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ABSTRACT

After a review of past research in reading education, Science Research Associates arrived at reading objectives which were then reviewed by the National Assessment of Educational Progress staff, educators, and laymen. The six major reading objectives, appropriate for age-groups 9, 13, 17, and young adults, are the abilities to comprehend, analyze, use, reason from, make judgments about, and have attitudes about reading materials. Three categories of reading material were considered in formulating the objectives: literature, academic and expository writing, and utilitarian writing. (Detailed outlines enumerating subobjectives are provided, as well as lists of committee participants who assessed the objectives.) (MF)

National Assessment of Educational Progress

Reading Objectives

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PREFACE

After more than four years of effort in developing its plan and instruments, the National Assessment of Educational Progress began actual assessment in the spring of 1969 with the administration of exercises to a random sample of 17-year-old students in schools throughout the United States.

The educational objectives from which exercises were developed in reading are published here, together with an introduction to the project. The procedures followed by National Assessment staff and its contractors in developing the reading objectives are described in the second chapter, followed by the objectives themselves.

Although names of experts, lay panel chairmen, and some of the educational organizations deeply involved in developing the objectives appear in the appendices of this booklet, it is impossible to give proper recognition to all who contributed to the development of the objectives and their publication. However, we want to particularly acknowledge the contributions of William A. Mehrens, Jack C. Merwin, Dale C. Burklund, Mrs. Frances S. Berdie, Dale I. Foreman, Edward D. Roeber, and Mrs. Peggy A. Bagby to the preparation and publication of the objectives in their final form.

Eleanor L. Norris
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Editors

National Assessment welcomes your comments on the objectives in this brochure or any other phase of National Assessment activity. We would also like to encourage your suggestions for new or revised objectives. Comments should be addressed to:

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. . . . . *the editors*

TABLE OF CONTENTS

Chapter I

INTRODUCTION

The National Assessment is designed to furnish information to all those interested in American education regarding the educational achievements of our children, youth and young adults, indicating both the progress we are making and the problems we face. This kind of information is necessary if intelligent decisions are to be made regarding the allocation of resources for educational purposes.

In the summer of 1963 the idea of developing an educational census of this sort was proposed in a meeting of laymen and professional educators concerned with the strengthening of American education. The idea was discussed further in two conferences held in the winter of 1963-64, and a rough plan emerged. The Carnegie Corporation of New York, a private foundation, granted the funds to get started and appointed the Exploratory Committee on Assessing the Progress of Education (ECAPE). The Committee's assignment was to confer at greater length with teachers, administrators, school board members and other laymen deeply interested in education to get advice on ways in which such a project could be designed and conducted to be constructively helpful to the schools and to avoid possible injuries. The Committee was also charged with the responsibility for getting assessment instruments constructed and tried out and for developing a detailed plan for the conduct of the assessment. These tasks required four years to complete. On July 1, 1968 the Exploratory Committee issued its final report and turned over the assessment instruments and the plan that had been developed to the Committee on Assessing the Progress of Education (CAPE), which is responsible for the national assessment now under way.

In the early conferences, teachers, administrators and laymen all emphasized the need to assess the progress of children and youth in the several fields of instruction, not limiting the appraisal to the 3 R's alone. Hence, the first assessment includes ten areas: reading,

writing (written expression), science, mathematics, social studies, citizenship, vocational education (career and occupational development), literature, art, and music. Other areas will be included in the second round. The funds available were not sufficient to develop assessment instruments in all fields of American education. The ten chosen for the first round are quite varied and will furnish information about a considerable breadth of educational achievements.

Because the purpose of the assessment is to provide helpful information about the progress of education that can be understood and accepted by laymen as well as professional educators, some new procedures were followed in constructing the assessment instruments that are not commonly employed in test building.

These procedures are perhaps most evident and important in the formulation of the educational objectives which govern the direction of the assessment in a given subject matter area. Objectives define a set of goals which are agreed upon as desirable directions in the education of children. For National Assessment, goals must be acceptable to three important groups of people. First, they must be considered important by scholars in the discipline of a given subject area. Scientists, for example, should generally agree that the science objectives are worthwhile. Second, objectives should be acceptable to most educators and be considered desirable teaching goals in most schools. Finally, and perhaps most uniquely, National Assessment objectives must be considered desirable by thoughtful lay citizens. Parents and others interested in education should agree that an objective is important for youth of the country to know and that it is of value in modern life.

This careful attention to the identification of objectives should help to minimize the criticism frequently encountered with current tests in which some item is attacked by the scholar as representing shoddy scholarship, or criticized by school people as something not in the curriculum, or challenged by laymen as being unimportant or technical trivia.

National Assessment objectives must also be a clear guide to the actual development of assessment exercises. Thus, most assessment objectives are stated in such a way that an observable behavior is described. For example, one citizenship objective for 17-year-olds is that the individual will recognize instances of the proper exercise or denial of constitutional rights and liberties, including the due process of law. Translated into exercise form, this objective could be presented as an account of press censorship or

police interference with a peaceful public protest. Ideally, then, the individual completing the exercise would correctly recognize these examples as denials of constitutional rights. It should be noted, however, that exercises are not intended to describe standards which all children are or should be achieving; rather, they are offered simply as a means to estimate what proportion of our population exhibit the generally desirable behaviors implicit in the objectives.

