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ABSTRACT

The overall effectiveness of the educational experiences provided at two West Tennessee ABE Workshops conducted in November 1971, excluding an objective measure of gain in knowledge, was studied. A questionnaire and an evaluation scale for use by workshop participants were administered to adult basic education personnel from all counties in West Tennessee. The primary objective of the two workshops was to acquaint the participants with what transpired in three adult basic education institutes held in the Summer of 1971. The evaluative data show that the two workshops were very successful. Seven appendixes present the following: A. Summary of Guidance and Counseling Session; B. Materials Handouts; C. Reading Handouts; D. Staff and Resource Persons; E. Program; F. List of Participants; and G. Evaluation Forms. (DB)

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# ABE STAFF DEVELOPMENT IN WEST TENNESSEE

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## CHAPTER I

### INTRODUCTION

#### Background

In implementing one phase of the Tennessee concept of staff development, three adult basic education institutes were held in the Summer of 1971. These were all two-week institutes and carried graduate credit. They were as follows:

1. Guidance and Counseling, Tennessee State University, June 14-25, 1971.
2. Materials, Memphis State University, July 5-16, 1971.
3. Reading, University of Tennessee, July 19-30, 1971.

Approximately thirty ABE teachers and supervisors attended each of the institutes, with the thirty being allocated in the following manner: ten each from East, Middle, and West Tennessee. The rationale underlying this distribution was to place trained personnel in all three content areas in every region of the State of Tennessee to serve as resource persons for local programs.

Another phase of the overall staff development plan was to conduct one-day workshops across the State of Tennessee during the 1971-72 academic year. These workshops would serve as a dissemination device for acquainting all ABE personnel in Tennessee with what transpired in these institutes--the multiplier effect. Furthermore, the persons trained at the institutes would serve as resource persons in conducting these

workshops. West Tennessee conducted its sessions on November 13, 1971, Memphis, Tennessee, for Memphis City-Shelby County ABE personnel and on November 20, 1971, Jackson, Tennessee, for the remainder of West Tennessee.

The primary objective of the two workshops was to acquaint the participants with what transpired in the summer institutes in order that they might be cognizant of the resources that are available to them as they encounter problems in local programs.

Specifically, those participants attending the institute on guidance and counseling were provided with learning experiences to assist them in developing the ability to:

1. Assist adults in planning programs that will enable them to capitalize on their interests, strengths, and weaknesses as they pursue their educational and/or vocational goals.
2. Provide the individual assistance in planning an educational program based on his capacity, interests, and potential designed to help acquire the competencies and skills that will assist him in seeking solutions to personal and community problems.
3. Provide a setting in which the individual seeking assistance is able to develop sufficient insight and self-understanding so that he can make his own decisions and select procedures that will lead to solution of his problem in a personally satisfying and socially acceptable manner.

Specifically, those participants attending the institute on materials were provided with learning experiences to assist them in developing the ability to:

1. Evaluate commercial materials based upon recognized accepted principles of material evaluation.
2. Develop materials suitable for use in local ABE classrooms.

3. Use commercial newspapers in the various instructional areas--reading, language arts, math, social studies, etc.

Specifically, those participants attending the institute on reading were provided with learning experiences to assist them in developing the ability to:

1. Increase their understanding of the subject of reading as related to word attack and comprehension skills.
2. Develop skill in diagnosing reading difficulties and placing students in reading programs.
3. Increase their competency in the selection and evaluation of reading materials.
4. Incorporate reading skills into other curriculum areas in ABE.

#### Purpose of Study

The purpose of this study was to determine the overall effectiveness of the educational experiences provided at the two West Tennessee ABE Workshops conducted November 13, 20, 1971, excluding an objective measure of gain in knowledge.

#### Methodology

##### Source of Data

The population used in this study was local adult basic education personnel from all the counties in West Tennessee. Responsibility for recruitment was assumed by the State Department of Education, specifically, Mr. Billy Glover, West Tennessee Regional Adult Education Supervisor, and the Memphis City-Shelby County Board of Education, specifically, Mr. Blake Welch, Director of Adult Education, Memphis City-Shelby County. Approximately two hundred persons attended these sessions.

### Collection of Data

Two instruments were used to collect the data for this study. The first was a questionnaire designed to obtain demographic data and participant reaction to various facets of the workshop.

The second instrument was an evaluation scale developed by Russell Kropp and Coolie Verner.<sup>1</sup> According to its authors, it appears to be a valid instrument for obtaining overall participant reaction to a short-term workshop. The scale consists of twenty items arranged in rank order of value, with item number one being the best thing that could be checked, item number two, the second best, and so on, with item number twenty, the least favorable response.

The instruments were administered and analyzed by the writers.

### Statistical Technique

It was not the intent of the writers to make any generalizations to a broader population; therefore, no inferential statistics were used. Only arithmetical means and percentages were employed.

### Hypotheses

In the absence of any attempt to generalize to a broader population and the deletion of any statistical technique designed to test significant differences between variables, no hypotheses were formulated.

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<sup>1</sup>Russell Kropp and Coolie Verner, "An Attitude Scale Technique for Evaluating Meetings," Adult Education, Volume III, No. 4 (Spring, 1957), pp. 212-215.



## CHAPTER II

### PRESENTATION OF DATA BY ITEM

The purpose of this chapter is to present the results of the responses to the items in the questionnaire and to the Kropp-Verner Scale. It will consist of the following sections:

1. Profile of participants.
2. Physical facilities.
3. Objectives.
4. Program.
5. Strengths.
6. Weaknesses.
7. Overall rating.

#### Profile of Participants

Relative to the profile of the participants attending the workshops, the following distributions were noted:

	<u>Memphis</u> <u>Per Cent</u>	<u>Jackson</u> <u>Per Cent</u>	<u>Total</u> <u>Per Cent</u>
1. <u>Sex</u>			
Male	29.03	48.84	38.55
Female	70.97	51.16	61.45
Total	<u>100.00</u>	<u>100.00</u>	<u>100.00</u>
2. <u>Age</u>			
Less than 35	37.63	32.56	35.20
35 and over	62.37	67.44	64.80
Total	<u>100.00</u>	<u>100.00</u>	<u>100.00</u>

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	<u>Memphis</u> <u>Per Cent</u>	<u>Jackson</u> <u>Per Cent</u>	<u>Total</u> <u>Per Cent</u>
3. <u>Race</u>			
White	56.99	56.47	56.74
Non White	43.01	43.53	43.26
Total	<u>100.00</u>	<u>100.00</u>	<u>100.00</u>
4. <u>Education</u>			
Less than Master's	50.54	77.38	63.28
Master's or more	49.46	22.62	36.72
Total	<u>100.00</u>	<u>100.00</u>	<u>100.00</u>
5. <u>ABE Experience</u>			
Less than 1 year	31.18	28.24	29.78
1-3 years	22.58	35.29	28.65
More than 3 years	46.24	36.47	41.57
Total	<u>100.00</u>	<u>100.00</u>	<u>100.00</u>
6. <u>ABE Position</u>			
Supervisor	6.45	11.63	8.94
Teacher	93.55	88.37	91.06
Total	<u>100.00</u>	<u>100.00</u>	<u>100.00</u>

#### Physical Facilities

Relative to the physical facilities provided, the following ratings were obtained out of a maximum potential positive score of 5.00.<sup>1</sup>

	<u>Memphis</u>	<u>Jackson</u>	<u>Total</u>
1. Adequate space was provided for large group meetings.	4.64	4.37	4.51

