. Throughout the performances on the educational section of the Group Diagnostic Reading Aptitude and Achievement Tests, it was evident that improvement
in learning experiences might raise the reading level.

The language performances of the sixth grade pupils revealed weaknesses. Their performances on the language vocabulary and spelling sections of the Group Diagnostic Reading Aptitude and Achievement Tests were inferior. Their scores fell in the 10th percentile rank. This factor is highly important in the total reading process.
CHAPTER III

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary.—The purposes and objectives of reading instruction have been revised, broadened, and extended so that the modern school offers a catholicity of reading experiences; the chief purpose of which is the preparation of the child for living in a democratic society and a dynamic world. Some of the ways aim is being achieved are differentiation in instruction, reduction or regimentation, emphasis on meaning and critical interpretation rather than upon drill, and by careful guidance in learning when and how to use language as well as when to listen.

For a teacher to do effective planning for her classroom task, she must know the children she teaches; know the materials of instruction; build readiness; make reading purposeful to the pupils and show them how to go about their reading tasks. These teacher requirements aroused a desire to do a diagnostic reading study at the classroom level in order to do a more effective job of teaching children how to grow up to be productive citizens.

The problem involved in this study was to ascertain the reading processes of a group of sixth grade pupils at E. P. Johnson Elementary School, Atlanta, Georgia, in terms of general background, levels of expectancy, general reading status and specific analysis or reading abilities, and determination of possible causes of the difficulties.

The purposes of this study were:

1. To secure background data concerning the home, school and general personal history.

2. To establish levels of expectancy through some measures of capacity and alertness.

70
3. To determine the reading status of the group.

4. To analyze general reading comprehension, word recognition and other factors influencing reading.

5. To determine the causes of reading difficulties.

6. To summarize and use the data for basic implications pertinent to an effective reading program for sixth grade pupils.

For the purpose of understanding terms used in this study the following terms have been defined:

1. "Diagnosis" is discovering a cause or causes for a pupil's retardation in reading.

2. "Retarded reader" is defined as the pupil whose reading age is below the expectancy for his chronological age and school grade, as measured by standardized reading test.

3. "Reading Capacity" is the measure of the hearing level of the individual and is indicative of his possible reading capacity—what the pupil can learn.

The study utilized two types of research, descriptive and case study. The descriptive survey constituted the chief method in the investigation into general status, expectancy levels and group analysis will canvass the group as a whole through standardized and informal tests. On the other hand, however, in seeking background data and in analyzing reading abilities, the writer engaged in many of the procedures defined as "case analysis".

E. F. Johnson Elementary School is located in the southeastern section of Atlanta. It is one of the many public elementary schools that accommodate the children who live in this section of Atlanta.

A recent survey made by the school revealed that the levels of training of the members of the community ranged from elementary to college and that the economic conditions were low and the housing problems numerous.
Most of the parents paid high rent for their living quarters. They do not have all modern conveniences. Many of the children were from overcrowded homes, from broken homes and low income brackets. Regardless of conjected home conditions most families had a radio, a record player or television. Emphasis was not placed on types of programs that should be heard, or types of comic books or newspapers that should be read; hence, there were not many children in the group with a desire to read but little. To satisfy it they read or listened to programs with such titles as "Superman", "Piano Red", and "American Band Stand".

Our school evaluated the Reading Program last school term and found the needs for effective reading in all classrooms. There was only one remedial teacher for the large school. Although the Atlanta Public School System offered a Summer Reading Program, the majority of pupils who needed to go and obtain optimum growth were unable to attend because they could not pay the fee, carfare and meet other home responsibilities.

The study was made during the school term, 1957 - 1958. The Kuhlmann-Anderson Intelligence Test, Durrell-Sullivan Reading Capacity and Reading Achievement Tests, W. S. Gray Standardized Oral Reading Paragraphs, and the Group Diagnostic Reading Aptitude and Achievement Tests were given to twenty-five pupils in the sixth grade at E. P. Johnson Elementary School, Atlanta, Georgia.

The instruments used were effective enough to identify possible areas of the cause but they were not designed to make an intensive probe of fundamental causation.

The tests were scored and the following statistics were computed for interpretive purposes: the inclusive range, the mean, the median, the standard error of the mean, standard deviation, and Witty's Expectancy Formula.
The grade placement, age equivalents and percentiles were set for the standardized tests.

In reviewing studies related to this problem the writer concluded:

1. There is a dire need for diagnostic and remedial work in the classroom.

2. It has been demonstrated that there is a possibility of an effective job being done in public schools.

3. Pupils should be grouped as homogeneously as conditions will permit. However, instruction should be done on an individual basis within the group.

4. Case work is gaining increasing importance as a method of investigation.

5. There is a need for an effective testing program regularly in order for pupils to form habits, attitudes, adjustments that would give a truer picture of their capacity and achievement abilities.

Findings.—Questionnaires based on an interest inventory devised by Witty were given to the twenty-five pupils to fill out during the class period to secure background data. Interviews and home visits cleared questions that pupils were unable to answer.

The majority of pupils lived with both parents, while others were members of broken families. The occupational areas of parents were limited, most being unskilled workers. The community activity restricted itself to the church and the extension of the Y. M. C. A. Other curricula club activities were at school. They had similar status of an over-crowded community with a low economic status. As a whole pupils had no matured purposes or interests in hobbies, vocations or travel.

The levels of expectancy were established by the performances based on: The mean IQ of the Kuhlmann-Anderson Intelligence Test was 87.6, the C. A. 11 - 3, and M. A. 9 - 2; the mean expected grade level was 5.8; the total
score section, of the Durrell-Sullivan Reading Capacity Test mean score of 66.8 placed the pupils' performances at grade 4.6, with an age equivalent of 10 - 0; the Word Meaning section, mean score was 33.88 which gave them a grade placement of 4.2 and an age equivalent of 9 - 7; and the mean score of the Paragraph Meaning section was 30.42 which gave them a grade placement of 4.3 and an age equivalent of 9 - 8. The Arithmetic section of the group Diagnostic Reading Aptitude and Achievement Tests, mean score was 7.52 and the grade placement 4.3.

The general reading status was based upon the Total Score of the Durrell-Sullivan Reading Achievement Test. The mean score was 42.10, the grade placement 3.8, and the age equivalent 6 - 11. The mean score on Gray's Standardized Oral Reading Paragraphs was 11.92 with a grade placement of 3.2. The mean score of the section of the Group Diagnostic Reading Aptitude and Achievement Tests was 21.80 with a grade placement of 3.9.

Analysis of reading achievement in terms of Word Meaning and Paragraph Meaning was based on separate components of the test. The Paragraph Meaning section of the Durrell-Sullivan Reading Achievement Test; the mean score was 16.6, with a grade placement of 3.4, and age equivalent of 8 - 8; on the Word Meaning section the mean score was 29.2, grade placement 6.1 and the age equivalent 11 - 8. On the Paragraph section of the Group Diagnostic Reading Aptitude and Achievement Tests the mean score was 7.7, and the grade placement 3.8.

Specialized analysis of reading abilities based on pupils' performances on various sections of the Group Diagnostic Reading Aptitude and Achievement Tests were the following:

The mean score of the Word Discrimination section was 16.60, and the grade placement 3.4.
The speed section mean score was 10.66, and the grade placement 4.3.

Spelling section mean was 2.52, and grade placement 4.2.

Visual Letter Memory section mean score 8.72, fell in the 10th percentile.

Visual Form Memory mean score 7.28, fell in the 50th percentile.

Auditory Letter Memory mean score 8.08, fell in the 30th percentile.

Auditory Discrimination and Orientation mean score was 15.7, fell in the 10th percentile. The score was lower than the listed score.

Motor copying Test mean score was 23.40, fell in the 20th percentile.

Motor Cross-Out Letters mean score was 37.20 fell in the 80th percentile.

Language Vocabulary Test means was 8.9, fell in the 10th percentile. The score lower than the listed score.

The possible causes of reading difficulties of the sixth grade pupils revealed in this study were (1) limited experiential background factors, (2) educational factors, and (3) language factors.

Conclusions.—Pupils had limited experiential background along with low income, and housing problems which denied the pupils opportunities of having many rich background experiences basic to reading comprehension. It was generally evident that they were not exposed to opportunities for reading and other extra curricular activities.

From the use of the expectancy formula, it was evident that pupils were capable of achieving average sixth grade reading proficiency.

The general reading status of the sixth grade pupils was very low. The grade placement was at a level on which pupils were experiencing the transition stage of learning to read rather than a period which utilizes
reading as a tool for achieving more complex levels of word recognition and comprehension.

Specialized analysis of reading abilities based on pupils' performances on various sections of the Group Diagnostic Reading Aptitude and Achievement Tests was interpreted in percentile ranks. The lowest performances were visual letter memory and language vocabulary which fell in the 10th percentile rank, and the highest performances were the motor cross-out letters.

The pupils' weaknesses in reading revealed that experiential background certain educational limitations, and language differences were the main causal factors.

**Implications and Recommendations.**—The specific findings and conclusions of the study seemed to justify the following implications and recommendations:

Prevalence of a low socio-economic level focused upon the general need to raise the cultural level of the community from which this sixth grade class comes. It is recommended, therefore, that general enrichment activities be made available through the sponsoring of programs and projects in cooperation with such organization as the Y. M. C. A., the Y. W. C. A., Boy Scouts, Girl Scouts, Camp Fire Girls and other youth organizations. At these points the local P. T. A. can be of invaluable service.

Basic conclusions led to the realization that the achievement level of the sixth grade pupils was lower than the expectancy level. This finding implied that there was a great possibility of the pupils' improving in reading at a fairly rapid rate. This implication suggested that there should be an extension of the Carnegie Public Library into the community
and the development of a strong library within the school.

