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THESIS

DIAGNOSTIC READING READINESS TEST

by

Alice Marie Smart

( B.Ed., New Haven State Teacher's College, 1939 )

submitted in partial fulfillment of the  
requirements for the degree of  
Master in Education

1 9 4 1



BOSTON UNIVERSITY  
SCHOOL OF EDUCATION

THESIS

DIAGNOSTIC READING PROFICIENCY TEST

*Gift of A. Smart  
School of Education  
June 11, 1941  
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Alice Marie Smith

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Sincere thanks are also due to Dr. James R. Hobson, Director of Child Guidance, Brockline, Massachusetts, and to Miss Grace E. Bartlett, Miss Virginia E. Burrows, Miss Ethel M. Jenkins, Miss Adelina E. Hall, and Miss Eleanor E. Hoody, first grade <sup>Approved by</sup> in Brockline, for their cooperation during the time of experimental testing.

First Reader Donald D. Durrell, Professor of Education

administering the achievement tests, to Miss Dorothy Sack-

Second Reader W. Linwood Chase, Professor of Education

to Miss Ethel S. Bickford for typing the thesis.

Third Reader J. Wendell Yeo, Assistant Professor of Education



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The writer is grateful to Miss Esther Bussell for administering the achievement tests, to Miss Dorothy Santimaw for typing and mimeographing portions of the test, and to Miss Ethel S. Bickford for typing the thesis.



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sure a measure which will (5) indicate the child's readiness in these first stages and then determine the readiness to undertake a formal reading program, and (6) indicate the adequacy in the factors which are essential to reading progress.

It is, perhaps, the second objective which is of greater significance, since, to the writer's knowledge, after an intensive study of the problem, there is no suitable measure for determining the specific weaknesses which render the intelligent child incapable of reading progress. Such tests as the Jurrell Analysis of Reading Difficulties, the Gates Reading Diagnosis Tests, and the Incomplete Diagnostic Reading Tests determine the identification of the

1. Wilson, F., Hunter, G.,  
 Fleming, J. "Reading Diagnosis: A Diagnostic  
 and Primary Reading Test"  
 School Journal, Vol. 40, No. 1  
 415, February, 1935

2. Published 1937 by World Book Company, New York.

3. Published 1929 by Southern California Press Company,  
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4. Published by Bureau of Publications, Teachers College,  
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## INTRODUCTION

The purpose of this study is to devise a diagnostic reading readiness test. The writer is in accord with Wilson, Hunter and Fleming in their conception of reading readiness as "reading progress: in particular, progress of the initial stages of learning to read."<sup>1</sup> Thus the writer aims to procure a measure which will (1) indicate the child's progress in these first stages and thus determine his readiness to undertake a formal reading program, and (2) diagnose his inadequacy in the factors which are essential to reading progress.

It is, perhaps, the second objective which is of greatest significance, since, to the writer's knowledge, after an intensive study of the problem, there is no adequate measure for determining the specific weaknesses which render the intelligent child incapable of reading progress. Such tests as the Durrell Analysis of Reading Difficulties,<sup>2</sup> the Gates Reading Diagnosis Tests,<sup>3</sup> and the Ingraham-Clark Diagnostic Reading Tests<sup>4</sup> determine the difficulties of the

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1. Wilson, F., Hunter, C., Fleming, C. "Reading Progress in Kindergarten and Primary Grades", Elementary School Journal, Vol. 38, pp. 442-449, February, 1938.
  2. Published 1937 by World Book Company, New York.
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2. Published 1937 by World Book Company, New York.

3. Published 1929 by Southern California Book Depository, Los Angeles, California.

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CHAPTER I

Summary of Previous Research

child who can read to a certain extent, but are ineffective for the complete non reader, who, unfortunately exists at every grade level.

by medical men at the beginning of the twentieth century, but progress was slow for the ensuing twenty years. The child who was a poor reader was branded as incapable. Intelligence tests necessitating reading confirmed the erroneous conception in many cases, but scientific and clinical observations have shown that the intelligent child frequently does not learn to read and thus, the intelligence test alone is not a sufficient prognostic and diagnostic measure for reading.

The need of determining and providing for reading readiness is evidenced by numerous studies. Walter Percival's study of causes and subjects of school failures found the first grade to be the time of greatest failure, and the cause, in 97.15% of the cases, was reading. In grade two, reading inadequacy was responsible for 90% of the failure. A study made in Chicago during 1938 revealed that, of children

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1. Percival, W. "The Influence of Reading Ability on Intelligence Measures". Journal of Educational Psychology, Vol. 24, pp. 412-418, September, 1933.

2. Percival, W. A Study of the Causes and Subjects of School Failures. Published by Bureau of Publications, Berkeley University of California Printing Office, 1937.

3. Johnson, W. "The Pre-Reading Program of the Chicago Public Schools". Elementary School Journal



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## CHAPTER I

## Summary of Previous Research

Notable progress in the field of prognostic, diagnostic, and remedial reading programs has been made since 1920. The first serious consideration of reading disability was made by medical men at the beginning of the twentieth century, but progress was slow for the ensuing twenty years. The child who was a poor reader was branded as incapable. Intelligence tests necessitating reading confirmed the erroneous conception in many cases, but studies<sup>1</sup> and clinical observation have shown that the intelligent child frequently does not learn to read and thus, the intelligence test alone is not a sufficient prognostic and diagnostic measure for reading.

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  2. Percival, W. A Study of the Causes and Subjects of School Failure. Published by Bureau of Publications, Berkeley University of California Printing Office, 1927.
  3. Johnson, W. "The Pre-Reading Program of the Chicago Public Schools", Elementary School Journal, Vol. 40, pp. 37-44, September, 1939.



CHAPTER I

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2. Percival, W. "A Study of the Causes and Subjects of School Failures." Unpublished by Bureau of Publications, Berkeley University of California Printing Office, 1937.

3. Johnson, W. "The Pre-Reading Program of the Chicago Public Schools," Elementary School Journal, Vol. 40, pp. 37-44, September, 1930.



entering grade one, 16.3% were definitely not ready to read, while 12.8% were probably unready. Special diagnosis and help in reading is needed by 15% of the school population according to Durrell<sup>1</sup>, by 12% according to Monroe<sup>2</sup>. Boney and Agnew<sup>3</sup> emphasize the importance of studying the child's growth before beginning reading, as the extensive numbers not ready to read make the attempt to teach beginning reading in large classes impractical.

At this point, the reader might well inquire as to the value of diagnosing a child's reading readiness. Does a knowledge that the child lacks certain factors essential to reading success and the ensuing program for the development of these factors render the child more capable of successful reading achievement? Little research has been done in this field, but of that accomplished, all save one study indicates the effectiveness of a planned reading readiness program.

In the study by Gates and Bond<sup>4</sup>, soon after the opening of school, four classes were given more than one hundred tests, examinations, and ratings of characteristics believed to be

---

1. op. cit.

2. Monroe, M. Children Who Cannot Read, University of Chicago Press, Chicago, Illinois, 1932.

3. Boney, C. Agnew, K. "Periods of Awakening or Reading Readiness", Elementary English Review, Vol. 14, pp. 183-187, May, 1937.

4. Gates, A. Bond, G. "Reading Readiness: A Study of Factors Determining Success and Failure", Teachers College Record, Vol. 37, pp. 679-685, May, 1936.



entering grade one, 18.3% were definitely not ready to read, while 12.8% were probably unready. Special diagnosis and help in reading is needed by 19% of the school population according to Purcell, by 12% according to Boney and Agnew emphasize the importance of studying the child's growth before beginning reading, as the extensive numbers not ready to read make the attempt to teach beginning reading in large classes impractical.

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included in readiness to read and then tested again at the end of the year to compare the results of the readiness tests with reading achievement. The correlations between the amount of previous instruction in reading given at home and in kindergarten, and success in reading, which was slightly greater than the correlation of mental age and reading success, led the experimentors to conclude that readiness for reading is something to develop rather than merely to wait for.

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Again, Gates studied this problem, using the first grades of nine different schools in a Connecticut city. Gates Reading Readiness Tests were given at school entrance, and reading progress was measured at the end of the year by Gates Primary Reading Test, Type 1 and 2, and others. During the interim, the instructors were free to teach as they preferred, but the highest correlation between predicted and actual progress was in groups where the teacher adjusted her work to the pupils' needs as revealed by readiness tests. It would seem safe to surmise, also, in the face of proven conclusions, that drill on weaknesses, as revealed by readiness tests, would lower the predictive correlations by improving actual progress.

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In the Keith School, Chicago, it was found that twenty-one of eighty pupils in February, 1932, were mentally capable, but too inexperienced to undertake first grade reading. After being placed in a separate group where orientation and before reading lessons were substituted for the regular grade one program, the reading readiness scores of every child in September, 1939, had advanced at least 90%, and many more than 100%.

2

Teegarden revealed that kindergarten-trained children made appreciably higher scores than did the non-kindergarten group on a test of reversal tendency, having a mean of 37.25, and a median of 42.3 as compared to a mean of 20.23 and a median of 15.0 for the non-kindergarten group.

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1. Harmon, A                    "Orienting First Graders- Developing Reading Readiness", Chicago School Journal, Vol.22, pp.10-13, September, 1940.
  2. Teegarden, J.                "Tests for the Tendency to Reversal in Reading", Journal of Educational Research, Vol.27, pp.81-97, October, 1933.

3. Brown, E.

"A Reading Readiness Experiment",  
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 Vol. 22, pp. 10-13, September, 1940.

2. Teegarden, J. "Tests for the Tendency to Reversal in  
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 Vol. 27, pp. 31-37, October, 1933.



<sup>1</sup>  
 Petersen, in studying a first grade at Ironwood, Michigan, found that pupils, placed in a reading readiness group on the basis of a readiness test (which had shown them unready to read) and other information, had attained, as a result of a readiness program, at the end of Grade I, an average grade score of 1.8 on the Gates Silent Reading and Metropolitan Achievement Tests.

<sup>2</sup>  
 On the other hand, Zeta Brown found, in comparing the reading achievement of two groups of first graders, one using the formal approach with a basic reading manual, the other beginning with an extensive reading readiness program, that the former made slightly greater gains according to the Gates Word Recognition Test.

The growing interest in reading readiness is evidenced by the number of reading readiness tests produced within the past few years. The Lee Clark Reading Readiness Test <sup>3</sup> is a group test which includes four parts. The first two are

- 
1. Petersen, I. "The Reading Progress of the Ironwood Public Schools", Elementary School Journal, Vol. 37, pp. 438-446, February, 1937.
  2. Brown, Z. "A Reading Readiness Experiment", Directed Study, Unpublished, Warwick, Rhode Island, 1939.
  3. Published, 1934, by Southern California School Book Depository, Los Angeles, California.



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3. Published, 1936, by Southern California School Book Depository, Los Angeles, California.



matching tests in which lines are drawn connecting like letters. In Test III, the child crosses out one of four letters which does not belong with the others. In Test IV, the child crosses out the letter in a word which makes that word different from the other in the pair, for example, (am- and).

The test was given to nearly two thousand children in several cities in California and Colorado, and correlations obtained, by comparing the scores with the Lee-Clark Primer Test and Gates Reading Test, were .49 and .54 respectively.

Using a condensed form of the Lee-Clark Readiness Test on 868 first grade pupils, Petty found a correlation of .44-.05 with reading marks given almost entirely by one teacher.

Wright's study showed the Lee-Clark Reading Readiness Test to have a correlation with the first eight sections of the Gates Primary Reading Test of .586, .648, .089, .731, .625, .170. and .444 respectively.

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1. Lee, J., Clark, W.  
Lee, D. "Measuring Reading Readiness",  
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pp.656-666, February, 1934.
  2. Petty, M. "An Experimental Study of Certain  
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Journal of Educational Psychology,  
Vol.30, pp.215-230, March, 1939.
  3. Wright, W. "Reading Readiness-A Prognostic Study",  
Bureau of Cooperative Research,  
Indiana University, School of Educa-  
tion, P.17, June, 1936.



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The test was given to nearly two thousand children in several cities in California and Colorado, and correlations obtained by comparing the scores with the Lee-Clark Primer Test and Gates Reading Test, were .42 and .34 respectively.

Using a condensed form of the Lee-Clark Readiness Test on 828 first grade pupils, Petty found a correlation of .44-.05 with reading marks given almost entirely by one teacher.

Wright's study showed the Lee-Clark Reading Readiness Test to have a correlation with the first eight sections of the Gates Primary Reading Test of .586, .548, .589, .731, .825, .170, and .444 respectively.

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1. Lee, J., Clark, W. "Measuring Reading Readiness." Elementary School Journal, Vol. 24, pp. 656-666, February, 1934.

2. Petty, M. "An Experimental Study of Certain Factors Influencing Reading Readiness." Journal of Educational Psychology, Vol. 20, pp. 215-230, March, 1932.

3. Wright, W. "Reading Readiness - A Prognostic Study." Bureau of Cooperative Research, Indiana University, School of Education, I. IV, June, 1932.



Monroe's Reading Aptitude Tests for the Prediction of Success and Failure in Beginning Reading consists of a series of group tests, requiring thirty to forty minutes, and individual tests, taking ten to fifteen minutes, to administer. The group battery is as follows:

### I. Visual Tests

Test 1. Visual Recognition of Orientation-Examinee selects from two designs the one which correctly matches the stimulus design.

Test 2. Ocular Motor Control and Attention-Child draws along a twisted line.

Test 3. Visual Memory of Forms- Child attempts to reproduce designs after a ten minute period of study for each set of four.

### II. Auditory Tests

Test 1. Word Discrimination- Nine pictures are numbered 1,2,3. As the word describing the picture is pronounced three ways, the child encircles the number corresponding to the one correct pronunciation.

Test 2. Sound Blending. Each of twelve stimulus words is illustrated by three pictures; the child encircles the picture corresponding to the stimulus word as it is pronounced by the examiner.

### III. Motor Tests

Test 1. Speed- Placing dots in circles.

Test 2. Steadiness-Join dots and dashes to make one line.

The individual battery includes one auditory memory test, in which the child is asked to retell a short story read by the examiner, one motor test, entailing the writing or printing of the child's name, and the following articulation, language and laterality tests:



Monroe's Reading Aptitude Tests for the Prediction of Success and Failure in Beginning Reading consists of a series of group tests, requiring thirty to forty minutes, and individual tests, taking ten to fifteen minutes, to administer. The group battery is as follows:

I. Visual Tests

- Test 1. Visual Recognition of Orientation-Examinee selects from two designs the one which correctly matches the stimulus design.
- Test 2. Graphic Motor Control and Attention-Child draws along a twisted line.
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II. Auditory Tests

- Test 1. Word Discrimination-Nine pictures are numbered 1, 2, 3. The word corresponding to the picture is pronounced three ways, the child encloses the number corresponding to the correct pronunciation.
- Test 2. Sound Blending. Each of twelve stimulus words is illustrated by three pictures; the child encloses the picture corresponding to the stimulus word as it is pronounced by the examiner.

III. Motor Tests

- Test 1. Speed-Flashing dots in circles.
- Test 2. Steadiness-Join dots and dashes to make one line.

The individual battery includes one auditory memory test, in which the child is asked to retell a short story read by the examiner, one motor test, entailing the writing or printing of the child's name, and the following attention, language and laterality tests:

#### IV Articulation

- Test 1 Reproduction of words  
 Test 2 Speed-Repeat a word or phrase as quickly as possible.

#### V Language Tests

- Test 1 Vocabulary-Words from Thorndike's list illustrated by pictures.  
 Test 2 Classification- Child names all the animals, toys, etc, that he knows.  
 Test 3 Sentence Length- Examiner notes the longest sentence used by the child in describing a picture.

- VI Laterality Tests-Determination of hand preference through writing and throwing.  
 Determination of eye and foot preference, also.

Correlation coefficient obtained between percentile scores on the aptitude tests, and grade scores on reading tests given at the end of the year for eighty-five six-year old first grade children in four IB grades, was  $.75 \pm .03$ . The highest correlation with individual parts of the readiness tests was in those of the auditory and visual tests, rating  $.66 \pm .04$  and  $.60 \pm .04$  respectively. The motor test correlated  $.50 \pm .05$  with reading achievement; articulation correlated  $.57 \pm .05$ ; language  $.50 \pm .05$ .

1. Monroe, M.

"Reading Aptitude Tests for the Prediction of Success and Failure in Beginning Reading", Education, Vol. 56, pp.7-14, September, 1935.

2. Dean, G.

3. Published 1935 by World Book Company, New York

4. op. cit. pp.7-23.



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 "Reading Aptitude Tests for the Prediction of Success and Failure in Beginning Reading", *Education*, Vol. 58, pp. 7-14, September, 1933.



<sup>1</sup>  
Dean found a correlation of  $.41 \pm .04$  between the Monroe Reading Aptitude Test and the Metropolitan Achievement Test.

The Metropolitan Readiness Test <sup>2</sup> is a group test consisting of the following :

Test I Discrimination of likenesses and differences in pictures, designs, numbers, letters, words.

Test II Reproduction of designs, numbers, letters.

Tests III and IV Measure of vocabulary and comprehension of sentences. Child marks a picture as it is named by a word, a sentence, or a group of sentences.

Test V Number knowledge

Test VI Range of information-child marks the picture which is described by the examiner.

In a two year study of two hundred and three IB children during 1934 and 1935, and one hundred and ninety-four children during 1935 and 1936, Wright <sup>3</sup> compared success in reading at the end of the semester as measured by the teachers' final marks, and Gates Primary Reading Test, Type I, II, III, with the following predictive measures obtained within the first two or three weeks of school : (1) Metropolitan Readiness Test; (2) Lee-Clark Reading Readiness Test; (3) Detroit First Grade Intelligence Test, Form A ; (4) Pupil Rating Scale; (5) Chronological Age. A significant positive

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1. Dean, C. "Predicting First Grade Reading Achievement", Elementary School Journal Vol.39, pp.609-616, April, 1939.

2. Published 1933 by World Book Company, New York

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correlation with reading achievement was found for all predictive measures except chronological age, but the Pupil Rating Scale and the Metropolitan Readiness Test ranked the highest. In the 1934-35 study, the Metropolitan Readiness Test correlated with the eight Gates Reading Achievement Tests as follows : Test I, .676; Test II, .756; Test III, .825; Test IV, .292; Test V, .719; Test VI, .621; Test VII, .669; Test VIII, .518.

In 1935-36, the total correlation between the Metropolitan Readiness Test and the Gates Achievement tests was .438. However, the examiner concludes that no single predictive measure used had a sufficiently high correlation with achievement to be adequate for general pupil guidance.

<sup>1</sup>  
In Dean's study, the correlation between the Metropolitan Readiness Tests and the Metropolitan Reading Achievement Tests was  $.59 \pm .03$  for one hundred and sixteen cases.

<sup>2</sup>  
Wilson and Burke, using twenty-five cases, found the correlation of the Metropolitan Readiness Test with reading achievement to be .57.

<sup>3</sup>  
Huggett, in comparing the scores on the Metropolitan

1. op. cit. p.613.
2. Wilson, F., Burke, A. "Reading Readiness in a Progressive School", Teachers' College Record, Vol. 38, pp.565-80, April, 1937.
3. Huggett, A. "An Experiment in Reading Readiness", Journal of Educational Research, Vol. 32, No.4, pp.263-270, December, 1938.



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Haggott, in comparing the scores on the Metropolitan

1. op. cit. p. 615.
2. Wilson, F. Burke, A. "Reading Readiness in a Progressive  
 School," Teachers' College Record, Vol. 28, pp. 222-30, April, 1927.
3. Haggott, A. "An Experiment in Reading Readiness,"  
 Journal of Educational Research, Vol. 23, no. 4, pp. 222-270, December, 1928.



Readiness Test of thirty-nine kindergarten children in two schools, with results of reading tests given the following February in Grade I, disclosed a correlation of .63.

The Metropolitan Readiness Tests correlate so significantly with intelligence that it is a question with many educators as to whether it is not more of a measure of that type. The authors report a correlation of .79 between this test and the average of the mental ages from three primary intelligence tests for one hundred and eighty-five cases.

<sup>1</sup>  
Fendrick and McGlade found the correlation between the Metropolitan Readiness Test and the Detroit First Grade Intelligence Test to be .94<sup>±</sup>.01.

<sup>2</sup>  
The Van Wagenen Reading Readiness Test is a group battery with two forms, both of which may be given at the same time with the exception of the final test, or one may be administered after an interval as a double check. The six battery tests include :

Test I Range of Information-Obtained by a series of scaled questions, for example- "What does a rubber ball do when you drop it ?"

Test II Perception of Relations- Measures ability to complete a relationship when given a stimulus word, example, "eat at noon", sleep at (night)".

Test III Vocabulary Opposites- Measures vocabulary through the meaning of the opposite of the stimulus word, example- "in (out) ".

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1. Fendrick, P., McGlade, C. "A Validation of Two Prognostic Tests of Reading Aptitude", Elementary School Journal, Vol. 39, pp. 187-194, November, 1938.
  2. Published by Educational Test Bureau, Minneapolis, Minnesota.



Reading Test of thirty-nine kindergarten children in two schools, with results of reading tests given the following February in Grade I, disclosed a correlation of .88.

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- Test I Range of Information-Obtained by a series of sealed questions, for example, "What does a rubber ball do when you drop it?"
- Test II Reception of Relations-Measures ability to correlate a relationship when given a stimulus word, example, "eat at noon", sleep at (night)".
- Test III Vocabulary Opposites-Measures vocabulary through the meaning of the opposite of the stimulus word, example, "in (out)".

1. Benrick, E., McGlade, G. "A Validation of Two Progressive Tests of Reading Ability." Elementary School Journal, Vol. 39, pp. 127-132, November, 1928.  
2. Published by Educational Test Bureau, Minneapolis, Minnesota.



Test IV Memory Span for Ideas- Repeat sentences scaled from simple to complex.

Test V Word Discrimination-Select the one word out of five that is different.

Test VI Word Learning- Foreign words are presented and associated with English words. When the foreign word is again shown, the child is expected to recall the English word which it represents.

The mean scores on the Van Wagenen Reading Readiness Tests, correlated with the mean scores of four reading tests, given after one year of reading instruction, equalled .80.

Correlation of the achievement tests with just one form of the readiness test was .94.<sup>1</sup>

<sup>2</sup>Huggett found a correlation of .71 between the Van Wagenen test, given to thirty-nine children in kindergarten, and the Detroit Reading Test, Form B, administered in Grade I during February of the following school year.

<sup>3</sup>The Gates Reading Readiness Test is composed of seven group tests.

Test I Picture Interpretation and Direction Test- Three pictures are marked by the child according to directions read by the examiner.

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1. Manual of Directions, p.5.

2. op. cit.

3. Published 1939 by Bureau of Publications, Teachers' College, Columbia University, New York.





Test II Word Matching- In a block of four words, two are alike and are to be matched.

example baby tail  
goat baby

Test III Word-Card Matching- On his test blank the child finds the stimulus word presented by the examiner.

Test IV Rhyming- Child marks the picture that rhymes with a stimulus word.

Test V Letter (capital and lower case) and number naming.

The tests were given in 1938-39 to entering pupils in the New York City public schools, and scores were correlated with the reading achievement of each of the seven classes, as measured during the last ten days of the term. The correlations were: .89; .81; .78; .69; .61; .59; and .57, with a mean of <sup>1</sup>.706.

1. Gates, A.

Manual of Directions for Gates Reading Readiness Tests. Bureau of Publications, Teachers' College, Columbia University, P.26, New York, 1939.

1. Published 1938, by American Press Incorporated, Columbus, O.

2. Manual of Directions, p.3.



- Test II Word Matching - In a block of four words, two are alike and are to be matched.  
 example baby  
 baby goat
- Test III Word-Card Matching - On his test blank the child finds the stimulus word presented by the examiner.
- Test IV Spelling - Child marks the picture that rhymes with a stimulus word.
- Test V Letter (capital and lower case) and number matching.

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The Stevens Reading Readiness Test<sup>1</sup> is a group and individual test including visual discrimination, comprehension, and a visual auditory test. It is rather long and thus cannot be administered entirely at one time.

The following is a brief description:

#### Part I Visual Discrimination

- A. Finding the item that is different. Figures, pictures, letters, words and phrases are used.
- B. Matching. Again, figures, pictures, letters, words, phrases are used. The first figure or letter in the list is found again in the list.

#### Part II Comprehension- Individual

- A. Retelling by the child of a story read by the teacher.

Questions by examiner test ideas that the child neglects to state.

#### Part III Visual-Auditory Recall- Individual

- A. Words and pictures representing them, are shown the child each day for three days. The teacher says the word while it is before the child.

On the fourth day, the child is given just the words and asked to pronounce them.

The author reports a reliability of  $92^{\pm}.02$ <sup>2</sup> for entire test.

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2. Manual of Directions, p.2.



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- A. Words and pictures representing them, are shown the child each day for three days. The teacher says the word while it is before the child. On the fourth day, the child is given just the words and asked to pronounce them.

The author reports a reliability of 92-93 for entire test.

The Ingraham-Clark Diagnostic Test<sup>1</sup> Form has two measures out of five which do not require reading. They are as follows:

Test I Recognition of Word Form  
 A. A stimulus word is matched with an identical word rather than selected from a group of five.

Test II Recognition: Likenesses and Differences.  
 A. The child indicates whether or not two words are alike.

The test composed by the writer is based upon the factors shown by experimentors to be most closely associated with reading success, and tests visual perception, auditory perception, auditory-visual perception, motor control, vocabulary adequacy, comprehension, and recall.

Measures of visual perception are found, also, in the tests of Lee<sup>2</sup> and Clark,<sup>3</sup> Monroe,<sup>4</sup> Metropolitan,<sup>5</sup> and Van Wagenen,<sup>6</sup> Gates,<sup>7</sup> and Ingraham and Clark, but in each case, they are quite different from the one used in the writer's test. The writer believes that this measure involving the matching of words and of letters from memory rather than matching from words left continually before the child, as is the case in other batteries, will be more closely related to the actual reading process. Also, the series from which the counterpart

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1. Published, 1929, by Southern California School Book Depository, Los Angeles, California.

2-7. op. cit.



The Ingham-Clark Diagnostic Test Form has two measures out of five which do not require reading. They are as follows:

Test I Recognition of Word Form

A. A stimulus word is matched with an identical word selected from a group of five.

Test II Recognition: Similarities and Differences.

A. The child indicates whether or not two words are alike.

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of the stimulus words and letters are chosen are longer and very similar to the stimulus word or letter in an effort to test keen power of discrimination. Unlike the Monroe, Metropolitan and Stevens Readiness Tests, only letters and words, rather than figures and pictures have been stressed on the supposition that it is preferable to use instruments of testing which are exactly what the child will meet in reading. The letter reading test included in the visual perception section of the writer's test is used by Gates, also.

Greater emphasis has been placed upon auditory perception than has hitherto been the case. Gates and Monroe include the auditory factor, but only to the extent of marking pictures corresponding to sounds given by the examiner. In the writer's test, although some picture marking is used, there is a rather large section which necessitates the child's ability to perceive the sounds of the letters and the blends at the beginning and ends of words clearly enough to name the letters or reproduce the sounds.