<sup>1</sup>These ratings were based on the following scale:

- 5=Strongly agree
- 4=Agree
- 3=Undecided
- 2=Disagree
- 1=Strongly disagree

	<u>Memphis</u>	<u>Jackson</u>	<u>Total</u>
2. Adequate space was provided for small group discussions.	4.58	4.35	4.47
3. The meeting facilities were conducive to learning.	4.54	4.16	4.36

#### Objectives

Relative to the feedback relative to objectives of the workshops, the following ratings were received out of a maximum potential positive score of 5.00.<sup>2</sup>

	<u>Memphis</u>	<u>Jackson</u>	<u>Total</u>
1. The objectives were relevant to the needs of the participants.	4.30	4.21	4.26
2. The objectives were clearly defined to the participants.	3.99	4.09	4.04
3. Adequate time was available for the objectives to be realized.	3.74	3.78	3.76

#### Program

Relative to the program conducted at the workshops, the following ratings were received out of a maximum potential positive score of 5.00.<sup>3</sup>

	<u>Memphis</u>	<u>Jackson</u>	<u>Total</u>
1. The content was relevant to my needs.	4.07	4.09	4.08

---

<sup>2</sup>These ratings were based on the following scale:

- 5=Strongly agree
- 4=Agree
- 3=Undecided
- 2=Disagree
- 1=Strongly disagree

<sup>3</sup>The ratings were based on the same scale as in Footnote 2.

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	<u>Memphis</u>	<u>Jackson</u>	<u>Total</u>
2. The program was in line with the stated objectives.	4.08	4.13	4.10
3. The content was such that it answered questions that concerned me relative to my job.	4.04	4.02	4.03

### Strengths of Workshops

#### Memphis

The strengths of the workshop at Memphis, as listed by the participants, were as follows:

1. Mrs. Brotherton's discussion of the teaching of reading skills to adults (21 responses).
2. The organization, timing, planning, and content were superb; it moved like a well-oiled machine (20 responses).
3. The resource persons were extremely competent (10 responses).
4. Sharing of information with other teachers (10 responses).
5. Guidance and counseling session (9 responses).
6. Materials session (9 responses).
7. Mr. Welch's discussion on importance of record keeping (7 responses).
8. Physical facilities were excellent (6 responses).
9. Solved some problems for me (6 responses).
10. Offered many practical suggestions (3 responses).
11. Techniques of instruction; treating all adults as adults.
12. All sessions had something to offer.
13. Individual sessions not too long; enough different sessions to be interesting.

14. Explanations of materials being used.
15. Topics were relevant; group interaction good.
16. Geared to the needs of the teachers.
17. Subject matter was directly related to classroom experiences.
18. Areas selected for discussion were of much interest.
19. It was more specific than any other previous session.
20. Stressed making teaching relevant to ABE students' needs.
21. Discussion of teacher's role in selection and evaluation of teaching materials.
22. Sufficient time allocated to come to grips with problems.
23. Needs of ABE teachers were met.
24. Rotation of groups; time schedule.
25. Informal way the sessions were conducted and topics discussed.
26. Contained a lot of relevant information.
27. Relevant to students' needs.
28. All of it was interesting.
29. Methodologies received.
30. Small group sessions.

### Jackson

The strengths of the workshop at Jackson, as listed by the participants, were as follows:

1. Very good consultants with personal experience (16 responses).
2. Mrs. Brotherton's discussion of teaching reading to adults (14 responses).
3. Small group sessions (12 responses).

4. Offered insight into reading problems (10 responses).
5. Discussion on materials, including use of newspaper (10 responses).
6. Well planned and organized (10 responses).
7. Sharing of ideas with other teachers (5 responses).
8. Guidance and counseling (3 responses).
9. It touched on things we needed (3 responses).
10. It was excellent; very helpful (3 responses).
11. Motivated me to do a better job (2 responses).
12. Stressed the positive in working with adults.
13. Answered questions that concerned me relative to my job.
14. Comfortable meeting place.
15. Helped me to become more sensitive to the problems and needs of adults.
16. Received pay for it.
17. Informality of sessions.
18. Inspired confidence in teachers.
19. Identifying the objectives to be realized in ABE.
20. Keeping updated on new issues in the program.
21. Provided an opportunity to learn more about how to recognize adult weaknesses.
22. Enthusiasm of participants.
23. Making each person understand that he or she is a person of value.

Weaknesses of WorkshopsMemphis

The weaknesses of the workshop at Memphis, as listed by the participants, were as follows:

1. Lack of time (20 responses).
2. None (18 responses).
3. Too long (4 responses).
4. Sessions on materials and guidance (2 responses).
5. Too general; teachers should just meet with each other.
6. Too little applicable to my situation.
7. Lack of teacher motivation for in-service.
8. Need consultants in the teaching of math, English, science, and social studies as was done in reading.
9. All teaching facilities not conducive to applying new techniques.
10. Too much discussion in some sessions--consultant needed more time to speak.
11. Guidance and counseling.
12. Did not adequately meet my needs.
13. Needed smaller groups.
14. Needed more practicality.
15. Objectives not clearly understood.
16. It did not touch any realistic problems in adult education.
17. No material for new teachers.
18. Lacked specificity in some content areas.
19. Long discussion on topic areas over which we had no jurisdiction.
20. Some speakers did not stay on the subject.

21. More participation among teachers was needed.
22. Not being able to see the movie in the guidance session.

Jackson

1. Lack of time (23 responses).
2. None (16 responses).
3. Small groups too large (3 responses).
4. Guidance and counseling (3 responses).
5. Reading (2 responses).
6. One room too warm (2 responses).
7. Not enough teachers speaking up and telling their own experiences (2 responses).
8. Not enough areas covered.
9. No introduction of each participant.
10. Some subjects were not applicable to all teachers, but I know of no way to remedy this.
11. I did not have a good view of the speaker.
12. There were several tests mentioned that I should use with which I was not familiar.
13. There were no actual teaching materials available.
14. It began too early in the morning for those of us who live outside Jackson.
15. Needed to talk more with other teachers about materials.
16. Objectives not clearly understood.
17. Consultants talked "at the teachers" rather than "with the teachers."
18. Too general.
19. Too much repetition of information between group sessions and general session.



20. Some handouts were hard to read.
21. One consultant was prejudiced against the newspaper man.

#### Overall Rating

Three measures were taken in an attempt to measure the overall value ascribed to the ABE workshops. The first of these was the participants' reaction to the statement: As a result of the in-service, I feel that I will now be better able to perform my job more satisfactorily. Available responses for their selection were strongly agree, agree, undecided, disagree, and strongly disagree. Out of a maximum possible of 5.00, the value ascribed to this item was 4.09 for Memphis participants and 4.14 for the Jackson participants. The combined total was 4.11.<sup>4</sup>

The second measure taken was the participants' reaction to the statement: My overall rating for the in-service is very high, high, medium, low, very low. Out of a maximum possible score of 5.00, the value ascribed to this item was 4.31 for the Memphis participants and 4.10 for the Jackson participants, with a combined total of 4.21.<sup>5</sup>

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<sup>4</sup>These ratings were based on the following scale:

- 5=Strongly agree
- 4=Agree
- 3=Undecided
- 2=Disagree
- 1=Strongly disagree

<sup>5</sup>These ratings were based on the following scale:

- 5=Very high
- 4=High
- 3=Medium
- 2=Low
- 1=Very low

The third measure taken was the participants' reaction to the workshops as measured by the Kropp-Verner Scale. The ratings of the participants were analyzed, and the obtained weighted mean, according to values on the Kropp-Verner Scale, was 3.40 for the Memphis participants and 3.57 for the Jackson participants, with a combined rating of 3.49. This placed the overall value of the workshops at approximately item five on the Kropp-Verner Scale, which means that there were fifteen less favorable items below the mean rating but only four more favorable ones above.