It was revealed that the degree of retardation differed significantly from the actual grade placement of the pupils. For this reason there should be a closer teacher-pupil relationship in order to pool resources that will tap the pupils' deeper motivational levels and appeal to their interests, both active and latent.

The performances of sixth grade pupils on reading comprehension, word recognition and other components of the test posed numerous problems. They were indicative of a need for a thorough analysis of strengths and weaknesses as they relate to specific content areas.

The study of systematic visual, auditory and general language development implied their importance in order for pupils to make optimus use of training in reading. It should be recommended that subsequent testing and general diagnosis would include more penetrating tests of this type and more profound information concerning social and personal adjustment.

Although general background, language development and certain educational factors were identified as possible areas of cause for the reading difficulties, it was obvious that other contributing causes were operative. It seemed well to recommend that more penetrating case studies be made of individual pupils whose problems did not seem to come within the purview of the general causes.

In summation the following specific recommendations were made:

1. Resource Reading Teacher to aid teachers in simple diagnostic studies of upper elementary pupils. Follow-up with an Achievement Test at the end of the term.

2. Teacher and Resource teacher make notations of pupils weaknesses and make plans to overcome difficulties.
3. Individualized instructions which would take into account capacity level, achievement level and frustration level. Pupils should be grouped as homogeneously as conditions will permit.

4. Certain Case Work techniques should be used as a method of investigation to know pupils' homes as well as the culture of the locale.

5. There is a dire need for an effective testing program regularly in the upper elementary grades in order for pupils to form habits, attitudes and adjustments. This would give pupils an opportunity to give a truer picture of their capacity and achievement abilities.

Recommendations for further Study:

1. Correlation of Parental background with pupils' achievement.

2. Diagnosis of the Reading Difficulties of the Sixth Grade Pupils.

3. Correlation of specific Reading comprehension abilities with Intelligence.

4. A study of the Reading Instructional Program of the upper elementary grades in two schools with widely different curriculums.
BIBLIOGRAPHY

Books


General Guide

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General Reference


Journal


Monographs and Bulletins


Unpublished Materials


PERSONAL INVENTORY OF

Name _______________________________________

Address _______________________________________

Father's Name ________________________ Occupation ______

Mother's Name ________________________ Occupation ______

School ___________________________ Grade in School ______

Name of Teacher _______________________________________

What do you like to do best in school?

What church do you attend? _______________________________________

Do you go to Sunday School? _______ Do you like to attend? ______

What other things do you do in your church? _______________________________________

Do you belong to some community group such as "Hi Y," "Tri Hi Y," "Scouts" "Y" Teens' "Clubs" "Camp Fire"? _______ What is the organization and what do you do in it? __________________________

Have you been on a trip? _______ Where did you go? ______

What do you remember best about this trip? _______________________________________

Do you have a hobby of any kind? _______ What is it? _______________________________________

Do you have pets? _______ What are they and what are their names? ______

If you had three wishes, what would they be?

1. ___________

2. ___________

3. ___________

Do you like to look at books or read them? _______ Do you have many books at home? _______ If so, name one of them. __________________________
What games do you like to play best of all?

Do you like to look at television? What programs do you like best?

Which television programs do you dislike?

When do you listen to radio? What programs do you like best?

Which radio programs do you dislike?

Do you like to read the funny paper? Comic books?

Name some strips and books that you like very much.

Do you have a hobby of any kind? What is it?

Do you want to be a very good reader?

Why?
STANDARDIZED ORAL READING PARAGRAPHS

By William S. Gray

Directions to the Teacher

Each child should be tested apart from the others in a room by himself. Give him an unused folder. Take another folder and fill in the above blanks before beginning reading. As the child reads, record his efforts, using marks presented on the class record sheet, and following directions printed there as accurately as possible.
1
A boy had a dog.
The dog ran into the woods.
The boy ran after the dog.
He wanted the dog to go home.
But the dog would not go home.
The little boy said,
"I cannot go home without my dog."
Then the boy began to cry.

2
Once there was a little pig.
He lived with his mother in a pen.
One day he saw his four feet.
"Mother," he said, "what can I do with my feet?"
His mother said, "You can run with them."
So the little pig ran round and round the pen.

3
Once there was a cat and a mouse. They lived in the same house. The cat bit off the mouse's tail. "Pray puss," said the mouse, "give me my long tail again."
"No," said the cat, "I will not give you your tail till you bring me some milk."

4
Once there lived a king and a queen in a large palace. But the king and queen were not happy. There were no little children in the house or garden. One day they found a poor little boy and girl at their door. They took them into the beautiful palace and made them their own. The king and queen were then happy.
One of the most interesting birds which ever lived in my bird-room was a blue-jay named Jackie. He was full of business from morning till night, scarcely ever still. He had been stolen from a nest long before he could fly, and he had been reared in a house long before he had been given to me as a pet.

The part of farming enjoyed most by a boy is the making of maple sugar. It is better than blackberrying and almost as good as fishing. One reason why a boy likes this work is that someone else does most of it. It is a sort of work in which he can appear to be very industrious and yet do but little.

It was one of those wonderful evenings such as are found only in this magnificent region. The sun had sunk behind the mountains, but it was still light. The pretty twilight glow embraced a third of the sky, and against its brilliancy stood the dull white masses of the mountains in evident contrast.

The crown and glory of a useful life is character. It is the noblest possession of man. It forms a rank in itself, an estate in the general good will, dignifying every station and exalting every position in society. It exercises a greater power than wealth, and is a valuable means of securing honor.
He was approximately six feet tall and his body was well proportioned. His complexion inclined to be florid; his eyes were blue and remarkably far apart. A profusion of hair covered the forehead. He was scrupulously neat in his appearance; and, although he habitually left his tent early, he was well dressed.

Responding to the impulse of habit Josephus spoke as of old. The others listened attentively but in grim and contemptuous silence. He spoke at length, continuously, persistently, and ingratiatingly. Finally exhausted through loss of strength he hesitated. As always happens in such exigencies he was lost.

The attractions of the American prairies as well as of the alluvial deposits of Egypt have been overcome by the azure skies of Italy and the antiquities of Roman architecture. My delight in the antique and my fondness for architectural and archaeological studies verges onto a fanaticism.

The hypotheses concerning physical phenomena formulated by the early philosophers proved to be inconsistent and in general not universally applicable. Before relatively accurate principles could be established, physicists, mathematicians, and statisticians had to combine forces and work arduously.
**TEST F SUMMARY**

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<td>13-11</td>
<td>14-11</td>
</tr>
</tbody>
</table>

*Zero scores and M.A. scores above or below those listed should be written in these spaces.*

To find the Median M.A. take average of the 5th and 6th highest scores.

**Profile of Trials Passed**

```

```

**Median M.A.**
EXAMPLES:

table  box  furniture  bed  cloth  wood

apple  cherry  seed  grow  fruit  leaf

silk  red  pretty  dress  fashion  cloth

salmon  meat  water  swim  fish  food

sheep  flock  animal  meat  woolly  butchered

diamond  precious  value  sparkles  jewel  ring

hammer  carpenter  nail  tool  useful  iron

lettuce  vegetable  green  leaves  healthful  garden

man  boy  strong  fights  muscle  person

gun  shoot  muzzle  weapon  dangerous  wound

carpentry  tools  trade  man  wages  house

gold  bright  valuable  mineral  ring  money

wagon  vehicle  brake  wood  ride  carriage

baseball  practice  diamond  healthful  team  sport

bee  wax  birds  honey  insect  stings

mustard  burns  spice  powder  strong  flavor

honesty  excellence  best  virtue  right  desirable
EXAMPLES:
early slow wrong light big right
free good old heavy bad fast

old rich wide poor green full
light soon bad sick dark narrow
brown open full dark sorry empty
laugh now wait whistle study cry
soon above when even below back
strong fight weak muscle jump work
like fun friend cousin enemy skate
never where while still quickly always
sharp narrow point steep dull study
string line straight turn old crooked
health cheerful weight gloomy sleepy food
polite pupil behavior book rude funny
tennis easy punish lesson nice reward
add arithmetic wrong subtract fraction number
false broken ancient valuable price modern
**EXAMPLE:**

<table>
<thead>
<tr>
<th>detrimental</th>
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</thead>
<tbody>
<tr>
<td>1. deem</td>
<td>3. lard</td>
<td>5. trip</td>
</tr>
<tr>
<td>2. nine</td>
<td>4. limb</td>
<td>6. arid</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>demonstrable</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. mean</td>
<td>16. reef</td>
<td>31. lean</td>
</tr>
<tr>
<td>2. eyes</td>
<td>17. babe</td>
<td>32. omen</td>
</tr>
<tr>
<td>3. road</td>
<td>18. luna</td>
<td>33. scab</td>
</tr>
<tr>
<td>4. lace</td>
<td>19. amen</td>
<td>34. slot</td>
</tr>
<tr>
<td>5. dare</td>
<td>20. star</td>
<td>35. fear</td>
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<tr>
<td>6. reds</td>
<td>21. stir</td>
<td>36. mere</td>
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<tr>
<td>7. open</td>
<td>22. nets</td>
<td>37. done</td>
</tr>
<tr>
<td>8. arms</td>
<td>23. rags</td>
<td>38. true</td>
</tr>
<tr>
<td>9. lets</td>
<td>24. lamb</td>
<td>39. odes</td>
</tr>
<tr>
<td>10. dime</td>
<td>25. shot</td>
<td>40. earn</td>
</tr>
<tr>
<td>11. odor</td>
<td>26. made</td>
<td>41. mope</td>
</tr>
<tr>
<td>12. east</td>
<td>27. need</td>
<td>42. node</td>
</tr>
<tr>
<td>13. beak</td>
<td>28. stew</td>
<td>43. rash</td>
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<tr>
<td>14. rant</td>
<td>29. bred</td>
<td>44. boar</td>
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<tr>
<td>15. read</td>
<td>30. alas</td>
<td>45. test</td>
</tr>
</tbody>
</table>

