

DOCUMENT RESUME

ED 099 666

95

CE 002 774

AUTHOR Leibert, Robert E.  
TITLE Establishing Criteria for Instructional Placement on the Basis of Performance on the Adult Informal Reading Test and a Standardized Test. Final Report.  
INSTITUTION Missouri Univ., Kansas City.  
SPONS AGENCY Office of Education (DHEW), Washington, D.C.  
PUB DATE Jan 73  
GRANT OEG-0-71-4399 (324)  
NOTE 72p.

EDRS PRICE MF-\$0.75 HC-\$3.15 PLUS POSTAGE  
DESCRIPTORS \*Adult Literacy; \*Diagnostic Tests; Educational Research; Literacy Education; \*Reading Diagnosis; \*Reading Tests; Test Interpretation; \*Test Results  
IDENTIFIERS \*Adult Informal Reading Test; AIRT

ABSTRACT

The project to develop a diagnostic test for adults attending literacy classes was conducted in two phases. First, an Adult Informal Reading Test (AIRT) was administered, scored and interpreted by the project team. These results and guidelines for the advancement of adults in reading materials were communicated to cooperating project teachers, who then conducted the test with a nationwide sample of adults. The tests were scored and interpreted by the project team. Although the national test population was less than half the desired number, it seemed consonant with national statistics collected at the same time. Several areas of investigation led to inconclusive results because of the decline in the sample population size, but it was determined that the project did not succeed in identifying an instructional placement level through the use of the AIRT. Changes in word recognition, accuracy, rate and comprehension of material read orally among adults with similar instructional programs and AIRT pre-test scores varied. It was concluded that the AIRT must still be used primarily as an instrument to measure specific reading performances. (Two forms of the AIRT, relevant data on reading level of the materials, population distribution, and reading scores, are included in the appendix.) (AG)

BEST COPY AVAILABLE

7.0022

ESTABLISHING CRITERIA FOR INSTRUCTIONAL PLACEMENT  
ON THE BASIS OF PERFORMANCE ON THE ADULT  
INFORMAL READING TEST AND A STANDARDIZED TEST

University of Missouri - Kansas City

OEG-0-71-4399(324)

January 1973

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION  
THIS DOCUMENT HAS BEEN REPRO-  
DUCED EXACTLY AS RECEIVED FROM  
THE PERSON OR ORGANIZATION ORIGIN-  
ATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT  
OFFICIAL NATIONAL INSTITUTE OF  
EDUCATION POSITION OR POLICY.



FINAL REPORT

ED 000006

ED 002774

ESTABLISHING CRITERIA FOR INSTRUCTIONAL PLACEMENT  
ON THE BASIS OF PERFORMANCE ON THE ADULT  
INFORMAL READING TEST AND A STANDARDIZED TEST

FINAL REPORT

**BEST COPY AVAILABLE**

Conducted by  
Robert L. Leibert

University of Missouri - Kansas City

OE6-0-71-4399(32-)

January 1973

The project reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

Any project of the size and duration of this one is dependent upon the involvement of many people for advice and counsel, support, and work. The writer wishes to express his appreciation to the following people for their contributions to the project:

Mr. Bill Ghan of the Missouri State Education Department for his cooperation and assistance in selecting a site for the first phase of the project.

Dr. Harry Hilton for his encouragement to continue research in the adult education field.

To Miss Del Finley, Director, St. Louis, Missouri Adult Basic Education Center and her supervisory staff for their support during our efforts to collect the first phase data.

Dr. Robert Stephenson who assisted with the formulation of the design during the proposal stage and Dr. Bill Smith who wrote the necessary programs and ran the statistical analysis.

Naturally the project team calls for special recognition.

Mrs. Carol Lauritzen and Sister Kathleen Vonderhaar carried the bulk of the project including determining readability estimates for all the St. Louis reading instructional materials, revising the basic test instrument, administering and scoring the initial and final tests in the first phase, scoring both tests in the second phase and preparing the data for analysis.

Ms. Sally Powers and Mrs. Nancy Quirk Schroeder for their assistance with the final testing in St. Louis.

Mr. Don Mocker for his help in initiating the project proposal. As a team member, he was the field contact and guide during the St. Louis phase, helped establish communication with the second phase participants and assisted with the first phase testing.

A special debt of appreciation is due the teachers in both phases of the project who in a day and age of paid participation, administered the initial and final standardized and informal tests and monitored the progress of the participating adults simply as a contribution to their field.