## CHAPTER III

### SUMMARY

As one peruses the various evaluative data presented in this study, it should become evident that the two workshops were very successful. Almost all items received a 4.00 rating or higher.<sup>1</sup> This plus the participants' comments relative to strengths and weaknesses resulted in this conclusion. Possibly, the two major problems that evolved were that of trying to accomplishing too much in too short a time and not making the objectives of the sessions clear to the participants--problems that should be corrected in future planning and implementation of staff development activities.

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<sup>1</sup>This does not include the Kropp-Verner Scale rating which is measured in a reverse manner; i.e., the lower the score, the better the rating. It proved to be reflective of a successful endeavor also.

A

**APPENDICES**

**APPENDIX A**

### **SUMMARY OF GUIDANCE AND COUNSELING SESSION\***

The design of the Guidance and Counseling Institute which was held at Tennessee State University, June 14-25, 1971, was given. It was explained that the task forces formed at the Institute developed six papers, with emphasis on recruitment, placement, retention, guidance and counseling, and follow-up.

The data in the report "Recruitment" indicate that recruitment is most effective when the program is designed to fit the needs of the people. Some techniques and applications for recruiting students are as follows:

1. The procedures for recruiting students must vary to meet the sociological, psychological, and economical factors of a given community.
2. Procedures used for recruiting students are applicable for inner-city, rural, and urban target areas.
3. Mass media of communication is employed to convey to the people an awareness of ABE programs.
4. Recruitment stations in target areas can be most effective in providing people with an opportunity to express their wants and needs.
5. One-on-one recruitment is the most effective procedure for recruiting.
6. Former students who have experienced success in ABE classes make good recruiters.

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\*Prepared by Deotha Malone, Supervisor of Adult Education, Sumner County Schools, Gallatin, Tennessee. As other guidance persons were available as resource persons, this may or may not be indicative of the material they explained.

7. Accepted leaders of a given community are effective recruiters of their communities.
8. Recruitment officers are used as a dual service for job referrals.
9. Usage of homes for recruitment and instruction can be most effective in going to the people.
10. A good recruitment team has motivation, perceptiveness, intelligence, and the ability to explain the goals meaningfully to the target population.
11. Surveys of communities will reflect the needs of people as they are stated.
12. Industry is used as a means of in-put in building the curriculum to fit the needs of the employees.
13. Community involvement is a "must" for a successful program in recruitment.
14. Inter-agency cooperations are in position to provide valuable assistance in identifying the needs of the people.
15. The church is an important factor in recruiting people for ABE classes.
16. Establishments of classes in institutions can provide programs for enrollees of the institution.
17. Follow-up is an integral part of a recruitment program.
18. Recruitment teams may consist of teachers, program assistants, community volunteers, former and present students.

#### Recommendations

Recommendations are as follows:

1. A formulation of recruitment teams and recruitment stations within target areas of potential ABE students.
2. A rechannelling of funds available to ABE programs to recruitment teams based on performance of getting the job done.
3. Make more assurance in providing positive results for promises made while recruiting students.

Retention

After successfully recruiting the students, various methods are used to see that they are correctly placed for best performance. These are extended orientation, teacher made tests, and standardized tests (limited). The students' needs are of foremost importance, and this should be the first consideration of every ABE teacher.

Some reading inventories discussed were Botel, Gilmore and short paragraphs from Addison-Wesley.

The criteria emphasized for evaluating a standardized test were:

Content	Reliability
Validity	Standardization
Directions	Publisher
Scoring	Authors
Norms	Recency

Some widely used tests in the ABE program were listed as ABLE, CTB, WRAT, RFU, GATB, as well as others.

Recent statistics stated that only two per cent of our under-educated people are enrolled in ABE classes; but even worse, more than half of these are lost to the program before the year ends. How can we retain the people? The following points were emphasized:

1. We must deliver the "goods"—curriculum.
2. Facilities should be made easily accessible.
3. Teachers must be committed to the task.
4. Curriculum must meet the needs of the students.



Some approaches emphasized were:

1. The participant and the curriculum--courses should offer experiences which contribute to feelings of adequacy and belonging.
2. The curriculum should provide exploratory avenues through which adults develop their interests and abilities.
3. The curriculum should provide situations in which one can build a good self-concept.
4. The curriculum should provide knowledge for needed educational and vocational planning.
5. The curriculum should provide needed environmental information--what satisfaction can be derived from engaging in certain occupations?

#### Teacher

A good ABE teacher must:

1. Be aware of dropout symptoms.
2. Be understanding.
3. Exemplify patience and control.
4. Never exhibit dissatisfaction with student's progress or efforts.
5. Encourage the adult to learn at his own rate.
6. Be sincere.
7. Be warm and friendly.
8. Show concern in student's problems.
9. Have the ability to follow as well as lead.
10. Be flexible.
11. Be a facilitator.
12. Be honest and fair.
13. Keep the adult moving--gather information and use it positively.

14. Establish realistic goals.
15. Use students to help when possible.
16. Have people come in to discuss pertinent problems--community agencies.
17. Use audio/visual aids.
18. Have social functions--teach good manners, economical ways of preparing foods, arts, and crafts.
19. Remember that learning should be an involving process.
20. Remember that learning is more easily accomplished when emanating from background of personal experiences.
21. Remember that material and concepts should be meaningful, relevant, useful, interesting, and satisfying.
22. Remember that learning is more firmly established if there are reinforcements, repetition and feedback.

### Guidance and Counseling

Services of Guidance Counselors for ABE students are practically non-existent; therefore, teachers must assume the major role of counseling their students. Some goals of guidance and counseling in ABE are:

1. To assist students in planning programs that will enable them to capitalize on their strengths and weaknesses.
2. To provide individual assistance in planning an educational program based on his capacities, interests, and potentials.
3. To aid students in acquiring the competencies and skills that will assist them in seeking solutions to personal and community problems.
4. To provide a setting in which the individual seeking assistance is able to develop sufficient insight and self-understanding so he can make his own decisions.
5. To aid the individual in selecting procedures and making decisions that will lead to the solution of his problem in a personally satisfying and acceptable manner.

There are certain counseling principles which should be remembered.

These are as follows:

1. The student is master of his fate.
2. The counselor must respect the integrity of and be willing to work with the student.
3. The inner-feeling and outer-expressions are more important than the facts.
4. An above board policy must govern the counselor-student relationship.
5. Honesty plus frankness must pervade the giving of assurance or reassurance of the student.
6. The extent of professional relationship established between counselor and student determines to a major degree the success of the counseling relationship.
7. The effective counselor must be able to adapt, adopt, and move in the counseling relationship according to the demands of the situation.
8. There is always the possibility of failure; this must be accepted by the counselor.
9. A sense of professionalism and judgment must permeate the counselor's relationship with the student.

#### Follow-Up

Follow-up may be defined as the continuous process of working with the participant and his changing needs during and after his enrollment in adult basic education classes or learning centers. Through continuing efforts, the professionals help the current and former participants reappraise their needs and provide services to meet those needs. Data obtained from follow-up tools is used to improve existing programs and indicates areas in which new programs should be developed.