The reproduction of words, included in the auditory-perception section is a technique used in the Monroe Test, also.

No other test suitable for non readers measures auditory-visual perception.

Only Monroe's battery includes motor tests, but they differ from the writer's in that they involve rather simple skills, while the latter requires of the child sufficient



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motor coordination to enable him to copy a whole or part of a sentence of manuscript writing.

The writer's test measures vocabulary as is the case in the Monroe, Metropolitan, and Van Wagenen Tests. The same process employed by the writer of requiring the child to mark a picture as it is named, is used by Monroe and in the Metropolitan Readiness Test.

Comprehension is checked in the writer's test, and also in the Metropolitan and Stevens Tests. The Metropolitan test measures the child's ability to associate a sentence with the picture that it describes. The writer's test goes further in measuring paragraph comprehension by checking the child's aided and unaided recall in a paragraph of five sentences read by the examiner. This is similar technique to that used in the Stevens Test.

On the whole, in comparing the writer's test with outstanding readiness measures in use today, it may be said that it is more difficult and calls for higher development on the part of the child. The writer has thus constructed it because the primary purpose of the test is diagnostic.

The problem before education is - what are the factors involved in reading which need some development before a formal reading program is undertaken? Numerous studies indicate the predictive and diagnostic value of certain factors.



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The problem before education is - what are the factors involved in reading which need some development before a formal reading program is undertaken? Numerous studies indicate the predictive and diagnostic value of certain factors.



The importance of visual perception in the reading process has been the subject of much research. Gates,<sup>1</sup> in a study of three hundred and ten children in grades one to six, found that the correlation of .69 between the results of the perception test and silent reading, with the influence of intelligence eliminated, was higher than were the raw correlations of intelligence, pronunciation, or spelling, which were .50, .30, and .41 respectively.

Nila Smith<sup>2</sup> attempted to ascertain whether the child who could match well at the beginning of the term would attain greater success in reading than one who had difficulty. The resulting correlation between ability to match lower case letters and scores on the Detroit Word Recognition Test for two hundred cases was .87.

Fildes<sup>3</sup> concluded that non readers have difficulty in distinguishing between visual impressions when they are much

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1. Gates, A. "A Study of the Role of Visual Perception, Intelligence and Certain Associative Processes in Reading and Spelling", Journal of Educational Psychology, Vol.17, pp.433-445, October, 1926.
  2. Smith, N. "Matching Ability as a Factor in First Grade Reading", Journal of Educational Psychology, Vol.19, pp.560-571, November, 1928.
  3. Fildes, L. "A Psychological Inquiry into the Nature and Condition Known as Congenital Word Blindness", Brain Vol.44, --pp.286-307, November, 1921.



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1. Gates, A. "A Study of the Role of Visual Perception, Intelligence and Certain Associative Processes in Reading and Spelling", Journal of Educational Psychology, Vol. IV, pp. 433-442, October, 1923.

2. Smith, E. "Matching Ability as a Factor in First Grade Reading", Journal of Educational Psychology, Vol. 19, pp. 553-571, November, 1928.

3. Misses, I. "A Psychological Inquiry into the Nature and Conditions Known as Congenital Word Blindness", Brain, Vol. 44, pp. 282-307, November, 1921.



alike but do not, when there is more obvious difference.

<sup>1</sup>  
Fendrick states, "if reading is a process of acquiring meaning from symbols, then one aspect of the process should include the capacity for quickly and accurately discriminating particular symbols." In the belief that normal vision is not necessarily accompanied by good visual perception, Fendrick included, among his other tests of vision, eight measures of visual perception. Results showed that the mean performance on these eight measures was consistently better for the control group which was composed of children of normal reading ability. Thus Fendrick concluded that the perceptual factor is of significance in segregating poor readers.

<sup>2</sup>  
<sup>3</sup>  
Junkins' study of the effect of visual discrimination exercises upon beginning reading, revealed that the experimental group, which had the training, were superior in rate of learning new words, scoring 4.41 in mean number of words learned, as compared to 2.76 on the part of the controls, and superior in word recognition, scoring 12.84 in mean number of words known in the Detroit Word Recognition Test, as compared to 8.04 for the control group.

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1. Fendrick, P. "Visual Characteristics of Poor Readers", Contributions to Education, Bureau of Publications, Teachers College, Columbia University, New York, No. 656, 1935. p. 4.
  2. op. cit. p. 41
  3. Junkins, K. "Construction and Evaluation of Exercises for Developing Visual Discrimination in Beginning Reading", Master's Thesis, Boston University, School of Education, 1940. p. 79.



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1. Fendrick, F. "Visual Characteristics of Poor Readers," Contributions to Instruction, Bureau of Publications, Teachers College, Columbia University, New York, No. 682, 1936, p. 4.

2. op. cit. p. 41

3. Jenkins, K. "Construction and Evaluation of Exercises for Developing Visual Discrimination in Beginning Readers," Master's Thesis, Boston University, School of Education, 1940, p. 49.



1

Sister Mary of the Visitation found that ability to discriminate details in words and in groups of unrelated letters and distinguish differences in pairs of words are important factors in reading.

The importance of guarding against reversal tendencies in perception has also been recognized. Teegarden<sup>2</sup> purported to measure the amount of reversal and confusion of symbols evidenced by children as they entered first grade and compare the findings with reading progress. Results revealed that, for the two hundred and sixty-two children, there was a positive relationship between the amount of reversal tendency and reading achievement at the end of the first school year, the correlation being .541 for kindergarten trained children and .769 for non kindergartners. Teegarden claims that the two most powerful factors in learning to read are intelligence and degree of tendency to reverse and confuse symbols.

3

Monroe, in her comparison of retarded and normal readers, found that reversal errors were significantly greater at all levels in the retarded group, the mean for the controls being .017, for the reading defect group 0.886.

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1. Sister Mary of the Visitation. "Visual Perception in Reading and Spelling", Educational Research Bulletin, Catholic University of America, Vol. IV, No. 1, pp. 1-43, January, 1929.
  2. Teegarden, L. "Clinical Identification of the Prospective Non Reader", Child Development, Vol. 3, pp. 357-58, December, 1932.
  3. Monroe, M. "Children Who Cannot Read" Published by University of Chicago Press, Chicago, Ill. 1933  
p. 58



Sister Mary of the Visitation found that ability to dis-  
 criminate details in words and in groups of unrelated letters  
 and distinguish differences in pairs of words are important  
 factors in reading.

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1. Sister Mary of the Visitation. "Visual Perception in  
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 Educational Research Bulletin,  
 University of California, Vol. IV, No. 1, pp. 1-48,  
 January, 1933.

2. Teagarden, L. "Clinical Identification of the Prospective  
 Non Reader", Child Development, Vol. 3, pp.  
 357-58, December, 1932.

3. Monroe, M. "Children Who Cannot Read" Published by  
 University of Chicago Press, Chicago, Ill., 1933  
 p. 68



<sup>1</sup>  
In a study by Davidson, 32.8% of Grade one children selected, reversed words, and the experimenter concluded that it is common for children to make reversal errors.

<sup>2</sup>  
Hildreth, on the other hand, concluded that the relationship between reversal tendency and poor reading constitutes only a small part of reading disability.

<sup>3</sup>  
Payne states that the confusion of letters of similar shape is peculiar to children who are in the initial stage of reading or who have learned them incorrectly.

<sup>4</sup>  
Since Teegarden reported that tendency to confuse symbols is usually eliminated in children with mental ages above seven, and Davidson stated that errors decrease with increased chronological age, <sup>5</sup> Harrison suggests and the writer is prone to agree, that the child be allowed to mature and corrective exercises be given before the reading process is begun if he shows marked reversal tendencies. This would necessitate the inclusion in a diagnostic reading readiness test of a measure of reversal error.

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1. Davidson, H. "A Study of Reversals in Young Children", Pedagogical Seminary, Vol. 45, pp. 452-465, December, 1934.
  2. Hildreth, G. "Reversals in Reading and Writing", Journal of Educational Psychology, Vol. 25, pp. 1-18, January, 1934.
  3. Payne, C. "The Derivation of Tentative Norms for Short Exposures in Reading. Published by Harvard University Press, Cambridge, Mass. 1930, p. 55.
  4. Teegarden, L. "Clinical Identification of the Prospective Non Reader", Child Development, Vol. 3, pp. 357-58, December, 1932.
  5. op.cit. p. 14.



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1. Davidson, H. "A Study of Reversals in Young Children",  
Pedagogical Seminary, Vol. 45, pp. 452-453,  
 December, 1934.

2. Hiltz, G. "Reversals in Reading and Writing",  
Journal of Educational Psychology, Vol. 28,  
 pp. 1-18, January, 1934.

3. Payne, G. "The Derivation of Alternative Items for  
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 Harvard University Press, Cambridge, Mass.  
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4. Teagarden, L. "Ortical Identification of the Prospective  
 Non Reader", Child Development, Vol. 3, pp.  
 357-58, December, 1932.

5. op. cit. p. 14.



Clinical observation of children led the writer to believe that a knowledge of letter forms was helpful in reading progress. Wilson, Hunter and Flemming<sup>1</sup> have confirmed this idea in their studies of kindergarten and first grade children.

A comparison of the results of three reading readiness tests given at the beginning of grade one with three reading achievement tests administered at the end of the year, showed that the relationship between knowledge of letter forms and sounds, and word, sentence and paragraph reading are close. The correlation of reading success with readiness scores on naming letters was .74. Correlations of letters and reading averaged much higher than did even mental tests and reading achievement. The kindergarten and first grade children who knew the most letter forms and sounds tended to be among the first to read, while children who did not comprehend, or who were confused by letter forms and sounds, tended to be poor readers. The results are understandable after observing the additional finding of the same study, namely, that in trying to call and use words in reading, children tend to rely on letters as clues to words.

<sup>2</sup>  
Gates, Bond and Russell concluded that reading the letters of the alphabet is one of the best measures for predicting reading achievement.

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1. Wilson, F.  
Hunter, C.  
Flemming, C. "Reading Progress in Kindergarten and Primary Grades", Elementary School Journal Vol. 38, pp. 442-449, February, 1938.
  2. Gates, A., Bond, G.,  
Russell, D. "Methods of Determining Reading Readiness", Elementary School Journal, Vol. 40, pp. 165-67, November, 1939.







<sup>1</sup>  
 Monroe found that reading ability correlated significantly with ability to repeat and read the alphabet. The mean number of errors for normal readers was 4.9, while it was 20.3 for retarded readers. Errors in reading the alphabet had a higher negative correlation with median reading than time or errors in repeating the alphabet. The correlation coefficient was  $-.563 \pm .027$ .

Auditory perception as a factor conducive to success in reading is recognized as of paramount importance. Auditory acuity is not an adequate measure of the auditory capacity necessary for reading progress.

A combination of simple auditory perception, plus well developed speech organs, results in facile articulation, in general, a necessary attribute for good reading. Davis states, "A normally developing child reads as he speaks as he hears. Maturity of auditory perception precedes speech and maturity of speech depends largely upon the individual's auditory acuity." Davis found <sup>3</sup> the correlation between the speech ages of first and second grade children and reading ages on the Gates Scales to be significant though small, and from the study, she concludes that the child with the better articulation may be expected to read more clearly and comprehensively.

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1. Monroe, M. "Methods for Diagnosing and Treatment of Reading Disability", Genetic Psychology Monograph, Copyright, 1928. p.400.
  2. Davis, L. "The Speech Aspects of Reading Readiness", Bulletin of Dept. of Elementary School Principals, N.E.A. Vol.17, p.282, July, 1938.
  3. Ibid. p.286.







Bond's study<sup>1</sup> in which normal and retarded readers were compared, revealed the total cases of speech defects for the former to be 26%, for the latter, 22%. This difference is not particularly significant, but when oral reading ability was considered along with silent reading,<sup>2</sup> Bond found that 35% of children who did well in silent reading, but were retarded in oral, had speech defects. Children, retarded in oral reading, but poor in silent reading, had no speech defects. The results would indicate, then, that speech defects significantly impede ability in oral reading, the most fundamental phase of reading in the primary grades.

Harrison<sup>3</sup> believes training in accurate enunciation and pronunciation is important to reading success.

Monroe<sup>4</sup>, in analysing the speech defects of 516 defective and normal readers, found that the former had many more speech defects than did the latter. In stammering or stuttering, the reading defect cases averaged 9%, normal readers, or controls, 1%. The number of reading defect cases with articulatory defects equalled 18, the number of controls, 7. In total speech defects, poor readers equalled 27, normal readers 8. The seriousness of accurate articulation is stressed

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1. Bond, G.

"The Auditory and Speech Characteristics of Poor Readers." Teachers College, Columbia University, Contributions to Education, No. 657, Bureau of Publications, Teachers College, Columbia University, N.Y. 1937

2. Ibid. p.39

3. op.cit. p.52

4. Monroe, M.

Children Who Cannot Read, p.92.



1

Bond's study in which normal and retarded readers were compared, revealed the total cases of speech defects for the former to be 88%, for the latter, 88%. This difference is not particularly significant, but when oral reading ability was considered along with silent reading, Bond found that 88% of children who did well in silent reading, but were retarded in oral, had speech defects. Children retarded in oral reading, but poor in silent reading, had no speech defects. The results would indicate, then, that speech defects significantly impede ability in oral reading, the most fundamental phase of reading in the primary grades.

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Harrison believes training in accurate enunciation and pronunciation is important to reading success.

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Monroe, in analyzing the speech defects of 618 defective and normal readers, found that the former had many more speech defects than did the latter. In stuttering or stammering, the reading defect cases averaged 3% normal readers, of controls, 1%. The number of reading defect cases with various speech defects equalled 18, the number of controls, 7. In total speech defects, poor readers equalled 87, normal readers 8. The seriousness of accurate articulation is stressed

1. Bond, G. "The Auditory and Speech Characteristics of Poor Readers." Teachers College, Columbia University, Contributions to Education, No. 687, Bureau of Publications, Teachers College, Columbia University, N. Y.

2. Ibid., p. 89  
 3. op. cit., p. 88  
 4. Monroe, M. Children Who Cannot Read, p. 98.



<sup>1</sup>  
 by Monroe on the grounds that a child who hears a word spoken by others one way and by himself another, may remember, upon meeting the printed symbol, either the correct or erroneous pronunciation and thus, confusion will arise in both the mechanics of reading and comprehension, as the incorrect pronunciation may change the meaning of the word. According to Monroe, "Learning to read involves speech and language as well as vision and visual perception. The child must be able to understand and use the speech symbols which are to be associated with the printed symbols." <sup>2</sup>

<sup>3</sup>  
 Bennett points out, also, that children with speech defects seem liable to fail in reading.

Another, and even finer element of auditory perception, is the ability to discriminate between letters and sounds.  
<sup>4</sup>  
 Bond compared the performance of normal and retarded readers, some taught by the look and say and some by the phonetic method, on an extensive battery of diagnostic tests measuring various auditory abilities and found auditory discrimination to be a special auditory ability which is associated with reading disability when reading is taught by the phonetic

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1. Monroe, M. Children Who Cannot Read, pp.92-93. University of Chicago Press, 1932.

2. Ibid. p.91.

3. Bennett, C. "An Inquiry into the Genesis of Poor Reading," Teachers College, Columbia University Contributions to Education, No.755, Bureau of Publications, Teachers College, Columbia University, New York, 1938, p.122.

4. op.cit. pp.27-34



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1. Monroe, M. Children Who Cannot Read, pp. 92-93. University of Chicago Press, 1932.

2. Ibid. p. 91.

3. Bennett, "An Inquiry into the Genesis of Poor Reading," Teachers College, Columbia University Contributions to Education, No. 755, Bureau of Publications, Teachers College, Columbia University, New York, 1938, p. 122.

4. op. cit. pp. 87-84



method, but is of much less significance when the look and say type of instruction is used. In the auditory perception tests, which necessitate discriminatory ability, there was a significant critical ratio between total normal and retarded cases of 5.4 for Test I; 5.1 for Test II; 4.2 for Test III. In the two auditory blending tests the critical ratios of 5.2 and 6.0 existed between normal and retarded groups. Bond concluded that if instruction is suited to the child's sensory limitations he will have little difficulty with reading, but if it is not, he may experience lack of success.<sup>1</sup>

<sup>2</sup>  
Murphy, however, in addition to determining the relationship of auditory discrimination ability to reading achievement, measured the effects of six weeks auditory discrimination training on beginning reading. In comparing the experimental group, which was exposed to the auditory training, with the controls, the former increased appreciably in learning rate, with a score of mean number of words learned at 5.2, as compared to 2.7 for the latter. In the Detroit Word Recognition Test, the experimental group was again superior, the critical ratio being 2.7. In the auditory test, which was a specific measure of the teaching, the experimental group was superior, having a mean score of 27 sounds correct as compared to 10

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1. Ibid. p.44.

2. Murphy, H. "An Evaluation of Exercises for Developing Auditory Discrimination in Beginning Reading", Master's Thesis, School of Education, Boston University, 1940, p.41.

3. Ibid.



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1. Ibid. p. 44.  
 2. Murphy, H. "An Evaluation of Exercises for Developing Auditory Discrimination in Beginning Reading." Master's Thesis, School of Education, Boston University, 1940, p. 41.



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Gates, Bond and Russell<sup>1</sup>, in appraising the predictive value of two hundred items, found two of the five most predictive tests to be those of auditory discrimination.

Wilson, Flemming and Burke and Carrison<sup>2</sup> found the correlation of reading success with readiness scores on a test involving the giving of phonic combinations to be .84, of letter sounds, .70.

Harrison states, "Hearing is important as a factor in reading readiness because the child first learns to attach meaning to printed symbols through the medium of spoken language. He not only needs a higher degree of auditory acuity, but he also needs the ability to perceive and reproduce sounds correctly."<sup>3</sup>

A study by Monroe,<sup>4</sup> in which an auditory word discrimination test was given to sixty-four children, revealed that the mean number of errors in auditory word discrimination for normal readers was 1.51, for reading defect cases 4.58, despite the fact that the latter group was more mature in chronological and mental age. The reading defect group also

1. op.cit.

2. op. cit.

3. op. cit., p.26

4. Monroe, M. Children Who Cannot Read, p.94.



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1. op.cit.  
 2. op. cit.  
 3. op. cit., p. 28  
 4. Monroe, H. Children Who Cannot Read, p. 24.



showed less ability to perceive sound blends, having a mean score of 7.66 as compared to 10.15 for the normal group.

Just as Fenrick<sup>1</sup> stated that visual perception is not necessarily found among children with normal acuity of vision, Monroe<sup>2</sup> concluded that auditory discrimination is a special function, as only 2% of the reading defect cases were defective in hearing on a whispered voice and watch-ticking test.

Another significant factor in reading achievement is auditory-visual association. Over twenty years ago, as a result of her study, Schmitt<sup>3</sup> noted that reading difficulty in every case was the result of inability to associate the sound of the letters with the letters themselves.

Burt,<sup>4</sup> in listing the most common causes of reading defects, included failure to associate the visual symbol with the sound.

Fildes, in comparing twenty-six subjects who had difficulty with reading, and twenty-six who made satisfactory

1. op. cit. p.19.

2. Monroe, M. Children Who Cannot Read, p.95.

3. Schmitt, C. "Developmental Alexia, Congenital Word Blindness or Inability to Learn to Read", Elementary School Journal, Vol.18, March, 1918, pp.680-700, June, 1918, pp.757-769.

4. Burt, C. "Mental and Scholastic Tests" London Council, P.S.King and Sons, London, 1924, p.285.



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1. op. cit. p. 19.  
 2. Monroe, M. Children Who Cannot Read, p. 95.  
 3. Schmitt, C. "Developmental Aids, Congenital Word Blindness or Inability to Learn to Read," Elementary School Journal, Vol. 18, March, 1918, pp. 553-560, June, 1918, pp. 737-738.  
 4. Burt, C. "Mental and Scholastic Tests" London Council, I. S. King and Sons, London, 1924, p. 285.



progress, found that a large proportion of the former group could not readily discriminate sounds. Although the choice of subjects was not of the best, as the intelligence quotients on the whole were low, the study has some significance.

According to various studies there is a correlation between success in reading and motor control. Wilson, Fleming, Burke and Carrison,<sup>1</sup> found the correlation between success in reading and readiness scores in writing words to be .64, which was higher than the .56 correlation between mental age and reading achievement.

Monroe's study<sup>2</sup> indicated that in some cases, lack of motor control was an important factor in reading disability.

As early as 1905, Thomas<sup>3</sup> pointed out that sometimes the child was helped in acquiring the process of reading by tracing letters with the finger. He indicated that probably the earliest letter memories are muscular.

Today, Fernald and Kellar<sup>4</sup> claim success with non-readers by the kinesthetic technique of tracing, writing and simultaneous pronunciation of words.

The writer was unable to locate a satisfactory number of studies to indicate the relationship of comprehension to reading achievement. However, the large number of studies on methods of improving comprehension may well indicate the

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1. op. cit.

2. Monroe, M. Children Who Cannot Read, p.99.

3. Thomas, C. "Congenital Word Blindness and its Treatment", The Ophthalmoscope Vol.3 No.8, August, 1905, pp.380-385.

4. Fernald, G.  
Kellar, H. "The Effect of Kinesthetic Factors in the Development of Word Recognition in the Case of Non Readers", Journal of Educational Research vol.4, Dec. 1921, pp.355-377



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1. op. cit.  
 2. Monroe, M. Children Who Cannot Read, p. 99.  
 3. Thomas, C. "Congenital Word Blindness and its Treatment," The Psychological Monographs Vol. 3 No. 8, August, 1905, pp. 355-385.  
 4. Kessler, H. "The Effect of Kinesthetic Factors in the Development of Word Recognition in the Case of 'Non-Readers,'" Journal of Educational Research Vol. 4, Dec. 1921, pp. 355-377.



importance of that factor. The word by word reader gains nothing from the process, nor does the child who cannot remember what has been read. Harrison<sup>1</sup> considers essential the ability to keep a series of events in mind and Monroe,<sup>2</sup> although she did not measure the factor specifically, found, that for a number of reading disability cases, sentences were meaningless, even when the meaning of separate words was known.

In connection with good comprehension in reading is a fairly extensive meaning vocabulary, since this tends to render the necessary association between the visual symbol and the meaning easier.

Goodenough,<sup>3</sup> studying one hundred cases, found a correlation of .79 between vocabulary scores on the Binet-Simon Test and reading scores on the Stanford Achievement Tests.

The importance of a child's informational background as a factor in readiness to read was displayed by George Hilliard's study<sup>4</sup> of two groups of children, from kindergarten to grade two, in order to note the effect of rich and meagre informational backgrounds on reading readiness and progress.

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1. op. cit. p.10.

2. Monroe, M. Children Who Cannot Read, p.100.

3. Goodenough, F. "The Reading Tests of the Stanford Achievement Scale and Other Variables", Journal of Educational Psychology, Vol.16:523-531, November, 1925.

4. Hilliard, G. "Informational Background as a Factor in Reading Readiness and Reading Progress" Elementary School Journal, Vol.38, pp.255-263, December, 1937.



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1. op. cit. p. 10.

2. Monroe, M. Children Who Cannot Read, p. 100.

3. Goodenough, F. "The Reading Tests of the Stanford Achievement Scale and Other Variables," Journal of Educational Psychology, Vol. 18: 223-231, November, 1926.

4. Hilliard, G. "Informational Background as a Factor in Reading Readiness and Reading Progress," Elementary School Journal, Vol. 38, pp. 255-258, December, 1937.



One of the four measures used to judge informational background was the Smith Vocabulary Test, another was the Sangren Information Test which includes vocabulary. Results of comparison with reading achievement tests showed that the rich background group make more rapid strides in reading than the meagre background group, being two months ahead of the latter, and two months ahead of grade standard at the time of the first testing and six months ahead of the meagre background group at the second testing and five months ahead of grade standard.

<sup>1</sup>  
Mahakian indicates the importance of vocabulary in her study of Spanish speaking children when she recommends postponing formal reading until the pupil has an adequate understanding of the English language.

<sup>2</sup>  
Ladd also reports that children from homes where a foreign language is spoken, are under a handicap.

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Harrison states that a broad vocabulary is essential to adequate comprehension in reading.

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Although her study did not measure the factor specifically, Monroe noted that reading disability was accompanied many times by a limited vocabulary.

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1. Mahakian, C. "Measuring Intelligence and Reading Capacity of Spanish Speaking Children," Elementary School Journal, Vol. 39, pp. 751-768, June, 1939.
  2. Ladd, M. "The Relation of Social, Economic and Personal Characteristics to Reading Ability", Teachers' College Contributions to Education No. 582, Bureau of Publications, N.Y., 1933. p. 81.
  3. op.cit. p. 11.
  4. op. cit. p. 99.



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1. Mahalan, C. "Measuring Intelligence and Reading Capacity of Spanish Speaking Children," Elementary School Journal, Vol. 39, pp. 131-138, June, 1939.

2. Ladd, M. "The Relation of Social, Economic and Personal Characteristics to Reading Ability," Teachers' College Contributions to Education, No. 188, Bureau of Publications, N.Y., 1933, p. 81.

3. op.cit. p. 11.

4. op.cit. p. 99.



One of the six prerequisites of reading readiness<sup>1</sup> reported in the Twenty-Fourth Yearbook of the National Society for the study of Education, a sufficiently extensive vocabulary to recognize meaning of words or word groups. Hansen also states that reading readiness develops as language ability increases.

Fuller<sup>2</sup> found that children with foreign language handicaps who received special language training in kindergarten achieved more success in the primary grades than those who did not.

Kelly,<sup>3</sup> in comparing the reading achievement of children from English speaking homes and those from non-English speaking homes, found the American, white children superior to all other groups.

1. Report of the National Committee on Reading, The 24th Yearbook of the National Society for the Study of Education, Part I, Public School Publishing Company, Bloomington, Illinois, 1925, p.27.

2. Fuller, L. "Effect of Kindergarten Speech Training on Primary Progress and Achievement of Children with Foreign Language Handicaps", California Journal of Elementary Education Vol.4, pp.165-173, February, 1936.

3. Kelly, O. "A Comparison of Reading Abilities of First Grade Children from English Speaking Homes with those of Children from non-English Speaking Homes in East Chicago.", Teachers College Journal, Vol.8, p.70, July, 1937.



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1. Report of the National Committee on Reading, The 24th Yearbook of the National Society for the Study of Education, Part I, Radio School Publishing Company, Bloomington, Indiana, 1925, p. 27.

2. Miller, J. "Effect of Kindergarten Speech Training on Primary Progress and Achievement of Children with Foreign Language Handicaps," California Journal of Elementary Education, Vol. 4, pp. 153-158, February, 1932.

3. Kelly, O. "A Comparison of Reading Abilities of First Grade Children from English Speaking Homes with those of Children from non-English Speaking Homes in East Chicago," Teachers College Journal, Vol. 8, p. 70, July, 1927.



Studies by Gray and O'Hern showed a foreign speaking background to be a handicap in reading except in the case of Jewish children.