The responsibility for bringing together scholars, teachers, and curriculum specialists to formulate statements of objectives and to construct prototype exercises was undertaken through contracts by four organizations experienced in test construction, each responsible for one or more subject areas. In several areas the formulation of objectives was particularly difficult because of the breadth and variety of emphases in these fields. Hence, two contractors were employed to work on each of these areas, independently, in the hope that this would furnish alternative objectives from which panels composed of lay persons could choose.

This brief description of the process employed in identifying objectives for the first assessment should furnish a background for examining the sections that follow in which the objectives and prototype exercises are presented. The instruments actually used in the assessment provide samples of exercises appropriate for the four age groups—9, 13, 17, and young adults from 26-35—whose achievements are appraised, and for the wide range of achievement at each age.

Chapter II

PROCEDURES FOR DEVELOPING READING OBJECTIVES

The development of reading objectives was concurrently begun by two contractors working independently and later involved the talents of reading education specialists, interested lay people, and NAEP staff members.

In the spring of 1965, Science Research Associates (SRA) of Chicago and The Educational Testing Service (ETS) of Princeton, N.J., were each awarded a contract for the initial development of reading objectives. A final decision on a long-term contractor for this subject area was to await evaluation of the preliminary objectives developed by both organizations. The evolution of objectives in each organization is traced in the text to follow so that the reader may have some insight into the somewhat divergent emphases considered in developing the reading assessment.

The two contractors followed similar patterns in developing their objectives by making liberal use of advisory reading experts together with the skills of their own staff members. Both contractors were asked to keep in mind the criteria established by ECAPE listed in the introduction as well as several other important considerations:

1. National Assessment would be directed at four age groups, 9, 13, 17, and young adults.
2. The objectives and the instruments developed from them should cover a wide range of difficulty levels. This meant including tasks which almost all of the population at a given age level could complete, tasks which about half could complete, and tasks which only the most knowledgeable and highly skilled could complete.

The Educational Testing Service began its preliminary work by convening a panel of reading specialists to consider objectives

based in part on a working paper developed by ETS and ECAPE staff members.[1] The panel attempted definition of objectives at a level understandable to the "intelligent layman," but only to the extent that possible simplification did not sacrifice good scholarship in the panel's work. Much discussion time was devoted to problems of defining terms such as "reading" and "comprehension." The balance of discussion centered on outlining the major areas of reading to serve as objectives. The panel considered both silent and oral reading as well as an individual's attitudes and interests toward reading.

Their consideration of silent reading included skills necessary to general and study reading. Important for general reading were abilities to comprehend literal meaning of the work, to exercise critical skills in making inferences and conclusions, and to read at a reasonable rate for various types of materials. Study reading emphasized retention of information; use of an index, dictionaries, and encyclopedias; and an ability to perceive a structure or outline in a work.

The second major division, oral reading, emphasized reading fluency, intelligibility, accuracy, and an ability to comprehend content while reading aloud.

The panel had comparatively little to say about reading interests and attitudes, beyond affirming that these areas should be given some attention. Many peripheral questions were also discussed relating to a variety of topics which extended from vocabulary to be used for a given age level to types of materials which should be considered by all age groups in the assessment.

Science Research Associates[2] completed their objectives after a thorough review of published literature pertinent to reading education and a careful examination of prototype objective sets by reviewers. The vast majority of these reviewers were experienced educators who are daily faced with the problems of reading instruction, including school superintendents, curriculum advisors, professors of education specializing in reading, experienced teachers, and specialists in areas related to reading such as language development, linguistics, verbal learning, and child development.

SRA divided its discussion of objectives into three areas: types

[1] ETS staff members directly involved in compiling reading objectives and ETS reading expert panelists are listed in Appendix A.

[2] Names of SRA staff members directly involved in the formulation of reading objectives are listed in Appendix A.

of reading materials to be considered in the reading program, affective considerations or attitudes toward and interest in reading, and a consideration of reading abilities. Types of reading materials and attitudes towards reading considered by SRA are detailed in the beginning of the next chapter. However, some comment is warranted concerning SRA's intentions behind their selection and ordering of reading abilities. Five basic reading abilities were designated, comprised of a student's ability to comprehend, analyze, use, reason from, and make judgments concerning what he reads. These skills form a kind of hierarchy as is evident from the necessity that one, for example, must typically comprehend a message before analyzing it, that analysis usually must precede utilization, and so forth. However, for many reading tasks, interaction particularly between the advanced levels of this hierarchy would be necessary. For example, effective use of the reading material could well prompt more analysis or require some judgments to be made. In short, the hierarchical arrangement seeks to represent behavioral statements in a logical progression of what a student should be able to do as the result of the instruction he has received.