Adult basic and continuing education programs which do not integrate follow-up studies into their programs fail to take advantage of available evaluative information. Follow-up techniques yield significant findings which give realistic pictures of the existing programs. Many follow-up techniques encourage participants to identify their current needs. Careful analysis of the data gathered will disclose individual and community needs. Follow-up studies also enable both current and former participants to reappraise their educational and vocational plans, with respect to their needs.

The strengths and weaknesses of the program will be pointed out by the studies. Through an analysis of the weaknesses, the professionals will be able to obtain ideas for constructing better programs that meet the needs of individual participants and their communities.

#### Practical Approaches

There are many practical approaches to follow-up. Some authorities suggest specific follow-up designs such as the One-Year Method presented in Jane Warter's Techniques of Counseling. This method requested former students to report their change of address and present employment information and asked them to write letters telling about their experiences since leaving ABE classes. They were also asked to indicate their future plans.

It is suggested that the adult basic and continuing education program determine its objectives for follow-up data and then utilize its own unique combination of follow-up techniques to obtain desired

information. Such basic follow-up approaches are explained in the following paragraphs.

### Interviews

Interview may be defined as a meeting for gathering information from or about persons for specific evaluative purposes. A wide variety of interviews may be used for obtaining information necessary to have an efficient follow-up program. Most of these methods are based on personal judgments and are subject to errors, biases, and differences in outlook. Many of these interviews are designed to measure only certain kinds of results; therefore, a combination of methods will be required to gain desired information.

Personal visits are necessary in order to better help the students, while they are in ABE classes, as well as after they have withdrawn or met their needs. During these visits, one will need to find out where guidance is needed for each participant, as well as how his home life has improved.

Another avenue open to obtaining data through interviews involves talking with the family of the participant. Information on the present location and occupation of the participant, as well as his new interests and accomplishments, can be uncovered through interviews with family members. Relatives are often able to assist the professionals in the discovery of the participant's unmet needs.

In trying to determine whether the social needs of the participant have been met, a close friend would possibly be able to give leads in the

right direction. This friend could help determine if the ABE student is happy and progressing toward his desired goal.

Efforts are put forth many times in finding if the ABE student has bettered himself, not only socially but in his living conditions. Consultation with his neighbors should aid in understanding his lifestyle.

The co-workers of the ABE student often give a different insight into the desires and abilities of the participant, and the teacher or counselor finds this very helpful in either following up dropouts or guiding the student toward new fields.

In many communities the church is a center of interest, and often the minister can be a tremendous help in defining the needs of a student.

Fellow students in the ABE classes are important sources for locating, encouraging, and helping to keep the interest of the participant. Interviews with the other students often provide the teacher with a new understanding of a particular participant. Such interviews should be done on a one-to-one basis.

Sometimes the adult student has been employed; therefore, in following up the progress of the student, the teacher may have interviews with personnel managers or employers. This procedure is used to find out if the ABE program has helped in his work performance.

The ABE teacher can cooperate with the welfare department and other referral agents in helping the student learn a new trade to upgrade himself. The teacher can also check with welfare agents to see how former students are progressing, providing they have been welfare recipients.

If all other methods have been exhausted in trying to contact an ABE participant, an interview with law enforcement agents in the local community may be made in order to locate him. This is the least desirable of the interview contacts. The teacher is cautioned to treat any information obtained from law enforcement agents as confidential.

### Communications

In addition to interview techniques, there are several other follow-up skills which we call communications that are very effective. In this case, communications means the imparting or interchange of thoughts, opinions, or information by speech, writing, etc.

After an ABE student has been absent for a time, a telephone call from either the teacher or another student will indicate to adult learners that ABE is concerned about their needs and welfare. The ABE class could have a telephone committee that would serve for a period of time, perhaps one month or six weeks, to do this task. This would not only help the participant who might be a little irregular in attendance, but also give a sense of responsibility to the ABE student.

Another form of communication is the letter. The ABE class or group in English could have a project of forming newsletters, newspapers, etc., to send to the former participant or to new prospects telling of either new materials or new students in the class. Letters may ask the irregular ones to return.

The use of the questionnaire alone is generally not very effective in follow-up studies of dropouts or students that have left school because

they have attained their present goals. The questionnaire seems most effective when used at the time of withdrawal.

### Social Gatherings

In order to better keep in touch with the participants of the ABE class, various types of social gatherings may be held throughout the yearly program. An excellent form is open house of the classroom. During this the ABE student can bring friends and family members so that they can see the "lay-out." This is a good way of sharing the experiences of ABE students. Invitations may be sent to all participants as well as those that have left the program for different reasons. Another social function may be in the form of a party at a home or in the classroom. Personal letters can be sent to ABE students and former participants inviting them to the party and asking them to return an enclosed postal card containing information on guests and food contributions.

The information obtained through different techniques may help to disclose the accuracies and inaccuracies of findings gathered in various ways. Since different techniques supplement, contradict, or confirm one another, one would be well-cautioned not to rely heavily on any particular one.

### Utilization

The utilization of follow-up data for the evaluation of the adult basic education program can be very helpful to the classroom teacher, the local administrator, and the State Department of Education.



Follow-up studies for adults are somewhat different from the commonly used follow-up studies for recent graduates. A follow-up study for recent graduates provides information on the kinds of occupational, educational, and training opportunities which former students have found to be desirable and profitable, where follow-up studies for adults must be a continuous effort on the part of the teacher and the local administrator to work with students after they have left class. Follow-up studies are useful in evaluating and appraising the adult basic education program. They are particularly valuable to teachers, local administrators, and to the State Department of Education.

Results of successful follow-up studies can assist the teacher by:

1. Determining whether his program is tailored for the convenience of the learner.
2. Providing a flexible program to involve and meet the needs of all participants.
3. Attempting to meet future as well as present needs.
4. Discovering employment opportunities for students in the local community.
5. Assisting learners that need help in changing from one job, occupation, or training program to another.
6. Helping the student to adjust to preparations for advancement or new work conditions.
7. Obtaining opinions of learners regarding the effectiveness and changes that can be made in the program.
8. Determining the value of various and special projects.
9. Forming a close alliance with agencies and organizations, in terms of meeting the varied interests, needs, desires, and problems of the student.

10. Assisting learners in dealing with causes of dissatisfaction and in solving problems of inadequate skill and training.

The administrator is responsible for developing, staffing, executing, and administering the program in adult education. It is the responsibility of the administrator to see that each local program of instruction is based on the considerations of the basic educational needs and deficiencies of those particular adults enrolled. The program should provide a planned, logical sequence of those basic skills necessary for the individual to overcome his inabilities and deficiencies.

Data collected from well coordinated follow-up studies can assist the local administrator in the following ways:

1. Keeping up with changing situations as community changes occur.
2. Knowing whether the program is growing. Leading authorities feel that an increasing percentage of the adult population should be reached each year.
3. Being aware of whether the program is reaching all segments of the community, including the foreign born, illiterates, dropouts from high school, or others seeking credit or diplomas.
4. Providing information on whether the program is strategically located using public schools, industrial buildings, libraries, and business establishments.
5. Providing for a maximum of adult participation. Program activities may need to be extended into daytime hours, in addition to three, four, or five nights each week.
6. Determining whether a wide range and diversity of program offerings and methods is being provided, including citizenship, academic, social, and recreational activities.
7. Knowing that the program is building community partnerships, in terms of using agencies and organizations to meet the varied needs of the learners.
8. Interpreting the nature of the program to citizens.