Finally, the project depended upon Mrs. Yvonne McCay, the Reading Center secretary, to type and produce all the project materials and at last, the final report.

Robert E. Leibert  
Project Director

REL:ynm

1/73

**BEST COPY AVAILABLE**

**Table of Contents**

**Acknowledgements**

Background and Problem ..... 1

Procedure ..... 5

    Phase I - Pilot Study ..... 5

    Phase II - Main Study ..... 11

Results and Analysis ..... 12

    Objective 1 ..... 12

    Objective 2 ..... 25

    Objective 3 ..... 28

Summary of Results and Discussion ..... 33

**Appendices**

- A - Readability of Materials
- B - Population Distribution
- C - Changes in Reading Performance (AIRT) for Each Adjusted Level
- D - Median Scores for Each Performance Factor of the AIRT by Initial Placement Level
- E - Adult Informal Reading Test (Form A and Form B)

**Bibliography**

## FINAL REPORT

### BACKGROUND AND PROBLEM

This is the second of two projects to develop a diagnostic test for adults attending literacy classes. During the first project (Leibert, 1967), two comparable forms of an individually administered Adult Informal Reading Test (AIRI) were developed. The current project was undertaken primarily to determine which of several criteria for interpreting the Adult Informal Reading Test would result in the highest reading achievement gains following a period of instruction.

Testing in adult programs is generally accomplished by group tests, some of which are not specifically designed for the adult population. Research with school-age populations indicates that there is a difference between the grade level score provided by standardized tests, and tests like the AIRI which are based upon performance criteria (Betts 1940, Sipay 1961, Leibert 1965). Tests employing performance based criteria bear the generic label of Informal Reading Inventories. Such tests, as well as standardized oral diagnostic tests, (also individually administered) have been a regular part of the test battery of reading clinics across the country and have generally found their way into the public school classroom. The evidence, as sparse as it is (Killgallon 1942, Cooper 1952, Mayo 1947, and clinical observation) indicates that the standardized test generally places a pupil at a level which does not produce achievement score gains as high as when the level for instruction

## BEST COPY AVAILABLE

is determined by an individually administered diagnostic test. Leibert (1965) concluded that, Informal Reading Inventories provided a better estimate of instructional level, but standardized tests were more sensitive to small changes in achievement.

These observed differences are to be expected since the two tests are not similar in purpose. The achievement test yields an assessment of the amount of learning that has taken place. A score, whether reported as grade level or percentile, provides a means of ranking students by achievement, or measuring the change in achievement over time. A very different kind of assessment is sought by the user of an Informal Reading Inventory. One purpose of this test is to determine the reader's instructional level. The concept of instructional level is that there must be a balance between known and unknown information to permit the most efficient learning to take place. In this argument it follows that a learner placed in materials which are either more, or less difficult than his instructional level will demonstrate less progress than the learner who is placed in materials at his proper instructional level.

The standardized achievement test score is based upon the total number of items correctly attempted as a measure of overall achievement, while the Informal Reading Inventory is based upon the most difficult grade level passage at which the specific performance criteria are met. Thus the standardized test is an estimate of the pupil's aggregate achievement to date, whereas the informal is an estimate of the level at which instruction would prove profitable.



The concern is that the grade placement score of a standardized test is often interpreted as an indicator of instructional level. For children, the research evidence indicates clearly that this relationship does not hold true. Evidence is needed to confirm or refute this finding for adults.

In the original study a test was developed in the genre of the Informal Reading Inventory, containing several sets of graded word lists and six graded reading passages. Informal Reading Inventories are usually interpreted according to the Betts' (1940) criteria for judging the specific performance factors of accuracy of oral reading, comprehension in silent and oral reading and general observations of reading behavior. While the original study demonstrated that these performance factors were valid for adults, the data also suggested that the criteria used to judge the reading performance of school-aged pupils might not be entirely appropriate for adults.

Unlike the reading of children, which shows a gradual decline in accuracy and rate of reading as the materials become more difficult, the adult's accuracy tended to level off while often only his rate showed a decline. As is generally true for children, comprehension appeared to be independent of accuracy of reading until the materials were virtually too difficult to read. Rate for adults was concluded to be the more sensitive indication of difficulty among the commonly observed performance variables of reading.