In the fall of 1965, both organizations submitted their objectives to the National Assessment staff and to panels of interested lay citizens who were to participate in the decision on which set would be used in the assessment. Panelists saw considerable merit in both sets of objectives, liking particularly the objectives concerning reading rate and reading aloud developed by ETS and reading interest and attitude objectives presented by SRA. Some panelists criticized the SRA objectives for not giving enough emphasis to "speed reading." Other panelists thought that the ETS objectives should consider skills particular to reading journalistic prose (newspapers, etc.) and should consider effective listening as a new goal. In terms of both sets of objectives, lay panelists suggested that reading ideally should be considered as part of a comprehensive assessment of communication skills or language arts. Panelists also suggested that more emphasis be given to techniques of evaluating information sources and that a section dealing with "selection of reading" should be included in the objectives. Such a section would assess one's ability to choose efficiently the reading he wants to do and recognition of the usefulness of introductions, prefaces, and tables of contents to this selection process.

The National Assessment staff, taking under consideration the somewhat divided preferences of the lay panels, left the final discussion and choice of objectives sets to its Technical Advisory

Committee, a group primarily responsible for questions of research design and methodology. On the recommendation of the National Assessment staff, the committee considered diversification of contractors as a prime criterion, given that the quality of both sets of objectives was high. Thus, Science Research Associates was asked to continue the development of the reading objectives and exercises based largely on the desire of staff to better equalize the work load among the several contractors[3] involved in developing other assessment subject areas.

By the spring of 1966, SRA completed their work on the reading objectives and submitted them to the National Assessment staff for review. Aside from minor grammatical revisions and the deletion of several examples of reading attitude and interest behavior, no further changes were made in the SRA reading objectives. These objectives are presented in final form in the next chapter.

As described above, thoughtful lay persons have been involved in the selection and reviewing of National Assessment objectives. However, some discussion is warranted concerning how these lay panels were selected in order to show that they be not only concerned and interested in education, but representative of various sections of the country as well. Lay people interested in education were identified by asking for nominations from various state and national organizations interested in education (see Appendix B). From these nominations, persons living in large cities, suburban communities, and rural, small town areas throughout the United States were selected to attend conferences to review the objectives that had been developed. Twelve lay review panels were originally to have been established, representing three different community sizes in each of four major regions of the country. However, in one region, so few suburban communities existed that only two panels were set up for the region. Each of the remaining eleven committees, chaired by one of the lay panelists, met at a convenient place in their area to discuss the objectives with a member of the ECAPE staff. Each panel reviewed all the objectives developed, providing 11 independent review of all 10 subject matter areas. Following the regional lay panel meeting, the 11 chairmen were convened for a meeting in New York City in December, 1965, to make their recommendations to National Assessment's Exploratory Committee.

After the objectives for reading (as well as other National

[3] ETS at this time was committed to the development of six National Assessment subject areas.

Assessment subject areas) were initially developed, they were compared to other statements of objectives in these areas which had appeared in reading education literature during the 25 years preceding this project. Since the National Assessment objectives were prepared for a specific purpose, their wording and organization were somewhat more uniform than prior statements. However, it was possible to organize these previous statements in terms of their correspondence to National Assessment objectives. When this comparison was finished, it was clear that National Assessment had not produced distinctly "new" objectives in any subject area. Rather, these objectives were restatements and summarizations of objectives which had appeared over the last quarter century. This was a desired and expected outcome in that one criterion for National Assessment objectives was that they epitomize the prevailing teaching directions of educators.

Objectives presented in the next chapter of this monograph were carefully considered by both experts and lay people and served as the basis for developing exercises which are being presented to four age groups in this first year of National Assessment. The task of developing objectives has not ended, however. For as the goals of the educational system evolve and change, so must the objectives used in National Assessment change. This means that there must be continual re-evaluation of the objectives in each National Assessment subject area.

During the summer of 1969, National Assessment began reviewing the objectives assessed during the spring of 1969: science, writing, and citizenship. Again, the assistance of both experts and lay people was requested to determine whether the objectives needed modification. When assessment in reading is completed, a similar review process will take place. By maintaining this continual process of re-evaluation, the National Assessment program hopes that it can attain its goal of providing information on the correspondence between what our educational system is attempting to achieve and what, in fact, it is achieving.

Chapter III

READING OBJECTIVES

The following outline describes in some detail subobjectives which comprise the major reading objectives. This outline does not attempt to list all objectives which could possibly be of importance to any one school system, but attempts to list topics that are important across a large number of systems. Nearly every teacher of reading will have important goals in addition to those presented below.

The National Assessment staff and their contractor considered it important that these objectives be assessed terms of a variety of reading material. Three principal categories of reading material are considered: Literature, Academic and Expository Writing, and Utilitarian Writing. Included in the reading matter normally found under such divisions are materials used primarily for reference rather than for reading as a whole work. Moreover, there are general reference works which encompass all three main categories. All these reference materials for assessment purposes were considered together as a fourth category.

In the category of *Literature* would be placed fiction (short stories, novels, etc.), drama, poetry, and other fictional material such as comic strips.