9. Disseminating information about new developments in the adult program.
10. Determining future training needs.

#### Summary

The primary concern of the ABE teachers, administrators, and state education officials is the development of the individual. It is hoped that the influence of ABE will be seen in every aspect of the participant's life. Adult basic and continuing education encourages development in social and vocational, as well as intellectual, areas of the participant's life.

However, individual improvement can occur through the ABE program only if the program meets the needs of the participant. The program should strive to remain aware of the needs of the individual participants and of the community through continuously following up students. Follow-up procedures should begin just after the adult is placed in the program and should continue long after the student has left the ABE class or learning center. This continuous follow-up will serve the individual and the total program. Follow-up techniques will help participants identify current needs. Program improvements can then be initiated to meet the needs of the active and former participants. Program changes should occur regularly to keep up with the changing needs of the participants.

It is hoped that the techniques and their applications presented will serve as a guide for the improvement of guidance facilities in all ABE classes and learning centers. The innovative teacher will use follow-up components designed to obtain the objectives for the particular individuals and the total program.

APPENDIX B

EVALUATION FORM

A. Conditions for learning (complete after working a lesson or two):

1. The material provides an adequate model.

1 2 3 4 5

2. The material provides opportunities for students to make appropriate responses.

1 2 3 4 5

3. The material provides feedback on student responses.

1 2 3 4 5

B. Provision for individual differences:

1. Fewer than 15 lessons per grade level: score 1

2. 15-24 lessons per grade level: score 2

3. 25-34 lessons per grade level: score 4

4. 35 or more lessons per grade level: score 5

C. Attitudes of adults:

1. The material allows the student to work at his own pace.

1 2 3 4 5

2. The lessons provide for immediate success.

1 2 3 4 5

D. Content of material:

1. The material content is on relevant adult topics.

1 2 3 4 5

2. Readability is carefully controlled.

1 2 3 4 5

3.3

E. Cost (price should provide material for an entire class. For purposes of computation, multiply the price of consumable material by three).

List materials and price by total score from the above factors.

Excellent  
32-40

Good  
25-31

Adequate  
20-24

KEY: 1 -- Strongly disagree  
2 -- Disagree  
3 -- Neither agree nor disagree  
4 -- Agree  
5 -- Strongly agree

24

**SAMPLE INDEX OF SKILLS FOR AN  
INDIVIDUAL SKILLS KIT**

1. Word Meaning
  - A. Antonyms
  - B. Synonyms
  - C. Homonyms
  - D. Multiple Meanings
  
2. Word Recognition
  - A. Word Sets (patterns)
  - B. Context Clue
  - C. Structural Analysis
    1. Compounds
    2. Contractions
    3. Inflectional Endings
    4. Root Words (in sets)
    5. Suffixes
    6. Prefixes
    7. Syllabication
  
3. Comprehension
  - A. Main Idea
    1. Sentence
    2. Paragraph
    3. Story
  - B. Noting Details
  - C. Following Directions
  - D. Classifying
  - E. Logical Conclusions
  - F. Inferences
  - G. Judgments
  - H. Sequence of Events
  - I. Comparing and Contrasting
  - J. Predicting Outcomes
  - K. Generalizing
  - L. Critical Reading
    1. Fact vs. Opinion
    2. False Analogy
    3. Card Stacking
    4. Either-or-Fallacy
    5. Glittering Generalities
    6. Name-calling
    7. Red-herring Technique
    8. (Many Others)
  
4. Study Skills
  - A. Maps and Charts
  - B. Book Parts
  - C. Alphabetizing
  - D. Locating Information
  - E. Outlining
  - F. Skimming
  - G. Dictionary Skills

**APPENDIX C**



**KOTTMEYER DIAGNOSIS\***

Child's Name \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_

**Checklist**

1. Dolch List - Per cent Correct  
PP \_\_\_\_\_ P \_\_\_\_\_ 1st \_\_\_\_\_ 2nd \_\_\_\_\_ 3rd \_\_\_\_\_
2. Number correct of 15 \_\_\_\_\_. (Content)
3. Letters Missed:
4. Errors (consonant sounds) a.  
b.  
c.
5. Test Words Missed (consonant substitution) (total 8)
6. Vowel Sounds Missed (hearing short vowel sounds)
7. Test Words Missed (long vowel sounds - 6 words)
8. Test Words Missed (vowel digraphs) 8 words
9. Blending Letter Sounds - 21 words - Words Missed
10. Reversals in rapid reading of words - 17 words - Words Missed
11. Prefixes - Words Missed of 11
12. Compound Words - Words Missed of 8
13. Suffixes - Words Missed of 10
14. Syllabication - Words Missed of 8.

**COMMENTS**

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\*The handouts in this section represent handouts requested from Mrs. Brotherton. Much other reading information was covered, both by Mrs. Brotherton and the other resource persons and is not included in this document.

## PAPERBACKS

(Note: Under Readability  
The number before the decimal indicates the grade. The number  
after the decimal indicates the semester. Spache and Lorge  
formulas used)

Published by:

Scholastic Book Service  
904 Sylvan Avenue  
Englewood Cliffs, New Jersey 07632

### TITLES

	Readability
Do You Want to See Something? Merriam	2.1
Lucky Book of Riddles, Moore	2.1
How to Write Codes and Send Secret Messages, Peterson	3.2
Abraham Lincoln, Colvey	3.1
The Adventures of George Washington, Davidson	3.1
Christopher Columbus, McGovern	3.1
If You Grew Up With Abraham Lincoln, McGovern	3.1
If You Lived in Colonial Times, McGovern	3.2
Johnny Appleseed, Moore	3.1
Runaway Slave, McGovern	3.1
The Story of Ben Franklin, Merriam	3.1
The Story of Thomas Alva Edison, Inventor: Wizard of Melo Park, Compere	2.2
A Book of Real Science, Freeman	2.2
Dinosaurs and More Dinosaurs, Craig	3.1
Dolphins! Compere	3.1
How Animals Sleep, Selsam	3.2
How to be a Native Detective, Selsam	3.1
Let's Find Out About the Moon, Shipp	3.1
Magnets and How to Use Them, Pine and Levine	3.1
Prove It! Wyler & Ames	2.1
The Real Magnet Book, Freeman	3.1
What is a Frog, Darby	2.2
Arrow Book of Brain Teasers, Garner	4
Arrow Book of Crossword Puzzles, Gardner	4
How to Care for Your Dog, Bethel	4
Alligators and Crocodiles, Zim	4
Arrow Book of Science Facts, Eling	4
The Great Whales, Zim	4
Secrets of the Animal World, O'Donnell	4
Benjamin Franklin, Meadowcroft	4
The Story of Helen Keller, Hicks	4

## (Paperbacks cont'd)

	Readability
Riding the Pony Express, Bulla	3
Secret in the Barrel, Fisher	4
Secret Valley, Bulla	3
The Sword in the Tree, Bulla	4
White Sails to China, Bulla	3
Arrow Book of Nurses, Elting	4
Andy and the Lion, Daugherty (Androcles and the Lion)	3.2
Arrow Book of Famous Stories, Baldwin	4
Paul Bunyan Swings His Ax, McCormick	5
Eddie's Pay Dirt, Haywood	3
Lonesome Bear, Kinney	4
Trouble After School, Beim	5
Break for the Basket, Christopher	5
Hillbilly Pitcher, C. & O. Jackson	5
The Forgotten Door, Key	5
The Lost Race of Mars, Silverberg	5
Revolt on Alpha C, Silverberg	5
Runaway Robot, Rey	5
Secret Under the Sea, Dickson	5
The Wonderful Flight to the Mushroom Planet, Cameron	4
Radar Commandos: Story of World War II, Glemser	5