*Test No. 24*
amples:

able top paint legs cloth dishes
ree shade nuts roots leaves branches
ook story pages shelf picture printing
quirrel nuts fur tail cage tree
at hair owner mouse claws milk
hair arms legs rocker seat comfort
ouse sidewalk window bed furnace door
oy shoes legs suit head knife
oom furniture lamp people walls ceiling
oncert encore performer violin singing
applause music
rmy officers tents fighting soldiers ships
Deaths
anquet music wine guests dancing food
laughter
ire alarm flame danger heat fireman
insurance
lizzard winds death thunder danger snow wrecks
lub banquets meetings committees clubhouse
fun members
rional sentence crime defendant judge jury
guilt
ontest opponents crowds rowing strength
rivalry dislike
EXAMPLES:

chair  book  couch  desk  box  letter

dog  cheese  dish  potato  table  bread

1. dirt  iron  force  silver  wool  wire
2. ship  waves  cart  road  wagon  bricks
3. store  banana  basket  apple  seed  plum
4. sea  rock  mountain  lake  storm  river
5. glass  hat  room  ribbon  basket  dress
6. robin  winter  horse  song  squirrel  fence
7. rain  wind  sky  steam  heat  water
8. brass  piano  violin  party  pleasure  flute
9. submarine  officer  duty  bomb  trench  gun
10. poetry  physics  physiology  beauty  chemistry  resonance
11. sermon  newspaper  manuscript  book  magazine  speech
12. house  cave  barn  hotel  store  castle
13. paper  crayon  pencil  blackboard  pen  ink
14. frog  feathers  fish  chicken  animal  duck
15. gold  ruby  stone  pearl  jewel  diamond
Examples:

- The third letter of the alphabet is ...
- The second letter before the sixth letter is ...
- The fifth letter of the alphabet is ...
- The second letter before the last letter is ...
- The third letter before M is ...
- The letter midway between H and N is ...
- The second letter after the fourth letter is ...
- The letter two letters to the right of the letter E is ...
- The first letter to the left of the tenth letter is ...
- The letters of the word the in the order in which they come in the alphabet are ...
- The letters of the word boy in the order in which they come are ...
- The word you get by putting the first letter between the two middle letters of the alphabet is ...
- The word you can make out of the fifth letters from the ends, using one of them twice is ...
- The word you get by putting the first and fifth letters between the two middle letters of the alphabet is ...
EXAMPLES:

<table>
<thead>
<tr>
<th>Example</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-O-B-O</td>
<td>B</td>
</tr>
<tr>
<td>T-O-F-S</td>
<td>S</td>
</tr>
<tr>
<td>I-C-H-D-L</td>
<td>C</td>
</tr>
<tr>
<td>O-C-A-T</td>
<td>C</td>
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<tr>
<td>U-E-O-H-S</td>
<td>H</td>
</tr>
<tr>
<td>H-T-E-M</td>
<td>T</td>
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<tr>
<td>C-H-S-O-O-L</td>
<td>S</td>
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<tr>
<td>N-B-U-M-E-R</td>
<td>N</td>
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<td>C-R-H-A-I</td>
<td>C</td>
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<td>T-W-A-E-R</td>
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<td>W-T-E-R-I-N</td>
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<tr>
<td>L-T-R-E-T-E</td>
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<tr>
<td>P-E-P-A-R</td>
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<tr>
<td>S-R-O-T-E</td>
<td>S</td>
</tr>
<tr>
<td>C-R-Y-A-N-O</td>
<td>C</td>
</tr>
<tr>
<td>E-P-N-L-C-I</td>
<td>P</td>
</tr>
<tr>
<td>F-W-L-O-R-E</td>
<td>F</td>
</tr>
</tbody>
</table>
EXAMPLES:

girl come ill his
apple shell ripe banana

1. sit can pie big
2. ton sing boy some
3. tell some me can
4. why bury still you
5. are bat out tell
6. truth happy people riches
7. mirth beauty business ugly
8. trill hurry battle leaves
9. tramp lease trial found
10. across bought camel truce
11. makes story tremble asking
12. early income fashion simply
13. anchor sample truth ripple
14. beacon giving nation humble
15. family forgive angel bought

Test No. 29
EXAMPLES:

my not is book that
ran the boy the street down

1. apples trees on grow
2. play boys like marbles to
3. grow boys men to become up
4. is lesson girl her studying the
5. there days are the week in seven
6. children room of the out ran six
7. away winter for nuts store squirrels
8. Mary I runs as as fast
9. do go we Saturday school on not to
10. she youngest selected our the in girl room
11. thousand many a year cars makes Ford
12. true stories teacher about the a told them colonies
13. who her lost girl pencil the another bought
14. allowed upon skate to they never river were the
15. an embankment train leaped lost lives their and many people the
### EXAMPLES:

<p>| | | | | | | | |</p>
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<td>6</td>
<td>5</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

1. (1) 3 5 7 8 9 11
2. (2) 1 4 7 10 12 13
3. (3) 9 7 4 5 3 1
4. (4) 18 15 12 9 6 5
5. (5) 2 5 4 6 8 10
6. (6) 1 5 9 11 13 17
7. (7) 12 11 10 8 6 4
8. (8) 3 6 9 12 14 15
9. (9) 1 5 10 15 20 25
10. (10) 2 4 6 8 10 32
11. (11) 27 24 21 18 17 15
12. (12) 18 17 16 14 12 10
13. (13) 3 7 11 13 15 19
14. (14) 8 10 11 14 17 20
15. (15) 32 29 27 22 17 12

Test No. 31
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>
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<tbody>
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<td>2. Paragraph Meaning</td>
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<tr>
<td>Total</td>
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PRINTED IN U.S.A.
TEST 1. WORD MEANING

I

1

A( )

B( )

C( )

D( )

E( )

II

1

A( )

B( )

C( )

D( )

E( )

III

A( )

B( )

C( )

D( )

E( )

IV

A( )

B( )

C( )

D( )

E( )
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>
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</tr>
</thead>
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<td>2. Paragraph Meaning</td>
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<tr>
<td><strong>Total</strong></td>
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<tr>
<td><strong>Optional Tests</strong></td>
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<td>3. Spelling</td>
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<tr>
<td>4. Written Recall Rating</td>
<td></td>
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</tr>
</tbody>
</table>

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TEST 1. WORD MEANING

Samples.

An apple is a kind of — 1. paint 2. metal 3. animal 4. fruit 5. chair ...

Large means — 1. angry 2. big 3. hurt 4. little 5. like ...

To shut means to — 1. help 2. give 3. take 4. run 5. close ...

1. A dog is an — 1. answer 2. elephant 3. animal 4. excuse 5. orange ...

2. A robin is a — 1. crow 2. bird 3. bug 4. flower 5. leaf ...

3. To bring is to — 1. find 2. carry 3. think 4. lose 5. fall ...

4. Small means — 1. hurry 2. large 3. little 4. like 5. help ...

5. To fall is to — 1. pay 2. lift 3. touch 4. drop 5. face ...

6. To bake is to — 1. break 2. lose 3. cook 4. speak 5. copy ...

7. A dollar is — 1. copper 2. money 3. business 4. healthy 5. clothing ...

8. A voice is used to — 1. clamp 2. speak 3. point 4. write 5. mark ...

9. A potato is a — 1. song 2. planet 3. vegetable 4. table 5. postman ...

10. Beef is a kind of — 1. horse 2. boat 3. maze 4. ranch 5. meat ...

11. To chop means — 1. roll 2. note 3. come 4. chide 5. cut ...

12. If a thing is above, it is — 1. glad 2. pleasant 3. short 4. higher 5. between ...

13. A thing that is bent is — 1. warm 2. sharp 3. crooked 4. straight 5. tight ...

14. Travel means — 1. trouble 2. journey 3. serious 4. prepare 5. junction ...

15. Oil is used for — 1. fuel 2. water 3. fun 4. writing 5. presents ...

16. Quarrel means — 1. stop 2. travel 3. fight 4. forget 5. throw ...

17. A hall is a — 1. horn 2. road 3. tooth 4. room 5. field ...

18. An island is surrounded by — 1. sugar 2. gardens 3. earth 4. salad 5. water ...

19. Remain means — 1. ride 2. measure 3. happen 4. stay 5. accompany ...

20. Salt is used on — 1. holidays 2. water 3. food 4. birds 5. flowers ...

21. Marriage means — 1. image 2. civil 3. bitter 4. obtain 5. wedding ...

22. A carpenter makes things of — 1. iron 2. stone 3. cement 4. wood 5. grass ...

23. A maid is a — 1. smile 2. father 3. girl 4. heart 5. fruit ...

24. A palace is a — 1. crown 2. storm 3. land 4. building 5. policeman ...

25. A helmet is worn on the — 1. knees 2. breast 3. feet 4. elbows 5. head ...
26. When you **miss school**, you are — 1 tardy 2 absent 3 present 4 taught 5 fair