Categorized as *Academic and Expository Writing* are materials of the type one usually encounteres in school course work. Readings on mathematics, science, social studies, political science, geography, history, economics, current affairs, philosophy, grammar, etc., would be included as well as such expository materials as newspaper editorials, news stories, book reviews, and opinion areas related to the "academic" areas listed above.

Utilitarian Writing includes materials more typical of home and job than of academic schooling. Instructions for income tax, warranties, labels, catalogues, instructions, or even highway traffic signs fall into this class.

Reference Materials found in each of these categories are usually intended for brief consultation rather than extended reading or study. Anthologies, such as an anthology of poetry, might be consulted to check a quotation, but it

cannot be considered primarily a reference work. On the other hand, a dictionary of quotations would properly be classed as a reference work since it is usually unsuited for extended reading of poetry. General reference works go beyond the three specific categories mentioned above and include such materials as encyclopedias and dictionaries which apply to several subject areas.

The list of objectives merits some treatment at all age levels considered in the assessment. However, behaviors supporting each objective may vary in emphasis across age levels. Research increasingly indicates that reading is a developmental skill or series of behaviors ideally introduced in a planned sequence. Once a new behavior is introduced, a good reading program develops the behavior so that the reader can apply it to increasingly difficult material. Assessment exercises and the behaviors which they typify will be sensitive to both the introduction of new skills and the increased sophistication of old ones at advancing age levels. The outline below, for the sake of some brevity, does not take these distinctions into account. As a result, some behaviors listed for a given objective in the outline are inappropriate for certain age levels and would be assessed only at ages where research indicates that they become important. Further, increments of increasing facility with a given skill are not specified. The reader should therefore keep these qualifications in mind and consider the behaviors listed under each objective only as examples.

I. COMPREHEND WHAT IS READ

A. *Read individual words.*

1. Decode printed words.

   a. Recognize and identify letters, numerals, and symbols.

   b. Recognize the spoken words symbolized by numerals, symbols, and abbreviations, as well as "sight words."

   c. Decode printed words into spoken words on the basis of regular ("phonic") letter-to-sound correspondences.

   d. Decode letter-to-sound correspondences which differ as required by other sound patterns in the word (e.g., *cat, cats; dog, dogs; fox, foxes*).

   e. Place the proper stress on the syllables in polysyllabic words (e.g., *prefer, preference*).

   f. Recognize structural parts of words as an aid to getting the meaning.

      Structural parts of words may include the endings on nouns, verbs, adjectives, and adverbs, as well as prefixes, suffixes, and

root words. (Obviously this involves some comprehension of word meanings as well as decoding ability.)

2. Comprehend the meanings of words.

   a. Recognize that contrasting sound patterns may signal different meanings.

      A series of words like *pit, pet, pat, putt, put, pot,* or like *beat, bait, bite, bout, boot, boat,* signals different meanings through differences in the vowel sounds. The words *bat, cat, fat, gat, hat, mat, gnat, pat, rat, sat, tat, vat,* signal different meanings through contrasts in consonant sounds.

   b. Know the meanings of most of the words in the material encountered.

   c. Understand the meaning of a new word after it has been adequately defined.

      This may, on occasion, require comprehension of dictionary entries, so that the student can get an adequate definition.

   d. Attach a probable meaning to an unknown word on the basis of its contextual associations.

      Contextual associations may include the general topic of the material, the surrounding text, or the pictures. It is probably valid to assume that the full range of meanings cannot be inferred immediately. However, after meeting a word in a number of sentences, its meanings become more clear. Here is a sample of how a meaning may be attached to an unknown word after it is seen a number of times:

      1) A *corplum* may be used for support.
      2) *Corplums* may be used to close off an open space.
      3) A *corplum* may be long or short, thick of thin, strong or weak.
      4) A wet *corplum* does not burn.
      5) You can make a *corplum* smooth with sandpaper.
      6) The painter used a *corplum* to stir his paints.

      A possible synonym for each of these instances of the artificial word *corplum* would, of course, be *stick,* but it may take looking at a number of sentences before this is certain.

   e. Understand the meaning of regionalisms, colloquialisms, and slang terms (in appropriate situations).

   f. Understand the particular professional or technical meanings of words when they are used in specific contexts.

      The reader should understand the technical jargon of his own area, and some general familiarity with technical terms in common use is desirable. It must be emphasized here that no one

is expected to know all the particular meanings of words used in fields that are not his own.

Knowing technical jargon is a matter of proficiency in the area rather than reading competency *per se.* To illustrate, the following account was written in the technical language of one of our criminal subcultures, but not all the readers should be expected to know all the technical ramifications of the terms (such as *tip* meaning crowd):

> . . . I was out gathering around for a soft mark and made a tip that was going to cop a short. I eased myself into the tip and just topped a leather in Mr. Bates' left prat when I blowed I was getting a jacket from these two honest bulls. So I kick the okus back in his kick and I'm clean. Just then this flatfoot nails me, so here I am on a bum rap.