#### Purpose of Investigation

The current investigation studied the effect of three different criteria used to determine levels of placement on the reading achievement

of adults as measured by the Adult Basic Learning Examination (Karlson, et al, 1967). A second purpose was to determine whether the standardized test ranked the adults in the same order and at the same levels as the Adult Informal Reading Test. Information relative to these purposes help to answer the following two questions. Is the concept of instructional level appropriate for adults using accuracy of reading, comprehension and rate of reading as the performance variables? Secondly, is it reasonable to continue the practice of placing adults in programs and materials on the basis of the grade level scores of standardized tests? The third purpose was to provide a description of the changes in each performance areas as measured by the Adult Informal Reading Test. Data of this type provides a means for comparing the reading performance of readers at different levels of achievement.

## PROCEDURE

The project was divided into two phases. During the first phase the AIRT was administered, scored and interpreted by the project team. These results and the guidelines for the advancement of adults in reading materials were communicated to the cooperating project teachers. In the second phase the sample was nation-wide, the testing was done by the cooperating teachers, the guidelines were made optional, but the tests were scored and interpreted by the project team as before.

### Phase I

St. Louis was selected as the Phase I site because it was the closest area which had the likelihood of providing the size sample needed for this part of the study; 180-200 adults equally distributed over ABLE levels I-III, attending evening classes twice a week.

Prior to the initial testing, a readability analysis was conducted for the materials employed in the St. Louis reading program. Using either the Spache (1953) formula for material under fourth grade level or the Dale-Chall (1948) formula for materials at or above fourth reader level difficulty, readability estimates were determined for approximately one hundred separate pieces of reading material in twenty-one programs. (see Appendix A).

During the last week of September, the four project staff members administered the Adult Informal Reading Test to 180 adults entering Adult Education programs in eight ABE Centers in downtown St. Louis, Missouri. The project team was comprised of the Project Director, the University's

Adult Basic Education Specialist and two master's level students in the reading program (both of the students were women, one had an extensive background in ABE and the other is currently pursuing a Ph.D. in Reading at UMKC).

The tests were scored by the team in a group setting so that all unusual scoring situations would be interpreted in a uniform manner. Tests were scored in keeping with the general directions developed for the test. Oral reading errors included word substitutions, word omissions, and words which were pronounced by the examiner. Errors word endings and substitutions which were characteristic of language usage patterns were not counted as errors. Neither the repeating of words or phrases, nor hesitations were counted as errors.

After the tests were scored, the performance for each test was summarized and an instructional placement determined. The criteria for establishing this placement level were as follows:

Instructional placement - the highest level of passage difficulty where:

1. the oral reading errors did not exceed ten percent of the total number of running words in the passage.
2. the comprehension score was not lower than 60 percent.
3. the rate of reading met the McCracken (1967) standard for oral reading.<sup>1</sup> (+ 15 words 1 minute)

Grade Level	1	2	3	4	5	6	7+
Rate	60	70	90	120	120	150	150

Once the placement assignments were completed the tests were separated into three levels comparable with ABE class levels; Level 1 (Non-reader to

<sup>1</sup> McCracken's rates were employed because they were computed on materials of the same format as the AIRT.

third reader level), Level II (fourth reader level to seventh) and Level III (Eighth to 10+ reader level). Using a table of random numbers, tests within each level were redesignated with an "assigned placement level" based on one of three variations of the above criteria: (1) the same placement level as predicted by the criteria, (2) one level higher than this level or (3) one level lower than this level.

More variations would have been desirable, and indeed four were originally proposed, but because of the concern for attrition three placement levels were considered to be a safer choice. The original placement level was based on the idea that satisfactory progress would be associated with instruction which was conducted at a level where the adult showed minimum proficiency in accuracy of oral reading (word recognition in context), comprehension and rate of reading. If the concept of the placement level was valid then the learner should do less well if he was placed above or below this level. Some writers such as Powell (1971) have argued that the reader of primary materials (1-3) might do better with easier material while readers of advanced levels might progress more rapidly if the materials were more difficult than the basic instructional level. Thus there were several reasons for exploring the effects of instruction in materials which were above as well as below the basic instructional or placement level for each of the three ABE class levels.

The director of the St. Louis program was provided with a listing by instructional center of each person tested, the assigned reading level, a statement identifying the areas of instructional need,<sup>2</sup> the

---

<sup>2</sup>An instructional need was identified when one or more of the reading factors of the criteria (accuracy, comprehension or rate) prevented the assignment of level to the next more difficulty passage level.

level of ABLE test to be administered, a direction sheet for the teacher describing the reading advancement procedure, a student log sheet, and the reading levels of the materials employed in the program.