27. A person is **alone** who is without — 1 money 2 food 3 company 4 shelter 5 danger

28. A **stomach** is part of the — 1 sea 2 sky 3 body 4 country 5 world

29. A man's **daughter** is his — 1 parent 2 child 3 sister 4 son 5 niece

30. **Ill** means — 1 sick 2 hungry 3 well 4 safe 5 sorry

31. Excellent means very — 1 weak 2 good 3 happy 4 poor 5 tired

32. A **hive** is for — 1 oil 2 school 3 robbers 4 peaches 5 bees

33. To **tumble** is to — 1 type 2 ask 3 knock 4 fall 5 tickle

34. A **grandparent** is an — 1 antagonist 2 elephant 3 ancestor 4 impostor 5 umpire

35. A **smell** is an — 1 amount 2 answer 3 office 4 odor 5 idea

36. An **elm** is a — 1 mold 2 helm 3 bug 4 tree 5 tool

37. A **mule** is a — 1 splinter 2 pearl 3 beast 4 ditch 5 handle

38. **Costly** things are — 1 expensive 2 pliant 3 scorched 4 liberal 5 domestic

39. An **author** is a — 1 patron 2 policeman 3 statesman 4 treasurer 5 writer

40. A **mayor** is an — 1 expert 2 animal 3 invalid 4 umbrella 5 official

41. A **zone** is a — 1 number 2 stepson 3 region 4 sliver 5 habit

42. To **injure** is to — 1 slump 2 insure 3 wound 4 sell 5 splash

43. To **rouse** means to — 1 waken 2 rule 3 roast 4 throw 5 love

44. **Mild** means — 1 gentle 2 price 3 wild 4 new 5 behind

45. **Wicked** means — 1 generous 2 grateful 3 unselfish 4 evil 5 brilliant

46. To **make preparations** is to get — 1 over 2 measles 3 ready 4 upon 5 cloudy

47. A **selection** is a — 1 bullet 2 capital 3 desire 4 choice 5 folder

48. To **tour** is to — 1 prepare 2 toast 3 lean 4 travel 5 trust

49. **Twinkle** means — 1 wrinkle 2 ringing 3 pitiful 4 glisten 5 feeble

50. **Coarse cloth** is — 1 smooth 2 fine 3 rough 4 cold 5 short

51. A **bough** is a — 1 limb 2 leaf 3 pail 4 crest 5 trunk

52. To **welcome** means to — 1 endure 2 persist 3 receive 4 believe 5 practice
53. A blunt thing is — 1 dull 2 sharp 3 disagreeable 4 black 5 thin

54. Circular means — 1 careless 2 familiar 3 round 4 square 5 jealous

55. Skillful means — 1 laborious 2 excited 3 radical 4 expert 5 kindly

56. Interior means — 1 inferior 2 above 3 empty 4 dreary 5 inside

57. Stupid means — 1 studious 2 false 3 stylish 4 cowardly 5 dull

58. To surrender is to — 1 surround 2 soften 3 colonize 4 yield 5 dance

59. Destruction causes — 1 discipline 2 ruin 3 government 4 scandal 5 satisfaction

60. To convince means to — 1 declare 2 design 3 combine 4 nourish 5 persuade

61. A sign is an — 1 offering 2 agreement 3 acquaintance 4 indication 5 address

62. A portion is a — 1 gate 2 home 3 wall 4 riddle 5 share

63. To overcome is to — 1 discover 2 happen 3 anticipate 4 defeat 5 worry

64. An insult is an — 1 instinct 2 insertion 3 announcement 4 embrace 5 offense

65. To confirm is to make — 1 angry 2 equal 3 trouble 4 certain 5 time

66. Valiant means — 1 valid 2 lenient 3 brave 4 royal 5 loyal

67. To kindle means to — 1 pick 2 range 3 light 4 soil 5 assist

68. Abrupt means — 1 exclude 2 neutral 3 recent 4 sudden 5 rugged

69. Fatigue means — 1 fatal 2 faithful 3 conflict 4 dodge 5 weariness

70. A durable thing is — 1 fantastic 2 courteous 3 modified 4 lasting 5 moist

71. Fourscore is the same as — 1 fourteen 2 fortnight 3 eighty 4 twenty 5 four

72. To ratify is to — 1 confuse 2 approve 3 assist 4 report 5 poison

73. To rebel is to — 1 realize 2 pledge 3 justify 4 resist 5 flourish

74. Sullen means — 1 sultry 2 satisfied 3 credulous 4 harmful 5 surly

75. Probability means — 1 disheveled 2 originality 3 likelihood 4 sincerity 5 enthusiasm

Score...
TEST 2. PARAGRAPH MEANING

Sample.

One warm, sunny day Helen and her brother went on a trip to the beach. Their mother and aunt went with them. They took their bathing suits so that they could all go into the water. When noontime came, they had lunch on the sand. After lunch the children gathered sea shells. They saw a starfish and some funny little crabs.

A. What did Helen and her brother do?
1. went to see their aunt 2. went to the seashore 3. went on a train 4. went for crabs 5. went fishing

B. The weather was —
1. quiet 2. funny 3. fair 4. gloomy 5. rainy

C. The best name for this story is —

Mary and John go to camp as soon as school closes in the summer. They go on the train and stay until it is time for school to open again in the fall. They have a happy time at camp because there are many other boys and girls there too. They ride, swim, and play games together every day.

1. When do Mary and John go to camp?
1. before school 2. when school is over 3. in the fall 4. when school starts 5. every day

2. Which word tells what kind of a time the children have at camp?
1. lonesome 2. sad 3. joyous 4. funny 5. weary

3. How do the children travel to camp?
1. on a train 2. on a bus 3. in an automobile 4. on a car 5. in an airplane

4. The best name for this story would be —

5. Mary and John enjoy camp life because they —
1. are glad to be away for the summer 2. like the ride on the train 3. are glad to be out of school 4. like to study nature 5. have fun playing games with the other children
Jack had a new fish line. His father took him fishing in a little brook at the back of his grandfather's house. Jack was the first to feel a bite. There was a strong pull at his line. He tried hard to pull the fish out of the water, but it pulled so hard his father had to help him. He was happy when he saw his fish lying on the grass near the stream.

6. Jack went —
1 to his grandfather's house 2 into the water 3 fishing with his father 4 to buy a fish line 5 to the ocean to fish

7. The fish —
1 helped 2 struggled 3 ate 4 tried 5 fell

8. Jack tried to —
1 fish near the stream 2 pull his father back 3 land his own fish 4 put fish in the brook 5 lie on the grass

9. The best name for this story is —
1 A Trip to Grandfather's 2 Catching Some Fish 3 Jack's Fishing Trip 4 Buying a New Fish Line 5 How Father Fished

10. Jack enjoyed his trip because —
1 the fish got away 2 the brook was near grandfather's 3 he caught a fine fish 4 he went to a stream 5 his father helped him

In the cold northlands many animals go to sleep for the whole winter. They have to store up enough fat on their bodies in the summertime to last them all winter while they are sleeping. These animals grow huge in the summer. Bears, which are among the animals which sleep all winter, get so large in the summer that they can hardly move about. All these animals which sleep during the winter crawl into caves or hollow trees when winter nears and stay until spring comes once more. When they come out, they are very thin and are starving.

11. How do the animals which sleep through the winter get their winter food?
1 by carrying their food in with them 2 by getting fat in summer 3 by coming out for food as they need it 4 by eating the bark of trees 5 by living on small animals

12. The climate where these animals live is very —
1 windy 2 warm 3 breezy 4 cold 5 hot

13. How do the animals look when they come out of the cave?
1 huge and fat 2 lean and hungry 3 thin and tired 4 large and strong 5 huge and starving

14. The best title for this story would be —
1 Bears Which Go into Caves 2 Thin and Hungry Animals 3 Animals Which Sleep through the Winter 4 Large Animals Sleep in Winter 5 While They Are Sleeping

15. The animals which sleep through the winter make winter dens —
1 in the summertime 2 in the open woods 3 when spring comes 4 in caverns or hollow logs 5 while they are sleeping
The St. Bernards are among the bravest of dogs. They are large and very strong. In Switzerland these dogs are trained to go out and find travelers who are lost in the snowdrifts on the high mountains. A first-aid kit containing food and medicine is hung about their necks, and a warm blanket is strapped on their backs. When they find worn-out travelers, they dig them out of the snow and help them if they are awake and able to move. If the traveler is injured and helpless, the dog is trained to go back to the town below and bring aid. Many lives are saved every year by these fearless animals.

What is the most valuable thing that St. Bernard dogs do?
1 They can climb over snowdrifts. 2 They are good mountain climbers. 3 They are trained to rescue lost travelers. 4 They are large and strong. 5 They carry first-aid kits.

The St. Bernard dog is —
1 cowardly 2 speedy 3 courageous 4 rough 5 fierce

How does the dog assist worn-out travelers?
1 by digging large holes in the snow 2 by climbing the drifts to the traveler 3 by bringing first aid 4 by covering him with a blanket 5 by his great strength

The best title for this story is —
1 Training Dogs 2 The Heroic St. Bernard 3 A Strange St. Bernard Dog 4 People Lost in Mountains 5 Traveling through Snowdrifts

What do the dogs do for the travelers they cannot help?
1 stand the man on his feet 2 give him food and medicine 3 return to the village for aid 4 carry him down the mountain 5 give him the first-aid kit

The camel possesses a most uncommon body, which almost seems made to order for the many purposes he fills in the life of the desert people. His mouth is peculiarly fitted for securing food. The strong membrane and powerful teeth enable him to tear off the dry shrubs and stiff, prickly cactus of the desert. His huge nostrils allow him to breathe deeply. They close tightly when a sandstorm arises, thus shutting out the choking sands. His hump, a mere lump of fat, is of great use if food fails, for he can obtain nourishment from it for many days. He is also provided with inside reservoirs which hold enough water to last him for four or five days. Unfortunately the camel is dull. To kneel down at a given signal is about the only trick he ever learns. Although the camel is homely he is nevertheless valuable, for without him many portions of the earth would remain untraveled.