The necessity of a beginning reader possessing a well developed meaning vocabulary is evident upon observation of the extent of primary vocabularies. A variety of primary readers is used and there is no uniform vocabulary. Thus, according to Hockett's study, a child may meet, in the primer, a vocabulary range of one hundred seventy-five to four hundred and eighty different words, and from four hundred to eight hundred in the first readers, while Gates indicates that he may encounter any of 1,811 different words in first grade reading.

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1. Gray, W. "Summary Investigations Related to Reading," O'Hern, J. Supplementary Educational Monographs, No. 28, University of Chicago, 1925, p. 172.
  - O'Hern, J. "The Reading Problem in the Public School as Affected by Actual Measurement," Journal of the New York State Teachers' Association, Vol. 6, pp. 81-83, 1919.
  2. Hockett, J. "A Comparison of Vocabularies of Thirty-Three Primers", Neeley, N. Elementary School Journal, Vol. 37, pp. 190-202, November, 1936.
  3. Hockett, J. "The Vocabulary of Twenty-Eight First Readers", Neeley, N. Elementary School Journal, Vol. 37, pp. 344-352, January, 1937.
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Thus, according to studies, the outstanding factors essential to reading achievement are visual perception, auditory perception, auditory-visual perception, motor control, comprehension, and a fairly extensive meaning vocabulary.

The writer agrees with Monroe<sup>1</sup> that there is no factor which is infallible as a diagnostic and predictive measure.

Probably no child, despite general unreadiness, will lack all abilities believed necessary to reading progress. On the other hand, a child may well lack certain of these factors and still succeed, if this deficiency is adequately counterbalanced by other fundamental capabilities, or he may be defective in only one element, but to such an extent, that he is handicapped thereby.

However, the writer, in building the test around these factors previously enumerated, has endeavored to include a sufficient number of measures to justify the prediction that a child attaining a low, general score is unready to read and has attempted, also, to make each measure comprehensive enough to use for diagnostic purposes in the case of the non reader who has been exposed to the reading process for some time, but is attaining little or no progress, and to warrant the conclusion that a low score on one section, even for a prospective reader, is a recommendation for some readiness aid.

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1. op. cit.



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## CHAPTER II

## The Construction of the Diagnostic Reading Readiness Test

A test has been constructed on the basis of research indicating elements involved in reading which are of greatest predictive and diagnostic value and observation of factors lacking in reading disability cases at the Educational Clinic at Boston University. The purposes of the test are:

1. To discern whether or not a child is ready to learn to read.
2. To determine, if he is unready, what specific weaknesses should be corrected before the child undertakes the reading process.
3. To ascertain if the child has been exposed to a beginning reading program and is not successful, in what essential abilities he is lacking.

The test is composed of six parts and includes:

1. Visual Perception.
2. Motor Coordination.
3. Auditory Perception.
4. Vocabulary Index.
5. Auditory-Visual Perception.
6. Comprehension.

Part I, Visual Perception, is made up of three tests. The first is the matching of lower case letters from memory. A letter is revealed in the Tachistoscope for five seconds and the



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 According to Meek and Monroe , the usual errors made by children in word perception are omissions, additions, reversals, vowel and consonant errors. In each set of six words from which the stimulus word is to be selected, the writer has endeavored to include words which will represent each type of error, thus making a diagnosis of errors in word perception possible. An example, the stimulus word "seal" is to be selected from among the following words : zeal (reversal) ; seat (different consonant) ; sealed (addition) ; sea (omission) ; sail (changed vowels); seal.

Part II, Motor Coordination, consists of sentences containing all the letters of the alphabet except j,q,x,y, they being omitted due to their infrequent use in young children's writing and printing. The child is asked to copy the sentence as quickly as possible, and he is credited with as many letters as he can copy correctly in one minute. The formation of his letters is also graded according to the three division scale of good, fair, and poor. Since there is no conclusive evidence to the effect that handedness is a factor in reading progress, laterality tests have not been included, but this test provided opportunity for the examiner to note handedness.

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1. Meek, L. "A Study of Learning and Retention in Young Children", Teachers College, Columbia University.
  2. Meek, L. Contributions to Education, No. 164. Published by Teachers College, Columbia University, New York, 1925, p. 58.
  2. Monroe, M. Children Who Cannot Read, p. 58.



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Manuscript writing is presented since studies by Cutright,<sup>1</sup> Houston,<sup>2</sup> and others indicate that children who use this type experience superior reading achievement.

Part III, Auditory Perception, is composed of ten measures increasing in difficulty. Test I, Facility of Articulation, is the simplest measure of auditory perception. It includes thirteen pairs of words, containing, according to West's<sup>3</sup> study, the most difficult sounds for children to pronounce. The purpose of the test is to ascertain whether or not the child can reproduce a certain sound when it is at the beginning of the word or in the middle. Thus, the words are arranged in pairs, one word testing the initial sound, the second word testing the middle sound; for example, in testing the sound, th, the words "thoughtful" and "gather" are used.

The sounds are arranged in order from the simplest to the most difficult and include th, f, v, g, c, ng, l, y, r, z, sh, ch, dg, s. The words used were selected from Durrell's

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1. Cutright, P. "Script, Print and Beginning Reading and Spelling", Elementary English Review, Vol. 13, pp. 139-141, April, 1936.
  2. Houston, H. "Manuscript Writing and Progress in Reading", Elementary School Journal, Vol. 39, pp. 116-118, October, 1938.
  3. West, R., Kennedy, L., Carr, A. The Rehabilitation of Speech, Harper and Brothers, New York, 1937, pp. 301-304.



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1. Gault, I. "Script, Print and Beginning Reading and Spelling," Elementary School Journal, Vol. 13, pp. 133-141, April, 1933.

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Teacher's list.  
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 Intermediate Vocabulary List to guard against the possibility of the child having met them in reading.

Test II, Matching Sounds of Letters, measures ability to associate the sounds of initial letters, final letters beginning and ending blends. The procedure in testing the ability to hear the initial letter is as follows: the examiner names four pictures and asks the child to find a picture, the name of which begins with the same letter as a stimulus word. For example, from among four pictures representing nest, kitten, mother, house, the child is requested to put a cross on the picture whose name begins with the same first letter as "man". Two stimulus words are presented for each set of four pictures. The procedure for testing final letters, initial and ending blends is the same as above. The four initial letters tested are, according to Wellman's study,<sup>2</sup> the four easiest beginning sounds for children to say; the ending letters tested are the four easiest final sounds; the beginning blends used are the four easiest initial blends; the ending blends tested are the four easiest ending blends, and the four phonograms are taken from

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1. Durrell, D. Improvement of Basic Reading Ability, World Book Company, New York, 1940. Pp. 360-369.

2. Wellman, B. "Speech Sounds of Young Children", University of Iowa, 1931, pp.42-45.



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1. Durrell, D. Improvement of Basic Reading Ability  
 World Book Company, New York, 1940.  
 Pp. 320-323.

2. Wellman, H. "Speech Sounds of Young Children"  
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<sup>1</sup>  
Ducker's list.

The words are taken from the vocabulary list of the International Kindergarten Union <sup>2</sup> so that they will be familiar to the children and are represented by pictures to prevent complicating the auditory check by a vocabulary problem such as might arise if children were asked to think of a word that began or ended the same way as a stimulus word.

Test III is the naming of initial sounds. It consists of sixteen pairs of words taken from the Durrell Intermediate Vocabulary List. <sup>3</sup> These words are in the speaking vocabulary of children, but are not likely to have been met by those who have begun reading, as they do not appear in

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1. Ducker, M.

"The Present Status of the Teaching of Phonics as Shown by an Analysis of Eighteen Reading Manuals", Unpublished Master's Thesis, Department of Education, University of Chicago, 1920. Excerpt published in The Twenty-Fourth Yearbook of the National Society for the Study of Education, Part I, Public School Publishing Company, Bloomington, Illinois, 1925, p.89.

2. Child Study Committee of International Kindergarten Union

"A Study of the Vocabulary of Children Before Entering the First Grade, Washington, D.C., 1928.

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2. Child Study Com-  
mittee of International  
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3. op. cit. pp. 280-282.



the Gates Primary List.<sup>1</sup> The words begin with m, n, b, d, t, h, w, p, f, c, g, l, j, r, v, and s, and are presented in that order, since, according to Wellman,<sup>2</sup> that is the order of difficulty of sounds spoken by children. The examiner pronounces the word and the child is asked to name the final letter, or, if he is unable to do so, to give the final sound. The first pair of words on the list are wisdom—nasturtium. The second pair are lemon — gown.

Again, in Test V, Beginning Blends, Wellman's study<sup>3</sup> of initial blends in order of difficulty and Durrell's Vocabulary List<sup>4</sup> are used to build ten pairs of words beginning with the following blends: ch, dr, gr, sh, tr, sp, st, br, sm, sw. As in the other tests, the examiner pronounces the word and the child is asked to name the first two letters or give the initial sound. The following first two pairs will serve as examples: chest — chew; drug — drip.

Test VI, Ending Blends, is composed of ten pairs of words ending with the following blends presented in order of difficulty : mp, nk, ch, ps, ts, ks, nt, sh, ns, ng. The procedure for building and administering the test is the same as for that of beginning blends, except that the examiner asks the child to name the last two letters of

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1. op. cit.
  2. op. cit. pp. 42-45
  3. op. cit. pp. 42-45
  4. op. cit. pp. 360-369







each word or give the sound.

The purpose of Test VII, Identifying Initial Sounds, and Test VIII, Identifying Initial Blends, is to measure the child's ability to hear and to discriminate between initial sounds. In Test VII, a list of five words is pronounced by the examiner; four of them begin with the same letter, while one word has a different initial sound. For example: magic motor mellen hatchet mayor. The child is requested to say, "Stop" upon hearing a word which differs from the rest of the group in its initial sound. This section consists of four sets of five words each. The words are taken from the Durrell Intermediate Vocabulary List; <sup>1</sup> the four initial sounds stressed- m, n, v, s, are the two simplest and the two most difficult, according to Wellman's study.<sup>2</sup>

Test VIII consists of four sets of five words each; four of the five words begin with identical initial blends, one is different. For example: chilly charge ground chuckle chief. The procedure is the same as that used in Test VII. The blends stressed, namely : ch, dr, gr, sh,<sup>3</sup> were selected on the basis of Wellman's study, and are, respectively, the two easiest and the two most difficult blends for children to pronounce.

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1. op. cit. pp.360-369

2. op. cit. pp.42-45

3. Ibid. pp.42-45



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Test VIII consists of four sets of five words each; four of the five words begin with identical initial blends, one is different. For example: chilly, charge, ground, chonkie, chief. The procedure is the same as that used in Test VII. The blends stressed, namely: ch, dr, gr, sh, were selected on the basis of Weisman's study, and are, respectively, the two easiest and the two most difficult blends for children to pronounce.

1. op. cit. pp. 360-369
2. op. cit. pp. 42-45
3. Ibid. pp. 42-45



The purpose of Test IX, Identifying Final Sounds, and Test X, Identifying Final Blends, is to examine the child's ability to hear and to discriminate between final sounds. As are the two other measures, Test IX is composed of four groups of five words each. Four of the words end the same; one differently. For example: firm seldom hem streak germ. The final sounds tested are: m, n, r, s, the two simplest and the two most difficult sounds for children to say.<sup>1</sup> The procedure is the same as that used in the other tests.

The makeup and procedure in Test X is the same as that of Test IX. The blends tested are: nk, ch, nt, sh, the first two being the easiest sounds for children to say; the last two, the most difficult.<sup>2</sup> The following is a sample: sink kink drip tank wink.

Part IV, Vocabulary, is included to ascertain the child's hearing vocabulary, and is taken from the Durrell-Sullivan Reading Analysis Test.<sup>3</sup> This measure is used in preference to composing another vocabulary test since it has already been standardized. Twenty words are tested by means of four sets of pictures. In the future, thirty words

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1. Wellman, B. op.cit. pp.42-45

2. Wellman, B. op. cit. pp.42-45

3. Published, 1937, by World Book Company, New York.







will be tested with six sets of pictures. Each set contains eight pictures, five of which represent a word pronounced by the examiner. The child is requested to find the picture which describes the word pronounced and put the number of the picture in the space provided on the test blank. Since norms for the test are included, it is possible, according to the number of items used, to rate the child's hearing vocabulary from grade one to grade one year, nine months. With the addition of two more sets of pictures, a measure of hearing vocabulary equal to grade two years, four months, may be obtained.

Part V, Auditory-Visual Perception, necessitates a combination of abilities, namely, that of hearing a stimulus word and perceiving it visually from among three words, each differing only to a slight degree. The examiner pronounces the stimulus word and the child encircles it on his list.

Test I stresses initial consonants. In each box of three, the phonograms of the words are the same, but the initial consonants are different. For example, when the stimulus word, "man", is said, the child finds it in the

following list :

fan
man
ban

Seven items are included.







Test II emphasizes the middle vowel, the initial consonant and the last letter of each word remaining the same, but the vowel changing. Every vowel is used in a stimulus word. For example, the stimulus word, "bad", is to be selected from among :

bid

bud

bad

The test includes five items.

Test III emphasizes phonograms. In each series of three the initial consonants of the words are alike, but the phonograms change. For example, the stimulus word, "bun", is to be found from among :

bat

bun

bow

The test includes seven items.

The phonograms used in Test III are taken from the list of phonograms taught to children using primers, and from the list taught in grades one and two.<sup>1</sup> The initial consonants

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1. Ducker, M.

"The Present Status of the Teaching of Phonics as Shown by an Analysis of Eighteen Reading Manuals" Unpublished Master's Thesis, Department of Education, University of Chicago, 1920. Excerpt published in The Twenty-Fourth Yearbook of the National Society for the Study of Education Part I, Public School Publishing Company, Bloomington, Illinois, 1925. p.89.







and phonograms employed in Tests I and II are from the Vogel,<sup>1</sup> Jaycox and Washburne study<sup>2</sup> and from Durrell's list<sup>3</sup> of important consonants and phonograms.

Part VI, Comprehension, is composed of a section of the Durrell Analysis of Reading Difficulty<sup>3</sup>, namely paragraph three, Silent Reading- Unaided Oral Recall. Use has been made of this paragraph rather than composing a similar test because it has been standardized. The object of the test is to measure the child's ability to comprehend a short passage. His comprehension is checked by aided and unaided oral recall, and the paragraph used measures comprehension as high as a grade three level. In the original test, the examinee read the passage silently, but, in this case, the examiner reads the story to the child and asks him to tell all that he can remember. Those ideas which the child omits are tested by the examiner's questions. On the test blank is a list of major ideas followed by two columns. In the left column the idea is checked if recalled independently; if recalled in answer to a question it is checked in the

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1. Vogel, M.,  
Jaycock, E.,  
Washburne, C.                      "A Basic List of Phonics for Grades  
I and II", Elementary School Journal,  
Vol. 23, pp. 436-443, February, 1923.
  2. op. cit. p.202
  3. op. cit. p.8







## CHAPTER III

right column. The following is a sample:

	:Unaided :	Aided :
Three boys	:	:
built a house	:	:
in the woods.	:	:
They put a table	:	:
and two chairs in it.	:	:

A complete copy of the test may be found in the appendix.

and prognostic purposes. One hundred and three cases are sufficient for this study since, for the present, no standardization has been attempted. Brookline was selected as the location for the experiment, since the children are used to tests, thus eliminating the elements of fear and strangeness which might invalidate the results. In the estimation of Dr. Hobson, director of child placement in Brookline, the five groups represented normal classrooms composed of superior, average, and poor readers. Results of the Mangiller Word Recognition Test<sup>1</sup> given in February substantiated the supposition.

To determine the validity of the test, it was necessary to correlate the scores with reading achievement and obtain an itemized analysis of errors. Thus, the Detroit Word

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1. Published 1934, by World Book Company, New York.







## CHAPTER III

## Setting Up the Experiment

The Diagnostic Reading Readiness Test was administered by the writer to one hundred and three children in five first grades in Brookline, Massachusetts, during the last three weeks in March, and the first two weeks in April in an attempt to ascertain the items which would be of value for diagnostic and prognostic purposes. One hundred and three cases are sufficient for this study since, for the present, no standardization has been attempted. Brookline was selected as the location for the experiment, since the children are used to tests, thus eliminating the elements of fear and strangeness which might invalidate the results. In the estimation of Dr. Hobson, director of child placement in Brookline, the five groups represented normal classrooms composed of superior, average, and poor readers. Results of the Manwiller Word Recognition Test<sup>1</sup> given in February substantiated the supposition.

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1. Published 1934, by World Book Company, New York.







Recognition Test, Form A,<sup>1</sup> was selected, since it checks both words and phrases and is well standardized. However, the writer regrets that time did not permit the use of an individual oral reading test, since, in the writer's opinion, that is the most effective measure of reading achievement. The writer believes that the correlations between reading achievement and the Diagnostic Reading Readiness Test would be higher with an oral measure of reading achievement.

Although, in its final form, the test is entirely individual, to conserve time and to avoid taking children out of the classroom for longer periods than was necessary, one section of the test was administered individually and one to groups. The test given individually included Test II of Part I (Visual Perception) Naming Letters, five tests in Part III (Auditory Perception) namely: Test I, Facility of Articulation; Test III, Initial Letter Sounds; Test IV, Final Letter Sounds; Test V, Beginning Blends; Test VI, Ending Blends; Test VII, Identifying Initial Blends; Test IX, Identifying Final Sounds; Test X, Identifying Final Blends, and Part VI, Comprehension Test. The section administered as a group test included: Test I of Part I, (Visual Perception), Matching Lower Case Letters, and

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1. Published, 1925, by World Book Company, New York.



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 Chicago, Ill.



Test III, Matching Words from Memory, Part II, Motor Coordination, all three tests in Part V, Auditory Visual Perception, Test II, Matching Sounds, from Part III (Auditory Perception) and Part IV, Vocabulary Test.

The children were first tested individually, thus eliminating any reticence on the part of the child and enabling the examiner to make fairly homogeneous selections for the group testing. The time required for giving the test varied with the examinee. The average time for administering the individual section was a half hour. Since the group section required on an average, an hour and a quarter, it was divided into three parts, and each was given at a different time. The Motor Coordination and Vocabulary Tests were given first, then the Auditory-Visual Perception and Matching Sounds Tests and last, Matching Letters from Memory and Matching Words from Memory.

The writer experienced no difficulty in administering any part of the test, as it appeared to be thoroughly enjoyed by the children.

Table I shows the correlation of the parts of the test and of the entire test, with reading achievement. The correlation of Part I, Test IV, Matching Lower Case Letters from Memory, was omitted from the total score, since



Test III, Matching Words from Memory, Part II, Motor Coordination, all three tests in Part V, Auditory Visual Perception, Test II, Matching Sounds, from Part III (Auditory Perception) and Part IV, Vocabulary Test.

The children were first tested individually, thus eliminating any resistance on the part of the child and enabling the examiner to make fairly homogeneous selections for the group testing. The time required for giving the test varied with the examinee. The average time for administering the individual section was a half hour. Since the group section required on an average, an hour and a quarter, it was divided into three parts, and each was given at a different time. The Motor Coordination and Vocabulary Tests were given first, then the Auditory-Visual Perception and Matching Sounds Tests and last, Matching Letters from Memory and Matching Words from Memory.

The writer experienced no difficulty in administering any part of the test, as it appeared to be thoroughly enjoyed by the children.



CHAPTER IV

Analysis of Data

The purpose in analyzing the data is :

1. To ascertain the correlation of the diagnostic reading readiness test with reading achievement as measured by the Detroit Word Recognition Test.1.
2. To reorganize the major parts of the battery so that the tests, and the items composing the tests, are in the order of difficulty.
3. To locate those items which do not adequately discriminate between good and poor readers.

Table I

Correlation of the Diagnostic Reading Readiness Test and The Detroit Word Recognition Test

:Part I	:Part III	:Part IV	:Part V	:Part VI	:Part VII	:
:Visual	:Auditory	:Vocab-	:Auditory	:Compre-	:Combination	:
:Percep-	:	:ulary	:Visual	:hension:	:	:
:tion	:	:	:	:	:	:
:	:	:	:	:	:	:
:.68±.03:	.60±.04	:.46±.05:	.55±.04	:.179±.06:	.75±.03:	.69±.03
:	:	:	:	:	:	:

The correlation of the combined scores of the Visual Perception, Auditory, Auditory-Visual, Comprehension, and Vocabulary tests with the Detroit Word Recognition Test is .69±.03.

Table I shows the correlation of the parts of the test and of the entire test, with reading achievement. In the correlation of Part I, Test II, Matching Lower Case Letters from Memory, was omitted from the total score, since,

1. Published, 1925, by World Book Company, New York.







according to the itemized analysis, (Table XXXVI), it was not sufficiently discriminatory. A significant and substantial correlation of  $.6805 \pm .03$  was obtained between the Detroit Word Recognition Test and Part I, Visual Perception, including Test I, Reading Of Lower Case and Capital Letters, and Test III, Matching Words from Memory.

Part II, Motor Coordination, was not correlated, since analysis, (Table XXXVII), indicated that it was not sufficiently discriminatory.

Part III, Auditory Perception, including Test II, Matching of Sounds, Tests III, IV, V, and VI, which involve the naming and sounding of initial and final letters and initial and final blends, and Test VII, Identifying Initial Sounds, and Test VIII, Identifying Initial Blends, correlated  $.6013 \pm .04$  with the Detroit Word Recognition Test. Test I, Facility of Articulation, and Tests IX and X, Identifying Final Sounds and Final Blends, were omitted from the correlation due to their inadequate discriminatory value. (Table XXXVI)

Part IV, Vocabulary, correlated  $.4615 \pm .05$  with the Detroit Word Recognition Test.

A correlation of  $.55 \pm .04$  was obtained for Part V, Auditory Visual Perception and reading achievement, as measured by the Detroit Word Recognition Test.







There is a positive but low correlation of  $.179 \pm .06$  between reading achievement and Part VI, hearing comprehension, measured by unaided and aided oral recall.

The correlation of the combined scores of visual perception, auditory perception, auditory-visual perception and vocabulary with the Detroit Word Recognition Test is  $.75 \pm .03$ .

The correlation of the combined scores of visual perception, auditory perception, auditory-visual perception, vocabulary and comprehension with the Detroit Word Recognition Test is  $.69 \pm .03$ .

Tables II to XXI show the satisfactory range of scores, and also indicate the order of difficulty of the tests. In Part I, Visual Perception, Table II shows the range of scores on Test II, Matching Lower Case Letters from Memory, to be from 4 to 15, with the greatest frequency among the high scores. The high mean of 12.88 and the median of 13.63 indicate it to be the easiest test of the visual perception section.

Table II

Matching Lower Case Letters from Memory

Score	Frequency	Score	Frequency	Score	Frequency
15	35	11	7	7	1
14	19	10	6	6	0
13	18	9	4	5	2
12	7	8	3	4	1
				Total	103
				Mean	12.88
				Median	13.63







Next in difficulty is Test I, Naming Capital and Lower Case Letters, (Table III), with a range for the total score of 0 to 52, a mean of 32.42, and a median of 42. Of the two sections comprising Test I, naming capital letters is the easier, (Table IV), having a mean of 16.50 and a median of 21.58, while naming lower case letters, (Table V), has a mean of 14.91, and a median of 20.33. The range for either section, naming capital or lower case letters is 0 to 26.

Table III  
 Total Scores of Capital and Lower Case Letter  
 Naming Test.

Score	Frequency	Score	Frequency	Score	Frequency	Score	Frequency
52-53	10	38-39	2	24-25	1	10-11	1
50-51	19	36-37	2	22-23	2	8-9	2
48-49	11	34-35	1	20-21	3	6-7	4
46-47	2	32-33	2	18-19	1	4-5	7
44-45	5	30-31	1	16-17	0	2-3	6
42-43	6	28-29	2	14-15	1	0-1	7
40-41	2	26-27	2	12-13	1		
						Total	103
						Mean	32.42
						Median	42

above the middle of the range, and a median of 3.



Next in difficulty is Test I, Naming Capital and Lower Case Letters (Table III), with a range for the total score of 0 to 52, a mean of 32.42, and a median of 42. Of the two sections comprising Test I, naming capital letters is the easier (Table IV), having a mean of 16.80 and a median of 21.58, while naming lower case letters (Table V), has a mean of 14.91, and a median of 20.33. The range for either section, naming capital or lower case letters is 0 to 26.

Table III  
Total Scores of Capital and Lower Case Letter Naming Test.

Score	Frequency	Pre-centage	Score	Frequency	Pre-centage
40-41	2	3.85	12-13	1	1.61
42-43	6	10.00	14-15	1	1.61
44-45	5	8.47	16-17	0	0.00
46-47	2	3.47	18-19	1	1.61
48-49	11	18.47	20-21	3	4.85
50-51	12	20.00	22-23	2	3.22
52-53	10	16.93	24-25	2	3.22
Total: 102					
Mean: 32.42					
Median: 42					



Table IV

Table V

: Naming Capital Letters				: Naming Lower Case Letters			
: Score	: Pre- quency	: Score	: Pre- quency	: Score	: Pre- quency	: Score	: Pre- quency
: 26	: 26	: 12	: 1	: 26	: 10	: 12	: 1
: 25	: 11	: 11	: 1	: 25	: 13	: 11	: 3
: 24	: 7	: 10	: 2	: 24	: 14	: 10	: 2
: 23	: 2	: 9	: 1	: 23	: 6	: 9	: 1
: 22	: 6	: 8	: 1	: 22	: 2	: 8	: 2
: 21	: 3	: 7	: 0	: 21	: 6	: 7	: 0
: 20	: 4	: 6	: 1	: 20	: 3	: 6	: 0
: 19	: 0	: 5	: 0	: 19	: 4	: 5	: 1
: 18	: 1	: 4	: 7	: 18	: 3	: 4	: 4
: 17	: 2	:	:	: 17	: 1	: 3	: 5
: 16	: 1	: 3	: 1	: 16	: 1	: 2	: 7
: 15	: 2	: 2	: 8	: 15	: 1	: 1	: 5
: 14	: 1	: 1	: 3	: 14	: 1	: 0	: 7
: 13	: 3	: 0	: 8	: 13	: 0	:	:
:	:	: Total: 103	:	:	: Total: 103	:	:
:	:	: Mean: 16.50	:	:	: Mean: 14.91	:	:
:	:	: Median 21.58	:	:	: Median 20.33	:	:

The most difficult of the four indices of visual perception is Test III, Matching Words from Memory, (Table VI), having a range of 0 to 15, with a mean of 8.17 slightly above the middle of the range, and a median of 8.







**Table VI**  
**Matching Words from Memory**

Score	Frequency	Score	Frequency	Score	Frequency
15	6	10	5	5	7
14	5	9	8	4	6
13	6	8	11	3	6
12	8	7	11	2	2
11	8	6	8	1	4
				0	2
				<b>Total</b>	<b>103</b>
				<b>Mean</b>	<b>8.17</b>
				<b>Median</b>	<b>8</b>

Part II, Motor Coordination, as shown in Table VII, has a range of 4 to 32+ letters printed per minute with a mean of 17.45 and median of 14.18 . The highest scores are described as 32 and above since they are so widely scattered and so in the minority as to lack significance.