B. *Read phrases, clauses, and sentences.*

1. Recognize patterns of word groups.

   The main point here is recognition of structural patterns as an aid to understanding meanings. This definitely does *not* require the student to be able to name, define, or analyze grammatical structures. Nor does he have to be able to produce all grammatical structures in his speech (though most students can use most of them before they have learned to read). In recognizing the structural meanings, the student will probably call on what might be considered loosely as an "intuitive" knowledge of the structures, since many of these meanings will never have been formally taught him.

Recognizing patterns of word groups involves the following:

a. Recognize which groups of words go together in phrases.

b. Understand meanings indicated by word order and different parts of speech.

   Recognition of the structural meanings based on the typical forms of various parts of speech and their locations in phrases, clauses, and sentences aids in determining the meaning of what is read. Because of these structural meanings, a string of words like *The murples dorfully whig a flim gree on the nurl* can hang together like a sentence. But a string like *Flock turfs cold a yesterday the on sing slow fly* can not. The first sounds like a sentence, even without knowing what the nonsense words mean. Obviously *murple, gree,* and *nurl* each would be expected to have a noun-type meaning. *Flim* would have adjective-type meaning, and *dorfully* would have an an adverb-type meaning.

   In the examples following, the student should be able to see

similar structural meanings in the first two. He should also see that those structural meanings are not all present in the third.

1) The murples dorfully whig a flim gree on the nurl.
2) The boys softly pat a small pony on the head.
3) Flock turfs cold a yesterday the on sing slow fly.

c. Use function words as an aid to getting the meaning.

Function words may be thought of as words that do not themselves bear a great lexical burden, but on which the meaning of the rest of a phrase or clause depends. For example:

1) The boys *of* the leaders were invited to a party.
2) The boys *and* the leaders were invited to a party.

d. Interpret the sound patterns (intonations) suggested by punctuation marks.

e. Interpret intonation patterns—such as tone of voice—which are not completely represented in writing.

2. Comprehend the meanings of phrases, clauses, and sentences.

a. Identify the particular meaning (out of the total range of possible meanings) of a word in context.

This is accomplished by looking at a known word in relation to the phrase, etc., that it occurs in. For example, a student may know a number of meanings for the word *board*, but he has to keep the context in mind when determining which meaning *board* has in these sentences:

1) We found a good *board* to cover the hole in the floor.
2) We found a good *board* of directors.
3) We found good *board* and room in a private home.
4) We found it necessary to *board* the shop early.
5) We found it necessary to *board* up all the windows.

In some instances the ability to determine which meaning of a word is called for in specific context requires an understanding of idiomatic expressions.

b. Understand what is meant by idiomatic expressions.

Idioms can be though of as groups of words which have a different meaning when taken together than they have when they are considered separately, e.g. *hold forth, hold in, hold your own, hold your tongue, hold out, hold over, hold up, hold water.*

c. Determine the meaning of a sentence.

d. Interpret the sentence structures and intonation patterns which signal both meanings and attitudes.

Different sentence structures appear in the statement *He has found it.* than do in the question *Has he found it?* And there are

different intonation patterns in *Is HE going?* (I didn't think anybody would invite him) than there are in *Is he GOING?* (I didn't think he really would). Often the student will have to base his interpretation of this " tone of voice" on an understanding of the larger context in which the sentence appears.

3. Interpret non-literal and figurative language.

   a. Recognize the connotations as well as the denotations of the words read.

      Connotations—the images, associations, and emotions suggested by a word or phrase—are obviously related to the context. In its broadest sense, this context is not merely the surrounding words in the text. It also includes the entire social milieu—time, place, and circumstances—in which the word or phrase occurs.

   b. Comprehend the "message" of aphorisms, maxims, proverbs, etc.

   c. Understand the range of meanings and effects the author creates by using figures of speech.

      The most common figures of speech a student needs to comprehend are:

      1) Simile—direct comparison
      2) Metaphor—implied comparison
      3) Personification—human attributes given to things that are not human
      4) Hyperbole—exaggeration for effect
      5) Litotes—affirmation expressed by stating the negative; understatement
      6) Metonymy—substitution of a closely associated term for the literal term
      7) Synecdoche—mention of an important part to signify the whole

C. *Read paragraphs, passages, and longer works.*

1. Find the main point and supporting details in a paragraph.

   a. Find the main point (or topic sentence) of a paragraph.

   b. Find the specific details, such as words, phrases, facts, etc.

   c. Differentiate between the main point and the supporting details.

2. Comprehend the meanings of the main types of paragraphs in fiction and non-fiction.

   This ability need not be limited to single paragraphs, for many of the things a student needs to consider may extend through a series of paragraphs in a longer segment of discourse.

a. Understand the intent of paragraphs in fiction.

Paragraphs in fiction are often descriptive or narrative. Understanding them includes understanding of the following:

1) Descriptive paragraphs

Dominant impression (texture)
- Selection of features (details)
- Choice of words
- Relation of details to the whole

Pattern
- What the observer can see
- What the observer's attitude is
- What the scene symbolizes

2) Narrative paragraphs

Movement in time
- Amount of time covered
- Narrative time vs. natural time
- Order of events

Proportions of Action
- Selection of significant actions
- Panoramic view vs. sharp focus
- Events not portrayed

b. Comprehend the main types of paragraphs in non-fiction.