The camel is — 1 more intelligent than the horse 2 capable of learning a great deal 3 rather unintelligent 4 poorly taught 5 friendly and intelligent

The body of the camel is —
1 unfortunate 2 unusual 3 graceful 4 evil 5 inspiring

The mouth of the camel — 1 is harmed by thorny cactus 2 is small and tough 3 is well suited for procuring food 4 tightens when a sandstorm arises 5 provides an inside reservoir

The best title for this story is —
1 The Homely Body of the Camel 2 Why the Camel Is Useful 3 The Stupidity of the Camel 4 Sandstorms on the Desert 5 How the Camel Eats

The camel is — 1 unsuited for desert travel 2 helpless in a sandstorm 3 a tricky animal 4 well adapted for desert travel 5 friendly and intelligent
VI

Bill vaulted the fence into the corral and faced the bucking pony. At his approach the little animal struck out with his forefeet, but Bill was quick and avoided him. The boy caught the pony close to the head and with a rapid movement sprang into the stirrups. Then began the real task. With head down, back up, and whinnying loudly, the animal reared into the air, bouncing back to earth with terrific force. He tried every trick possible to throw his rider, plunging and rearing in all directions, but Bill held on. Finally, after many minutes, the exhausted pony, wet with perspiration, stood still. His nostrils trembled, but one felt that though his body had been subdued, his spirit was still unbroken.

26. When Bill approached, the pony was — 1 tired and broken 2 quieted in spirit 3 impatient to be ridden 4 disturbed and angry 5 thrown to the ground
27. The pony was finally — 1 overbalanced 2 exultant 3 overpowered 4 distracted 5 restored
28. The little pony tried to — 1 outlive his rider 2 aid the boy 3 unseat his rider 4 exhaust the animal 5 butt Bill
29. The best title for this story is — 1 Riding the Range 2 An Exhausted Pony 3 Breaking a Pony 4 A Perspiring Pony 5 Bill Approached a Pony
30. The article illustrates — 1 how to enter a corral 2 a whinnying pony 3 trickery in riding 4 leading a pony 5 skill in horsemanship

VII

Studying bird life with a camera is certainly an entrancing sport. One can engage in it without destroying life, yet get great satisfaction from the thrilling activities it offers. The sport is appropriate for any time or place. From it one can derive all sorts of adventures, for to be a good photographer of birds in their native haunts it is necessary to climb trees and cliffs as well as travel on land and water. How interesting it is to find their nests, learn where they stay at various times during the day, how the young are fed and cared for, and procure photographs of the birds in various attitudes. Hiking with the camera through the woods is always an enjoyment. There is a feeling of excitement and expectancy present, for one never knows at what moment he may come upon some unusual bird activity.

31. Making studies of bird life is interesting because — 1 they haunt native places 2 of the various activities one can observe 3 it is always done on water 4 the young are fed and cared for 5 the sport is appropriate
32. Using a camera in place of a rifle encourages wild life by promoting — 1 destruction 2 conservation 3 dissatisfaction 4 conversation 5 haunts
33. Bird study is a satisfying sport because — 1 the young are fed 2 the birds like it 3 one can get eggs out of nests 4 it can be enjoyed during all seasons 5 one can use a rifle
34. The best title for this story is — 1 Interesting Birds 2 The Excitement of Adventure 3 Taming Wild Birds 4 Photography of Wild Birds 5 Destroying Bird Life
35. Taking pictures of bird life is fascinating because — 1 it is helped by a camera 2 it takes much time 3 it gives more bird pictures 4 it brings adventure without destruction of life 5 it scatters the birds about
VIII

In the part of our country which gets very little rain in the summer the ground must be wet by irrigation to make the plants grow. Otherwise all the crops would be spoiled by dry weather. This form of agriculture is carried on in states where snow is found high up in the mountains the entire year. A large reservoir is made by damming up the mountain streams. The snow, melting in summer, rushes into a stream. This, in turn, is joined to a large ditch. At the head of the ditch is an intake gate. This can be opened and closed at will. In this way water is drawn off and the various fields are irrigated. The water can be turned on whenever the fields need it. The parts of our country where irrigation is possible seldom have crop failures, because water can be secured when it is needed.

36. This form of agriculture is carried on where —
   1. crops are grown in summer
   2. mountain streams make it possible
   3. cities are near
   4. there are large reservoirs
   5. there are crop failures

37. Because irrigation is possible crop failures are —
   1. increased
   2. reduced
   3. possible
   4. permitted
   5. eliminated

38. They stop the water from flooding the fields by —
   1. damming the ditch
   2. use of gates
   3. opening the reservoir
   4. irrigating the fields
   5. drawing off the water

39. The best title for this story would be —
   1. Damming Up Streams
   2. Supplying Water for Irrigation
   3. Crops in Dry Weather
   4. Building Huge Dams
   5. Supplying Water for Colorado

40. Land that is irrigated yields better harvests because —
   1. in summer it gets little rain
   2. it is high up in the mountains
   3. water may be applied as needed
   4. the water can be turned off
   5. agriculture is carried on

IX

Sugar beets must be raised where cheap labor can be secured because the plants require a great deal of cultivation, most of which must be done by hand. First the plants are thinned and then blocked to get the correct number in the rows. The roots from which the sugar is extracted are not like the red beets which are eaten as vegetables, but are more like the common turnips. These roots are washed, sliced, and soaked in water. The water is later drawn off and boiled into beet syrup. Then the syrup is changed to a brown sugar called raw sugar. The last step is to send the raw sugar through the refinery, where it is cleaned and whitened. Then the white sugar is ready to be boxed and sold for use in our homes.

41. Sugar beets must be raised where labor is not expensive because they require —
   1. much care
   2. much washing
   3. many plants in a row
   4. soaking in water
   5. much boiling

42. What kind of labor is most used in the raising of sugar beets?
   1. machine
   2. manual
   3. difficult
   4. easy
   5. unusual

43. The raw sugar is —
   1. made into syrup
   2. refined and whitened
   3. boxed and sold
   4. left as it is
   5. changed to brown sugar

44. The best title for this story is —
   1. Blocking and Thinning Beets
   2. Colorado Sugar Beets
   3. How Beet Sugar Is Obtained
   4. Cleaning Raw Sugar
   5. How Beet Sugar Is Whitened

45. Raising sugar beets requires —
   1. inexpensive labor
   2. syrup changed to sugar
   3. sugar to be cleaned
   4. many common turnips
   5. raw sugar
Airplanes are growing more important every year. Today they have traveled to almost every part of the world and into many places that would otherwise have remained unexplored. Daring pilots have been responsible for many outstanding feats. They have gone to the aid of dying men when there was no other opportunity of reaching them. At one time serum was carried to Alaska by plane and saved the lives of many children who were seriously ill of diphtheria. Every day of the year, and in all kinds of weather, Uncle Sam's pilots carry the mail through the air. Practically every day one reads of some new achievements of airplanes.

46. Airplanes have rendered valuable service to humanity by —
1. carrying many diseases
2. having no other opportunity
3. aiding the sick and dying
4. helping boys to become pilots
5. taking passengers in the air

47. The life of an airplane pilot is —
1. lonesome
2. easy
3. hazardous
4. happy
5. high

48. Airplanes are used for a variety of services such as —
1. exploring, carrying mail, and aiding the sick
2. carrying mail in all sorts of weather
3. bringing serum to diphtheria patients
4. serving humanity
5. traveling in all kinds of weather

49. The best title for this story is —
1. Mail Pilots
2. Exploring with Airplanes
3. Value of Airplanes
4. Life of an Air Pilot
5. A Trip to Alaska

50. The accomplishments of airplanes are —
1. unimportant
2. understanding
3. trivial
4. significant
5. serious

The mode of living on the plantations of the South was vastly different from that of the early New England people. The spacious Southern mansions, surrounded by the many slave cabins, gardens, and poultry yards, were often in themselves small villages. While many of these planters were living in wasteful extravagance, the Puritans of New England were living in modest two-room homes. They were thrifty people who were not in favor of the riotous living and entertaining of the planters. The New England people were more interested in the establishment of good common schools for all people, while the rich planters did not favor this idea. They had tutors at home for their children, or sent them to Europe to be educated.

51. The New Englanders were interested in —
1. having tutors for their sons
2. organizing good public schools
3. educating their children in England
4. living in two rooms
5. riotous living and entertaining

52. Which word best describes a Southern planter?
1. lavish
2. gallant
3. brave
4. weak
5. frugal

53. Which word best describes a New England home?
1. magnificent
2. insignificant
3. unpretentious
4. extensive
5. valuable

54. The best title for this story is —
1. A Story of Education
2. A Comparison of the Life of the Planters
3. Northern and Southern Modes of Living
4. The Thrifty New England People
5. Good Schools for All

55. The Southern gentlemen desired —
1. common education for all
2. the organizing of good public schools
3. good education for members of his own family
4. tutors for children in New England
5. good free schools for planters' sons

[10]
XII

The pulmotor, a device for the resuscitation of persons suffering from gas poisoning, drowning, or electric shock, consists of a tank of compressed oxygen which is thinned with air and pumped into the lungs of the patient. It must be remembered that if breathing is to be produced artificially the process must be begun within ten minutes after the breathing has stopped or the person may not revive. Therefore it is not safe to wait to begin to revive the person until the pulmotor arrives. Some other method of restoring consciousness should be attempted in order to avoid a fatality. While the pulmotor can be of great advantage, it is also a very dangerous instrument in the hands of an inexperienced person. There is great peril, if the instrument is not properly handled, of drawing the air out of the small air cells in the lungs and collapsing them.

11.