Of the tests in Part II, Auditory Perception, the simplest is Test I, Facility of Articulation, (Table VIII), having a range of 18 to 28, with a high mean of 26.15, and a median of 25.15. From the narrow range of scores and high mean and median, it is obvious that the scores are concentrated near the top.



Table VI  
Matching Words from Memory

Score	Frequency	Score	Frequency	Score	Frequency
15	3	10	5	5	7
14	5	9	8	4	5
13	6	8	11	3	6
12	8	7	11	2	3
11	8	6	8	1	4
				0	5
				Total	103
				Mean	8.17
				Median	8

Part II, Motor Coordination, as shown in Table VII, has a range of 4 to 32+ letters printed per minute with a mean of 14.48 and median of 14.18. The highest scores are described as 32 and above since they are so widely scattered and so in the minority as to lack significance.



Table VIII  
Table VII

Facility of Articulation  
Motor Coordination Test

Number of Letters Printed in One Minute

Score	Frequency	Score	Frequency	Score	Frequency
32 +	5	18-19	11	6-7	9
30-31	2	16-17	3	4-5	1
28-29	0	14-15	19		
26-27	2	12-13	15		
24-25	4	10-11	9		
22-23	2	8-9	11		
20-21	10				
				Total	103
				Mean	17.45
				Median	14.18

Of the tests in Part III, Auditory Perception, the simplest is Test I, Facility of Articulation, (Table VIII), having a range of 12 to 28, with a high mean of 25.15, and a median of 25.16. From the narrow range of scores and high mean and median, it is obvious that the scores are concentrated near the top.

except in regard to the total, as sounds are tested only in the event that the child cannot give the letter name.



Table VII  
 Motor Coordination Test  
 Number of Letters Printed in One Minute

Score	Frequency	Score	Frequency	Score	Frequency
38+	5	18-19	11	6-7	9
30-37	2	16-17	8	4-5	1
28-29	0	14-15	19		
26-27	2	12-13	15		
24-25	4	10-11	9		
22-23	2	8-9	11		
20-21	10				
				Total	103
				Mean	17.45
				Median	14.18

Of the tests in Part III, Auditory Perception, the simplest is Test I, Facility of Articulation, (Table VIII), having a range of 12 to 28, with a high mean of 25.16, and a median of 25.16. From the narrow range of scores and high mean and median, it is obvious that the scores are concentrated near the top.



Table VIII

## Facility of Articulation

Score	Frequency	Score	Frequency	Score	Frequency
28	20	22	3	16	2
27	26	21	3	15	0
26	16	20	1	14	0
25	13	19	4	13	0
24	5	18	0	12	1
23	7	17	2		
				Total	103
				Mean	25.15
				Median	26.16

The total score of Test III, Naming and Sounding Initial Letters, (Table IXB), ranks next in difficulty with a range of 0 to 16, a rather high mean of 12.51, and a median of 15. Although the significant score of Test III is the total score resulting from the naming or sounding of the beginning letters, it is interesting to note in Table IXA that scores for naming the initial letter have a mean of 8.14, and a median of 9.42. Scores for sounding the initial letters are not significant except in regard to the total, as sounds are tested only in the event that the child cannot give the letter name.



Table VIII  
Facility of Articulation

Score	Frequency	Score	Frequency	Score	Frequency
28	2	28	3	28	2
27	0	27	3	26	0
26	0	26	1	25	0
25	0	25	4	24	1
24	1	24	0	23	0
23	0	23	2	22	0
Total		103			
Mean		28.15			
Median		28.15			

The total score of Test III, Naming and Sounding Initial Letters, (Table IXB), ranks next in difficulty with a range of 0 to 16, a rather high mean of 15.51, and a median of 15. Although the significant score of Test III is the total score resulting from the naming or sounding of the beginning letters, it is interesting to note in Table IXA that scores for naming the initial letter have a mean of 21.4, and a median of 20.42. Scores for sounding the initial letters are not significant except in regard to the total, as sounds are tested only in the event that the child cannot give the letter name.



Table IX A  
Initial Letter Names

Table IX B  
Total of Initial Letter  
Names and Sounds

Score	Frequency	Score	Frequency	Score	Frequency	Score	Frequency
16	19	7	0	16	44	7	1
15	13	6	2	15	13	6	2
14	6	5	1	14	7	5	0
13	4	4	2	13	12	4	2
12	1	3	2	12	3	3	0
11	4	2	2	11	1	2	2
10	4	1	2	10	2	1	1
9	6	0	33	9	0	0	9
8	2			8	3		
		Total	103			Total	103
		Mean	8.14			Mean	12.51
		Median	9.42			Median	15



Table IX B  
Total of Initial Letter  
Names and Sounds

Table IX A  
Initial Letter Names

Score	Frequency	Score	Frequency
18	1	18	0
18	2	18	2
14	0	14	1
13	2	13	2
12	0	12	1
11	2	11	2
10	1	10	2
9	2	9	23
8	0	8	2
Total: 103		Total: 103	
Mean: 12.51		Mean: 8.14	
Median: 12		Median: 9.42	



Test II, Matching Sounds, (Table X), is the next most difficult, having a range of 2 to 20, with the mean of 13.17 being nearer the middle score, but still rather high, and a median of 13.81 .

Table X  
Matching Sounds

Score	Frequency	Score	Frequency	Score	Frequency
20	7	13	9	7	5
19	7	12	6	6	4
18	9	11	6	5	2
17	6	10	4	4	4
16	8	9	5	3	0
15	9	8	2	2	2
14	8				
				Total	103
				Mean	13.17
				Median	13.81

Test VII, Identifying Initial Sounds, (Table XII), is the next section in order of difficulty, having a range of 0 to 4, a mean of 1.97, and a median of 1.95.











Test IV, Final Letter Names and Sounds, (Table XI B), ranks next, with a range for the total score of 0 to 11, a mean of 6.88 located near the middle of the scores, but still above, and a median of 6.66. The mean for giving just the final letter name, (Table XI A), is 4.87, the median is 4.87.

Table XI B  
Total Letter Names and Sounds

Table XI A  
Final Letter Names

Score:frequency	Pre-: : :	Score:frequency	Pre-: : :
11 : 1	11 : 1	11 : 1	11 : 1
10 : 4	10 : 4	10 : 4	10 : 4
9 : 2	9 : 2	9 : 2	9 : 2
8 : 4	8 : 4	8 : 4	8 : 4
7 : 1	7 : 1	7 : 1	7 : 1
6 : 8	6 : 8	6 : 8	6 : 8
Total:103		Total:103	
Mean: 6.88	Mean: 6.88	Mean: 4.87	Mean: 4.87
Median: 6.66	Median: 6.66	Median: 4.87	Median: 4.87

Test VII, Identifying Initial Sounds, (Table XII), is the next section in order of difficulty, having a range of 0 to 4, a mean of 1.97, and a median of 1.95.



Then comes Test VIII, Identifying Initial Blends, (Table XIII), with a range of 0 to 4, a mean of 1.94, and a median of 2.18.

Next is Test X, Identifying Final Blends, (Table XV), the range being from 0 to 4 with a concentration of scores around 0, 1, and 2, a mean of 1.37 and a median of 1.19.

Slightly, but not significantly more difficult than Test X is Test IX, Identifying Final Sounds, (Table XIV), with a range of scores from 0 to 4 and scores again concentrated around 0, 1, and 2. The mean is 1.30, the median, 1.23.

It is interesting to note that within Part II, Test II, Matching Sounds, (Table XXVIII), the order of difficulty in the types of sounds is the same as that of identifying sounds.

After Names and Sounds of Initial Blends, Test V, (Table IVB), is the next in order of difficulty, having a range of 0 to 10 with a mean of 4 which is below the center score and a median of 3.11. The mean for letter names alone is very low, being 1.39 (Table XVIA).



Then comes Test VIII, Identifying Initial Sounds, (Table XIII), with a range of 0 to 4, a mean of 1.94, and a median of 2.18.

Next is Test X, Identifying Final Sounds, (Table XV), the range being from 0 to 4 with a concentration of scores around 0, 1, and 2, a mean of 1.37 and a median of 1.19. Slightly, but not significantly more difficult than Test X is Test IX, Identifying Final Sounds, (Table XIV), with a range of scores from 0 to 4 and scores again concentrated around 0, 1, and 2. The mean is 1.30, the median, 1.23.

It is interesting to note that within Part II, Test II, Matching Sounds, (Table XXVIII), the order of difficulty in the types of sounds is the same as that of Identifying sounds.

Now the remaining initial sounds, (Table XII), have not been included in order of difficulty, but a range of 0 to 4, a mean of 1.37, and a median of 1.19.



Table XII

Table XIII

Table XIV

Table XV

Identifying  
Initial SoundsIdentifying  
Initial BlendsIdentifying  
Final SoundsIdentifying  
Final Blends

Score	Frequency	Score	Frequency	Score	Frequency	Score	Frequency
4	18	4	14	4	1	4	6
3	23	3	32	3	13	3	18
2	19	2	17	2	28	2	20
1	24	1	14	1	35	1	24
0	19	0	26	0	26	0	35
Total:	103	Total:	103	Total:	103	Total:	103
Median	1.95	Median	2.18	Median	1.23	Median	1.19
Mean	1.97	Mean	1.94	Mean	1.30	Mean	1.37

Letter Names and Sounds of Initial Blends, Test V, (Table XVII B), is the next in order of difficulty, having a range of 0 to 10 with a mean of 4 which is below the center score and a median of 3.11. The mean for letter names alone is very low, being 1.89 (Table XVII A).

The mean for the letter names (Table XVIII A), alone is low, being 1.18.



Table XV Identifying Initial Sounds  
 Table XIV Identifying Initial Sounds  
 Table XIII Identifying Initial Sounds  
 Table XII Identifying Initial Sounds

Pre- : Score:quency	Pre- : Score:quency	Pre- : Score:quency	Pre- : Score:quency
4	4	4	4
18	18	18	18
8	8	8	8
19	19	19	19
1	1	1	1
0	0	0	0
Total:103	Total:103	Total:103	Total:103
Median 1.95	Median 1.33	Median 2.18	Median 1.95
Mean 1.97	Mean 1.30	Mean 1.94	Mean 1.97

Letter Names and Sounds of Initial Blends, Test V.  
 (Table XIV), is the next in order of difficulty, having a  
 range of 0 to 10 with a mean of 4 which is below the center  
 score and a median of 3.11. The mean for letter names alone  
 is very low, being 1.83 (Table XIII).



Table XVI A

## Initial Blends

Table XVII B

Total Letter Names and  
Sounds of Initial Blends

Score	Frequency	Score	Frequency	Score	Frequency	Score	Frequency
10	6	4	3	10	11	4	5
9	3	3	1	9	4	3	9
8	3	2	7	8	9	2	8
7	1	1	2	7	7	1	17
6	6	0	69	6	5	0	21
5	2			5	7		
		Total	103			Total	103
		Mean	1.89			Mean	4
		Median				Median	3.11

The most difficult index in auditory perception is Test VI, Ending Blends, (Table XVIII B). A frequency of scores from 0 to 9 was obtained for the total of names and sounds of final blends. The mean is 1.16, the median .96. The mean for the letter names (Table XVIII A), alone is low, being 1.18.



Table XVII  
Total Letter Names and  
Counts of Initial Blends

Table XVI A  
Initial Blends

Pre- : Scores:quency:	Pre- : Scores:quency:	Pre- : Scores:quency:	Pre- : Scores:quency:
10	6	4	3
9	3	1	2
8	3	7	8
7	1	2	1
6	6	6	6
5	2	5	5
Total:103	Total:103	Total:103	Total:103
Mean: 4	Mean: 1.92	Mean: 1.92	Mean: 1.92
Median: 3.11	Median: 3.11	Median: 3.11	Median: 3.11

The most difficult index in auditory perception is  
 Test VI, Ending Blends, (Table XVII B). A frequency of  
 scores from 6 to 9 was obtained for the total of names and  
 counts of final blends. The mean is 1.15, the median .96.  
 The mean for the letter names (Table XVII A), also is  
 low, being 1.15.



Table XVIII A

Names of Letters  
Final Blends

Table XIX  
Vocabulary

Table XVIII B

Total Letter Names and  
Sounds of Final Blends

Score	Frequency	Score	Frequency	Score	Frequency	Score	Frequency
9	2	4	0	9	4	4	3
8	2	3	3	8	3	3	9
7	1	2	3	7	4	2	11
6	5	1	6	6	7	1	12
5	6	0	75	5	4	0	46
		Total	103			Total	103
		Mean	1.18			Mean	1.16
		Median				Median	.96

Part V, Auditory Visual Reception, (Table XI), has a range of only 7 to 13. The scores are fairly well distributed, but frequency is heavier on the low side. The mean is rather high, namely 10.3; the median is 10.74.

Part IV, Vocabulary, (Table XIX), has a range of 1 to 15, with the scores concentrated around the center; the mean, 7.38 is near the middle, and the median is 7.46.



Table XVIII B  
Total Letter Names and  
Bands of Final Bands

Table XVIII A  
Names of Letters  
Final Bands

Pre- Score: frequency	Pre- Score: frequency	Pre- Score: frequency	Pre- Score: frequency	Pre- Score: frequency	Pre- Score: frequency
3	4	4	9	0	3
9	3	3	8	3	3
11	2	4	7	3	1
13	1	7	6	1	2
44	0	4	3	75	6
Total: 103	Total: 103	Total: 103	Total: 103	Total: 103	Total: 103
Mean: 7.18	Mean: 7.18	Mean: 7.18	Mean: 7.18	Mean: 7.18	Mean: 7.18
Median: 9.5	Median: 9.5	Median: 9.5	Median: 9.5	Median: 9.5	Median: 9.5

Part IV, Vocabulary, (Table XIX), has a range of 1 to 16, with the scores concentrated around the center; the mean, 7.58 is near the middle, and the median is 7.66.



Table XIX  
Auditory Vocabulary

Score	Frequency	Score	Frequency	Score	Frequency
15	1	10	9	5	9
14	1	9	9	4	10
13	5	8	18	3	4
12	4	7	14	2	4
11	4	6	9	1	2
				Total	103
				Mean	7.38
				Median	7.46

In Part VI, Comprehension, (Table XI), the mean and Part V, Auditory Visual Perception, (Table XX), has a range of only 7 to 19. The scores are fairly well distributed, but frequency is heavier near the top. The mean is rather high, namely, 15.30; the median is 15.74.

The distribution is more even for unaided recall with a concentration of scores near the middle, while the scores are concentrated below the middle on aided recall. The reason is due, doubtless, to the fact that aided recall merely supplements the unaided, the latter being the first recall attempted. Thus the significant data is the total scores for both unaided and aided recall. The scores range from 1-14. The mean is high, being 10.16. The median is 10.61.



Table XIX  
Vocabulary

Score	Frequency	Score	Frequency	Score	Frequency
15	1	10	2	5	3
14	1	9	2	4	10
13	5	8	18	3	4
12	4	7	14	2	4
11	4	6	9	1	2
Total		Total		Total	
108		108		108	
Mean		Mean		Mean	
7.38		7.38		7.38	
Median		Median		Median	
7.46		7.46		7.46	

Part V, Auditory Visual Perception, (Table XX), has a range of only 7 to 12. The scores are fairly well distributed, but frequency is heavier near the top. The mean is rather high, namely, 12.30; the median is 12.74.



Table XX  
Auditory Visual Perception

Score	Frequency	Score	Frequency	Score	Frequency
19	13	14	3	9	1
18	17	13	6	8	2
17	7	12	6	7	2
16	19	11	4		
15	19	10	4		
				Total	103
				Mean	15.30
				Median	15.74

In Part VI, Comprehension, (Table XX ), the mean and the median are higher for unaided than for aided recall, being 5.95 and 5.84, respectively, for the former, and 4.17 and 4.03, respectively, for the latter. Scores ranged from 0 to 14 for both types of recall. The distribution is more even for unaided recall with a concentration of scores near the middle, while the scores are concentrated below the middle on aided recall. The reason is due, doubtless, to the fact that aided recall merely supplements the unaided, the latter being the first recall attempted. Thus the significant data is the total scores for both unaided and aided recall. The scores range from 1-14. The mean is high, being 10.16 . The median is 10.61 .



Table XI  
Auditory Visual Perception

Score	Frequency	Score	Frequency	Score	Frequency
13	1	8	1	14	1
18	2	8	2	13	2
17	3	7	3	12	3
16		4	4	11	4
15		4	4	10	4
Total: 103		Total: 103		Total: 103	
Mean: 13.30		Mean: 13.30		Mean: 13.30	
Median: 13.75		Median: 13.75		Median: 13.75	

In Part VI, Comprehension, (Table XI), the mean and the median are higher for unaided than for aided recall, being 8.86 and 8.84, respectively, for the former, and 4.17 and 4.03, respectively, for the latter. Scores ranged from 0 to 14 for both types of recall. The distribution is more even for unaided recall with a concentration of scores near the middle, while the scores are concentrated below the middle on aided recall. The reason is, doubtless, to the fact that aided recall merely supplements the unaided, the latter being the first recall attempted. Thus the significant data is the total scores for both unaided and aided recall. The scores range from 1-14. The mean is high, being 10.16. The median is 10.51.



Table XXI

Scores on Comprehension Test

Unaided Recall      Aided Recall      Unaided and Aided Recall

Score	Frequency	Score	Frequency	Score	Frequency
14	0	14	0	14	3
13	0	13	0	13	17
12	3	12	0	12	19
11	6	11	1	11	14
10	8	10	1	10	18
9	8	9	1	9	8
8	6	8	9	8	8
7	8	7	6	7	5
6	19	6	12	6	3
5	15	5	13	5	4
4	11	4	18	4	1
3	3	3	11	3	2
2	4	2	18	2	1
1	5	1	12	1	0
0	7	0	1	0	0
Total	103	Total	103	Total	103
Median	5.84	Median	4.03	Median	10.61
Mean	5.95	Mean	4.17	Mean	10.16



Table XII

Unaided Recall Scores on Comprehension Test  
 Aided Recall Unaided and Aided Recall

Score	Frequency	Total	Mean	Median
14	0	0		
13	0	0		
12	3	3		
11	6	6		
10	8	8		
9	8	8		
8	6	6		
7	8	8		
6	12	12		
5	15	15		
4	11	11		
3	3	3		
2	4	4		
1	6	6		
0	7	7		
0	0	0		
Total	103	103	4.17	10.16
Mean	5.96			
Median	5.84			
Total	103	103		
0	0	0		
1	1	1		
2	2	2		
3	3	3		
4	4	4		
5	5	5		
6	6	6		
7	7	7		
8	8	8		
9	9	9		
10	10	10		
11	11	11		
12	12	12		
13	13	13		
14	14	14		
Total	103	103	4.03	10.61



The scores on the Detroit Word Recognition Test, (Table XXII), indicate a satisfactory distribution of reading achievement among the cases tested. Scores range from 1 to 38 with the mean of 18.91 near the center and the median of 19.6 almost exactly in the middle of the score range. Thus the writer was again reassured that all first grade reading levels were being included in the study.

Table XXII

## Scores on Detroit Word Recognition Test : Form A

Score	Frequency	Score	Frequency	Score	Frequency
38	2	25	3	12	2
37	2	24	6	11	4
36	0	23	3	10	1
35	2	22	8	9	2
34	1	21	5	8	4
33	0	20	5	7	4
32	1	19	6	6	2
31	0	18	4	5	3
30	2	17	5	4	4
29	3	16	1	3	0
28	4	15	3	2	0
27	3	14	4	1	1
26	2	13	1	Total	103
				Mean	18.91
				Median	19.6







Tables XXIII to XXXV indicate the frequency of errors made on each item of each test with the exception of the vocabulary<sup>1</sup> and comprehension<sup>2</sup> sections, since they have been studied previously. On the basis of the number of errors, the items of each test have been arranged in order of difficulty. In the writer's opinion, tables XXIX, XXX, XXXI, XXXII, are the most valuable, since they indicate the order of difficulty in hearing initial and final sounds and initial and final blends, information which the writer was unable to find, despite extensive research, when devising the test.

A summary of the itemized analysis of errors may be found in Table XXXVI and in Table XXXVII is an analysis of scores obtained on the test of Motor Control.

The reading diagnostic tests of thirty children attaining a raw score of 24 or above on the Detroit Word Recognition Test were compared with those belonging to thirty children who fell below a score of 14 on the Detroit Word Recognition Test. The items of the reading diagnostic test which do not discriminate between good and poor readers by a difference of 20% are indicated by an asterisk. Motor Coordination, Facility of Articulation, Identifying Final Letters, Identifying Final Blends, and Matching Lower Case Letters from Memory, are not significantly discriminatory.

- 
1. See Durrell-Sullivan Reading Analysis Manual of Directions Published by World Book Company, 1937, New York, p.12.
  2. See Durrell Analysis of Reading Difficulty Manual of Directions, Published by World Book Company, New York, 1933, p.24.



Tables XXIII to XXV indicate the frequency of errors made on each item of each test with the exception of the vocabulary and comprehension sections, since they have been studied previously. On the basis of the number of errors, the items of each test have been arranged in order of difficulty. In the writer's opinion, tables XXIX, XXX, XXXI, XXXII, are the most valuable, since they indicate the order of difficulty in hearing initials and final sounds and initials and final blends, information which the writer was unable to find, despite extensive research, when devising the test. A summary of the itemized analysis of errors may be found in Table XXVI and in Table XXVII is an analysis of scores obtained on the test of Motor Control.

The reading diagnostic tests of thirty children attaining a raw score of 24 or above on the Detroit Word Recognition Test were compared with those belonging to thirty children who fell below a score of 14 on the Detroit Word Recognition Test. The items of the reading diagnostic test which do not discriminate between good and poor readers by a difference of 20% are indicated by an asterisk. Motor Coordination, Facility of Articulation, Identifying Final Letters, Identifying Final Blends, and Matching Lower Case Letters from Memory, are not significantly discriminatory.

1. See Burrell-Sullivan Reading Analysis Manual of Directions published by World Book Company, 1937, New York, p. 12.  
 2. See Burrell Analysis of Reading Difficulty Manual of Directions, published by World Book Company, New York, 1933, p. 24.



Table XXIII

## Part I Visual Perception-Test I Matching Lower Case Letters

: Letters :	: Errors :	: Letters :	: Errors :
: arranged in:		: (continued):	
: order of :		:	
: difficulty :		:	
: f :	: 2 :	: u :	: 14 :
: h :	: 6 :	: l :	: 15 :
: g :	: 7 :	: n :	: 16 :
: y :	: 8 :	: q :	: 17 :
: t :	: 8 :	: p :	: 20 :
: m :	: 10 :	: b :	: 30 :
: i :	: 12 :	: d :	: 31 :
: z :	: 13 :	:	:

Table XXIV

## Part I Visual Perception-Test III Matching Words from Memory

: Words ar-	: Errors :	: Words :	: Errors :
: ranged in or-		: (continued) :	
: der of difficulty:		:	
:		:	
: soon :	: 31 :	: drive :	: 47 :
: feed :	: 36 :	: sung :	: 51 :
: bend :	: 38 :	: trail :	: 51 :
: part :	: 38 :	: hung :	: 56 :
: meat :	: 41 :	: grown :	: 58 :
: dose :	: 43 :	: pitch :	: 67 :
: seal :	: 44 :	: drain :	: 73 :
: read :	: 46 :	:	:



Table XIII

Part I Visual Perception-Test I Matching Lower Case Letters

Letters arranged in order of difficulty	Errors	Letters (continued)	Errors
r	2	n	14
h	6	i	16
e	7	n	16
v	8	a	17
t	8	p	20
m	10	b	20
i	12	d	21
s	12		

Table XIV

Part I Visual Perception-Test III Matching Words from Memory

Words ar- ranged in or- der of difficulty	Errors	Words (continued)	Errors
soon	31	drive	47
feed	32	burn	51
band	38	trail	51
girl	38	burn	56
meat	41	cross	58
dose	42	trip	57
seal	44	drain	73
egg	46		



Table XXV

## Part I Visual Perception- Test II Naming Lower Case Letters

Letter arranged in order of diffi- culty.	Error	Letter (continued)	Error
o	26	h	42
s	31	m	43
t	31	w	44
a	31	p	45
e	35	l	47
x	37	y	47
k	39	v	47
f	39	u	48
n	39	b	49
c	40	z	50
r	40	g	51
d	41	j	54
i	41	q	87



Table XXV

Part I Visual Perception - Test II Naming Lower Case Letters

Letter	Error	Letter	Error
t	41	p	37
b	41	l	34
r	40	g	31
o	40	a	30
n	39	d	29
i	39	r	28
k	39	v	27
x	37	y	27
e	36	l	27
a	31	q	25
t	31	w	24
s	31	m	23
o	28	h	22



Table XXVI

## Errors in Naming Capital Letters

## Part I Visual Perception-Test II Naming Capital Letters

:Letter ar-:	:	: Letter ar-:	:
:ranged in:	Errors	: ranged in:	Errors
:order of:	:	: order of:	:
:difficulty:	:	: difficulty:	:
: A :	24	: R :	39
: O :	26	: L :	40
: S :	28	: N :	40
: I :	28	: C :	41
: B :	29	: M :	42
: T :	31	: D :	43
: E :	32	: J :	43
: H :	34	: Y :	45
: P :	34	: G :	46
: K :	35	: U :	46
: X :	37	: Z :	46
: W :	38	: V :	49
: F :	38	: Q :	62







Table XXVII

## Part III Auditory Perception-Test I Facility of Articulation

: Words	:	:	: Words	:	:
: arranged in	:	:	: (continued)	:	:
: order of	:	Errors	:	:	Errors
: difficulty	:	:	:	:	:
: borrow	:	2	: quest	:	7
: jiffy	:	3	: cunning	:	8
: shovel	:	3	: chest	:	8
: zone	:	3	: gather	:	9
: badge	:	3	: vacation	:	9
: goblin	:	4	: bunting	:	11
: fudge	:	4	: thoughtful	:	13
: waggle	:	5	: fame	:	13
: yelp	:	5	: liberty	:	15
: wicked	:	6	: gaze	:	16
: repeat	:	6	: orchard	:	16
: shiver	:	6	: bishop	:	20
: carnation	:	7	: voyage	:	32
: molasses	:	7	: sausage	:	56



Table XVIII

Part III Auditory Perception-Test I Facility of Articulation

Words arranged in order of difficulty	Errors	Words (continued)	Errors
molasses	7	sausage	38
ornation	7	voysse	38
sniver	8	slshop	30
repeat	8	orchard	18
wiked	8	pass	18
yeig	8	liberty	18
waggle	8	lame	13
fabre	4	thoughtful	13
mobin	4	dwating	11
badge	3	vacation	9
some	3	rather	9
shovel	3	obest	3
lilly	3	counting	8
borrow	2	great	7



Table XXVIII

## Part III Auditory Perception Test II Matching Sounds

: Initial Letters : arranged in order: : of difficulty	: Errors	::	: Final : Letters	:	: Errors	:
:	:	::	:	:	:	:
: b	: 29	::	: t	:	: 59	:
:	:	::	:	:	:	:
: d	: 25	::	: m	:	: 56	:
:	:	::	:	:	:	:
: n	: 24	::	: n	:	: 53	:
:	:	::	:	:	:	:
: m	: 13	::	: f	:	: 41	:

: Initial: : Blends	: Errors	::	: Final : Blends	:	: Errors	::	: Phono- : grams	:	: Errors	:
:	:	::	:	:	:	::	:	:	:	:
: sh	: 33	::	: ch	:	: 46	::	: ack	:	: 55	:
:	:	::	:	:	:	::	:	:	:	:
: gr	: 25	::	: mp	:	: 41	::	: and	:	: 48	:
:	:	::	:	:	:	::	:	:	:	:
: ch	: 25	::	: ps	:	: 39	::	: ite	:	: 41	:
:	:	::	:	:	:	::	:	:	:	:
: dr	: 23	::	: np	:	: 38	::	: ide	:	: 33	:



Table XXVIII

Part III Auditory Perception Test II Matching Sounds

Initial letters	Errors	Final Letters	Errors
b	29	t	29
d	23	m	26
n	24	n	23
m	13	t	41

Initial blends	Errors	Final blends	Errors
ap	23	op	46
pr	22	mp	41
op	22	ps	29
pr	22	mp	38















Table XXX

Part III Auditory Perception-Test IV Final Letter Names and Sounds

Final Letter	Final Letters	Errors	Final Letters	Errors	Final Letters	Final Letters
g	57	13	t	36		
t	57	14	k	36		
n	57	18	p	36		
m	58	15	s	39		
k	59	16	f	43		
l	59	17	x	44		
f	62	18	o	44		
r	63	18	z	45		
s	65	18	d	45		
o	66	19	v	48		
z	71	21	m	49		



Table XXXI

Part III Auditory Perception-Test V-Letter Names and Sounds  
of Initial Blends

: Naming		: Sounding		: Total	
: Initial Blends	: Errors	: Initial Blends	: Errors	: Initial Blends	: Total
: Blends in	: Arranged Naming	: Blends in	: Arranged Sound-	: Blends in	: Errors in
: in order	: of Diffi-	: in Order	: ing	: in Order	: Sounding
: of Diffi-	: culty	: of Diffi-	: Initial	: of Diffi-	: Initial
: culty	: According:	: culty	: Blends	: culty	: Blends
: According:	: to Naming:	: According:	: Blends	: According:	: Blends
: to Naming:	: Letters	: to Sound-	: ing	: to Total	: Score of
: Letters	:	: ing	:	: Score of	: Naming
:	:	:	:	: Naming	: and
:	:	:	:	: and	: Sounding
:	:	:	:	: Sounding	:
: dr	: 63	: ch	: 8	: ch	: 26
: sm	: 87	: sh	: 12	: sh	: 29
: br	: 89	: sp	: 25	: sp	: 58
: gr	: 89	: tr	: 27	: gr	: 59
: st	: 91	: gr	: 28	: st	: 61
: sh	: 95	: sm	: 28	: sm	: 62
: sp	: 95	: st	: 29	: dr	: 63
: tr	: 96	: sw	: 31	: tr	: 67
: sw	: 97	: dr	: 31	: sw	: 67
: ch	: 97	: br	: 35	: br	: 69







Table XXXII

Part III Auditory Perception-Test VI- Letter Names and  
Initial Sounds of Final Blends.