(Note: The following are suggested by the publishers as 5th or 6th grade reading difficulty and are of interest to reluctant older readers)

Bantam Books  
350 Lexington Avenue  
New York, New York 10016

Crash Clue  
A Night to Remember  
Hot Rod  
Road Rocket  
Street Rod  
Day of Infamy  
I Was a Teenage Dwarf

Berkley Medallion Books  
15 E. 26th Street  
New York, New York 10010

The Day of the Drag Race  
Gus Wilson's Model Garage  
Drag Strip  
Speedway Challenge

## (Paperbacks cont'd)

Korea's Heroes  
 Ghosts and Things  
 Great Sports Stories  
 Spy Catcher

Dell Publishing Company  
 750 Third Avenue  
 New York, New York 10017

The Case of the Aluminum Crutch  
 The Tracy Twins South of the Border  
 Robin West: Nurse's Aide  
 The Secret of the Dark Stranger  
 New Girl at Merryweather  
 The Secret of the Spanish Music Box  
 The Gilead Bomb  
 The Anytime Rings

## TEMPO BOOKS

Grosset & Dunlap, Incorporated  
 51 Madison Avenue  
 New York, New York 10010

Green Island Mystery  
 Story of Helen Keller  
 Lassie Come Home  
 Sleep in Thunder  
 The Red Car  
 Winning Pitcher  
 "Keeper" Play  
 Overtime Upset  
 This Thing Called Love  
 Screwball  
 Wild Wheels  
 Black Treasure  
 Roosevelt Grady  
 Off the Beam  
 The Bamboo Key  
 Secret of the Martian Moons  
 Secret Mission to Alaska  
 Get Smart

Betts, Emmett. Foundations of Reading Instruction, American Book Company, New York

### LEVELS OF READING

#### I. Basal Level (Free Reading Level)

- A. Definition: The highest level at which an individual can read and satisfy all the criteria for desirable reading behavior in silent-and-oral-reading situations.
- B. Criteria for evaluating performance at basal level
1. a minimum comprehension score of at least 90 per cent based on both factual and inferential type questions
  2. freedom from tensions--such as frowning, twisting, shuffling
  3. freedom from finger pointing
  4. acceptable reading posture; e.g., the book not too close or too far
  5. oral reading (at sight) and (following silent reading) characterized by:
    - a. rhythm (proper phrasing)
    - b. accurate interpretation of punctuation
    - c. accurate pronunciation of 99 per cent of the words
    - d. use of conversational tone (good, natural pitch)
  6. silent reading performance characterized by:
    - a. rate faster than that of oral reading
    - b. absence of vocalization

#### II. Instructional Level (Teacher-Directed Reading Level)

- A. Definition: The stage at which the learner is challenged but can succeed satisfactorily.
- B. Criteria for evaluation performance at instructional level
1. a score at least 75 per cent at inferential and factual questions
  2. accurate pronunciation of 95 per cent of the running words
  3. ability to anticipate meaning
  4. freedom from tension in the reading situation
  5. freedom from finger pointing
  6. freedom from head movement
  7. acceptable reading posture
  8. silent reading to locate specific information characterized by:
    - a. higher rate of comprehension than in oral reading
    - b. ability to use sight word techniques from new words
    - c. ability to identify mechanical or comprehension difficulties requiring outside assistance.
  9. oral performance following silent reading characterized by:
    - a. rhythm
    - b. use of conversational tone
    - c. accurate interpretation of punctuation
    - d. reasonably wide eye-voice span

### III. Frustration Level (No work should be done at this level)

A. Definition: Lowest level of readability at which the pupil is unable to comprehend symbols to a reasonable degree.

#### B. Criteria for estimating frustration level

1. comprehension score of less than 50 on factual and inferential questions
2. inability to pronounce 10 per cent or more of the running words
3. inability to anticipate meaning
4. unfamiliarity with facts discussed in the material
5. frequent or continuous finger pointing
6. distracting tension, such as blinking, squirming, poor breath control
7. withdrawal from reading situation
  - a. unwillingness to attempt reading
  - b. refusal to attempt reading
  - c. crying
8. easily distracted attention
9. silent reading characterized by:
  - a. a very low rate
  - b. inability to use context clues to pronunciation
  - c. excessive lip movement
  - d. whispering
10. oral reading characterized by:
  - a. lack of rhythm, word-by-word reading
  - b. failure to interpret punctuation
  - c. high pitched voice
  - d. irregular breathing
  - e. increased tendency to stutter
  - f. meaningless word substitution
  - g. repetition of words
  - h. insertion of words
  - i. partial or complete word reversals
  - j. omission of words
  - k. little eye-voice span

### IV. Capacity Level

A. Definition: Highest level of readability of material which the learner can comprehend when the material is read to him.

#### B. Criteria for estimating capacity level:

1. minimum comprehension score of at least 75 per cent based on factual and inferential questions
2. accurate pronunciation of words comprising the general and specific vocabulary
3. precise use of words in describing facts or experience
4. ability to supply from experience additional pertinent information on the problem under consideration
5. ability to use oral language on a level comparable to that used in the reading matter

## A READABILITY FORMULA THAT SAVES TIME

By Edward Fry

The Readability Graph presented in this article is aimed at the United States educational scene. The grade level designations are for America; the simplicity is a need that Mr. Fry felt. . . . .

Directions for using the Readability Graph:

1. Select three one-hundred-word passages from near the beginning, middle and end of the book. Skip all proper nouns.
2. Count the total number of sentences in each hundred-word passage (estimating to nearest tenth of a sentence.) Average these three numbers.
3. Count the total number of syllables in each hundred-word sample. There is a syllable for each vowel sound; for example: cat (1), blackbird (2), continental (4). Don't be fooled by word size; for example: polio (3), through (1). Endings such as y, ed, el, or le usually make a syllable; for example: ready (2), bottle (2). It is convenient to count every syllable over one in each word and add 100. Average the total number of syllables for the three samples.
4. Plot on the graph the average number of sentences per hundred words and the average number of syllables per hundred words. Most plot points fall near the heavy curved line. Perpendicular lines mark off approximate grade level areas.

### EXAMPLE

	Sentences per 100 words	Syllables per 100 words
100-word sample page 5	9.1	122
100-word sample page 89	8.5	144
100-word sample page 160	<u>7.0</u>	<u>129</u>
	3)24.6	3)391
	8.2	130

Plotting these averages on the graph we find they fall in the 5th grade area; hence the book is about 5th grade difficulty level. If great variability is encountered either in sentence length or in the syllable count for the three selections, then randomly select several more passages and average them in before plotting.

## HOW ACCURATE IS THE SCORE?

If you want a non-technical answer, it is "probably within a grade level."

The problem of validity is difficult. First of all, there are no rigorous standards of just what is 4th grade difficulty as opposed to 5th grade difficulty. There seems to be some loose sort of agreement between publishers and educators which is based on experience and perhaps a little on test data as to what grade level designations mean. However, even standardized test data are not exact. Anybody who has used an old reading test, say the 1957 California Reading Test, on his class, then used the 1965 Stanford Reading Test on exactly the same class at nearly the same time, can tell you that the class mean reading score expressed in grade level is quite different. In general, newer tests are more difficult or, in other words, a 9th grade student today reads better than a 9th grade student in former years.