5. The pulmotor is an instrument for —
   1 collapsing the lungs  2 avoiding drowning  3 inducing artificial respiration  4 administering electric shock  5 inducing carbon monoxide
   1  2  3  4  5

7. What is conveyed to the patient by means of the pulmotor?
   1 concentrated oxygen  2 a device of great advantage  3 air cells which collapse  4 a mixture of oxygen diluted with air  5 a combination of oxygen and nitrogen
   1  2  3  4  5

3. If the person is to be resuscitated, artificial respiration should be started —
   1 by a dangerous instrument  2 for collapsing the lungs  3 within ten minutes  4 by a tank of oxygen  5 by an inexperienced person
   1  2  3  4  5

9. While waiting for the pulmotor one should —
   1 attempt to avoid the instrument  2 apply another type of resuscitation  3 pump oxygen from a tank  4 draw air out of the lungs  5 dilute the air
   1  2  3  4  5

10. The pulmotor is a menace in the hands of a novice because —
   1 of the danger of injuring the stomach  2 it might not arrive on time  3 it can be of great advantage  4 it should be properly handled  5 of the danger of collapsing the lungs
   1  2  3  4  5

Score
TEST 4. WRITTEN RECALL

I

Blackie was a little kitten. One day a big dog chased him. He became frightened and ran up a tree. After he got high up in the branches, he was afraid to come down. The little girl who owned him came and stood beneath the tree. She called to Blackie and showed him his dish of milk, hoping he would want his supper enough to try to come down. But he would not come. Finally her father called the fire chief. He sent a fireman with a ladder. The man went up the tree and carried little Blackie down. The little girl was happy to have her kitten again.

II

John could hardly wait, so anxious was he to try the new canoe he had received for his birthday. As soon as he finished his breakfast he raced with his brother and sister to the lake. Here they examined his splendid new gift. John's father showed him how to use the paddle and told him that he might take his brother and sister for a short ride in the canoe, but warned him that he must not go too far from shore before he was thoroughly familiar with handling the new craft. All went smoothly, and gradually John forgot his caution and drifted farther from shore. Suddenly there came a great gust of wind. In a moment the lake was filled with heavy waves. John struggled to keep the little canoe upright. Luckily they were not far from a small island. He steered for this and reached the shore just as a particularly large wave turned the canoe bottom side up. The three children scrambled from the water out onto the island just as another huge wave came in. The canoe floated away, and John feared he had lost his precious gift. But a party in a little steamer presently came to the aid of the stranded children and rescued the canoe, which had blown a distance away.
INTERMEDIATE FORM
(GRADES 3 to 9)

Group Diagnostic Reading Aptitude and Achievement Tests

By MARION MONROE
Specialist in Remedial Instruction, Public Schools, Pittsburgh, Pa.

and EVA EDITH SHERMAN
Director of Testing and Evaluation, Public Schools, Santa Barbara, Calif.

Name ___________________________________________ Date __________________ Grade ______
School __________________________________________ Birthdate __________________ Age ______

Intelligence Tests:
Name of test _______________________________ Date given ______________ C. A. _____ M. A. _____ I. Q. _____
Name of test _______________________________ Date given ______________ C. A. _____ M. A. _____ I. Q. _____

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DIAGNOSTIC PROFILES

Word Discrimination

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INTELLIGENCE DATA

Years Months

C. A. at date of reading test ____________
M. A. (corrected to date of reading test, as follows:)
1. Change present C. A. to months
2. Multiply by last I. Q.
3. Omit last two figures of this product.
4. Divide by 12 to get years. Remainder is months.

EDUCATIONAL DATA

Reading tests
1. Paragraph Meaning.
2. Speed of Reading.

Average ______

Arithmetic test

Spelling test

WORD DISCRIMINATION DATA

Types
1. Vowels
2. Consonants
3. Reversals
4. Additions and Omissions

APTITUDE DATA

Percentile for Age

Visual
1. Letter Memory
2. Form Memory

Auditory
1. Letter Memory
2. Orientation and Discrimination

Motor
1. Copying Text
2. Cross-out Letters

Language
1. Vocabulary
Part 1. Achievement Tests
READING TEST 1. PARAGRAPH UNDERSTANDING

Directions: Read the question. Then read the paragraph and find the answer to the question. At the end of the paragraph, draw a line under the word which answers the question. When you finish this page, go on to the next.

Sample: What does Tom's dog do?
Tom has a dog.
The dog runs.

has runs Tom dog

Sample: Who has a cat?
Mary has two pets.
They are a cat and a dog.
pets cat dog Mary

Allow 7 minutes

1. What does Peter have?
Peter is a boy.
He has a ball.
boy ball doll Peter

2. Who is here with the car?
Mother said, "Come, Jane. Father is here with the car."
Jane car Mother Father

3. Who likes the cat?
Baby has a cat.
She does not like the cat.
Brother likes it.
Baby cat likes Brother

4. What did the boy lose?
A boy was looking for something he lost.
A man said, "I will help you find it."
They found the penny in the grass.
grass nickel penny man

5. Who was the child?
Molly saw a child.
She said, "What is your name?"
The child said, "My name is Betty."
Molly name Betty child

6. What doll did the little girl like most?
A little girl had two dolls.
She got one this year and one last year.
She said, "I like my new doll, but I like the old doll best."
two dolls old doll new doll little girl

7. What did the farmer feed the cows?
A farmer had cows, horses, chickens and ducks. He fed the cows and horses hay. To the chickens and ducks he fed corn.
horses corn hay ducks

8. How old is Bill?
Mary is ten years old. She has little twin brothers named Tom and Bill, and a brother Jack who is twelve years old. Tom is six.
ten twelve six eight

9. What did Father want the children to do?
Father said, "Hurry, children. We shall be late for the train. We are going to see Grandma and Grandpa."
see Grandma to see to hurry to be late

10. Where does Bob help his father?
Bob goes to school every day except Saturday and Sunday. On Saturday he helps his father at the store. On Sunday he and his father go to church.
church Saturday store father every day

11. What kind of kitten did Mrs. Brown find?
Mrs. Brown found a kitten in the barnyard one winter day. The kitten was so weak it could hardly stand. Mrs. Brown took it into the warm house and put it into a little basket.
weak little warm barnyard house

Go on to next page.
12. Where did John go last?
John said, "I did two things today. I went to the bank after I took my book back to the library."

bank library school today John

13. When is Alice's next music lesson?
Alice is becoming a fine musician. She practices on the piano every day. On Tuesday and Friday she takes her music lesson. Today is Wednesday.

Monday Tuesday Wednesday
Thursday Friday

14. Of what are toy animals made in Mexico?
In Mexican markets many things are on display. The tourist can buy brightly colored blankets of wool or cotton; leather shoes or purses; clay pigs, cats, or rabbits; and interesting carved human figures made of wood. Many of the toy animals are painted in bright colors with funny dots and stripes.

colors wood leather clay
dots and stripes

15. When did the children go for a walk?
On Tuesday it rained, so the children played indoors. Wednesday morning it was still too muddy to play outside, but their father took them for a ride in the park. Yesterday was bright and clear, and they went for a walk in the forest. They met an old woman when they had gone about a mile.

yesterday in the park
Tuesday morning in the forest
about a mile

16. Which rug is most expensive?
The merchant said, "The dye used in this red rug comes from a very tiny animal. Thousands of animals are necessary to make even a small amount of dye. For that reason the rug is worth much more than the blue or green rugs."

animals blue red green
tiny merchant

17. Which game do I prefer?
Second only to tennis, in my opinion, is the game of golf. Both games require more skill of hand and quickness of movement and eye than card games or checkers.

tennis golf card games
checkers games

18. How did I feel?
The angry rhinoceros came so close that I could hear the huge beast snort. I reached for my automatic rifle, although I well knew that my bullets would have little effect on his tough hide. Terrified, I watched him advance toward me.

angry huge well little
terrified

19. Whom did Washington praise?
During the hardships of the Revolutionary war, everyone—young and old, soldiers, farmers, and artisans—all worked arduously for their country. Washington frequently commended especially the patriotism and devotion of the women. They worked as tirelessly as the soldiers on the battlefields, but with other implements than firearms.
soldiers women farmers
artisans patriotism

20. What means of transportation seemed peculiar to Mr. Jones?
For thirty years Mr. Jones lived in a country where the dog-team was the sole means of transportation. Accustomed as he was to the sled or travois, he found it difficult, on his return to civilization, to refrain from gaping wide-eyed in wonder at the automobiles of our modern city streets.
dog-team sled automobiles
street travois

21. What is the most economical type of locomotive?
Engineers strive to reduce the weight of engines and thereby lessen the pounding of the driving wheels against the iron rails at high speeds. Less pounding means longer wear, both for locomotives and tracks. The new stream-line trains are usually made from aluminum and are both lighter and easier to pull than the old type steel locomotives.

steel aluminum iron wood
old-type
22. Who may submit entries in the contest?

The committee of judges will give careful attention to every entry submitted. The entrants should type the manuscripts on only one side of the paper. Any magazine reader is eligible to compete. The contest is closed to relatives of the judges, or employees of the firm.

committee members employees judges judges' relatives magazine readers

23. Future buyers of airplanes may expect a reduction in what?

Airplanes are rapidly being improved to increase speed and safety. In fact, each new plane built is out of date soon after delivery to the purchaser. Eventually, when the experimental stage in aviation has been passed, airplanes will be standardized and produced at a considerably lower price than at present.

delivery speed safety price

24. What do vocational tests measure?

Tests for vocational guidance are effective tools in helping high school students select suitable occupations. The counsellor explains to the student that the tests cannot dictate his future vocation in absolute terms, but rather point out his aptitudes and abilities. He may then make a more intelligent and successful occupational choice than would be possible otherwise.

occupations aptitudes counsellor guidance

25. What kind of abstracts appear in “Biological Abstracts”?

“Biological Abstracts” is a scientific journal consisting of extremely condensed summaries or abstracts of current scientific, biological literature. Biology, however, is such an extensive field that the abstracts, if published in one volume, would be expensive and bulky. They are, therefore, divided into five volumes dealing with specialized topics within the general biological field, each of which may be purchased independently.

extensive widespread expensive condensed bulky volume

26. What should citizens do in reading news items?

A newspaper becomes an organ of propaganda when subversive influences are allowed to invade the field of reporting events. Citizens should be trained to evaluate each news item in terms of its authenticity, and to expend unmitigated efforts in denouncing newspapers which flagrantly violate veracity in efforts to influence political conduct.

evaluate denounce violate

invade influence veracity

27. What partially overcomes the limits of human perception?

There are limits of exactness in human perception which are irremedial. As two lines or forms are made more nearly equal, a point is reached at which the unaided eye can no longer distinguish between them. To eliminate this source of error in observation, precision instruments have been devised which permit greater accuracy of measurement than could be obtained otherwise.

observation instruments exactness accuracy irremedial forms

28. What makes diagnosis of fatigue difficult?

Depression, inattention, and erratic behavior may result from fatigue. In any consideration of fatigue, the capacity of the human being to compensate temporarily by special effort should be remembered. This capacity not infrequently produces remarkable results and may be correspondingly misleading. Interpretation of fatigue is impossible, even when aggravated, unless this capacity is controlled or eliminated.

compensation capacity results fatique aggravated eliminated depression

Stop here.