: Naming		: Sounding		: Total	
: Final Blends	: Errors	: Final Blends	: Errors	: Final Blends	: Total
: Blends	: in	: Blends	: in	: Blends	: Errors in
: Arranged	: Naming	: Arranged	: Sounding	: Arranged	: Naming
: in Order	: Letters	: in	: Final	: in Order	: and
: of Diff-	: in	: Order of	: Blends	: of Diffi-	: Sounding
: ficulty	: Final	: Diffi-	:	: culty	: Final
: According:	: Blends	: culty	:	: According:	: Blends
: to Naming:	:	: According:	:	: to Total :	:
: Letters	:	: to Sound-	:	: Score in:	:
:	:	: ing	:	: Naming	:
:	:	:	:	: and	:
:	:	:	:	: Sounding	:
:	:	:	:	: Final	:
:	:	:	:	: Blends	:
: ch	: 93	: ch	: 38	: ch	: 73
: ps	: 94	: sh	: 39	: sh	: 74
: mp	: 94	: ps	: 42	: ps	: 78
: ns	: 95	: mp	: 43	: mp	: 82
: nt	: 96	: ts	: 44	: ns	: 85
: ks	: 97	: ns	: 45	: ts	: 89
: ts	: 98	: ks	: 46	: nt	: 96
: sh	: 98	: nt	: 46	: ks	: 97
: nk	: 100	: nk	: 48	: nk	: 91







Table XXXIII

Part III Auditory Perception-Test VII, VIII, IX, X, Identifying  
Initial Sounds.

Initial Sound			Initial Blend		
Sound	From Words	Error	Sound	From Words	Error
to be	Beginning		to be	Beginning	
Identified	with		Identified	with	
h	m	49	sp	dr	45
r	v	58	br	sh	60
j	s	59	st	gr	62
b	n	61	gr	ch	63

Table XXXIV

Part III Auditory Perception- Test IX, X, Identifying Final  
Sounds.

Final Sound			Final Blends		
Sound	From Words	Error	Sound	From Words	Error
to be	Ending		to be	Ending	
Identified	with		Identified	with	
p	r	56	lk	sh	63
t	n	80	p	nk	65
b	s	84	d	ch	77
k	m	84	st	nt	86



Table XXIII

Part III Auditory Perception-Test VII, VIII, IX, X, Identifying Initial Sounds.

Initial Sound	Sound	Initial Sound	Sound
h	h	h	h
r	r	r	r
t	t	t	t
b	b	b	b

Table XXIV

Part III Auditory Perception-Test IX, X, Identifying Final Sounds.

Final Sound	Sound	Final Sound	Sound
p	p	p	p
t	t	t	t
b	b	b	b
k	k	k	k



Table XXXV

Part V Auditory-Visual Perception  
 Errors in Auditory-Visual Perception

:Conso- nants	:Stim- ulus	:Er- rors	:Vowels Ar- ranged	:Stim- ulus	:Er- rors	:Phono- grams	:Stim- ulus	:Errors
:Ar- ranged	:Words	:	:in	:Words	:	:Ar- ranged	:Words	:
:in	:	:	:Order	:	:	:in	:	:
:of	:	:	:Diffi- culty	:	:	:of	:	:
:Diffi- culty	:	:	:	:	:	:Diffi- culty	:	:
: r	: run	: 2	: u	: cup	: 31	: ook	: look	: 6
: m	: man	: 6	: o	: pop	: 31	: og	: hog	: 7
: s	: sent	: 6	: i	: rig	: 39	: uck	: duck	: 12
: t	: ten	: 7	: a	: bad	: 40	: un	: bun	: 17
: j	: jay	: 9	: e	: set	: 71	: ell	: fell	: 19
: n	: now	: 9	:	:	:	: ing	: sing	: 27
: f	: fill	: 12	:	:	:	: an	: tan	: 30







Table XXXVI

Itemized Analysis of Errors

(Starred Items Not Sufficiently Discriminatory )

Part I Visual Perception

Part III Auditory Perception

Test I  
Matching  
Lower Case  
Letters

Test III  
Matching  
Words

Test I Facility of Articulation

: Good:Poor ::		: Good :Poor ::		: Good :Poor ::		: Good : Poor ::	
: Read-:Read-::		: Read-:Read-::		: Read-:Read-::		: Read-:Read- ::	
: ers : ers ::		: ers : ers ::		: ers : ers ::		: ers : ers ::	
: *0 :	3	:: 13 :	25	:: *2 :	5	:: *3 :	3
: *2 :	3	:: 7 :	13	:: *2 :	3	:: *1 :	2
: *0 :	0	:: 5 :	13	:: 3 :	3	:: *1 :	1
: *1 :	5	:: 4 :	17	:: *2 :	5	:: *3 :	0
: 6 :	14	:: *16 :	21	:: *1 :	2	:: *1 :	2
: *1 :	2	:: 7 :	23	:: *0 :	4	:: *1 :	5
: 3 :	13	:: 5 :	22	:: *1 :	6	:: *0 :	2
: *1 :	3	:: *11 :	16	:: *2 :	3	:: *8 :	11
: *3 :	6	:: * 6 :	11	:: *2 :	2	:: *0 :	0
: 0 :	8	:: 2 :	18	:: *0 :	2	:: *2 :	6
: *3 :	8	:: 4 :	16	:: *2 :	1	:: *5 :	7
: *3 :	8	:: 10 :	21	:: *2 :	2	:: *6 :	3
: *2 :	5	:: 5 :	15	:: *1 :	1	:: *2 :	0
: *2 :	6	:: 8 :	22	:: 10 :	17	:: 1 :	11
: 1 :	6	:: 6 :	16	:: :	:	:: :	:



Table XXVI

Itemized Analysis of Errors

(Starred Items Not Sufficiently Discriminatory)

Part I Visual Perception  
 Test I Matching  
 Lower Case Letters

Test III  
 Matching  
 Words

Part III Auditory Perception  
 Test I Facility of Articulation

Item	Part I Visual Perception	Test I Matching	Lower Case Letters	Part III Auditory Perception	Test I Facility of Articulation
1	10	10	10	10	10
2	10	10	10	10	10
3	10	10	10	10	10
4	10	10	10	10	10
5	10	10	10	10	10
6	10	10	10	10	10
7	10	10	10	10	10
8	10	10	10	10	10
9	10	10	10	10	10
10	10	10	10	10	10
11	10	10	10	10	10
12	10	10	10	10	10
13	10	10	10	10	10
14	10	10	10	10	10
15	10	10	10	10	10
16	10	10	10	10	10
17	10	10	10	10	10
18	10	10	10	10	10
19	10	10	10	10	10
20	10	10	10	10	10
21	10	10	10	10	10
22	10	10	10	10	10
23	10	10	10	10	10
24	10	10	10	10	10
25	10	10	10	10	10
26	10	10	10	10	10
27	10	10	10	10	10
28	10	10	10	10	10
29	10	10	10	10	10
30	10	10	10	10	10
31	10	10	10	10	10
32	10	10	10	10	10
33	10	10	10	10	10
34	10	10	10	10	10
35	10	10	10	10	10
36	10	10	10	10	10
37	10	10	10	10	10
38	10	10	10	10	10
39	10	10	10	10	10
40	10	10	10	10	10
41	10	10	10	10	10
42	10	10	10	10	10
43	10	10	10	10	10
44	10	10	10	10	10
45	10	10	10	10	10
46	10	10	10	10	10
47	10	10	10	10	10
48	10	10	10	10	10
49	10	10	10	10	10
50	10	10	10	10	10
51	10	10	10	10	10
52	10	10	10	10	10
53	10	10	10	10	10
54	10	10	10	10	10
55	10	10	10	10	10
56	10	10	10	10	10
57	10	10	10	10	10
58	10	10	10	10	10
59	10	10	10	10	10
60	10	10	10	10	10
61	10	10	10	10	10
62	10	10	10	10	10
63	10	10	10	10	10
64	10	10	10	10	10
65	10	10	10	10	10
66	10	10	10	10	10
67	10	10	10	10	10
68	10	10	10	10	10
69	10	10	10	10	10
70	10	10	10	10	10
71	10	10	10	10	10
72	10	10	10	10	10
73	10	10	10	10	10
74	10	10	10	10	10
75	10	10	10	10	10
76	10	10	10	10	10
77	10	10	10	10	10
78	10	10	10	10	10
79	10	10	10	10	10
80	10	10	10	10	10
81	10	10	10	10	10
82	10	10	10	10	10
83	10	10	10	10	10
84	10	10	10	10	10
85	10	10	10	10	10
86	10	10	10	10	10
87	10	10	10	10	10
88	10	10	10	10	10
89	10	10	10	10	10
90	10	10	10	10	10
91	10	10	10	10	10
92	10	10	10	10	10
93	10	10	10	10	10
94	10	10	10	10	10
95	10	10	10	10	10
96	10	10	10	10	10
97	10	10	10	10	10
98	10	10	10	10	10
99	10	10	10	10	10
100	10	10	10	10	10



## Part III Auditory Perception (continued)

## Test II Matching Sounds

: Init-:Good :Poor ::Init- :Good :Poor ::Phono-: Good:Poor ::
: ial :Read-:Read-::ial :Read-:Read-::grams :Read-:Read-::
: Sounds: : : ::Blends: ers : ers :: : : ::
: m : 0 : 7 :: ch : 2 : 11 :: and : 6 : 18 ::
: n : 2 : 12 :: dr : 2 : 9 :: ack : 8 : 20 ::
: b : 5 : 11 :: gr : 2 : 10 :: ide : 4 : 12 ::
: d : 4 : 10 :: sh : 5 : 13 :: ite : 7 : 16 ::
: Final : : : ::Final : : : ::
: Sounds: : : ::Blends: : : ::
: m : 10 : 20 :: mp : 5 : 13 ::
: n : 7 : 23 :: nk : 6 : 13 ::
: f : 6 : 19 :: ch : 4 : 16 ::
: t : 12 : 20 :: ps : 6 : 10 ::















Table XXXVI (continued )

Part III Auditory Perception (continued)

Test V Initial Blends

Test VI Final Blends

Test V Initial Blends			Test VI Final Blends		
Let- ter Name	Sounds	Total	Let- ter Name	Sounds	Total
Readers	Good	Poor	Readers	Good	Poor
20	31	3	16	2	16
17	29	9	23	8	23
17	30	11	22	10	21
21	31	6	14	5	14
20	31	15	26	14	24
16	29	10	25	10	25
17	30	9	25	7	25
14	30	11	24	10	24
14	29	10	25	9	24
15	29	11	25	10	24

Readers	Good	Poor	Readers	Good	Poor
20	31	3	16	2	16
17	29	9	23	8	23
17	30	11	22	10	21
21	31	6	14	5	14
20	31	15	26	14	24
16	29	10	25	10	25
17	30	9	25	7	25
14	30	11	24	10	24
14	29	10	25	9	24
15	29	11	25	10	24







Table XXXVI (continued )

## Part III Auditory Perception (continued )

Test VII		Test VIII		Test IX		Test X	
Identifying Initial Sounds		Identifying Initial Blends		Identifying Final Sounds		Identifying Final Blends	

:Readers		:Readers		:Readers		:Readers	
:Good	:Poor	:Good	:Poor	:Good	:Poor	:Good	:Poor
: 8	: 22	: 15	: 23	: *23	: 23	: *11	: 23
: 13	: 20	: 7	: 16	: *20	: 24	: 16	: 22
: 14	: 20	: 13	: 20	: *14	: 19	: *22	: 25
: 13	: 19	: 11	: 19	: 11	: 25	: 10	: 19

## Part V Auditory-Visual Perception

Test II		Test II		Test III	
---------	--	---------	--	----------	--

:Consonants		Vowels		Phonograms	
:Readers		:Readers		:Readers	
:Good	:Poor	:Good	:Poor	:Good	:Poor
: *0	: 4	: 4	: 19	: 0	: 11
: *2	: 3	: *8	: 11	: 0	: 8
: 2	: 9	: 9	: 17	: *0	: 2
: *0	: 3	: 4	: 12	: *9	: 10
: *1	: 1	: *17	: 20	: *0	: 5
: *1	: 5	:	:	: 2	: 15
: *0	: 5	:	:	: *2	: 7







Table XXXVII

## Comparison of Scores of Good and Poor Readers

## Part II Motor Control

:Number : of :Letters: :Printed: : Per :Minute	:Good :Readers:	:Poor :Readers:	:: Number : of ::Letters ::Printed :: Per ::Minute	:Good :Readers	: Poor : Readers
: 30-31	: 1	: 1	:: 16-17	: 0	: 0
: 28-29	: 0	: 0	:: 14-15	: 5	: 6
: 26-27	: 1	: 0	:: 12-13	: 4	: 7
: 24-25	: 2	: 0	:: 10-11	: 2	: 4
: 22-23	: 1	: 1	:: 8- 9	: 2	: 5
: 20-21	: 4	: 1	:: 6- 7	: 1	: 4
: 18-19	: 4	: 1	::	:	:

2. Find the correlation of the combined scores of the test with reading achievement.

3. On the basis of frequency of scores and frequency of errors, reorganize the major parts of the battery so that the tests and items composing the tests are in order of difficulty.







## CHAPTER V

## Summary and Conclusions

The purpose of the study was to devise a diagnostic reading readiness test which would:

1. Determine readiness to undertake a formal reading program.
2. Diagnose inadequacy in the factors essential to reading progress.

Accordingly, a test was built on the basis of research indicating the elements of importance in the reading process. The test was administered to one hundred and three first grade children and scores compared with reading achievement as measured by the Detroit Word Recognition Test, Form A,<sup>1</sup> in order to:

1. Find the correlation of the parts of the test with reading achievement.
2. Find the correlation of the combined scores of the test with reading achievement.
3. On the basis of frequency of scores and frequency of errors, reorganize the major parts of the battery so that the tests and items composing the tests are in order of difficulty.

---

1. Published 1925, by World Book Company, New York.







4. Locate those items which do not adequately discriminate between good and poor readers.

#### Conclusions:

With the exception of one section, the parts of the test correlated significantly with reading achievement. Visual perception compared most favorably with the Detroit Word Recognition Test, having a correlation of .68. The correlations of the other parts of the battery with the Detroit Word Recognition Test are as follows: Auditory Perception .60; Auditory-Visual Perception .55; Vocabulary .46; Comprehension .179.

The correlation of the combined scores of visual perception, auditory perception, auditory-visual perception, and vocabulary with the Detroit Word Recognition Test is .75.

The correlation of the combined scores of all the tests included in the <sup>final</sup> battery, namely; auditory perception, auditory-visual, visual perception, vocabulary and comprehension with the Detroit Word Recognition Test is .69.

1. Of the tests dealing with visual perception, the order of difficulty from easiest to most difficult is: Matching Lower Case Letters from Memory, Naming Capital and Lower Case Letters, Matching Words from Memory.

2. In the auditory perception tests, the order of

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1. Published 1925, by World Book Company, New York.







difficulty is as follows: Facility of Articulation, Naming and Sounding Initial Letters, Matching Sounds, Naming Final Letters and Sounds, Identifying Initial Sounds, Identifying Initial Blends, Identifying Final Blends, Identifying Final Sounds, Naming Initial Blends and Sounds, Naming Final Blends and Sounds.

3. The order of difficulty is known also for each item within every test.

4. The task of naming initial and final letters and initial and final blends is more difficult than that of reproducing the sounds.

5. A study of the wide range of scores and graduated means of scores indicates the sensitivity of the test.

6. On the basis of the ~~itemized~~ analysis, summary of score frequencies, tabulation of errors and correlation with reading achievement, the diagnostic reading readiness test has been revised. Five tests lacking in discriminating value, (according to the ~~itemized~~ analysis) have been eliminated. They are: Motor Control; Facility of Articulation; Identifying Final Sounds; Identifying Final Blends and Matching Lower Case Letters from Memory. The rest of the battery has been rearranged so that the tests within the major parts and the items within each test are in order of difficulty. In the arranging of initial and final letters and initial and final blends, since the order of difficulty for naming letters and giving the sounds of the same letters do not coincide, the criteria was the order of difficulty according to the total score in naming and sounding letters.







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## CHAPTER VI

## Suggestions for Further Research

- I To ascertain whether the correlations between the Diagnostic Readiness Test and reading achievement would be greater with a more reliable measure of reading achievement, such as an oral reading test.
- II To ascertain whether the correlations between the Diagnostic Readiness Test and reading achievement would be higher if the entire Diagnostic Readiness Test were administered individually.
- III To find the correlations of the individual parts of and individual tests of the Diagnostic Readiness Test with each other.
- IV To find whether the Diagnostic Readiness Test guarantees failure by a comparison of the scores of every child on each test with scores of reading achievement.
- V To standardize the Diagnostic Readiness Test.

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Manual of Directions

Diagnostic Reading Readiness Test

By Alice Smart  
Boston University  
Educational Clinic

Tachistoscope

Part 1      Test 1

1.

2.

3.

4.

h      5.

m      6.

f      7.

z      8.

d      9.

g      10.

b      11.

y      12.

p      13.

u      14.

q      15.

n

t

l

i



## Manual of Directions

### Filling Out Information at the Beginning of the Test.

Include the child's name, age in years and months, the date the test is being given, the school, grade and the child's address.

#### Part I Visual Perception

##### Test I Matching Lower Case Letters from Memory

#### Procedure

1. Insert the list of single letters in the Tachistoscope.  
When number 1 appears in the hole at the top right of the Tachistoscope the lists will be in correct position.
2. Place the marker on the child's test blank horizontally so as to expose just the desired line of letters. Each series of letters is enclosed in a box. The first letter on the Tachistoscope list corresponds to the top left box of letters on the child's test blank. The second letter corresponds to the second box on the left of the page, the third to the third box on the left of the page, etc.
3. Indicate the slot in the Tachistoscope where the letter will appear and say: "I am going to show you a letter. Keep your eyes here. Ready ! "
4. Open the shutter of the Tachistoscope and expose the first letter for five seconds. If the child's gaze wanders, say: "Keep looking at the letter."

Manual of Instructions

Will you please fill in the following information at the beginning of the test.

Include the child's name, age in years and months, the date the test is being given, the school, grade and the child's address.

Part I Reading Lower Case Letters from Memory

Procedure

1. Present the list of single letters in the Testbook.
2. When number 1 appears in the hole of the top right of the Testbook, the list will be in correct position.
3. Place the marker on the child's test blank correspondingly so as to expose just the first line of letters. Read aloud the first letter as enclosed in a box. The first letter on the Testbook, the first letter on the child's test blank. The second letter corresponds to the second box on the left of the page, the third to the third box on the left of the page, etc.
4. Indicate the slot in the Testbook where the letter will appear and say: "I am going to show you a letter. Keep your eyes open, ready!"
5. When the marker of the Testbook and expose the first letter for five seconds. If the child's gaze wanders, say: "Keep looking at the letter."



5. When the five seconds are up, close the shutter and say: "Find a letter just like this one in that box of letters (indicate) and put a circle around it."
6. The next time say: "I am going to show you another letter. Ready!" Be sure the child is paying attention and has his eyes directly upon the space in the Tachistoscope where the letter is to be revealed.
7. Continue this same procedure with each letter in the list, being sure that the examiner's list is moved up each time so that the next letter is exposed.
8. Do not give the child time to study his list before exposing the letter to be matched.
9. If the child is unable to find the corresponding letter on his list or does not remember it, do not give a second trial.

#### Scoring

1. Check incorrect responses with an X.
2. Indicate the total number correct on the space provided on the test blank.
3. Fifteen is the total score for this test.

Tachistoscope

Part 1 Test 111

- 1.
- 2.
- 3.
- 4.
- 5. drain
- 6. bend
- 7. feed
- 8. seal
- 9. pitch
- 10. grown
- 11. read
- 12. trail
- 13. soon
- 14. dose
- 15. part
- sung
- meat
- hung
- dive

That the five seconds at  
 chapter and say: "This  
 into one in that box of  
 and out a girl's name  
 The next time say: "I am  
 another letter. Ready!"  
 paying attention and has  
 upon the space in the  
 the letter is to be read  
 Contains this same word  
 for in the list below  
 that a list is moved up  
 the next letter is upon  
 Do not give the child  
 list before exposing the  
 list  
 If the child is unable  
 respond letter on his  
 remember if he not give

Sorting  
 1. Read incorrect responses  
 2. Indicate the total number  
 space provided on the  
 3. fifteen is the total

1



## Test II Naming Letters

### Procedure

1. Say: "Tell me the names of these letters."  
(Indicate)
2. The letters are not in alphabetical order so the child may merely read them; the examiner need not skip around or point. The latter may be necessary occasionally, if the child loses his place or omits letters.
3. If a child makes a mistake in naming a letter and corrects himself, give him credit for the correct answer, but do not ask him to correct an error.
4. Use the same procedure in the naming of the capital letters.

### Scoring

1. Encircle incorrect responses and write the child's answer above the letter.
2. A score of 26 may be obtained for the lower case letters, and one of 26 for the capitals, with a total of 52.
3. Indicate the score for lower case letters, capitals and the total score in the spaces provided on the test blank.

Procedure

1. Say: "Tell me the names of these letters."  
(Indicate)
2. The letters are not in alphabetical order so the child may easily read them; the examiner need not stir around or point. The letter may be necessary occasionally. If the child loses his place or omits letters, if a child makes a mistake in naming a letter and corrects himself, give him credit for the correct answer, but do not say his is correct an error.
3. Use the same procedure in the naming of the capital letters.

Scoring

1. Mark the incorrect responses and write the child's answer above the letter.
2. A score of 20 may be obtained for the lower case letters, and one of 25 for the capital, with a total of 45.
3. Indicate the score for lower case letters, capitals and the total score in the spaces provided on the test blank.



## Test III Matching Words from Memory

### Procedure

1. As in Test I, insert the list of single words in the Tachistoscope.
2. Indicate the space on the Tachistoscope where the word will appear and say: "I am going to show you a word. Keep your eyes here. Ready !"
3. Open the shutter of the Tachistoscope and expose the first word for ten seconds. If the child's gaze wanders, say: "Keep looking at the word."
4. When the ten seconds are up, close the shutter and say: "Find a word just like this one in the box of words and put a circle around it."
5. The next time say: "I am going to show you another word. Ready !" As in Test I, be sure the child has his eyes directly upon the space in the Tachistoscope where the word is to be revealed.
6. Continue the same procedure with each word in the list.
7. Do not give the child time to study his list before exposing the word to be matched.
8. Do not give a second trial on any word.

### Scoring

1. Check incorrect responses with an X.
2. The total score is 15. Indicate the number of words correctly matched, in the space provided on the test blank.

Procedure

1. As in Test I, present the list of single words in the Test Book.
2. Indicate the space on the Test Book where the word will appear and say "I am going to show you a word. Keep your eyes here. Ready?"
3. Then the student of the Test Book says "Yes" the first word for her number. If the child's gaze wanders, say "Keep looking at the word."
4. When the two seconds are up, show the student and say "Find a word just like this one in the box of words and get a circle around it."
5. The next time say "I am going to show you another word. Ready?" As in Test I, be sure the child has his eyes directly upon the space in the Test Book where the word is to be revealed.
6. Continue the same procedure with each word in the list.
7. Do not give the child time to study his list before exposing the word to be matched.
8. Do not give a second trial of any word.

Scoring

1. Check laboratory responses with an L.
2. The total score is 50. Indicate the number of words correctly matched in the space provided on the test blank.



## Part II Motor Coordination

### Procedure

1. Say to the child: "Copy this sentence carefully, but work as quickly as you can. Print here." (Indicate the space on the test blank under the sentence).
2. If the child appears unable to do the task, encourage him to try, but if it is obviously impossible, do not force him.
3. Note how he attacks the assignment, how he holds his pencil and paper.
4. Stop the child after one minute.