The Dale-Chall is partly validated on teacher and librarian judgments of material difficulty and partly by correlation with other formulas.

Hence the problem of validity is complicated by trying to determine grade level when grade level won't stand still and when subjective "judgments" are about as good a standard as can be found. There is a partial way out this validity dilemma, however, and that is by using relative ranking. For example, you see if a formula ranks a given group of books in the same order as do other formulas.

You can also determine reading difficulty of the books by looking at the mean comprehension scores of a class who has read the books. In using comprehension scores you run into the problem of equal difficulty of comprehension tests, (is the test for Book A easier than the test for Book B?) but with all its faults, comprehension tests give us a somewhat more objective method of ranking the difficulty of books than just "subjective teacher judgment." The comprehension test method also gives us a completely different method than simply comparing Formula 1 with Formula 2.

Grade levels so designated were determined by simply plotting lots of books which publishers said were 3rd grade readers, 5th grade readers, etc. clusters were looked for the curve smoothed. After some use and correlational studies the grade level areas were adjusted. The grade level areas didn't come out too even, but that is part of the trouble with working with real data. The fact that there is much less graph space for grades 4 and 5 than for grades 6 and 7 is interesting. It may be an inaccuracy in Fry's data or it may mean that 4th and 5th grade materials don't change in difficulty as much as 6th and 7th grade materials and/or students' reading abilities. In any event, other formulas as Dale-Chall and SRA don't attempt to differentiate between just one grade. (Dale-Chall gives two grade designations such as 5-6 or 7-8 and SRA gives even broader designations.)



**FLESCH'S READABILITY FORMULA\***

**I. Major steps in this technique:**

1. Select one to three representative paragraphs in the book.
2. Count up to 100 words.
3. Find the average length of each sentence.
4. Find the number of syllables per 100 words.

**II. Formula:**

Multiply the average sentence length by 1.01

Multiply the number of syllables per 100 words by .846

Subtract the sum from

---



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206.835

---



---

Readability Score

**III. Grade Equivalents:**

90 - 100	4th Grade
80 - 90	5th Grade
70 - 80	6th Grade
60 - 70	7th Grade or 8th Grade
50 - 60	Some High School
30 - 50	High School or College
0 - 30	College

**IV. Other Interpretations:**

90 - 100	Very Easy	123	Syl. per 100	8	words avg. sen.
80 - 90	Easy	131	" " "	11	" " "
70 - 80	Fairly Easy	139	" " "	14	" " "
60 - 70	Standard	147	" " "	17	" " "
50 - 60	Fairly Diff.	155	" " "	21	" " "
30 - 50	Difficult	167	" " "	25	" " "
0 - 30	Very Diff.	192	" " "	29	" " "

\*Rudolph Flesch, How to Measure Readability, Harper.

## REWRITING MATERIAL TO LOWER READABILITY LEVEL

In rewriting the teacher must constantly consider vocabulary load, sentence construction, and the length of paragraphs. Some specific suggestions follow:

1. Use as many basic words as possible. It is helpful to have and use a list as Dale's 3,000 Familiar Words. For children with primary reading level ability other lists would have to be considered, as the Dale list contains words that are known in reading by about 80% of children in the fourth grade.
2. Make sentences as short as possible. Example follows:

At the surface, the earth is covered by a very thin crust of comparatively lightweight rocks like granite and basalt. This crust is between twenty and forty miles thick under the continents, but only three to ten miles thick under the oceans. Below the crust is eight hundred miles thick mantle or intermediate zone, consisting of rocks much heavier than those in the crust and probably containing much iron. This brings us nearly halfway to the earth's center. Next comes the dense outer core, nearly fourteen hundred miles thick, believed to be molten or liquid state, and from 9.5 to 12 times as heavy as water. (ave. sentence length 23.4 words)

Rewritten:

If we could go down into our earth, we would find that our earth has four parts. The part of the earth we live on is called the crust. It is about 3 to 40 miles thick. Most of the crust is made of rocks called granite and basalt. Most of our land rocks are granite. Rocks under the ocean are basalt. Below the crust is a layer of heavy rocks. This part is about 1,000 miles thick. It is called the mantle. The mantle is made of heavier rocks. We think these rocks have a lot of iron in them. (ave. sentence length 9.2 words.)

Sentence length and grade level:  
Average

	<u>Grade Level of Basal Reader</u>					
average sentence length	2 <sup>1</sup>	2 <sup>2</sup>	3 <sup>1</sup>	3 <sup>2</sup>	4	5
	8.7	9	10	11	12	14.9

3. Try to start each sentence with the subject. Simple sentences with subject verb order are easier to read than are compound and complex sentences.

4. It is best to introduce only one new word in each sentence--of course, some sentences should contain no new words.
5. Whenever possible use picture clues. The words are the verbal context and the pictures are the nonverbal context.
6. Be sure that every pronoun has an antecedent easily discovered. Might be difficult for some:

Millions of workers dragged stone blocks for the outside walls and packed basket after basket of earth between them.

Easier:

Millions of workers dragged stone blocks for the outside walls and packed basket after basket of earth between the blocks.

7. Stay at the level of oral language development--avoid the figurative and symbolic.

Might confuse: The herd thundered across the prairie.

Easier: The herd galloped so hard that the hoofs striking the ground made a noise like thunder.

8. Watch the difficulty level of concepts.
9. Use as few polysyllabic words as possible.

No. of syllables per 100 words	Grade Level of Basal Reader					
	2 <sup>1</sup>	2 <sup>2</sup>	3 <sup>1</sup>	3 <sup>2</sup>	4	5
	116	121	125	128	130	133

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Most of this from: Gilbert Schiffman article, "Mature Content for Immature Skills" in The Disabled Reader, Money (ed.)

Johnson: The Dolch list reexamined

The 220 most frequent words in the Kucera-Francis corpus

---

the	its	state	Mrs.
of	about	good	thought
and	into	very	went
to	than	make	say
a	them	would	part
in	can	still	once
that	only	own	general
is	other	see	high
was	new	men	upon
he	some	work	school
for	could	long	every
it	time	get	don't
with	these	here	does
as	two	between	got
his	may	both	united
on	then	life	left
be	do	being	number
at	first	under	course
by	any	never	war
I	my	day	until
this	now	same	always
had	such	another	away
not	like	know	something
are	our	while	fact
but	over	last	though
from	man	might	water
or	me	us	less
have	even	great	public
an	most	old	put
they	made	year	thing
which	after	off	almost
one	also	come	hand
you	did	since	enough
were	many	against	far
her	before	go	took
all	must	came	head
she	through	right	yet
would	years	take	system
their	where	three	better
we	much	states	set
him	your	himself	told
been	may	few	nothing
has	well	house	night
when	down	use	and
who	should	during	why
will	because	without	called

more  
no  
if  
out  
so  
said  
what  
up

each  
just  
those  
people  
Mr.  
how  
too  
little

again  
place  
American  
around  
however  
home  
small  
found

didn't  
eyes  
find  
going  
look  
asked  
later  
knew

**CHECKLIST OF INSTRUCTIONAL NEEDS**

**Intermediate Grade Reading Level**

Needs help in:

1. **Listening comprehension and speech**
  - Understanding of material heard
  - Speech and oral expression
  