Score

(Number right)
Directions: This is a test to find out how fast you can read. You will find things to do almost in every sentence. Be sure to do each thing right, but go as fast as you can.

Allow 1 1/4 minutes.

Put a ring around the flag. Put a line under the tree. Make a cross on this line. Write the number three after this sentence. Read as fast as you can.

Write "yes" on this line.

If you have two eyes, write 2 after this sentence. If you can see, put a ring around this S. If you like to eat, make two circles here. Now cross out the number three. I 2 3 4

Boys and girls like these games because they are easy. Put a dot in this ring. How many feet have you? How many ears have you? How many feet has a dog?

This is fun. Cross out all the o's in follow. Cross out the l's in little. Cross out the last letter in boy. Put a line under the last word in this sentence. Make two crosses on this line.

You are doing very well. Keep it up.

Draw a line under the girl's name: Jack, Jane. Draw a ring around the number six. 2 6 3 7

Write yes or no after each of these questions. Can horses bark? Are some trees green? Is our flag red, white, and blue?

Do hens lay eggs? Does milk come from birds?

Would you like to have ten dollars?

You are a fast reader. How many letters are in the word two? How many letters are in the word up? Write a capital B here. Put a cross in this ring.

Draw a line under the name of a color: red, pretty. Cross out a word that means big: small, large. Put a ring around a word that means glad: happy, sorry. If you like to play these games, make a circle here.

Draw a line under the right answer. When does the sun shine? night, day. Which is larger? boy, man. Which is cold? ice, fire. Which is blue? sky, apple. Who is older? mother, baby.

Only a few pupils can read as far as this. How many things make a pair? Draw a ring around something good to eat: coal, apple. Put a line under a toy: doll, lake. Put a line under each t in butter.

Write the first letter in the word "cat" here. Now write "end" here.

Score: _____________________________

(Number right)
Directions: Underline the correct sentence in each group.

Sample: The cat runs after the hat.
The cat runs after the rat.
The hat runs after the rat.

Allow 2 minutes

Part 1. Vowels

1. A dog can run fast.
   A dig can run fast.
   A dug can run fast.

2. We sleep in a bid.
   We sleep in a bed.
   We sleep in a bad.

3. The mat wore a hat.
   The man wore a hot.
   The man wore a hat.

4. I like to eat bread and butter.
   I like to eat broad and butter.
   I like to eat bread and bitter.

5. We get milk from the coo.
   We get milk from the cow.
   We get milk from the coy.

6. I hop that you will come soon.
   I hope that you will come soon.
   I hop that you well come soon.

7. He will tape on the door.
   He will tap on the door.
   He will tip on the door.

8. I am fond of animals.
   I am found of animals.
   I am fond of animals.

9. Did you knew my brother?
   Did you knee my brother?
   Did you know my brother?

10. Have you heard what happened today?
    Have you hard what happened today?
    Have you hoard what happened today?

11. He sent his white callers to be washed.
    He sent his white collars to be washed.
    He sent his white colors to be washed.

12. His father has a leather belt.
    His father has a lather belt.
    His feather has a leather belt.

13. The boy put a beetle in the bottle.
    The boy put a battle in the bottle.
    The boy put a bottle in the beetle.

14. Be sure to sleep on clean budding.
    Be sure to sleep on clean beading.
    Be sure to sleep on clean bedding.

15. The girl is hopping to go to the picnic.
    The girl is hoping to go to the picnic.
    The girl is hooping to go to the picnic.

16. Let this accident be a reminder to be careful.
    Let this occident be a reminder to be careful.
    Let this accident be a remainder to be careful.

17. The rubber confessed that he was guilty.
    The robber confused that he was guilty.
    The robber confessed that he was guilty.

18. Workmen were hired to constrict the bridge.
    Workmen were heard to constrict the bridge.
    Workmen were hired to construct the bridge.

19. The man said that he would come latter.
    The man said that he would come later.
    The man said that he would come letter.

20. He was reworded for finding the expensive jewels.
    He was rewarded for finding the expensive jewels.
    He was rewarded for finding the expansive jewels.

21. All the problems accept the first are impossible.
    All the problems accept the first are impassible.
    All the problems except the first are impossible.

22. This author mansions the American Revolution.
    This author mentions the American Revolution.
    This author mentions the American Revelation.

23. Some people object to foreign imports.
    Some people abject to foreign imparts.
    Some people object to foreign imparts.

24. The possession is filled by an eminent man.
    The position is filled by an imminant man.
    The position is filled by an eminent man.

Score
(Number right minus number wrong)

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Part 2. Consonants

1. A little dog is a good pet.
   A little dog is a good pen.
   A little dog is a good peg.

2. We sleep in a bet.
   We sleep in a bed.
   We sleep in a bell.

3. Please look at the pretty doll.
   Please took at the pretty doll.
   Please book at the pretty doll.

4. This paper cost a time.
   This paper cost a dine.
   This paper cost a dime.

5. The poor man was very tin.
   The poor man was very fin.
   The poor man was very thin.

6. Give the toy to then.
   Give the toy to there.
   Give the toy to them.

7. Get the nail at the post office.
   Get the mail at the post office.
   Get the rail at the post office.

8. Which is the way to town?
   Witch is the way to town?
   Wish is the way to town?

9. Wash the dishes in the sing.
   Wash the dishes in the sink.
   Wash the dishes in the zinc.

10. You will get yet in the water.
    You will get wet in the water.
    You will get whet in the water.

11. The pupil corrected his mistake.
    The pupil connected his mistake.
    The pupil collected his mistake.

12. Will you consent to the plan?
    Will you convent to the plan?
    Will you content to the plan?

13. Vaccination presents smallpox.
    Vaccination pretends smallpox.
    Vaccination prevents smallpox.

14. My derision to go made her happy.
    My division to go made her happy.
    My decision to go made her happy.

15. I do not know weather it will rain tomorrow.
    I do not know whether it will rain tomorrow.
    I do not know wetter it will rain tomorrow.

16. This package of sugar is infested with ants.
    This package of sugar is infected with ants.
    This passage of sugar is infested with ants.

17. The halls resounded with echoes of chimes.
    The halls rebounded with echoes of chimes.
    The halls resounded with echoes of chimes.

18. We defend on the army for protection.
    We depend on the army for projection.
    We depend on the army for protection.

19. The boy deserts a liberal allowance.
    The boy deserves a liberal allowance.
    The boy deserves a literal allowance.

20. The floor squealed as he replaced his steps.
    The floor squeaked as he retraced his steps.
    The floor squeaked as he replaced his steps.

21. The award will be a blonde medal.
    The award will be a bronze metal.
    The award will be a bronze medal.

22. She fiercely relented his angry resort.
    She fiercely resented his angry retort.
    She fiercely relented his angry retort.

23. The wrestler's huge muzzles showed in the photograph.
    The wrestler's huge muscles showed in the photograph.
    The wrestler's huge muscles showed in the phonograph.

24. Contracting colors appeased to the girl.
    Contrasting colors appealed to the girl.
    Contracting colors appealed to the girl.

Score. (Number right minus number wrong)

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</table>
Part 3. Reversals

1. A little bog can run fast.
   A little dog can run fast.
   A little god can run fast.

2. The man was the cat.
   The man saw the cat.
   The man sam the cat.

3. A big likes mud.
   A dig likes mud.
   A pig likes mud.

4. Please do not come late to school.
   Please do ton come late to school.
   Please do out come late go school.

5. Write your name on the crab.
   Write your name on the carp.
   Write your name on the card.

6. A dog can bark.
   A dog can park.
   A dog can dark.

7. The boy used an ax to split wood.
   The boy used an ax to split wood.
   The boy used an ax to slipped wood.

8. Do not bump the garbage on the street.
   Do not dump the garbage on the street.
   Do not dumb the garbage on the street.

9. I like to eat beard and butter.
   I like to eat dread and butter.
   I like to eat bread and butter.

10. The red light means spot.
    The red light means stop.
    The red light means pots.

11. The small boy won the race.
    The small boy own the race.
    The small boy now the race.

12. The child was blowing soap puddles.
    The child was blowing soap bubbles.
    The child was blowing soap bulbs.

    Buy goods of the best qualify.
    Buy goods of the best duality.

14. Can you stake on ice?
    Can you skate on ice?
    Can you takes on ice?

15. The bride looked like an angel.
    The bride looked like an angel.
    The bride looked like an angle.

16. Healthy pink cheeks need no rogue.
    Healthy pink cheeks need on rouge.
    Healthy pink cheeks need no rouge.

17. He tried to preform the difficult task.
    He tired to perform the difficult task.
    He tried to perform the difficult task.