### Scoring

1. Count the number of letters made and indicate on the test blank.
2. Check also, letter formation, according to Good, Fair, Poor.

Procedure

1. Say to the child: "Copy this sentence carefully, but work as quickly as you can. Print here." Indicate the space on the test blank under the sentence.
2. If the child appears unable to do the task encourage him to try, but if it is obviously impossible, do not force him.
3. Note how he attacks the assignment, how he holds his pencil and paper.
4. Stop the child after one minute.

Scoring

1. Count the number of letters made and indicated on the test blank.
2. Check also, letter formation, according to good, fair, poor.



Part III Auditory Perception  
Test I Facility of Articulation

Procedure

1. Say: "I shall say a word. You say it after me just as I do."
2. Pronounce the word for the child. Since the purpose of the test is to note whether or not the child can reproduce a certain sound when it is at the beginning of the word or in the middle, the words are arranged in pairs. Thus, the first two words should be tested before going on to the next two, etc.
3. Say each word just once.

Scoring

1. Encircle words mispronounced and write the mispronunciation over the word.
2. Indicate the number of words pronounced correctly in the space provided on the test blank.

Test II Matching Sounds

Procedure

1. Set One and Two tests ability to hear initial sounds. Examiner points to the first row of pictures and says: "This is a nest, kitten, mother, house. Find the picture whose name begins with the same letter as man." When the child has located it, repeat the names of the pictures again and say: "Now find the picture whose name begins with the same letter as near."
2. Accept as correct either the naming of the desired word, or indication by pointing to the picture.
3. The procedure for the second set of four pictures is the same.

Procedure

1. Say: "I shall say a word. You say it after me just as I do."
2. Pronounce the word for the child. Give the purpose of the test in so far as whether or not the child can reproduce a certain sound when it is at the beginning of the word or in the middle. The words are arranged in pairs. Thus, the first two words should be tested before going on to the next two, etc.
3. Say each word just once.

Scoring

1. Indicate words mispronounced and write the mispronunciation over the word.
2. Indicate the number of words pronounced correctly in the space provided on the test blank.

Test II Matching Sounds

Procedure

1. Set one and two letter blocks in front of the child. Read the names of the first row of pictures and say: "This is a cat, kitten, mother, bones. Find the picture whose name begins with the same letter as cat." When the child has located it, repeat the names of the first row again and say: "Now find the picture whose name begins with the same letter as kitten." Repeat the procedure for the second set of four pictures in the same way.
2. Accept as correct either the naming of the desired word, or indicated by pointing to the picture.
3. The procedure for the second set of four pictures is the same.



## Test II continued

3. The names of the pictures are: hat, table, bed, doll. The stimulus words are: boy and dog.
4. The third and fourth sets test ability to hear ending sounds: thus the examiner points to each picture in set three as she says: "This is a cup, gun, book, drum. Find the picture whose name ends with the same letter as hem." Then repeat the names of the pictures again and say: "Now find the picture whose name ends with the same letter as hen."
5. The fourth set requires the same procedure as is used for Set Three. The pictures are: roof, bird, coat, girl. The stimulus words are if and fat.
6. Sets Five and Six test ability to hear initial blends. Again the examiner points to the row of pictures in Set Five, indicating each in order as she says: "This is a spoon, chair, blanket, dress. Find the picture whose name begins with the same two letters as does chicken." When the child has located it, repeat the names of the pictures and say: "Find the picture whose name begins with the same letters as does dry."
7. Set Six follows the same procedure as Set Five. The pictures are: star, grass, shoes, fly. The stimulus words are grow and sheep.
8. Set Seven and Set Eight test ability to hear ending blends. Indicating the pictures in Set Seven say: "This is a mouse, sink, bush, stump. Find the picture whose name ends with the same two letters as lamp. When the child has done so, repeat the names of the pictures and say: "Now find the picture whose name ends with the same two letters as crank."

4. The names of the pictures are: hat, table, bed, doll. The stimulus words are: boy and Ann.

5. The third and fourth sets test ability to hear ending blends. First the examiner points to each picture in set three as she says: "This is a cup, gun, book, train." Then the picture words name ends with the same letter as Ann. Then repeat the names of the pictures again and say: "Now find the picture whose name ends with the same letter as Ann."

6. The fourth set requires the same procedure as is used for Set Three. The pictures are: rock, bird, coat, girl. The stimulus words are: ll and ll.

7. Sets five and six test ability to hear initial blends. Again the examiner points to the row of pictures in set five, indicating each in order as she says: "This is a spoon, chair, blanket, dress." Find the picture whose name begins with the same two letters as Ann. Then the child has located it, repeat the names of the pictures and say: "Find the picture whose name begins with the same letters as Ann."

8. Set six follows the same procedure as Set five. The pictures are: hat, glass, shoes, fly. The stimulus words are: ow and ow.

9. Set seven and set eight test ability to hear ending blends. Indicating the pictures in set seven say: "This is a house, stick, bush, train." Find the picture whose name ends with the same two letters as Ann. Then the child has found it, repeat the names of the pictures and say: "Now find the picture whose name ends with the same two letters as Ann."



## Test II continued

9. The procedure for Set Eight is the same as for Set Seven. The picture names are: ring, milk, patch, and cups. The stimulus words are ditch and tops.
10. Sets Nine and Ten test ability to hear phonograms; thus, after indicating the pictures, pail, hand, back, and fall, the examiner says: "Find the picture whose name rhymes with band." Then, after repeating the picture titles, say: "Find the picture whose name rhymes with sack."
11. The procedure is the same for Set Ten. The pictures are: duck, kite, cake, hide. The stimulus words are ride and bite.

## Scoring

Mark the answer to the first stimulus word in each set with an X, the answer to the second with a C.

Indicate the number of correct initial letters, final letters, initial blends, final blends, and the total.

9. The procedure for set eight is the same as for set seven. The picture names are: ring, milk, patch, and eggs. The stimulus words are fish and top.
10. Set nine and ten test ability to hear phonograms: tin, after indicating the pictures, ball, hand, back, and fall, the examiner says: "Find the picture whose name rhymes with band." Then, after repeating the picture titles, say: "Find the picture whose name rhymes with band." The procedure is the same for set ten. The pictures are: duck, kite, oak, rice. The stimulus words are ride and die.

Scoring

Mark the answer to the first stimulus word in each set with a 1; the answer to the second with a 2. Indicate the number of correct picture letters, final letters, initial blends, and the total.



## Test III Initial Letter Sounds

### Procedure

1. Say: "I am going to say some words. Listen carefully and tell me with what letter each word begins."
2. The words are arranged in pairs, two words for each letter. If the child gives the correct letter for the first word of the pair, do not test on the other word, but if he does not do the first correctly, try the second word of the pair, also.
3. If the child cannot give the letter name for either word in the pair, say: "Listen carefully and tell me with what sound this word begins." Then repeat the first word.
4. If the child cannot give the sound of the first word in the pair, repeat the second word of the pair, but do not bother with the second word if the first is correct.
5. After five successive failures on the part of the child to name the beginning letters, ask only for beginning sounds for the remainder of the test.
6. Then to save time, say: "Listen carefully and tell me with what sounds these words begin."
7. After seven successive failures in giving even the sound of the beginning letters, abandon the test.

### Scoring

1. If the beginning letter is not named correctly, check the word at the left with an X.
2. If the letter sound is not given correctly encircle the first letter of the word and write the child's attempt over the beginning letter.
3. Indicate the number of letter names correct in the space on the test blank.
4. If sounds have been tested, indicate the

Directions

1. Say "I am going to say some words. Listen carefully and tell me with what letter each word begins."
2. The words are arranged in pairs. Two words for each letter. If the child gives the correct letter for the first word of the pair, do not read an the other word, but if he does not give the first correctly, say the second word of the pair, also.
3. If the child cannot give the letter name for either word in the pair, say: "Listen carefully and tell me with what sound this word begins." (Remember the first word of the pair cannot give the sound of the first word in the pair, but he can help with the sound of the first word.)
4. After five consecutive failures on the part of the child to name the beginning letter, ask only for beginning sounds for the remainder of the test.
5. Then to save time, say: "Listen carefully and tell me with what sounds these words begin."
6. After seven consecutive failures in giving even the sound of the beginning letter, abandon the test.

Scoring

1. If the beginning letter is not named correctly, check the word at the left with an X.
2. If the letter sound is not given correctly and/or the first letter of the word and write the child's attempt over the beginning letter.
3. Indicate the number of letter names correct in the space on the test blank.
4. If words have been tested, indicate the



### Test III Scoring continued

4. number of sounds correct.
5. Cross out words omitted due to continual failure.
6. If the letter names and sounds have been mixed, add the two scores to obtain the total score. If the child has been consistent in his type of response, and thus there is only one score, bring that down as the total.

### Test IV Final Letter Sounds

#### Procedure

The procedure is that used in Test III, except that the examiner will say: "Listen carefully and tell me with what letter these words end", or, "Listen carefully and tell me with what sound this word ends", or, if continuing the testing of sounds, "Listen carefully and tell me with what sound these words end."

#### Scoring

The same as Test III, except encircle the last letter and write the child's attempt to sound it over the letter.

### Test V Beginning Blends

#### Procedure

1. The procedure is the same as that used in the other tests except that the examiner says: "Listen as I say, cry. The first two letters in that word are cr. What are the first two letters in crib?" If the child gives the correct answer, say: "Yes, cr." If not, say: "The first

4. Number of words correct.
5. Cross out words omitted due to confusion.
6. If the letter names and words have been mixed, add the two scores to obtain the total score. If the child has been consistent in his type of response, and there is only one score, bring that down as the total.

Test IV Visual Letter Search

Procedure

The procedure is that used in Test III, except that the examiner will say: "Listen carefully and tell me with what letter these words end." or "Listen carefully and tell me with what word this word ends," or, in continuing the testing of words, "Listen carefully and tell me with what sound these words end."

Scoring

The same as Test III, except include the word letter and with the child's attempt to count it over the letter.

Test V Beginning Rhyme

Procedure

1. The procedure is the same as that used in the other tests except that the examiner says: "Listen as I say, say. The first two letters in that word are or, what are the first two letters in eric?" If the child gives the correct answer, say: "Yes, or." If not, say: "The first



## Test V Beginning Blends continued

### Procedure

1. two letters in crib are cr. Now listen carefully and tell me, what are the first two letters in each of these words ?"
2. If the child cannot name the letters, the procedure is the same as in other tests, except, say: "Cry begins with this sound, 'cr' (examiner gives beginning sound) "With what sound does crib begin?" If the child gives the correct answer, say: "Yes, 'cr'." If not, say: "Crib begins with the sound 'cr'. Listen carefully and tell me, with what sound does this word begin ?" Or, if continuing sound testing, say: "Listen carefully and tell me, "With what sounds do these words begin ?"

### Scoring

The same as in the other tests, except encircle the first two letters of each word, if the sounds are given incorrectly.

## Test VI Ending Blends

### Procedure

1. The same as Test II, except, say: "Listen as I say, 'crisp'. The last two letters in 'crisp' are sp. What are the last two letters in 'lisp' ?" If the child gives the correct answer, say: "Yes, sp." If not, say: "The last two letters in 'lisp' are sp. Now listen carefully, and tell me what are the last two letters in each of these words ?"
2. If the child cannot name the letters, the procedure is the same as in the other tests, except, say: "Crisp ends with the sound 'sp.' What sound does lisp end with ?"

Procedure

1. Two letters in order are given. The child is asked to identify the letters and to say the name of each letter. The child is then asked to identify the letters in each of these words.
2. If the child cannot name the letters, the procedure is the same as in other tests, except that the child is given the name of the letter. If the child cannot name the letter, the child is given the correct answer, and the child is asked to identify the letter with the sound. If the child cannot identify the letter, the child is given the correct answer, and the child is asked to identify the letter with the sound. If the child cannot identify the letter, the child is given the correct answer, and the child is asked to identify the letter with the sound. If the child cannot identify the letter, the child is given the correct answer, and the child is asked to identify the letter with the sound.

Testing

The name of the letter is given. The child is asked to identify the letter and to say the name of each letter. If the child cannot identify the letter, the child is given the correct answer.

Test VI (continued) - English - Standard

Procedure

1. The name of the letter is given. The child is asked to identify the letter and to say the name of each letter. The child is then asked to identify the letters in each of these words. If the child cannot name the letters, the child is given the correct answer, and the child is asked to identify the letter with the sound. If the child cannot identify the letter, the child is given the correct answer, and the child is asked to identify the letter with the sound. If the child cannot identify the letter, the child is given the correct answer, and the child is asked to identify the letter with the sound.
2. If the child cannot name the letters, the procedure is the same as in other tests, except that the child is given the name of the letter. If the child cannot name the letter, the child is given the correct answer, and the child is asked to identify the letter with the sound. If the child cannot identify the letter, the child is given the correct answer, and the child is asked to identify the letter with the sound.



## Test VI Ending Blends continued

### Procedure

2. If the child gives the correct answer, say: "Yes, 'sp'." If not, say: "Lisp ends with 'sp'." (give sound) "Listen carefully and tell me, "With what sound does this word end?"

### Scoring

The same as in the other tests, except encircle the last two letters of each word, if the sounds are given incorrectly.

## Test VII Identifying Initial Sounds

### Procedure

Say: "I'll say some words that sound alike at the beginning. When you hear a word that begins with a different sound say, 'No.' For example, which of these words has a different beginning sound- jump, junk, Jill, make, just?" If the child gives the correct answer, say: "Yes- jump, junk, Jill, just, all begin with j. Make begins with m. Therefore, the beginning letter of 'make' has a different sound from the beginning letters of jump, junk, Jill, just." If the child does not give the correct answer, say: "Make, because jump, junk, Jill, just all begin with j. 'Make' begins with m. Therefore, the beginning letter of 'make' has a different sound from the beginning letters of jump, junk, Jill, just. Ready now and remember, when you hear a word that begins with a different sound, say: "No!"

Procedure

3. If the child gives the correct answer, say: "Yes, you're right. Listen carefully and tell me what sound does this word have?"

Scoring

The score is in the other tests, except analyze the last two letters of each word. If the scores are given incorrectly.

Test VII Identifying Initial Sounds

Procedure

Say: "I'll say some words that sound alike at the beginning. Then you hear a word that begins with a different sound say, 'cat.' For example, which of these words has a different beginning sound - 'top', 'cup', 'hat', 'bat'?" If the child gives the correct answer, say: "Yes - 'top' has a different sound. Therefore, the beginning letter of 'top' has a different sound from the beginning letters of 'cup', 'hat', 'bat.'" If the child does not give the correct answer, say: "None because 'top', 'cup', 'hat', 'bat' all begin with 't'. Make 'top' begin with 'c'. Therefore, the beginning letter of 'top' has a different sound from the beginning letters of 'cup', 'hat', 'bat.'" Help now and remember when you hear a word that begins with a different sound, say: "Top!"



**Test VII Identifying Initial Sounds continued****Scoring**

1. If an incorrect response is given, encircle that word.
2. Indicate the number correct in the space provided on the test blank.

**Test VIII Identifying Initial Blends****Procedure**

Say: "I'll say some words that sound alike at the beginning. The first two letters are alike. When you hear a word that begins with a different sound, say "No". For example, which of these words has a different beginning sound- spot, spill, speak, block, spoon. If the response is correct, say: "Yes, spot, spill, speak, spoon all begin with sp; block begins with bl. Therefore the beginning letters of block have a different sound from the beginning letters of spot, spill, speak, spoon. If an incorrect answer is given, say: "Block is different because spot, spill, speak, spoon all begin with sp. Block begins with bl. Therefore the beginning letters of block have a different sound from the beginning letters of spot, spill, speak, spoon."

**Scoring**

1. If an incorrect response is given, encircle the word.
2. If there is no response, check the word.
3. Indicate the number correct in the space provided on the test blank.

Scoring

- 1. If an incorrect response is given, circle the word.
- 2. Indicate the number correct in the space provided on the test blank.

Test VIII Identifying Initial Sounds

Procedure

Say: "I'll say some words that sound alike at the beginning. The first two letters are alike. Then you hear a word that begins with a different sound, say 'No'. For example, which of these words has a different beginning sound? spot, quilt, speak, block, spoon. If the response is correct, say: 'Yes, spot, quilt, speak all begin with sp; block begins with bl. Therefore the beginning letters of block have a different sound from the beginning letters of spot, quilt, speak, spoon. If an incorrect answer is given, say: 'Block is different because spot, quilt, speak, spoon all begin with sp. Therefore the beginning letters of block have a different sound from the beginning letters of spot, quilt, speak, spoon.'"

Scoring

- 1. If an incorrect response is given, circle the word.
- 2. If there is no response, check the word.
- 3. Indicate the number correct in the space provided on the test blank.



## Test IX Identifying Final Letters

### Procedure

Same technique as previous tests using as examples- toad, load, read, meat, feed.

### Scoring

Same as previous tests.

## Test X Identifying Final Blends

### Procedure

The same technique as Tests VII, VIII, and IX, using as examples- last, fist, wrist, lamp, fast.

### Scoring

Same as tests previously mentioned.

## Part IV Vocabulary

### Procedure

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

"Look at the pictures in Set I. Which picture says 'rabbit'? What is the

Test IX Identifying Final Letters

Procedure

Same technique as previous tests using as exemplars: -bad, -land, -read, -meat, -leaf.

Scoring

Same as previous tests.

Test X Identifying Final Blends

Procedure

The same technique as Tests VII, VIII, and IX using as exemplars: -land, -list, -wrist, -law, -leaf.

Scoring

Same as tests previously mentioned.

Test XI Vocabulary

Procedure

Let's look carefully at the pictures on this page. I am going to ask you to do something with these pictures. This is Test XI. For your pencil on 1. Use your left eye. Alexander runs his pencil across both lines of Test I, so the child sees all the pictures in the set. "There are eight little pictures in each set. The pictures stand for words. I am going to call some words and you are to look carefully at the pictures and find them." Look at the pictures in Test I, which picture does "rabbit" stand for?



## Procedure

1. number of the picture?" (The child will say 6)  
 "All right. Put the 6 in this little box beside A." (Examiner demonstrates on his copy.) "Be sure you put the 6 in the box beside A."  
 "Now put your finger on B in Set I." (Examiner demonstrates.)  
 "B says 'many'. See if you can put the right number beside B." (Pause)  
 "Ready. Did you write 2 beside B? Two is correct. Now see if you can put the correct number beside C. C. says 'catch'." (Pause) "Did you put 8? Eight is correct. Be sure you look at all the little pictures in the set before you put down your number."
2. By now the child should understand the procedure.
3. Continue, always using the same words as: "D says 'alike'. E says 'under'. etc.
4. A word may be repeated if it is not heard by the child.
5. Allow sufficient time between words for the pupil to write the number. Usually this requires not more than five seconds. If a child takes too long, say: "If you can't find the word, just leave it out," and proceed to the next word.
6. The words are to be given in the following order:
 

Set I	Set II	Set III
A. rabbit	A. cattle	A. insects
B. many	B. dark	B. blast
C. catch	C. city	C. embrace
D. alike	D. reach	D. monument
E. under	E. long ago	E. damage

Directions

1. number of the picture? (The child will say 6)  
 "All right. Put the 6 in this little box beside A." (Examiner demonstrates on his copy.) "Be sure you put the 6 in the box beside A."  
 "Now put your finger on 5 in Set I." (Examiner demonstrates.)  
 "A says 'copy'. See if you can put the right number beside B." (Teacher)  
 "Ready. Did you write 5 beside B?"  
 "No is correct. Now see if you can put the correct number beside C. B. B. says 'copy'. (Teacher) "Did you put 5? Right is correct. Be sure you look at all the little pictures in the set before you put down your number."

2. by how the child should understand the procedure.  
 3. continue, always using the same words as "Copy" side. B says "copy", etc.  
 4. A word may be repeated if it is not heard by the child.  
 5. Allow sufficient time between words for the pupil to write the number. Usually this requires not more than five seconds. If a child takes too long, say: "It was not that the word, just leave it out," and proceed to the next word.

6. The words are to be given in the following order:

Set I	Set II	Set III
1. rabbit	1. cattle	1. insects
2. hen	2. bark	2. glass
3. water	3. city	3. entrance
4. fish	4. peach	4. comment
5. under	5. long egg	5. damage



Set IV	Set V	Set VI
A. audience	A. family	A. model
B. mischievous	B. sign	B. banquet
C. village	C. furious	C. athlete
D. mansion	D. print	D. balcony
E. companion	E. company	E. distress

## Part V Auditory-Visual Perception

### Tests I, II, III

#### Procedure

1. Place the small marker vertically on the child's test blank so that only one box of three words is visible at a time.
2. Do Test I first, proceeding from left to right. Then go on to Test II and then to Test III.
3. Say: "I shall say a word. You look at the three words on your paper. The word I say will be one of those three. You find the word I say and put a circle around it."
4. Pronounce the key word for the child twice—do not let him see it.
5. The key words reading from left to right are:
 

Test I	man	now	fill	sent	run	jay	ten
Test II	bad	cup	rig	pop	set		
Test III	bun	fell	hog	tan	look	sing	duck

#### Scoring

Indicate an incorrect response with an X  
 Indicate the number of correct answers for each test and the total for the three tests in the spaces provided on the test blank.

1. A. 1000	B. 1000	C. 1000	D. 1000	E. 1000
2. A. 1000	B. 1000	C. 1000	D. 1000	E. 1000
3. A. 1000	B. 1000	C. 1000	D. 1000	E. 1000
4. A. 1000	B. 1000	C. 1000	D. 1000	E. 1000
5. A. 1000	B. 1000	C. 1000	D. 1000	E. 1000

Part V Auditory-Visual Perception  
 Tests I, II, III

Directions

1. Place the small number vertically on the child's test blank so that only one box of three words is visible at a time.
2. On Test I lines, processing from left to right. When you go on to Test II and then to Test III.
3. Say: "I shall say a word. You look at the three words on your paper. The word I say will be one of those three. You find the word I say and put a circle around it."
4. Prompts the key word for the child twice - do not let him see it.
5. The key words reading from left to right are:  
 Test I: man, new, girl, sent, run, Jay, Jan  
 Test II: bed, eye, rig, pig, eat  
 Test III: pan, tall, dog, Jan, look, ring, hat

Scoring

Indicate an incorrect response with an X. Indicate the number of correct answers for each test and the total for the three tests in the spaces provided on the test blank.



## Part VI Comprehension

## Procedure

1. Say: "I'm going to read you a story. Listen carefully."
2. Read the paragraph to the child clearly and fairly slowly.
3. When you have finished say: "Tell me everything that you can remember of that story."
4. In the first narrow column beside the phrases in the record blank, check all of the ideas recalled voluntarily. Ignore minor errors, checking as right when the major idea is recalled. Also check as correct those ideas directly inferred by the use of single words. When the child stops, say: "Can you remember anything more about it?" Record his additional memories in the first column also.
5. Write inaccuracies in recall in the space above the phrases. Cross out the omitted words.
6. In the second narrow column, check the memories omitted in voluntary recall which can be recalled by the child when he is questioned specifically about them. Avoid questions that will give the answer away or that can be answered by yes or no.

## Example:

No.1. What was the boy's name?  
 (Not "Was the boy's name Bob?")  
 ("What did he do when he saw  
 the red light?") Etc.

No.2. What kind of pet did the boy  
 have?  
 (Not, "Did he have a cat or a  
 dog?") Etc.

This part of the test is included to find out whether the omission is due to poor habits of expression or to inattention and low comprehension in reading.

Procedures

1. Say: "I'm going to read you a story. Listen carefully."
  2. Read the paragraph to the child clearly and fairly slowly.
  3. When you have finished say: "Tell me every-thing that you can remember of that story."
  4. In the first narrow column beside the pictures in the story blank, check all of the ideas recalled voluntarily. Ignore minor errors, speaking no right when the major idea is recalled. Also check on correct ideas that are directly inferred by the use of simple words. When the child stops, say: "Can you remember anything more about it?" Record his additional memories in the first column also.
  5. Write inaccuracies in recall in the space above the pictures. Cross out the related words.
  6. In the second narrow column, check the memory listed in voluntary recall which can be recalled by the child when he is questioned specifically about them. Ask questions that will give the answer easy or that can be answered by yes or no.
- Examples:
- No. 1. What was the boy's name?  
 (That "was the boy's name Bob")  
 ("What did he do when he saw the red light?") No.
- No. 2. What kind of hat did the boy have?  
 (No, "Did he have a hat or a cap?") No.
- This part of the test is designed to find out whether the emphasis is on poor habits of expression or on inattention and low comprehension in reading.



## Scoring

Indicate the number of responses in Un-aided Recall and the number of responses in Aided Recall and then combine the two for the total comprehension score.

Scoring

Indicate the number of responses in the  
boxed space and the number of responses in  
boxed space and then combine the two for the  
total comprehension score.



Alice Smart  
Boston University, 1941

READING READINESS TEST GROUP TEST BLANK

Name ..... Age ..... Date .....

School ..... Grade ..... Address .....

Part I Visual Perception — Test 1 Matching Lower Case Letters from Memory

n h y b	b q d p	q p b g	i l t f
w m u n	y p g q	y n u h	f i j l
t f k l	d q p b	p b q d	j f l i
n s z m	h y g u	z h u n	

Number Correct .....

Part II Motor Coordination

After breakfast each morning we put up the school flag high above our heads.

.....

.....

.....

Number of Letters.....

Letter Formation Good..... Fair..... Poor.....

Part III Auditory-Visual Perception

Test 1

fan	bow	till	vent	sun	ray	pen
man	how	pill	sent	fun	lay	ten
ban	now	fill	dent	run	jay	den

Number Correct .....

Test 2

bid	cap	rug	pip	sat
bud	cup	rig	pep	sit
bad	cop	rag	pop	set

Number Correct .....

Test 3

bat	fold	hen	tin	lick	seed	dear
bun	fine	hog	toy	lake	sing	duck
bow	fell	hop	tan	look	song	dump

Number Correct .....

Total .....

READING READER TEST - PART I

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Part I: Visual Perception - Test 1: Matching Letters to Letters

o	a	o	o
w	n	e	o
t	k	d	h
w	e	e	n

Part II: Motor Coordination

After preschool each morning we set up the school bag high above our heads.