The ABLE test (the vocabulary and comprehension section) was to be administered by the teacher and the tests scored by the project team.

The conclusion of the first phase was to occur in December or January, but because of a series of problems this phase was actually concluded in March. Final testing was conducted in the same manner as for the initial testing with the exception that just the basic instructional placement level was determined. The results of the initial and final testing were sent to the St. Louis program director.

## Phase II

This nation-wide phase of the project was designed to test the generalizability of the data from the St. Louis study. The reliability of this second phase was greatly dependent upon the quality of the data collected.

To meet both concerns, the participants of a 1970 summer institute in adult reading were invited to participate in the project. The fifty participants represented 38 states; urban, suburban, and rural areas, and all levels of literacy classes. Secondly, these participants were trained to administer the Adult Informal Reading Test by the writer. Thus with this group it seemed possible to obtain quality data on a wide variety of literacy classes across the nation.

During the fall of 1971 each of the fifty participants of the UMKC summer ABE institute was requested to return a card indicating whether or

not he would be able to participate. Those who accepted were contacted by mail and then by phone to be sure that each cooperating teacher understood the particulars of their involvement and to determine the approximate number of adults who they had identified for the project. Additional participants were solicited by follow-up notes to those who did not respond to the first letter.

Next, copies of the Adult Informal Reading Test, test directions, lesson log sheets, and directions for the project were mailed to each project participant. As the administered tests were returned they were scored by the graduate assistants and, as previously described, the levels assigned by the project director.

Results of the testing were summarized for each student including the test sub scores, the basic instructional needs, and the appropriate level of the Adult Basic Learning Examination (ABLE) was indicated. For each adult tested the summary included the raw score and percentage of correct responses for the word lists, the accuracy of oral reading, rate of oral reading (words per minute) and comprehension for each list or passage read. Copies of the ABLE test matching the levels assigned were included in the return envelope.

As soon as the initial test data from all centers was completed the final test materials were assembled. Alternate forms for each test (with the exception of ABLE III for which only one form was available) were sent for each adult participating in the initial testing. This was done early as possible to permit cooperating project teachers to administer the final tests to the adults in the sample before an adult left the program or the center terminated the spring session.

Final tests were scored as soon as they were returned. Again the Project Director checked the Adult Informal Reading Test, and determined the placement level. As before, the test results were summarized for each adult. The summary for the standardized test (ABLE) included the raw score and grade score (percentile for those who were administered ABLE level III) for both the initial and final testing. The Adult Informal Reading Test scores were summarized as before and the levels for both test periods were provided. Thus each project teacher was provided feedback on the reading performance for each adult participating in the project.

#### Results - Population Attrition

##### Phase I - St. Louis

What was to have been the most rigorous portion of the project with controls on the testing, scoring, placement of levels and advancement through levels was reduced to a pilot study.

This phase of the project was to be concluded in December or January; however, the Project Director was persuaded by the Director of the St. Louis program to postpone the final testing to allow more time to show student growth. In February the situation was further complicated by the fact that some of the participating centers in St. Louis were in danger of being terminated in March. Final testing was arranged as soon as was possible - the second week of March. This testing revealed that 28 percent of the project population (50 adults) were then in attendance. A loss of this magnitude was not anticipated and is not known whether this is a normal attrition or an increase aggravated by the uncertainty of the program status.

It was during the final testing that the team discovered that some teachers had not followed the levels provided, and that few had kept any



record of the work of the participants as requested. Finally, the team was unable to arrange for the post testing of the ABE again because of factors related to the program status.

#### Phase II - Nation-wide sample

The problem of population attrition became apparent early in the second phase of the project. Of the 50 summer institute participants, thirty agreed to take part in the project. Ten, however, had to drop out of the project for reasons ranging from health to local projects which were in conflict with the project procedures. (see Appendix B)

The pledged population exceeded the projected goal of 550 adults, but the actual number of those completing initial tests was slightly less than half of that goal, while the number completing some portion of the final testing was 41 percent of the initially tested population. The result was a loss in total population which exceeded desirability, but seemed consonant with national statistics collected at the same time (Sherk, 1972).

**BEST COPY AVAILABLE**

Adults in Reading Level

OBJECTIVE 1

To provide a description of the reading level of recognized, unrecognition, and recognition of material read by individuals with similar instructional programs and pre-test scores on adult informal reading level test before and after instruction.