2. **Word analysis abilities and spelling**
  - Visual analysis of words
  - Auditory analysis of words
  - Solving words by sounding syllables
  - Sounding syllables, word parts
  - Meaning from context
  - Attack on unfamiliar words
  - Spelling ability
  - Accurate copy, speed of writing
  - Dictionary skills: location, pronunciation, meaning
  
3. **Oral reading abilities**
  - Oral reading practice
  - Comprehension in oral reading
  - Phrasing (eye-voice span)
  - Expression in reading, speech skills
  - Speed of oral reading
  - Security in oral reading
  - Word and phrase meaning
  
4. **Silent reading and recall**
  - Level of silent reading
  - Comprehension in silent reading
  - Unaided oral recall
  - Unaided written recall
  - Recall on questions
  - Attention and persistence
  - Word and phrase meaning difficulties
  - Sentence complexity difficulties
  - Imagery in silent reading
  
5. **Speeded reading abilities**
  - Speed of reading (eye movement)
  - Speed of work in content subjects
  - Skimming and locating information
  
6. **Study abilities**
  - Reading details, directions, arithmetic
  - Organization and subordination of ideas
  - Elaborative thinking in reading
  - Critical reading
  - Use of table of contents, references
  
7. **Reading interest and effort**
  - Voluntary reading
  - Variety of reading
  - Self-directed work

HR-IV

SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_ TEACHER \_\_\_\_\_

WRITE THE NAME OF YOUR READER \_\_\_\_\_

Put the best word in each blank.

The balloon floated a \_\_\_\_\_ above the ground. In \_\_\_\_\_ basket hanging below it \_\_\_\_\_ John Wise, the owner of the \_\_\_\_\_, and his passenger, a \_\_\_\_\_ businessman. The two men \_\_\_\_\_ on talking as the \_\_\_\_\_ continued to rise.

"So \_\_\_\_\_ see, Mr. Gager, we can change \_\_\_\_\_ direction in which we \_\_\_\_\_ traveling by letting out \_\_\_\_\_ gas. In this way \_\_\_\_\_ can control our height \_\_\_\_\_ we hit a stream \_\_\_\_\_ air that is flowing \_\_\_\_\_ way we wish to \_\_\_\_\_." As he spoke, Wise showed \_\_\_\_\_ this could be done. \_\_\_\_\_ balloon changed its course.

"\_\_\_\_\_ you mean to say," Mr. Gager \_\_\_\_\_, "that the air is \_\_\_\_\_ of currents going in \_\_\_\_\_ directions?"

"Yes, if we \_\_\_\_\_ below a certain height," Mr. Wise \_\_\_\_\_ . "However, I have discovered \_\_\_\_\_ if the balloon sails \_\_\_\_\_ 12,000 feet, it will always \_\_\_\_\_ to the east. At \_\_\_\_\_ level there is a \_\_\_\_\_ river of air. It \_\_\_\_\_ from the west to \_\_\_\_\_ east. Always!"

John Wise grew excited \_\_\_\_\_ he always did when  
 \_\_\_\_\_ thought about the river \_\_\_\_\_ air. It had  
 given \_\_\_\_\_ a wonderful idea, but \_\_\_\_\_ make it work  
 he \_\_\_\_\_ the help of Oliver Gager.

It \_\_\_\_\_ Wise's hope that huge balloons \_\_\_\_\_  
 be built that would \_\_\_\_\_ able to carry people \_\_\_\_\_  
 freight across the country \_\_\_\_\_ even over the ocean  
 \_\_\_\_\_ Europe, by riding the river \_\_\_\_\_ air. Then  
 the balloons \_\_\_\_\_ be shipped back to \_\_\_\_\_ starting  
 point. This hope \_\_\_\_\_ led to his idea \_\_\_\_\_ form  
 a Trans-Atlantic Balloon Company. If all \_\_\_\_\_ well,  
 perhaps Mr. Gager would agree \_\_\_\_\_ provide part of the money  
 needed for such a venture.

From the story, "Pioneer Aeronaut," in Trade Winds, The Harper and Row Basic Reading Program, Harper and Row Publishers, 1966, pp. 377-379.



Kottmeyer, William. **TEACHER'S GUIDE FOR REMEDIAL READING**  
St. Louis, Missouri, Webster Publishing Company, 1959.

**DIAGNOSIS:  
DISABILITY ANALYSIS**

1. How much sight vocabulary has he?

Number read at sight: \_\_\_\_\_

A quick and fairly accurate measure of sight vocabulary can be made by using The Basic Sight Word Test devised by Dolch. This test is a single sheet listing the 220 words, excluding nouns, which occur most commonly in all reading materials. Since the words are not in context, the list is a good measure of the sight vocabulary the pupil has really retained. As the pupil reads the words from one sheet, the examiner notes the errors and omissions on another sheet. Average third-grade pupils should be able to read the words without a great deal of difficulty.

Dolch, The Basic Sight Word Test, Champaign, Ill., Garrad Press, 1942.

2. Does he try to use context clues?

The examiner can note whether the pupil makes use of context while he is reading the oral test paragraphs. If there is some doubt, a short paragraph like this can be used:

"This story has some words missing. Try to read the story by guessing the missing words."

"Dick," \_\_\_\_\_ Mother, "will you go to the store for me?"  
"Surely, \_\_\_\_\_," said \_\_\_\_\_. "What shall I get?"  
"I need a \_\_\_\_\_ of butter, a loaf of \_\_\_\_\_, and a  
\_\_\_\_\_ of eggs," said \_\_\_\_\_. "Hurry!" \_\_\_\_\_ ran  
to the \_\_\_\_\_ and was soon back.  
"That's a good \_\_\_\_\_," said \_\_\_\_\_. "Thank \_\_\_\_\_  
very much."  
"You're welcome, Mother," said \_\_\_\_\_, and he ran off to  
\_\_\_\_\_ ball with his \_\_\_\_\_.

## 3. Does he know the names of the letters?

This material can be used to test the pupil's knowledge of the letter names. Draw a circle around the misses; write the errors the pupil made.

"Read these letters."

B	A	I	S	C	D	F	E	P	T	M	L	R
Z	J	U	H	G	W	X	Q	K	V	Y	N	O
r	o	n	l	m	y	t	v	k	p	z	i	a
j	u	s	h	b	c	g	w	d	f	x	q	e

## 4. Does he know the consonant sounds?

Knowledge of consonant sounds can be tested with the following material. Draw a circle around the misses; write the errors the pupil made.

a. "Letters have sounds. Can you sound these letters?"

r n l m v z s f

b. "Show me how you would hold your mouth to say a word which starts with each of these letters."

y t k p j h b c g w d

c. "When these letters are together, what sound do they make?"

sh ch th wh ng

In group "a" the consonant sounds can be uttered without the "uh" vowel sound, although many pupils will respond "-un, n-uh," etc. Group "b" cannot be sounded without "uh" or another vowel ending, so the pupil is asked to show how he "holds his mouth" to start the sound. If the pupil is aware of letter sounds, he typically responds "y-uh, t-uh," etc. The examiner should note whether the "uh" is habitually appended to the consonant. Doing so will indicate that the pupil has been exposed to incorrect phonetic training. One of the early teaching jobs will then be the elimination of the habit.

The sh, ch, th, and wh are single consonant sounds, although the wh sounds almost like a combination of the h sound followed by the w sound. The ng is difficult to utter without a vowel before it.