These are often expository or argumentative. Various subcategories that a student should be able to comprehend include the following:

1) Expository paragraphs

Identification
- Introductory statements
- Definition of terms or concepts

Classification
- Inclusion
- Exclusion

Comparison and contrast
- Analogy and illustration
- New details relating to familiar principles
- Familiar details relating to new principles

Relationships
- Cause and effect
- Opinion and reason
- Question and answer
- Conclusion and proof
- Problem and solution
- Hypothesis and evidence
- Least important and most important

– General to specific
– Subordinate and coordinate

2) Argumentative paragraphs
Proposition
– Something is true
– Something ought to be done

Evidence
– Fact
– Opinion

Reasoning
– Analogy
– Generalization
– Deduction

Persuasion
– Audience-author attitudes
– Treatment of subject

3. Comprehend the general import of paragraphs, passages, and longer words.

a. Find the main point of a unified series of paragraphs or a longer passage when it is stated.
b. Determine the main idea, general import, or dominant impression of a paragraph, series of paragraphs, or a longer passage when it is not directly stated.

This may involve synthesis of the various details and parts within the segment, and it may well require some skill in analysis, reasoning and judgment.

II. ANALYZE WHAT IS READ.

A. *Be able to trace sequences.*

1. Retell a story with the events in proper order.

2. Follow the development of an author's idea.

3. See the steps in a process.

B. *Perceive the structure and organization of the work.*

1. Grasp the overall design.

For beginning readers, this might be just knowing what a simple story is generally about, but with experience comes the ability to see the overall design or symmetry of the plot of novels such as *The*

Mayor of Casterbridge and the general plan of a textbook or monograph.

2. Recognize large thought divisions within the work.

   a. Recognize formal thought divisions.
      Kinds of formal thought divisions include parts, chapters, sections, acts, scenes, etc.

   b. Recognize informal thought divisions.
      Informal thought divisions, which may or may not extend across the formal divisions, are of many kinds. In an essay there might simply be an introduction, discussion, and conclusion. In a story there might be an introduction, a buildup or complication, a climax, and a denouement.

      A novel or a play may have these, and it may also have a series of episodes or scenes within each part. Or, as in the case of picaresque novels like *Moll Flanders,* the main structure may be little more than a series of episodes.

3. See the devices used to provide transitions between the various parts of a work or to connect the various parts.

   a. Recognize transitional paragraphs that connect chapters, sections, and episodes.

   b. Recognize transitional sentences that connect paragraphs and other sentences.

   c. Recognize words that provide transitions and connections between paragraphs and sentences.

C. *See the techniques by which the author has created his effects.*

1. Understand the author's manner of using language to convey and interpret information and emotional colorations.

   a. Analyze the author's selection of words and phrases.
      This might involve noticing whether the words chosen are abstract or concrete, whether they are selected primarily for their denotations, or whether they are used for their connotations and associations. It may also involve awareness of parallelism.

   b. Analyze the author's use of imagery and figurative language.

   c. Follow the author's development of sound patterns within the work.
      This skill applies to prose works as well as to poetry, since emphasis and effect are often related to these patterns. An

obvious example might be political oratory, where the sound is sometimes as important as the sense. Aspects of sound patterns that the student should be aware of include onomatopoeia (the sound reflecting the sense), rhyme schemes, rhythm and accent patterns, alliteration, assonance, etc.

2. Perceive as exactly as possible the nature and purpose of the author's tone or mood.

   This ability involves considering the personal qualities, feelings, and emotions embedded by the author in his work. It requires the reader to see the implicit evaluation the author conveys behind his explicit presentation. In one sense, the tone or mood of the author could be seen as a way of qualifying the literal meaning he is presenting, since the tone or mood shows the reader what his attitude toward the whole work should be and reveals the author's attitudes toward both the subject and the audience.

   By noting the author's choice of form (genre), his preferences of subject, his interpretations of the subject matter, the feelings that are expressed, and the way they are expressed, the reader can see what the tone of the work does to give the work its own type of emotional impact and emotional unity. Among the kinds of things a student might look for (and the list is by no means complete) are:

   Broad comedy
   Disillusionment
   Dislike
   Idealism
   Interest
   Irony
   Morbid horror
   Objective detachment
   Satire
   Sentimentality
   Tragedy
   Wit

3. Discern the dynamics of literary style.

   a. Examine the author's selection and arrangements of patterns of action.

      This would include the relative emphasis given to various details or episodes, the manipulation of time, the pattern of plot development, and the "conflicts" that give unity to the action.

   b. Perceive the techniques by which the author presents the characters and sets them in motion.