Number of Lines

Letter Formation (Good) For Test

Part III: Auditory Visual Perception

Test 1

ban	bow	all	deal	ten	ten	ten	ten
man	how	pill	egg	ten	ten	ten	ten
ban	bow	all	deal	ten	ten	ten	ten

Number Correct

Test 2

bat	two	two	tip	oil
bat	two	two	tip	oil
bat	two	two	tip	oil

Number Correct

Test 3

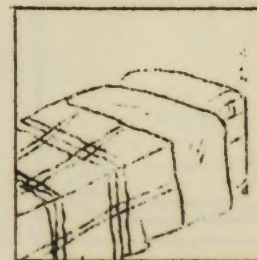
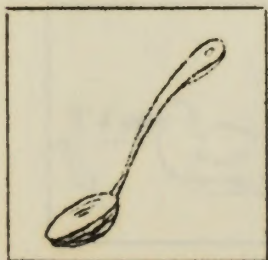
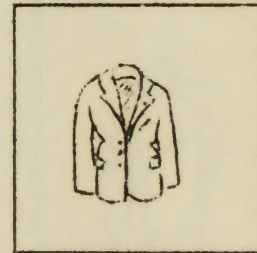
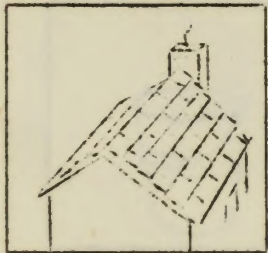
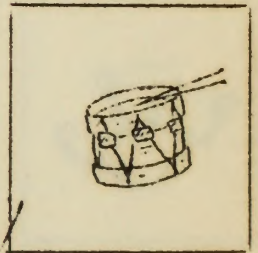
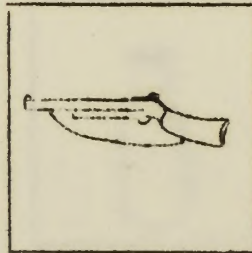
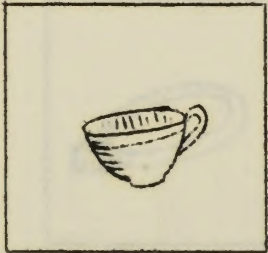
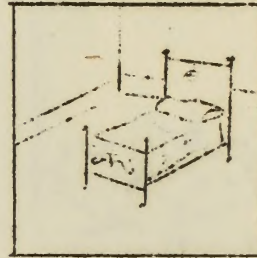
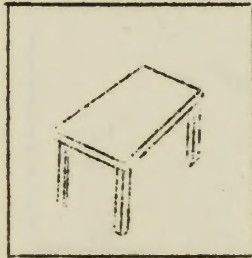
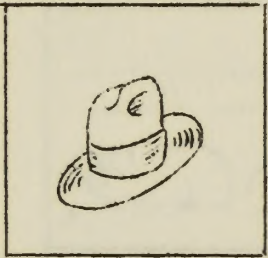
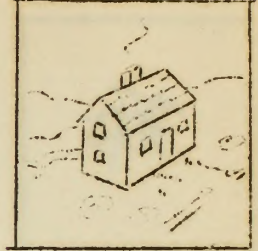
bat	fold	hen	ten	ten	ten	ten
bat	fold	hen	ten	ten	ten	ten
bat	fold	hen	ten	ten	ten	ten

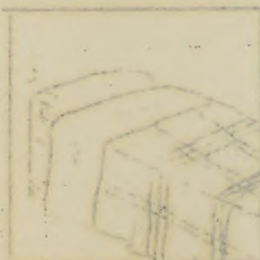
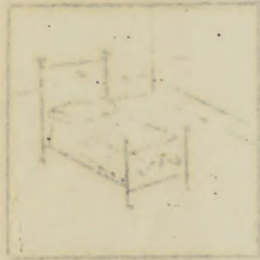
Number Correct

Total

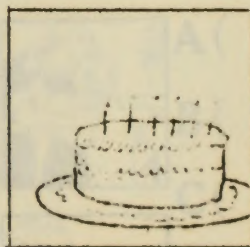
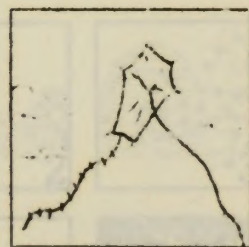
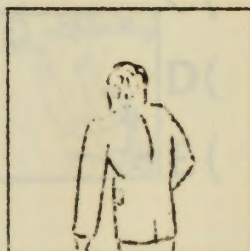
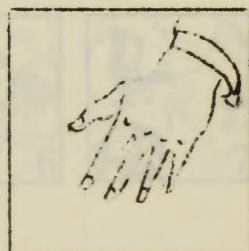
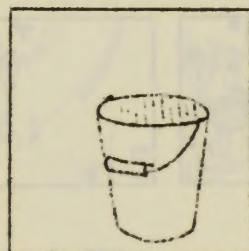
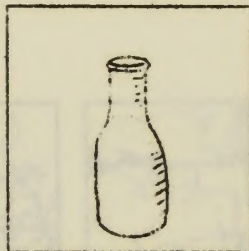
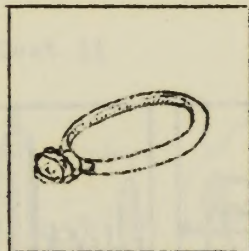
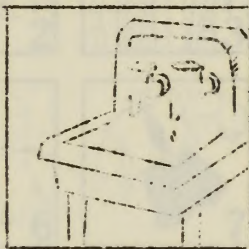
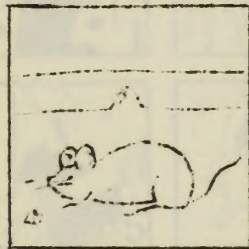
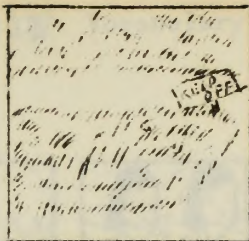
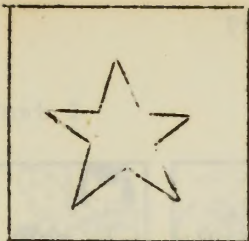


Part V Visual Perception  
Test II Matching Sounds





















Part IV Vocabulary

Test I

				A ( )
				B ( )
				C ( )
				D ( )
				E ( )

Test II

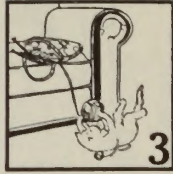
				A ( )
				B ( )
				C ( )
				D ( )
				E ( )

Test III

				A ( )
				B ( )
				C ( )
				D ( )
				E ( )



Test IV



A ( )

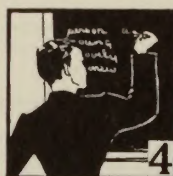
B ( )

C ( )

D ( )

E ( )

Test V



A ( )

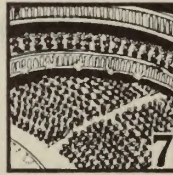
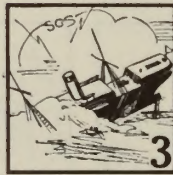
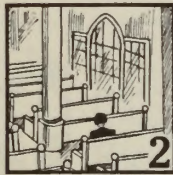
B ( )

C ( )

D ( )

E ( )

Test VI



A ( )

B ( )

C ( )

D ( )

E ( )

Total ----



### Test III Matching Words from Memory

brain rain draw drown drain drawer

spoon son soon soot moon seen

ends bends bend bent hand band

doze dose dosed doe does pose

feet freed fed lead feed food

port quart depart part park pat

zeal seat sealed sea seal sail

swung snug sang sung sun suns

pitcher pit patch pinch ditch pitch

neat meal meat meet met meats

grows own growing drown grown green

hunt bang hunger hug hung hang

head red reed freed reap read

diver drive dive die dove live

trailed frail trail tail trait trial

Total Correct .....

1. *green* - *green*

2. *blue* - *blue*

3. *red* - *red*

4. *yellow* - *yellow*

5. *orange* - *orange*

6. *purple* - *purple*

7. *pink* - *pink*

8. *brown* - *brown*

9. *gray* - *gray*

10. *black* - *black*

11. *white* - *white*

12. *gold* - *gold*

13. *silver* - *silver*

14. *bronze* - *bronze*

15. *copper* - *copper*

16. *zinc* - *zinc*



Alice Smart - 1941.  
Boston University

Reading Readiness Test  
Individual Test Blank

Name ----- Age ----- Date -----

School ----- Grade ----- Address -----

Part I Test II Naming Letters

s t c p e d f r i m l a b w g o n h y u v j k z q x

T S A I L E P N R G E C U O K F M Q D R W Y Z V X J

Number of Lower Case Letters Correct ---

Number of Capital Letters Correct ---

Total Score ---

Part V Auditory Perception

Test I Facility of Articulation

thoughtful	gather	carnation	wicked	repeat	borrow	badge	fudge
fame	jiffy	cunning	bunting	zone	gaze	sausage	molasses
vacation	shovel	liberty	goblin	shiver	bishop		
guest	waggle	yelp	voyage	chest	orchard		

Number Correct ---

Test III Initial Letter Sounds

medicine	machine	holiday	hook	gallon	gown
necessary	nation	wicked	waist	library	lucky
bacon	balcony	powder	paste	jingle	juice
dent	damp	fountain	fade	recess	railroad
tank	tickle	canoe	couch	vote	vacation
				salad	single

Number of Letter Names Correct ---

Number of Sounds Correct ---

Total Score ---

Test IV Final Letter Sounds

wisdom	nasturtium	grab	scrub	quarter	manger
lemon	gown	drug	fog	mattress	cactus
beef	thief	railroad	salad		
pilot	faucet	creep	group		
hook	tack				

Number of Letter Names Correct ---

Number of Sounds Correct ---

Total Score ---



Reading Readiness Test  
 Individual Test Blank

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_  
 School \_\_\_\_\_ Grade \_\_\_\_\_ Address \_\_\_\_\_

Part I Test II Naming Letters

e f o p e d r i m a l a w e d o b k x v j k e p x  
 T S A I L P R R G C U O R F N Q D R W Y Z V X J

Number of Lower Case Letters Correct ---  
 Number of Capital Letters Correct ---  
 Total Score ---

Part V Auditory Perception  
 Test I Facility of Articulation

thoughtful	gather	curriculum	withdrew	repeat	bottom	badge	badge
same	lilly	owning	burning	none	ears	message	message
vacation	shovel	liberty	codfish	shipper	dislike		
guest	waggle	yoip	voysge	cheat	exchange		

Number Correct ---

Test III Initial Letter Sounds

medicine	machine	holiday	book	calico	down
necessary	nation	wicked	weight	liberty	lucky
bacon	balcony	powder	paste	triangle	juice
fast	damp	fourpails	label	recess	tailcoat
tank	tickle	canoe	couch	vote	vacation
				stain	stair

Number of Letter Names Correct ---  
 Number of Sounds Correct ---  
 Total Score ---

Test IV Final Letter Sounds

wisdom	naturism	grab	scrip	quarter	quarter
lamb	cow	hive	fog	address	address
peel	ghiel	railroad	relaid		
pilot	lanceot	creep	group		
hook	tack				

Number of Letter Names Correct ---  
 Number of Sounds Correct ---  
 Total Score ---



## Test V Beginning Blends

chest	chew	shave	shovel	stale	stingy
drug	drip	trail	trace	breathe	bravery
grade	grasp	spatter	special	smock	smoulder
				swerve	swam

Number of Letter Names Correct ---  
 Number of Sounds Correct ---  
 Total Score ---

## Test VI Ending Blends

hump	imp	maps	crops	instant	moment
crank	sank	gnats	pits	flash	flesh
couch	touch	speaks	stacks	lens	fins

Number of Letter Names Correct ---  
 Number of Sounds Correct ---  
 Total Score ---

## Test VII Identifying Initial Sounds

magic	motor	mellen	hatchet	mayor	voyage	read	veil	view	volunteer
nursery	nation	bolt	nonsense	natural	submarine	sausage	sank	jaw	sink

Number Correct ---

## Test VIII Identifying Initial Blends

chilly	charge	ground	chuckle	chief	grease	gravel	gruel	start	grove
drain	dreary	drift	spoil	drill	shark	shiver	bread	shelter	shovel

Number Correct ---

## Test IX Identifying Final Sounds

firm	seldom	hem	streak	germ	partner	kidnap	anger	powder	enter
stiffen	fountain	habit	frown		boss	cactus	recess	job	dismiss

Number Correct ---

## Test X Identifying Final Blends

sink	kink	drip	tank	wink	blunt	dent	cast	rent	pant
latch	ditch	fade	crunch	punch	crush	trash	mash	folk	hush

Number Correct ---

## Part VI Comprehension - Recall

Three boys	There was a basket	and left the door open.
built a house	full of apples	When they came back
in the woods.	under the table	they found two little pigs
they put a table	One afternoon	eating the apples.
and two old chairs in it.	they went away	

Score - Unaided ---  
 Score - Aided ---  
 Total Score ---

Test VI Ending Blends

hump	imp	maps	crope
crank	sank	gnats	pile
couch	touch	speaks	stacks

Number  
Number

Test VII Identifying Initial Sounds

nursery	motor	hatched	mayor
crane	grain	chick	chief

Test VIII Identifying Initial Blends

grain	grainy	grill	grill
chief	chief	chief	chief

Test IX Identifying Final Sounds

firm	firm	firm	firm
firm	firm	firm	firm

Test X Identifying Final Blends

stark	stark	stark	stark
stark	stark	stark	stark

Part VI Comprehension - Recall

and two old chairs in it	they went away
they put a table	One afternoon
in the woods	under the table
built a house	full of apples
Three boys	There was a basket

Score  
Score  
Total



Manual of Directions  
Revised

Diagnostic Reading Readiness Test

By Alice Smart  
Boston University  
Educational Clinic



1871

...

...





## Manual of Directions

Filling Out Information at the Beginning  
of the Test

Include the child's name, age in years and months, the date the test is being given, the school, grade, and the child's address.

Part I Visual Perception  
Test I Naming Letters

## Procedure:

1. Say: "Tell me the name of these letters."  
(Indicate)
2. The letters are not in alphabetical order so the child may merely read them; the examiner need not skip around or point. The latter may be necessary occasionally, if the child loses his place or omits letters.
3. If a child makes a mistake in naming a letter and corrects himself, give him credit for the correct answer, but do not ask him to correct an error.
4. Use the same procedure in the naming of the lower case letters.

## Scoring

1. Encircle incorrect responses and write the child's answer above the letter.
2. A score of 26 may be obtained for the capital letters, and one of 26 for the lower case letters, with a total of 52.
3. Indicate the score for the capital letters, lower case letters and the total score in the space provided on the test blank.

Practice

1.

2.

3.

pitch

soon

trail

Test

feed

bend

pair

meat

dose

seal

read

dive

sing

hung

grown

Manual of Direct  
 Giving the information as  
 of the Test

1. Indicate the child's  
 years and months, the date  
 being given, the school,  
 child's address.

Part I Visual Perception  
 Test I Naming Letters

Indicators:

1. Say "Tell me the name  
 (indicate)"

2. The letters are not in  
 order so the child may  
 them; the examiner may  
 or point. The letter  
 occasionally in the  
 glass or onto letters.

3. If a child makes a  
 letter and corrects his  
 credit for the correct  
 not ask him to correct

4. Use the same procedure  
 of the lower case letters

Scoring

1. Indicate the correct  
 the child's answer may  
 A score of 25 may be  
 capital letters, and of  
 lower case letters, with

2. Indicate the score for  
 letters, lower case for  
 total score in the upper  
 the test blank.



## Test II Matching Words from Memory

### Procedure

Note: In the three practice exercises, tell the child if he has the correct answer. If he does not, show him the word again, leave it before him and help him, if he still has difficulty.

1. As in Test I, insert the list of single words in the Tachistoscope.
2. Indicate the space on the Tachistoscope where the word will appear and say: "I am going to show you a word. Keep your eyes here. Ready."
3. Open the shutter of the Tachistoscope and expose the first word for ten seconds. If the child's gaze wanders, say: "Keep looking at the word."
4. When the ten seconds are up, close the shutter and say: "Find a word just like this one in the box of words and put a circle around it."
5. The next time say: "I am going to show you another word. Ready!" As in Test I, be sure the child has his eyes directly upon the space in the Tachistoscope where the word is to be revealed.
6. Continue this same procedure with each word in the list.
7. Do not give the child time to study his list before exposing the word to be matched.
8. Do not give a second trial on any word.

### Scoring

1. Check incorrect responses with an X.
2. The total score is 12. Indicate the number of words correctly matched in the space provided on the test blank.

Directions

Read the passage carefully and answer the questions that follow. The passage is about a boy named Tom who is very smart and likes to read books. He has a big collection of books and he likes to share them with his friends. He is always helping his friends with their homework and he is very kind and helpful.

1. In the first paragraph, what is the main idea?
2. Why does Tom like to read books?
3. How does Tom help his friends?
4. What is the author's purpose in writing this passage?
5. Which of the following is NOT a characteristic of Tom?
6. How does Tom's behavior affect his friends?
7. What is the author's tone in this passage?
8. How does the author use descriptive language to create a picture of Tom?

Answers

1. Tom is a smart and helpful boy who likes to read books.
2. Tom likes to read books because he is smart and likes to learn new things.
3. Tom helps his friends with their homework and shares his books with them.
4. The author's purpose is to describe Tom's character and his love for reading.
5. Tom is not a shy or lonely person.
6. Tom's behavior makes his friends feel supported and happy.
7. The author's tone is positive and admiring.
8. The author uses descriptive language to describe Tom's appearance, personality, and interests.



## Part II Vocabulary

## Procedure

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

"Look at the pictures in Set I. Which picture says, 'rabbit'? What is the number of the picture?" (The child will say 6).

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

"Now, put your finger on B in Set I." (Examiner demonstrates).

"B says 'many'. See if you can put the right number beside B." (Pause).

"Ready. Did you write 2 beside B? Two is correct. Now see if you can put the correct number beside C. C says 'catch'." (Pause) "Did you put 8? Eight is correct. Be sure you look at all the little pictures in the set before you put down your number."
2. By now the child should understand the procedure.
3. Continue, always using the same words as: "D says 'alike'. E says 'under', etc.
4. A word may be repeated if it is not heard by the child.
5. Allow sufficient time between words for the pupil to write the number. Usually this requires not more than five seconds.





## 5. (continued)

If a child takes too long, say: "If you can't find the word, just leave it out," and proceed to the next word.

## 6. The words are to be given in the following order:

Set I	Set II	Set III
A. rabbit	A. cattle	A. insects
B. many	B. dark	B. blast
C. catch	C. city	C. embrace
D. alike	D. reach	D. monument
E. under	E. long ago	E. damage
Set IV	Set V	Set VI
A. audience	A. family	A. model
B. mischievous	B. sign	B. banquet
C. village	C. furious	C. athlete
D. mansion	D. print	D. balcony
E. companion	E. company	E. distress

Part III Auditory-Visual Perception  
Tests I, II, III

## Procedure

Note: In the three practice exercises, tell the child, if he has the correct answer. If he does not, repeat the word, and help him find it.

1. Place the small marker vertically on the child's test blank so that only one box of three words is visible at a time.
2. Do sample exercises first, then Test I, proceeding from left to right. Then go on to Test II, and then to Test III.
3. Say: "I shall say a word. You look at the three words on your paper. Be sure to look at each one carefully. Look at the whole word. The word I say will be one of those three. You find the word I say and put a circle around it.
4. Pronounce the key word for the child twice- do not let him see it.

1. Look at the words in the list.

If a child says the word, say "It's not  
that word, the word 'jump' is not."  
and proceed to the next word.

The words are to be given in the following  
order:

Set I	Set II	Set III
1. cat	1. cat	1. cat
2. dog	2. dog	2. dog
3. bird	3. bird	3. bird
4. fish	4. fish	4. fish
5. tree	5. tree	5. tree
6. house	6. house	6. house
7. car	7. car	7. car
8. flower	8. flower	8. flower
9. moon	9. moon	9. moon
10. star	10. star	10. star
11. sun	11. sun	11. sun
12. water	12. water	12. water
13. fire	13. fire	13. fire
14. ice	14. ice	14. ice
15. wind	15. wind	15. wind
16. rain	16. rain	16. rain
17. snow	17. snow	17. snow
18. fog	18. fog	18. fog
19. cloud	19. cloud	19. cloud
20. mountain	20. mountain	20. mountain
21. valley	21. valley	21. valley
22. plain	22. plain	22. plain
23. desert	23. desert	23. desert
24. forest	24. forest	24. forest
25. field	25. field	25. field
26. garden	26. garden	26. garden
27. park	27. park	27. park
28. school	28. school	28. school
29. hospital	29. hospital	29. hospital
30. bank	30. bank	30. bank
31. bridge	31. bridge	31. bridge
32. tunnel	32. tunnel	32. tunnel
33. road	33. road	33. road
34. street	34. street	34. street
35. highway	35. highway	35. highway
36. airport	36. airport	36. airport
37. stadium	37. stadium	37. stadium
38. arena	38. arena	38. arena
39. theater	39. theater	39. theater
40. concert	40. concert	40. concert
41. museum	41. museum	41. museum
42. library	42. library	42. library
43. bookstore	43. bookstore	43. bookstore
44. restaurant	44. restaurant	44. restaurant
45. cafe	45. cafe	45. cafe
46. bar	46. bar	46. bar
47. club	47. club	47. club
48. hotel	48. hotel	48. hotel
49. office	49. office	49. office
50. factory	50. factory	50. factory
51. school	51. school	51. school
52. hospital	52. hospital	52. hospital
53. bank	53. bank	53. bank
54. bridge	54. bridge	54. bridge
55. tunnel	55. tunnel	55. tunnel
56. road	56. road	56. road
57. street	57. street	57. street
58. highway	58. highway	58. highway
59. airport	59. airport	59. airport
60. stadium	60. stadium	60. stadium
61. arena	61. arena	61. arena
62. theater	62. theater	62. theater
63. concert	63. concert	63. concert
64. museum	64. museum	64. museum
65. library	65. library	65. library
66. bookstore	66. bookstore	66. bookstore
67. restaurant	67. restaurant	67. restaurant
68. cafe	68. cafe	68. cafe
69. bar	69. bar	69. bar
70. club	70. club	70. club
71. hotel	71. hotel	71. hotel
72. office	72. office	72. office
73. factory	73. factory	73. factory
74. school	74. school	74. school
75. hospital	75. hospital	75. hospital
76. bank	76. bank	76. bank
77. bridge	77. bridge	77. bridge
78. tunnel	78. tunnel	78. tunnel
79. road	79. road	79. road
80. street	80. street	80. street
81. highway	81. highway	81. highway
82. airport	82. airport	82. airport
83. stadium	83. stadium	83. stadium
84. arena	84. arena	84. arena
85. theater	85. theater	85. theater
86. concert	86. concert	86. concert
87. museum	87. museum	87. museum
88. library	88. library	88. library
89. bookstore	89. bookstore	89. bookstore
90. restaurant	90. restaurant	90. restaurant
91. cafe	91. cafe	91. cafe
92. bar	92. bar	92. bar
93. club	93. club	93. club
94. hotel	94. hotel	94. hotel
95. office	95. office	95. office
96. factory	96. factory	96. factory
97. school	97. school	97. school
98. hospital	98. hospital	98. hospital
99. bank	99. bank	99. bank
100. bridge	100. bridge	100. bridge
101. tunnel	101. tunnel	101. tunnel
102. road	102. road	102. road
103. street	103. street	103. street
104. highway	104. highway	104. highway
105. airport	105. airport	105. airport
106. stadium	106. stadium	106. stadium
107. arena	107. arena	107. arena
108. theater	108. theater	108. theater
109. concert	109. concert	109. concert
110. museum	110. museum	110. museum
111. library	111. library	111. library
112. bookstore	112. bookstore	112. bookstore
113. restaurant	113. restaurant	113. restaurant
114. cafe	114. cafe	114. cafe
115. bar	115. bar	115. bar
116. club	116. club	116. club
117. hotel	117. hotel	117. hotel
118. office	118. office	118. office
119. factory	119. factory	119. factory
120. school	120. school	120. school

Part III Auditory-Vocal Repetition  
Page 1, 2, 3

Procedure  
Repeat the three practice exercises with  
the child. If he has the correct answer,  
if he does not, repeat the word, and help  
him find it.

1. Place the word cards vertically on  
the child's left hand so that only one  
word of three words is visible at a time.  
2. In each exercise three words are  
presented from left to right. Then  
he is to say the word on the left.  
3. Say "I shall say a word. You look at  
the three words on your paper. As soon  
as I look at each one separately, look at  
the other word. The word I say will  
be of those three. You find the word.  
I say and you say the word.  
4. Turn around the key words for the child  
before he says the word.



## Part III continued

5. The key words reading from left to right are:

Examples- went win wall.

Test I	man	now	fill	sent	run	jay	ten
Test II	bad	cup	rig	pop	set		
Test III	bun	fell	hog	tan	look	sing	duck

## Scoring

Indicate an incorrect response with an X. Indicate the number of correct answers for each test and the total for the three tests in the spaces provided on the test blank.

## Part IV Auditory Perception

Test I Initial Letters, Names and Sounds.

## Procedure

Note: In the two practice words, if the child makes an error, tell him the correct answers and ask him to repeat them.

1. Say: "I am going to say some words. Listen carefully and tell me with what letter each word begins."
2. The words are arranged in pairs, two words for each letter. If the child gives the correct letter for the first word of the pair, do not test on the other word, but if he does not do the first correctly, try the second word of the pair, also.
3. If the child cannot give the letter name for either word in the pair, say: "Listen carefully and tell me with what sound this word begins." Then repeat the first word.

The key words reading from left to right are:  
Examples - word and syll.

Test I can see how this word was put together  
Test II had up the top part  
Test III can see how the word was put together

Section

Students are instructed to respond with an L. This is the number of correct answers for each test and the total for the tests. The scores provided on the test sheet.

Part IV Spelling Test

Test I - Initial Letter, Name and Number.

Procedure

Note: In the two practice tests, if the child makes an error, tell him the correct answer and ask him to repeat the word.

1. Say: "I am going to say some words. Listen carefully and tell me what letter each word begins with."
2. The words are arranged in pairs. Two words for each letter. If the child gives the correct letter for the first word of the pair, do not read on the other word, but if he does not do this, read necessarily, try the second word of the pair, also.
3. If the child names the letter on the other word is the only one. "Listen carefully and tell me what word begins this word begins." Then say: "Now the first word."



## Test I Continued

4. If the child cannot give the sound of the first word in the pair, repeat the second word of the pair, but do not bother with the second word, if the first is correct.
5. After five successive failures on the part of the child to name the beginning letters, ask only for beginning sounds for the remainder of the test.
6. Then to save time, say: "Listen carefully and tell me with what sounds these words begin."
7. After seven successive failures in giving even the sound of the beginning letters, abandon the test.

## Scoring

1. If the beginning letter is not named correctly, check the word at the left with an X.
2. If the letter sound is not given correctly, encircle the first letter of the word and write the child's attempt over the beginning word letter.
3. Indicate the number of letter names correct in the space on the test blank.
4. If sounds have been tested, indicate the number of sounds correct.
5. Cross out words omitted due to continual failure.
6. If letter names and sounds have been mixed, add the two scores to obtain the total score. If the child has been consistent in his type of response and thus there is only one score, bring that down as the total.

Unit 1 Continued

1. If the shift comes give the word of the first word in the list, repeat the word with the second word, if the first is correct.

2. After the successive failures in the part of the shift to show the beginning letters, ask only for beginning words for the remainder of the test.

3. The answer sheet says: "After each word will be written what words there were."

4. After seven successive failures in giving the word the word of the beginning letters, abandon the test.

Scoring

1. If the beginning letter is not given correctly, check the word at the left also in 1.

2. If the letter sound is not given correctly, indicate the first letter of the word and write the child's attempt over the beginning letter.

3. Indicate the number of letter sounds correct in the space on the test sheet. If words have been tested, indicate the number of sounds correct.