18. Farmers must guard against frost.
    Farmers must grand against frost.
    Framers must guard against frost.

19. The child who perseveres can expect to succeed.
    The child who preserves can expect to succeed.
    The child who perseveres can expect to succeed.

20. Are you intending to move this month?
    Are you indenting to move this mouth?
    Are you intending to move this mouth?

21. He was greatly assumed, reading the funny verse.
    He was greatly amused, reading the funny serve.
    He was greatly amused, reading the funny verse.

22. The calvary paraded to martial music.
    The cavalry paraded to marital music.
    The cavalry paraded to martial music.

23. The best reader was commended for his skill.
    The best reared was condemned for his skill.
    The best reader was condemned for his skill.

24. We conserved about antique silver.
    We conversed about antique silver.
    We conversed about antique sliver.

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</table>
1. The little girl has a black cat.
The little girl has a black cats.
2. I play a drum in the bad.
I play a drum in the band.
3. He rode his pony past my house.
He rode his pony past my house.
4. This hat cost the most.
This hat cost the mostly.
This hat cost the almost.
5. We eat dinner ever day.
We eat dinner every day.
6. I gave the book to a friend.
I gave the book to a fiend.
I gave the book to a fried.
7. The boy's father is a doctor.
The boy's fathers is a doctor.
The boy's father is a doctor.
8. The baby wants to sleep.
The baby wants to sleepy.
The baby wants to asleep.
9. Tie the bundle with a sing.
Tie the bundle with a string.
Tie the bundle with a sting.
10. I have been presents every day.
I have been presently every day.
I have been present every day.
11. We tramped through the forest.
We tramped thorough the forest.
We tramped though the forest.
12. Here is a small participle of sand.
Here is a small participle of sand.
Here is a small particle of sand.
13. This is the largest county in the state.
This is the largest country in the state.
This is the largest count in the state.
14. Two needlessly are used in knitting.
Two needlessly are used in knitting.
Two needles are used in knitting.
15. The widow kept her car in our garbage.
The widow kept her car in our garage.
The window kept her car in our garage.
16. The artist created a statue from clay.
The artist created a statue from clay.
The artist crated a statue from clay.
17. It is imprudent to spend money lavishly.
It is impudent to spend money lavishly.
It is imprudent to spend money monkey lavishly.
18. The invisible team won a gold medal.
The invincible team won a gold medial.
The invincible team won a gold medal.
19. He gave more liberaly than others in his locally.
He gave more liberally than others in his locally.
He gave more liberally than others in his locality.
20. The bandit intimidated the crowd with a revolver.
The bandit intimated the crowd with a revolve.
The bandit intimidated the crowd with a revolve.
21. A procession flowed the parade.
A procession followed the parade.
A possession followed the parade.
22. This printed publican is nationally known.
This printed publication is nationality known.
This printed publication is nationally known.
23. He studied, oblivious to the conversation.
He studied, oblivious to the conversation.
He studied, oblivious to the conversion.
24. Your direction is really too indefinite to follow.
Your direction is reality too indefinite to follow.
Your direction is really too infinite to follow.

Score

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Score Vowels ..............................................
Score Consonants ...........................................
Score Reversals ............................................
Score Add. and Om.........................................
Total Score ..............................................
ARITHMETIC COMPUTATION

Directions: Write the answers to these problems as quickly as you can. Allow 5 minutes.

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<tr>
<td>(Add)</td>
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<td>(Subtract)</td>
<td>(Divide)</td>
<td>(Add)</td>
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<tr>
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<td>2%</td>
<td>3%</td>
<td>1%</td>
<td>6%</td>
</tr>
<tr>
<td>2/4</td>
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</tr>
<tr>
<td>3%</td>
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<tbody>
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<td>(Multiply)</td>
<td>(Multiply)</td>
<td>(Divide)</td>
<td>(Multiply)</td>
</tr>
<tr>
<td>192/3%</td>
<td>21 1/2</td>
<td>27</td>
<td>3/4</td>
<td>3/4</td>
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<td></td>
<td>×2 1/2</td>
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<tr>
<td>(Add)</td>
<td>(Multiply)</td>
<td>(Divide)</td>
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<td></td>
<td>Write 3/4 as a decimal fraction.</td>
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<thead>
<tr>
<th>30.</th>
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</thead>
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</tbody>
</table>

Score: 90.12

(Number right)

Score: 90.12
SPELLING TEST

Directions: Write the words which the teacher pronounces. One word belongs in each space.

1. A_________ drinks milk.
2. The_________ runs.
3. He_________ a letter.
4. The grass is_________
5. Please_________ some candy.
6. This is a toy_________
7. You should_________ your lesson.
8. The horse is_________
9. We_________ very quietly.
10. I live in a very large_________
11. You can_________ out a candle.
12. Do not_________ around.
13. The train is on the_________
14. Are you_________ to go?
15. We cook in the_________
16. Open the_________ wide.
17. Throw the ball_________ the posts.
18. This is_________ eighteen.
19. Why do you_________?
20. She has a_________ new dress.
21. What is the_________?
22. Fold the_________ piece of paper.
23. The_________ pulls the train.
24. I enjoyed my_________ to the country.
25. Many_________ are here.
26. We went to a_________ meeting.
27. The horse pulls the_________
28. The_________ is the man who commands the army.
29. I_________ I saw you
30. What_________ is your hair.
31. What did you eat for_________?
32. My_________ is a good typist.
33. He has very little_________
34. The_________ collects taxes and makes laws.
35. On my_________ I can answer letters.
36. Be_________ in choosing friends.
37. This_________ is easy.
38. How many yards of cloth are_________ to make this coat?
39. We talked over the_________
40. The_________ played on the violin.

Score_________ (Number right)
Part 2. Aptitude Tests

VISUAL TESTS

Letter Memory

Directions: The teacher will show you a card on which is printed a nonsense word. Study the word until the teacher removes the card. Then write as much of the nonsense words as you remember.

Show each card 5 seconds.

<table>
<thead>
<tr>
<th>Card</th>
<th>Score</th>
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<tbody>
<tr>
<td>1</td>
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<td>17</td>
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</table>

Score

(Number of nonsense words correct)

AGE

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<th>9</th>
<th>10</th>
<th>11</th>
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<th>13</th>
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</thead>
<tbody>
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Score

(Number of single designs correct)

AGE

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<th>10</th>
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<td>5</td>
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</tbody>
</table>

Form Memory

Directions: The teacher will show you some designs on a card. Study these designs until the teacher removes the card. Then draw as many of them as you can remember.

Show each card 10 seconds.

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</tr>
</thead>
<tbody>
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<td>3</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Score

(Number of single designs correct)
**AUDITORY TESTS**

**Letter Memory**

Directions: The teacher will spell aloud the letters of some nonsense words. Listen carefully and when she says “write”, write as many of the letters as you can remember.

Score: (Number of nonsense words correct)

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</tbody>
</table>

**Discrimination and Orientation**

Directions: This is a test to see how well you can listen. Wait until the teacher tells you what to do.

Sample: boot bat beat bit

Score: (Number right)

<table>
<thead>
<tr>
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<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
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</tr>
</tbody>
</table>
MOTOR TESTS

Copying Text

Directions: Copy this little story as quickly and plainly as you can. When the teacher says "Stop", hold up your pencil.

Allow 1½ minutes

A little boy lived with his father in a large west. Every day the father went out to cut wood. One day the boy was walking through the woods with a basket of lunch for his father. Suddenly he met a huge bear. The boy was frightened, but he threw a piece of bread and jelly to the bear.

Allow 1¼ minutes

A little boy lived with his father in a large west. Every day the father went out to cut wood. One day the boy was walking through the woods with a basket of lunch for his father. Suddenly he met a huge bear. The boy was frightened, but he threw a piece of bread and jelly to the bear.

Score

(Number of words written correctly)

| AGE | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15+
<table>
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<tr>
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</table>

Crossing Out Letters

Directions: In every other word there is a letter "a". Cross out all of the a's you can find. Remember there is one in every other word. Do it this way: she /k puk v>rone le xnet.

Allow 1 minute


Score

(Number of a's crossed out)

| AGE | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15+
<table>
<thead>
<tr>
<th></th>
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LANGUAGE TEST

Vocabulary

Directions: Here are groups of words, some pairs of which make good sense, while others are foolish. Listen while the teacher reads each group aloud. Decide which pair of words in the group makes the best sense and draw a line under that pair.

Sample:

bed sleeps
baby sleeps
grass sleeps
broom sleeps

Sample:

pretty rose
ugly rose
high rose
ring rose

1. ball plays
ball rolls
ball eats
ball bats

2. sour sugar
salty sugar
bitter sugar
sweet sugar

cold fire
cold steam
cold ice
cold sneeze

3. pen writes
pen cooks
pen fastens
pen hammers

4. snow scorches
water scorches
steam scorches
fire scorches

5. saddle canoe
saddle pony
saddle lady
saddle stable

6. wear gown
hear gown
pour gown
tumble gown

7. wood melts
milk melts
ice melts
water melts

8. coin ropes
coin money
coin monkey
coin cobs

dove flies
dove swims
dove barks
dove crows

9. aged child
aged youth
aged baby
aged man

10. scissors snip
brushes snip
saucers snip
steams snip

11. wet desert
dry desert
fruitful desert
eat desert

12. horse grazes
grass grazes
house grazes
star grazes

13. mourning rejoice
mourners frolic
mourners sun
mourners weep

14. peaceful war
peaceful sleep
peaceful pie
peaceful hub-bub

15. generous miser
early miser
liberal miser
stingy miser

16. humorous comedy
humorous tragedy
humorous union
humorous massacre

delightful dungeon
dismal dungeon
gorgeous dungeon
angry dungeon

courteous curtain
courteous snap

courteous glutton
courteous gentleman
courteous bully

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