      Some of the aspects of characterization that might be analyzed include:

1) Presentation of the characters
Indications of personality
- Direct statement by the author
- Illustration through dialogue and actions of the character
- Definition arising from the environment surrounding the character
- Depiction through statements of other characters

Completeness of character
- Single dominant trait
- Stereotype of a group of people
- Complex configuration of traits

2) Function of the characters
Relation to the plot
- Preparation for particular actions
- Demonstration of progress of the narrative pattern
- Preparation for a change or reversal
- Indication of the meaning or importance of the completed narrative pattern

Relations with other characters
- Motivations of individual characters
- Interaction between characters
- Complex interrelationships

c. Recognize the setting for what the author intends it to mean or symbolize.

The setting may serve as a somewhat minor adjunct to the plot and characterization. Or it may have more important functions, such as providing an emotional quality or background for the action. Or it may even serve as a shaper of events (as in *Return of the Native* and *Giants in the Earth*). Related to recognition of the purpose the setting fulfills is, of course, awareness of the particular details the author has chosen to present, and awareness of how these details fit together.

III. USE WHAT IS READ.

A. *Remember significant parts of what is read.*

1. Remember the main idea in a piece of exposition and the theme or dominant impression of a descriptive or narrative passage.

2. Remember pertinent details.
These might be names, places, dates, events, ideas, or important facts.

3. Remember the patterns into which the details fit.

B. *Follow written directions.*

1. Connect what is read with things in the world.

2. Follow directions correctly.

C. *Obtain information efficiently.*

1. Skim a paragraph or passage.

   a. Skim over a passage to determine the main idea quickly.

   b. Skim down a page or through a book to locate specific facts and significant details efficiently.

2. Use the various parts of a book as aids in finding what is needed.
   Parts of a book which students should be able to use effectively (in addition to the text) include:
   1) The introductory matter (title page, contents, preface, introduction, etc.)
   2) The notes, footnotes, and cross references
   3) The index
   4) The typographical aids and outlines of the content
   5) The bibliography
   6) The glossary or vocabulary list
   7) The appendix

3. Find information efficiently in a variety of reference tools.
   Some of these which are commonly thought to be very important include:
   1) Dictionaries
   2) Encyclopedias
   3) Periodical indexes (such as the *Reader's Guide, International Index,* etc.)
   4) Abstracts and summaries
   5) Directories
   6) Libraries and card catalogs

4. Obtain information from "non-textual" sources.
   Some kinds of "non-textual" sources that students are called on to get information from are:
   1) Tables and lists
   2) Charts and graphs
   3) Maps and globes
   4) Pictures and diagrams
   5) Scale drawings and models

IV. REASON LOGICALLY FROM WHAT IS READ.

A. *Draw appropriate inferences from the material that is read and "read between the lines" where necessary.*

1. Anticipate outcomes.

   a. See the consequences of ideas, beliefs, etc.

   b. Note outcomes that are different from those that might be expected.

2. Infer causes from a perusal of the effects.

   a. Detect the essential concepts.

   b. Compare different points of view or descriptions of the effects.

3. Supply missing elements (such as words, ideas, or steps) in a passage that is not as well written as possible.

   a. Infer the missing elements from the surrounding context.

   b. Act as an "editor" in reading an inadequate communication.

   c. "Read between the lines" to determine what the author really intended to communicate.

B. *Arrive at a general principle after examining a series of details.*

1. Select instances or examples that are relevant to the main point.

2. Determine what general principle is illustrated by a set of examples.

3. Explain exceptions to the general principle.
   This may involve deciding whether the exceptions might invalidate the entire rule.

C. *Reason from a general principle to specific instances.*

1. Find out what the general principle is.
   In logical terms, this is sometimes known as the major premise.

2. Identify other principles that are involved.
   These subordinate principles are sometimes considered the minor premises.

3. Arrive at an appropriate conclusion or an example of the rules.
   This will involve the use of logical reasoning, but does not require that the student be formally trained in logic.

V. MAKE JUDGMENTS CONCERNING WHAT IS READ.

A. *Relate what is read to things other than the specific material being read.*

1. Relate reading to life.

   a. Recall experiences similar to those read about.

   b. Find applications for the material read.

   c. Determine whether a book is relevant to the purpose for which it was opened.

2. Relate reading to other reading done.

   a. See differences between two pieces of writing.

   b. Note similarities among several different works.

   c. Understand allusions or references to other works.

   d. Make value judgments as a result of the comparisons.

B. *Find and use appropriate criteria in making judgments about what is read.*

1. Base some judgments on information about the author.
   This might require knowledge of other works by the author, of the author's reputation, and of his qualifications to deal with the topic. Naturally the evaluation of a work should not be entirely based on such evidence.

2. Judge the validity of the facts presented.

   a. Verify the facts through experience.

   b. Consult reference materials to verify the facts.

   c. Note the author's sources for his facts and consult other sources for verification.

   d. Determine whether the author has suppressed or manipulated his facts.

3. Judge the acceptability of the author's assumptions.

   a. Identify the assumptions, both those that are stated and those that are not stated.

   b. Verify the facts underlying the assumptions.

   c. Decide whether the assumptions are warranted or necessary.