4. Cross out words omitted for no writing letters.

5. If letter names and sounds have been given, add the two scores to obtain the total score. If the child has been unobscured in his type of response and there is only one score, bring the sum as the total.



## Test II Matching Sounds

### Procedure

Note: In the practice exercises, tell the child if he has the correct answer. If he does not, repeat the stimulus words and help the child find the right picture.

1. Demonstrate the making of an X and a C.
2. Sets One and Two test ability to hear initial sounds. The examiner points to the first row of pictures and says: "This is a hat, table, bed, doll. Put a cross on the picture whose name begins with the same letter as 'boy'." When the child has done this, say: "Now put a C on the picture whose name begins with the same letter as 'dog'."
3. Accept as correct either the naming of the desired word, or indication by pointing to the picture. In either case, the examiner will mark the pictures for the child.
4. The procedure for the second set of four pictures is the same. The names of the pictures are nest kitten mother house. The stimulus words are near and man."
5. The third and fourth sets test ability to hear ending sounds; thus, the examiner points to each picture in Set Three as she says: "This is a cup coat book drum. Put a cross on the picture whose name ends with the same last letter as fat." Then repeat the name of the pictures again, and say: "Now put a C on the picture whose name ends with the same letter as hem."
6. The fourth set requires the same procedure as is used for Set Three. The pictures are: roof, bird, gun, give. The stimulus words are ten and if.

Very It Writing Book's

Procedure

1. In the present exercise, the child is to use the correct answer. The teacher may repeat the written words and help the child find the right picture.

2. Demonstrate the writing of an I and a 1.

3. Let the child see how to write an I and a 1.

4. Let the child see how to write an I and a 1.

5. This is a dot, circle, dot, dot, dot.

6. A cross on the picture shows how to

7. Write with the same letter as 'dot'.

8. Now put a 1 on the picture where you

9. begin with the same letter as 'dot'.

10. Accept an incorrect letter the naming of

11. The teacher says, or indicates by

12. pointing to the picture, in either

13. case, the teacher will mark the pic-

14. ture for the child.

15. The procedure for the second set of

16. four pictures is the same. The names

17. of the pictures are not written under

18. them. The attention words are near

19. and far.

20. The first set of pictures tests ability

21. to hear ending words; the second

22. set tests ability to hear beginning words.

23. Three are the same; this set tests

24. ability to hear ending words. The pic-

25. tures are: a cross on the pic-

26. ture whose name ends with the same letter

27. as 'dot'. The teacher says: "Now

28. at the picture again, and say: 'dot'

29. put a 1 on the picture whose name ends

30. with the same letter as 'dot'.

31. The fourth set requires the same process

32. as is used for the first. The

33. pictures are: dot, dot, dot, dot.

34. The attention words are near and far.



7. Sets Five and Six test ability to hear initial blends. Again the examiner points to the row of pictures in Set Five indicating each in order as she says: "This is a star, grass, shoes, fly." Put a cross on the picture whose name begins with the same two letters as does ship." When the child has done so, repeat the names of the pictures and say: "Put a C on the picture whose name begins with the same two letters as grow."
8. Set Six follows the same procedure as Set Five. The pictures are: spoon, chair, blanket, dress. The stimulus words are: chicken, dry.
9. Set Seven and Set Eight test ability to hear ending blends. Indicating the pictures in Set Seven, say: "This is a mouse, patch, bush, stump. Put a cross on the picture whose name ends with the same last two letters as ditch. When the child has done so, repeat the names of the pictures and say: "Now put a C on the picture whose name ends with the same last two letters as lamp."
10. The procedure for Set Eight is the same as for Set Seven. The picture names are: ring, milk, sink, cups. The stimulus words are tops crank.
11. Sets Nine and Ten test ability to hear phonograms; thus, after indicating the pictures pail, hand, back and fall, the examiner says: "Put a cross on the picture whose name rhymes with sack. " Then after repeating the picture titles, say: "Put a C on the picture whose name rhymes with band."





## Test II Continued

12. The procedure is the same for Set Ten.  
The pictures are: duck, kite, cake, hide.  
The stimulus words are: bite and ride.

### Scoring

Indicate the number of correct initial letters, final letters, initial blends, final blends, phonograms, and the total score.

## Test III Final Letter Sounds

### Procedure

The procedure is the same as that of Test II, except that the examiner will say: "Listen carefully and tell me with what letter these words end," or, "Listen carefully and tell me with what sound this word ends," or, if continuing the testing of sounds, "Listen carefully and tell me with what sound these words end."

### Scoring

Same as Test I, except encircle the last letter and write the child's attempt to sound it over the last letter.

## Test IV Identifying Initial Sounds

### Procedure

Say: "I'll say some words that sound alike at the beginning. When you hear a word that begins with a different sound, say, 'No'. For example, which of these words has a different beginning sound- jump, junk, Jill, make, just?" If the child gives the correct answer, say: "Yes-jump, junk, Jill, just, all begin with j. 'Make' begins with m. Therefore, the beginning letter of 'make' has a different sound from the other words.

### Scoring

1. If an incorrect response is given, encircle that word.
2. Indicate the number correct in the space provided on test blank.

Test II Continued

12. The procedure is the same for test II. The stimulus words are: bird, rice, and, and, and. The response words are: bird, rice, and, and, and.

Procedure: The number of correct letters, final letters, initial letters, final initials, phonograms, and the total score.

Test III: Final Letter Sounds

The procedure in this test is the same as in Test II, except that the stimulus words are: bird, rice, and, and, and. The response words are: bird, rice, and, and, and. The procedure is the same as in Test II, except that the stimulus words are: bird, rice, and, and, and. The response words are: bird, rice, and, and, and.

Procedure: The number of correct letters, final letters, initial letters, final initials, phonograms, and the total score.

Test IV: Identifying Initial Sounds

The procedure in this test is the same as in Test II, except that the stimulus words are: bird, rice, and, and, and. The response words are: bird, rice, and, and, and. The procedure is the same as in Test II, except that the stimulus words are: bird, rice, and, and, and. The response words are: bird, rice, and, and, and.

Procedure: The number of correct letters, final letters, initial letters, final initials, phonograms, and the total score.



## Test V Identifying Initial Blends

### Procedure

Say: "I'll say some words that sound alike at the beginning. The first two letters are alike. When you hear a word that begins with a different sound, say, 'No'. For example, which of these two words has a different beginning sound- spot-spill-speak-block-spoon?" If the response is correct, say: "Yes, spot, spill, speak, spoon all begin with sp; block begins with bl. Therefore, the beginning letters of block have a different sound from the beginning letters of spot, spill, speak, spoon. If an incorrect answer is given, say: "Block is different because spot, spill, speak, spoon all begin with sp. Block begins with bl. Therefore, the beginning letters have of block have a different sound from the beginning letters of spot, spill, speak, spoon."

### Scoring

1. If an incorrect response is given, encircle the word.
2. If there is no response, check the word.
3. Indicate the number correct in the space provided on the test blank.





## Test VI Beginning Blends Procedure

1. The procedure is the same as that of Test I and III, except that the examiner says: "Listen as I say, cry. The first two letters in that word are cr. What are the first two letters in crib?" If the child gives the correct answer, say: "Yes, cr." If not, say: The first two letters in crib are cr. Now listen carefully and tell me, what are the first two letters in each of these words?"
2. If the child cannot name the letters, the procedure is the same as in the other tests, except, say; "Cry begins with this sound 'cr' (examiner gives beginning sound) "With what sound does crib begin?" If the child gives the correct answer, say, "Yes, 'cr.'" If not, say, "Crib begins with the sound 'cr'. Listen carefully and tell me, with what sound does this word begin?" Or, if continuing sound testing, say: "Listen carefully and tell me, "With what sounds do these words begin?"

## Scoring

The same as in the other tests, except encircle the first two letters of each word if the sounds are given incorrectly.

## Test VII Ending Blends

### Procedure

1. The same as Tests I, III and VI, except say: "Listen as I say, 'crisp'. The last two letters in 'crisp' are sp. What are the last two letters in 'lisp'?" If the child gives the correct answer say: "Yes, sp." If not, say: "The last two letters in crisp are sp. Now listen carefully and tell me, what are the last two letters in each of these words?"





## Test VII continued

2. If the child cannot name the letters, the procedure is the same as in the other tests, except, say: "Crisp ends with this sound, 'sp'. What sound does 'lisp' end with?" If the child gives the correct answer, say: "Yes, 'sp'." If not, say: "Lisp ends with 'sp'." (give sound). "Listen carefully and tell me, "With what sound does this word end?"

### Scoring

The same as in the other tests, except encircle the last two letters of each word if the sounds are given incorrectly.

## Part V Comprehension

### Procedure

1. Say: "I'm going to read you a story. Listen carefully."
2. Read the paragraph to the child clearly and fairly slowly.
3. When you have finished say: "Tell me everything that you can remember of that story."
4. In the first narrow column beside the phrases in the record blank, check all of the ideas recalled voluntarily. Ignore minor errors, checking as right when the major idea is recalled. Also check as correct, those ideas directly inferred by the use of a single words. When the child stops, say: "Can you remember anything more about it?" Record his additional memories in the first column, also.
5. Write inaccuracies in recall in the space above the phrases. Cross out the omitted words.

1. The child cannot name the letters  
 the procedure is the same as in the other  
 parts except that the child is given  
 a card with the letters on it and  
 the child is given the correct  
 answer. The child is given the  
 correct answer and the child is  
 given the correct answer.

Testing

The same as in the other parts, except that  
 the first two letters of each word in the  
 words are given incorrectly.

Part V Compensation

Procedure

1. Say: "I'm going to read you a story.  
 Listen carefully."
2. Read the paragraph to the child clearly  
 and slowly.
3. Then you have finished say: "Tell me  
 everything that you can remember of that  
 story."
4. In the first narrow column beside the  
 phrases in the record blank, check off  
 the items recalled voluntarily. In the  
 next column, check off as many items as  
 you can recall. The check in  
 column three is checked off  
 by the use of - check words. Then the  
 child says: "Can you remember any  
 thing more about it?" Record the  
 items recalled in the first column.  
 Write the number in recall in the  
 space above the phrase. Check out the  
 correct words.



## Test VII continued

### Procedure

6. In the second narrow column, check the memories omitted in voluntary recall which can be recalled by the child when he is questioned specifically about them. Avoid questions that will give the answer away or that can be answered by yes or no.  
**Example.**

No.1. What was the boy's name?

(Not "Was the boy's name Bob?")

(What did he do when he saw the red light?" etc.

No.2. "What kind of pet did the boy have?"

(Not, "Did he have a cat or a dog?" )  
 etc.

This part of the test is included to find out whether the omission is due to poor habits of expression or to inattention and low comprehension in reading.

### Scoring

Indicate the number of responses in Unaided Recall and the number of responses in Aided Recall, and then combine the two for the total comprehension score.

Test VII continued

Procedure

In the second narrow column, about the  
responses elicited in voluntary recall  
which can be recalled by the child when  
he is questioned specifically about them.  
Final questions that will give the answer  
way or that can be answered by yes or no.

No. 1. What was the boy's name?  
What was the boy's name?  
What did he do when he was the  
red knight?  
No. 2. What kind of pet did the boy  
have?

(Note: This has a cut or a hole?)

The part of the test is included in this test  
whether the omission is due to poor habit  
of expansion or to lack of attention and low  
comprehension in reading.

Scoring

Indicate the number of responses in brackets  
recall and the number of responses in italic  
recall, and then combine the two for the  
total comprehension score.



REVISED  
DIAGNOSTIC READING READINESS TEST

by

ALICE M. SMART

Name \_\_\_\_\_ Address \_\_\_\_\_

Date \_\_\_\_\_ Examiner \_\_\_\_\_

Date of Birth \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ Number of years in school \_\_\_\_\_

INSTITUTIONAL REPORT  
BY  
DATE

NAME \_\_\_\_\_  
DATE \_\_\_\_\_  
DATE OF BIRTH \_\_\_\_\_  
NUMBER OF YEARS IN SCHOOL \_\_\_\_\_



## Part 1 - Visual Perception

## Test 1 - Naming Capital and Lower Case Letters

A O S I B T E H P K X W F R L N C M D J Y G U Z V Q

o s t a e x k f n c r d i h m w p l y v u b z g j q

## Test 11 - Matching Words from Memory

Practice

pitcher pit patch pinch ditch pitch

spoon son soon soot moon seen

trailed frail trail tail trait trial

Test

feet freed fed lead feed food

head red reed freed reap read

ends bends bend bent hand band

diver drive dive die dove live

port quart depart part park pat

swung snug sang sung sun suns

neat meal meat meet met meats

hunt bang hunger hug hung hang

doze dose dosed doe does pose

grows own growing drown grown green

zeal seat sealed sea seal sail

brain rain draw drown drain drawer

Total Correct \_\_\_\_\_

Page 1 - Working Paper

Table 1 - Working Paper and other data

Table 2 - Working Paper and other data

Table 3 - Working Paper and other data

Table 4 - Working Paper and other data

Table 5

Table 6

Table 7

Table 8

Table 9

Table 10	Table 11
Table 12	Table 13
Table 14	Table 15
Table 16	Table 17
Table 18	Table 19
Table 20	Table 21
Table 22	Table 23

Total correct











Part II Vocabulary

Test I

				A ( )
				B ( )
				C ( )
				D ( )
				E ( )

Test II

				A ( )
				B ( )
				C ( )
				D ( )
				E ( )

Test III

				A ( )
				B ( )
				C ( )
				D ( )
				E ( )



Test IV



A ( )

B ( )

C ( )

D ( )

E ( )

Test V



A ( )

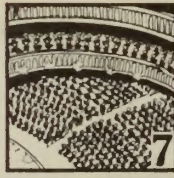
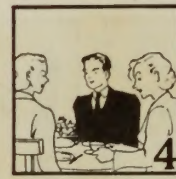
B ( )

C ( )

D ( )

E ( )

Test VI



A ( )

B ( )

C ( )

D ( )

E ( )

Total ----



## Part III - Auditory-Visual Perception

## Practice

went
bent
lent

wan
win
won

wish
west
wall

## Test I

sun
fun
run

fan
man
ban

vent
sent
dent

pen
ten
den

ray
lay
jay

bow
how
now

till
pill
fill

## Test II

cap
cup
cop

pip
pep
pop

rug
rig
rag

bid
bud
bad

sat
sit
set

## Test III

lick
lake
look

hen
hog
hop

dear
duck
dump

bat
bun
bow

fold
fine
fell

seed
sing
song

tin
toy
tan

## Part IV - Auditory Perception

## Test I - Initial Letters

Practice -

zebra

zone

yellow

yet

Test

canoe

couch

powder

paste

bacon

balcony

jingle

juice

medicine

machine

necessary

nation

salad

single

dent

damp

gallon

gown

fountain

fade

library

lucky

recess

railroad

holiday

hook

wicked

waist

vote

vacation

tank

tickle

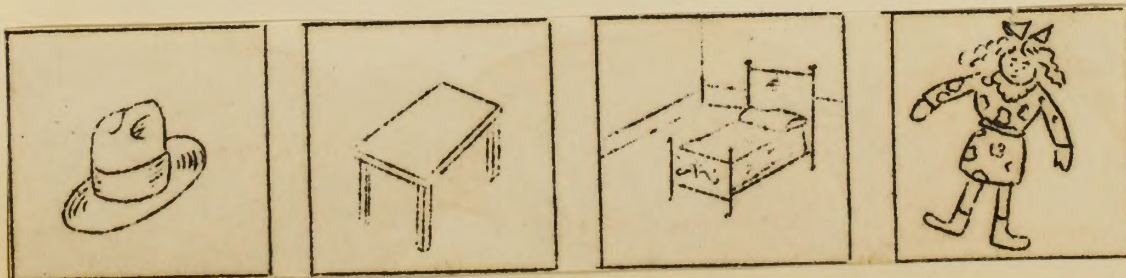
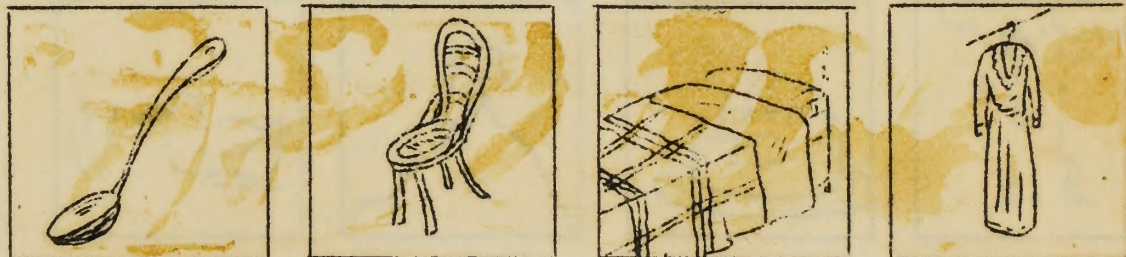
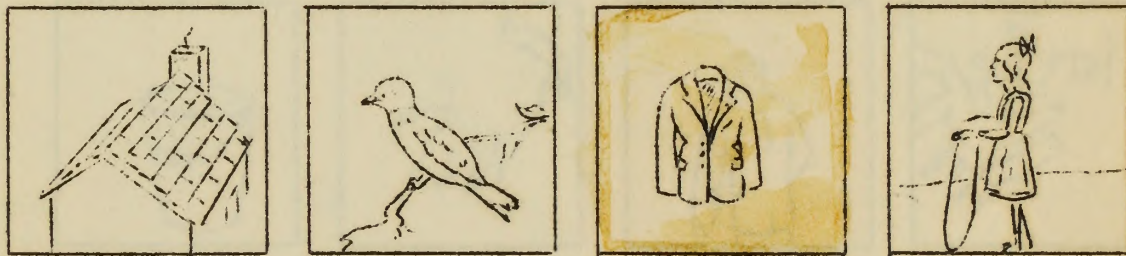
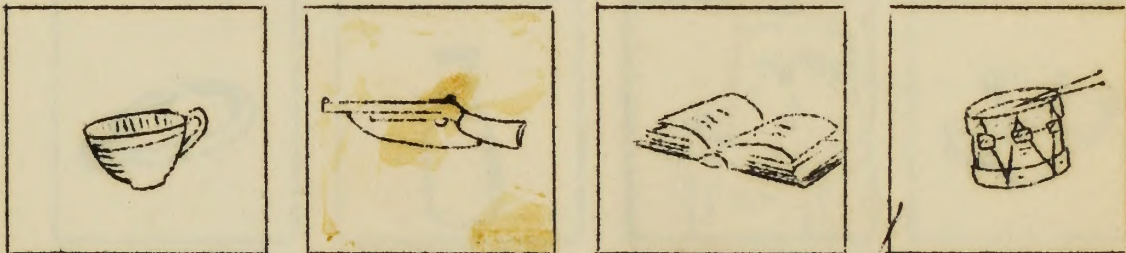
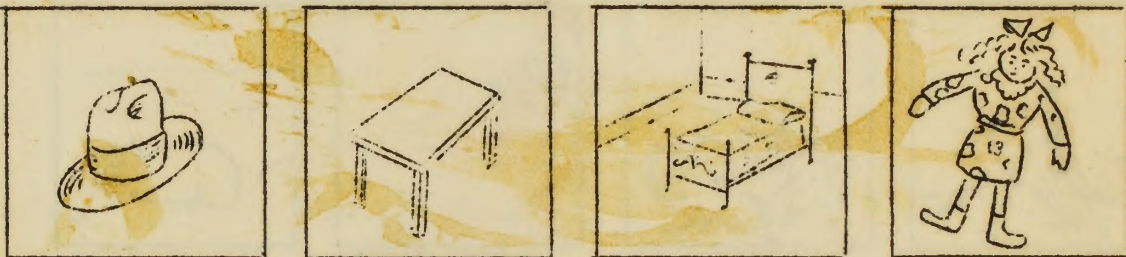
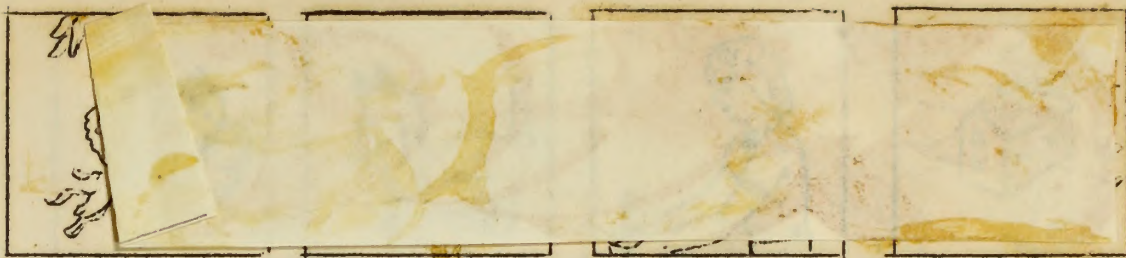
Number of Letter Names Correct \_\_\_\_\_

Number of Sounds Correct \_\_\_\_\_





Test II Matching Sounds











Write the name of the object in the space below.

Name of the object \_\_\_\_\_

Name of the object \_\_\_\_\_

Name of the object \_\_\_\_\_





Test III - Final Letters

pilot	faucet	beef	thief	railroad	salad
hook	tack	lemon	gown	quarter	manger
creep	group	grab	scrub	wisdom	nasturtium
mattress	cactus	drug	fog		

Number of Letter Names Correct \_\_\_\_\_

Number of Sounds Correct \_\_\_\_\_

Test IV - Identifying Initial Sounds

Total Score \_\_\_\_\_

magic	motor	mellen	hatchet	mayor	submarine	sausage	sank	jaw	sink
voyage	read	veil	view	volunteer	nursery	nation	bolt	nonsense	natural

Number Correct \_\_\_\_\_

Test V - Identifying Initial Blends

drain	dreary	drift	spoil	drill	grease	gravel	gruel	start	grove
shark	shiver	bread	shelter	shovel	chilly	charge	ground	chuckle	chief

Number Correct \_\_\_\_\_

Test VI - Initial Blends

chest	chew	stale	stingy	trail	trace
shave	shovel	smock	smoulder	swerve	swam
spatter	special	drug	drip	breathe	bravery
grade	grasp				

Number of Letter Names Correct \_\_\_\_\_

Number of Sounds Correct \_\_\_\_\_

Total Score \_\_\_\_\_

Test VII - Ending Blends

couch	touch	hump	imp	instant	moment
flash	flesh	lens	fins	speaks	stacks
maps	crops	gnats	pits	crank	sank

Number of Letter Names Correct \_\_\_\_\_

Number of Sounds Correct \_\_\_\_\_

Total Score \_\_\_\_\_

Part V - Comprehension - Oral Recall

Three boys built a house in the woods. They put a table and two old chairs in it.	There was a basket full of apples under the table. One afternoon they went away	and left the door open. When they came back they found two little pigs eating the apples.
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Score - Unaided \_\_\_\_\_

Score - Aided \_\_\_\_\_

Total Score \_\_\_\_\_

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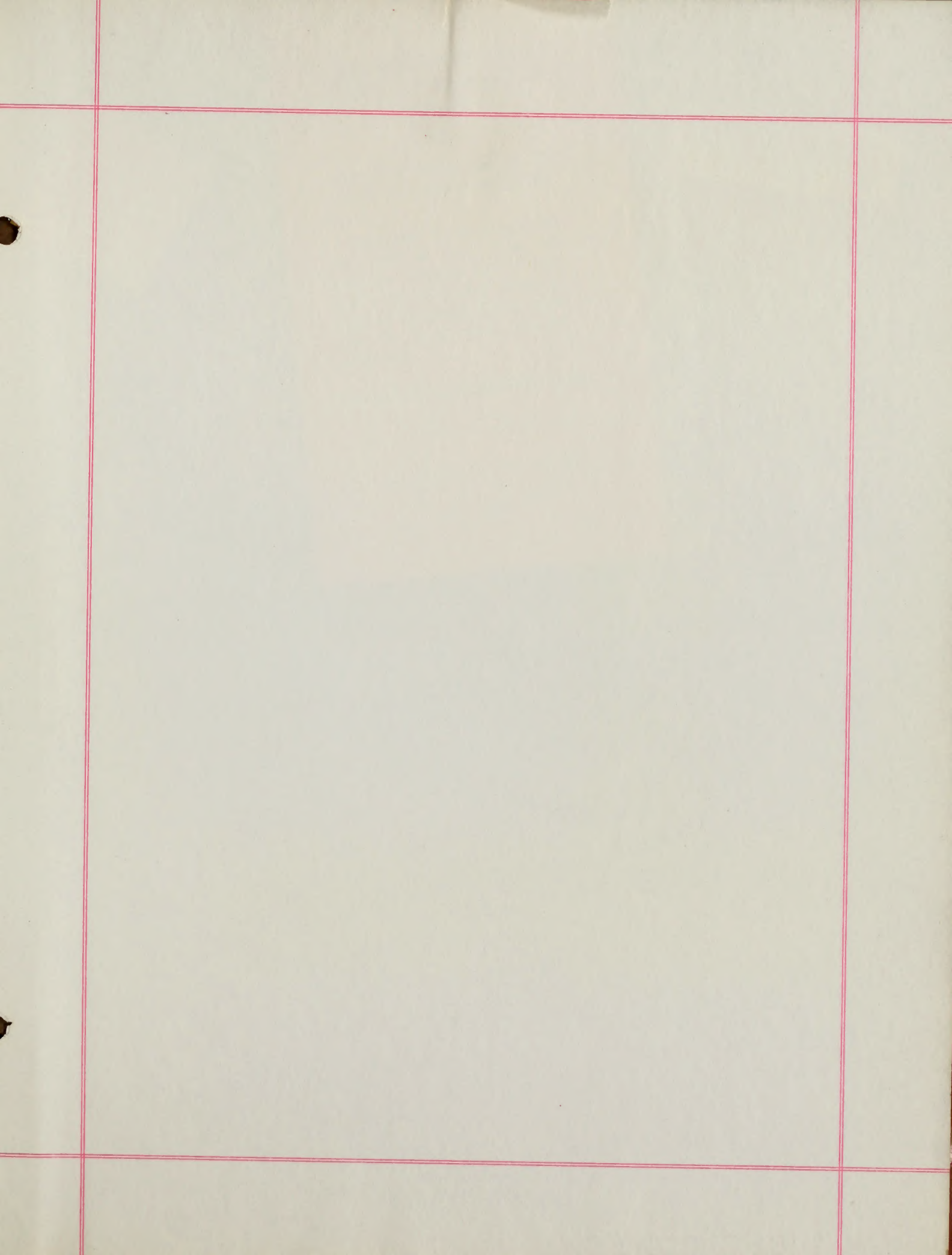
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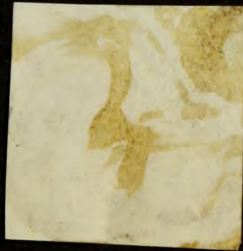
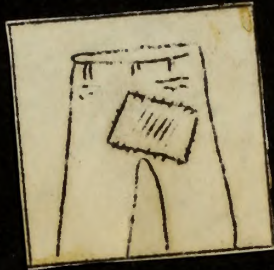


PARBONS

*[Faint, illegible text on a light-colored rectangular area]*







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