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AUTHOR Simons, Herbert D.  
TITLE Deep Structure Recovery Test (D. S. R. T.).  
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ABSTRACT

Designed to measure children's skill at recovering the deep structure relationships of sentences, the test contains twenty-five groups of three sentences and directs the children to circle the sentence which has a different meaning within each group. Means and standard deviations are listed by sex, and content validity is established for the test by stating six assumptions on which the ability to recover deep structure rests and by discussing each assumption with regard to the test. Reliability was established by the Kuder-Richardson 20, which resulted in a coefficient of .7964. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts," to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (intermediate), and describes the instrument's purpose and physical characteristics.] (RB)

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NATIONAL COUNCIL OF TEACHERS OF ENGLISH  
1111 KENYON ROAD  
URBANA, ILLINOIS 61801

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CS 201 332

Category: Reading

Title: "Deep Structure Recovery Test (D.S.R.T.)"

Author: Herbert D. Simons

Age Range: Intermediate

Description of the Instrument:

Purpose: This test is designed to measure children's skill at recovering the deep structure relationships of sentences.

Date of Construction: 1969

Physical Description: One aspect of what is understood in reading comprehension is the structural relationships of sentences.

For example: in the sentences:

(a) John is eager to please

(b) John is easy to please

The reader must understand that in (a) John is the one doing the pleasing and the person that is pleased is unspecified, while in (b) the reader must understand that it is John who is pleased and the person doing the pleasing is unspecified. This information - the underlying structural relationships, i.e. the logical subject and logical object of the sentence - is necessary to understand a sentence. There are twenty-five items in the test and the children are directed to circle the sentence which has a different meaning.

- (a) The boy hit the girl.
- (b) The girl was hit by the boy.
- (c) The boy was hit by the girl.

**Validity, Reliability, and Normative Data:**

The test was administered to 87 grade five pupils - 42 boys and 45 girls. Means and standard deviations are listed by sex. Content validity is established for the test by stating six assumptions on which the ability to recover deep structure rests and by discussing each assumption with regard to the test. Correlations between the D.S.R.T. and Cloze tests resulted in a correlation coefficient of .732. A correlation coefficient of .476 was obtained between the D.S.R.T. and the Metropolitan Achievement Test: Reading. Reliability was established by the Kuder - Richardson 20 which resulted in a coefficient of .7964.

**Ordering Information:**

EDRS

**Related Documents:**

Simons, Herbert D. Linguistic Skills and Reading Comprehension. Unpublished Doctoral Dissertation Harvard Graduate School of Education, Cambridge, Massachusetts, 1970.

DEEP STRUCTURE RECOVERY TEST

Name \_\_\_\_\_

Directions: Circle the sentence that has a different meaning.

- Sample 1.
- a. The boy hit the girl.
  - b. The girl was hit by the boy.
  - c. The boy was hit by the girl.

- Sample 2.
- a. The fat girl looked at the short boy.
  - b. The short boy looked at the fat girl.
  - c. The fat girl was looked at by the short boy.

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1.
  - a. The boy gave a book to the girl.
  - b. The book was given the girl by the boy.
  - c. The book was given to the boy by the girl.
  
2.
  - a. What the boy would like is for the girl to leave.
  - b. For the boy to leave is what the girl would like.
  - c. What the girl would like is for the boy to leave.
  
3.
  - a. He painted the red house.
  - b. He painted the house red.
  - c. He painted the house that was red.
  
4.
  - a. The girl asked the boy when to leave.
  - b. The girl asked the boy when she should leave.
  - c. The girl asked the boy when he should leave.
  
5.
  - a. The girl who the boy hit fell down.
  - b. The boy the girl hit fell down.
  - c. The boy who the girl hit fell down.

6. a. The boy saw the paper that was folded.  
b. The boy saw the folded paper.  
c. The boy saw the paper folded.
7. a. The fat girl loved the thin boy.  
b. The girl who is thin loved the boy who is fat.  
c. The boy who is thin was loved by the girl who is fat.
8. a. The boy saw his broken toy.  
b. The boy saw his toy that was broken.  
c. The boy saw his toy broken.
9. a. That the girl was right was believed by the boy.  
b. What the girl believed was that the boy was right.  
c. The girl believed the boy to be right.
10. a. The boy told the girl what to do.  
b. The boy told the girl what he should do.  
c. The boy told the girl what she should do.

11. a. The tall boy kicked the short girl.  
b. The boy who is tall kicked the girl who is short.  
c. The tall boy was kicked by the girl who is short.
12. a. That the girl would go into the house was expected by the boy.  
b. What the girl expected was that the boy would go into the house.  
c. The girl expected the boy to go into the house.
13. a. The boy begged the girl to tell the truth.  
b. What the boy begged the girl to do was tell the truth.  
c. To tell the truth was what the girl begged the boy to do.
14. a. The fat girl bit the thin boy.  
b. The girl who is thin bit the boy who is fat.  
c. The boy who is thin was bitten by the girl who is fat.
15. a. The girl taught the boy to use a pencil.  
b. What the boy taught the girl was to use a pencil.  
c. To use a pencil was what the girl taught the boy.



Name \_\_\_\_\_

16. a. The wagon is easy for us to push.  
b. We push the wagon easily.  
c. The wagon pushes us easily.
17. a. The girl ordered the boy to sit down.  
b. What the girl ordered the boy to do was sit down.  
c. To sit down was what the boy ordered the girl to do.
18. a. The girl who the boy knew went home.  
b. The boy the girl knew went home.  
c. The boy who the girl knew went home.
19. a. The girl sees easily.  
b. The girl is easy to see.  
c. It is easy to see the girl.
20. a. The man found his car stolen.  
b. The man found that his car was stolen.  
c. The man found his stolen car.

21. a. The boy told the girl when to leave.  
b. The boy told the girl when he should leave.  
c. The boy told the girl when she should leave.
22. a. The boy sees that the girl is tall.  
b. That the girl is tall is seen by the boy.  
c. What the girl sees is that the boy is tall.
23. a. The tall boy was liked by the girl who was short.  
b. The tall boy liked the short girl.  
c. The boy who is tall liked the girl who is short.
24. a. What the girl wants is for the boy to find the ball.  
b. The boy wants the girl to find the ball.  
c. For the boy to find the ball is what the girl wants.
25. a. The boy asked the girl what she should do.  
b. The boy asked the girl what to do.  
c. The boy asked the girl what he should do.