C. *Make judgments about a work on the basis of what is found in the work itself.*

1. Differentiate between fact and opinion.
   This will involve, among other things, the ability to recognize the author's points of view or biases.

2. Determine how valid the author's arguments are in relation to the point to be made.

   a. Recognize propaganda.
      The ability to recognize propaganda of various kinds assumes that the student should be able to recognize propaganda *for* as well as *against* his own beliefs, and also in its various manifestations in advertising.

   b. Recognize the rhetorical techniques of the demagogue.
      Among the argumentative techniques a student should be able to allow for are:
      1) Equivocation
      2) Begging the question
      3) Evading the issue
      4) Name calling
      5) Argument *ad hominem* and *ad populem*
      6) Improper invocation of authority
      7) Invalid abstractions

3. Recognize internal consistency or the lack of it.

   a. Determine whether the author's ideas are consistent or whether he contradicts himself.

   b. Determine whether the style and technique is suitable to the content of the work.

   c. Determine whether the style or manner of presentation is consistent (if it ought to be).

4. Detect false or specious logic.
   This involves distinguishing illogical argument from logical reasoning. Some of the types of illogical argument that need to be detected are:
   1) Errors in sampling–selecting some instances and rejecting others, or treating extreme cases as characteristic of the whole
   2) Generalizing from insufficient evidence
   3) False analogies
   4) Confusion between differences in degree and differences in kind

5) *Post hoc ergo propter hoc* arguments
6) Faulty syllogistic reasoning
7) Non sequiturs

VI. HAVE ATTITUDES ABOUT AND AN INTEREST IN READING.

Education experts can fairly accurately determine at what age or specific stage of development a particular skill or habit can be learned, but depth of interest, level of appreciation, and degree of desire in reading are developed slowly and are affected by such factors as ability to read, psychological concomitants, and home and school experiences with reading.

A. *Depth of Interest in Reading*

This section is concerned with "depth of interest," beginning with a simple willingness to read or to learn how, and ascends to the level where the reader seeks out additional reading materials to further his interests in a given subject or in a specific author.

1. Is willing to read.
   This represents the threshold of reading interest; that level of interest where the student is not averse to reading but does not seek out the occasion or the material.

2. Occasionally shows a preference for reading.
   This represents the beginning of an active interest in reading. It is characterized by the student's voluntarily choosing something to read.

3. Seeks out additional similar reading materials.
   This represents that interest level at which the student searches for additional information in an area of particular interest to him, or pursues the work of an author because of an interest in his style or his viewpoint.

B. *Motives for Reading*

This section deals with the reader's approach to specific types of material and represents the reasons for his choice of reading material rather than the maturity with which he reads. Since this section represents the reason for reading, we have used the term "motive." An individual can be reading five different books, each for a different reason, or five people can be reading the same book, each for a different reason also. We would like to find out why people read certain types of books, as well as whether there are priorities given to why they read any book. For example, does the individual seek out reading predominantly for diversion, or does he also

read some books for inspiration? How many different types of motives impel him to read?

1. Reads from habit or compulsion, or because reading is assigned or otherwise required of him.

   a. Internally required

      This might also be considered compulsive or ritualistic reading done habitually as part of a regular routine, such as reading the morning paper, reading on the train, reading boxes, billboards, and wrappers. It is often done without real meaning or awareness.

   b. Externally required

      This motive may well include assigned school work, reading one must do as part of his job, and other reading that one would not necessarily do voluntarily.

2. Reads because of status or prestige which is acquired among his peers or teachers.

   This refers, in general, to reading done because it is an accepted value in one's group. It includes reading books that one "should" read to be part of a group or to be generally conversant, as well as reading controversial or esoteric materials just because they are such.

3. Reads for diversion.

   This category includes reading as an escape from the problems and routine of everyday life, reading for physical and mental relaxation, and reading as a means of vicarious experience.

4. Reads for information.

   This includes practical self-improvement reading done for a variety of purposes, such as do-it-yourself books, avocational reading and career maintenance.

5. Reads for reinforcement and reassurance.

   This includes inspirational reading which might serve to affirm one's own values, to strengthen one's own sense of right or wrong, to assure oneself that he is "normal" or similar to others, etc.

6. Reads for philosophic or esthetic pleasure.

   This is reading which elicits a total response from the individual: reading undertaken for the emotional and intellectual experiences that it brings forth or reading done in quest of the ultimate verities.

C. *Quantitative Measures of Reading Interest*

Under this subobjective, an effort has been made to sample quantitative

areas such as amount of reading done, types of books read, etc.

1. Time allotted to reading.

   a. How much time does the student have available for reading?

   b. How much of this available time does the student actually spend in reading?

   c. How else does the student spend his available time?

2. Availability of resources and places to read.

   a. Does the student have access to a physical environment conducive to reading?

   b. Where does the student do most of his reading? Does he read in places where others do not?

   c. Does the student have access to libraries and book stores? Does he avail himself of these facilities?

3. How much does the student read? What kinds of material does he read?

Appendix A

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Appendix B

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