Because the descriptive data on the effects of instruction placements, changes in reading performance (1967) were analyzed by grouping all adults by instructional placement (at (0), one level below (-1) or one level above (+1) the basic instructional level). These data were also analyzed in terms of basic instructional levels for those who demonstrated gains compared with those who did not advance in level.

A study of the initial and final test data for each passage read indicated that there was much variation in performance. Since the basic instructional level, as defined in this study, was based upon a criterion standard of 100% correct for 100 words, the following analysis was done. Reading level was defined as the difference from initial test score.

Table 1

Changes in Reading Performance on the Adult Informal Reading Test for Adults with the Adjusted Reading Level of -1 by Reading Level and Overall Gain in Reading Level

	A. Gain				Comprehension				Rate			
	0	1	2	3	0	1	2	3	0	1	2	3
1967 Initial Level	14	3	3	2	10	0	1	2	2	14	0	2
1968 Initial	8	0	0	0	8	0	0	0	8	0	0	0
1967 Total	22	3	3	2	18	0	1	2	10	14	0	2
1968 Total	22	0	0	0	18	0	0	0	12	0	0	0

\*X-number of adults on whom data was missing

Grouped in this way, one adult's performance changed sufficiently to advance at least one level according to the criterion of performance for accuracy of reading (90% or better), 8 advanced one or more levels in comprehension (60% or better) and 16 advanced at least a level on the basis of rate of reading. As would be expected for this type of breakdown, those adults who gained one or more levels on the AIRT demonstrated the most overall gains on specific factors. Of these three factors accuracy evidenced the least change and rate of reading recorded the most change.

Similar analyses (see Appendix C) for the remaining two adjusted levels did not reveal sufficient differences to warrant separate treatments and descriptions.

Table 2

Percent of Change for Each Reading Factor on the AIRT  
for Each Adjusted Level

	Accuracy				Comprehension				Rate				N
	0	+	-	X	0	+	-	X	0	+	-	X	
-1 Level	.245	.018	.053	.035	.193	.105	.018	.035	.035	.245	.000	.070	38
0 Level	.201	.009	.028	.018	.165	.046	.028	.018	.119	.101	.009	.028	28
+1 Level	.339	.009	.018	.028	.201	.101	.064	.028	.147	.174	.046	.028	43

This table compares the totals for each of the three adjusted levels for each performance area. The trends are similar as for Table 7, that is, the number of adults who gained a full level increased from accuracy, comprehension and rate respectively with rate as the area showing the greatest percentage of change.

Apparently rate still shows up as being the performance area most subject to change on the AIRT while accuracy of reading shows little or no change. Rate seems to have been increased without deleterious effects on accuracy or comprehension. At least this appears to be so under an analysis where only changes which affect criteria are counted. It is also apparent from the analysis in this section that gains were made regardless of assignment level.

A second type of tabulation provides an overview of reading performance for all levels of readers on each of the measured reading factors of the Adult Informal Reading Test (word recognition, accuracy of oral reading, comprehension and rate). For each level reported the scores for initial and final testing are entered for (1) the Mitzel I and II word lists, and (2) at least three passages. This summation allows a number of useful comparisons to be made.

Comparisons among levels of passage difficulty for the same readers permits inferences to be drawn concerning the effect of passage difficulty on the performance of readers at these different levels. Relationships may be sought among readers of different levels within the same reading factor. Such comparisons provide an indication of changes in performance for the same factor as reading facility increases. Changes in performance for each of the above comparisons can be studied in relation to initial and final testing. An additional comparison was provided by separating those adults who had gained one or more levels, from those who had remained at the same placement level.

Scores were, therefore, grouped by similar initial instructional placement and separated into two groups on the basis of whether or not a gain in level had been achieved by the final test on the AIRT. Because of the small number of scores involved for this analysis, median scores seemed to provide the best indication of central tendency. Comparison between levels is provided by the Table in Appendix D.

Beginning Readers

Median Scores for Each Performance Factor of the AIRT by Initial Placement Level

Table 3 - Beginning Readers

Level	Word Recognition		Accuracy			Comprehension			Rate		
	M-I	M-II	1	2	3	1	2	3	1	2	3
Initial	24	24	96	96	95	60	80	45*	61	49*	48*
n	8	8	10	10	8	10	10	8	9	9	7
Final	24	20	98	95	90	80	80	65	60	57	55*
n	8	5		7	8	7	7	8	7	6	7

\*below criterion standard of performance

There was an insufficient number of adults to separate these people into each placement level so readers ranked from non reader to first reader were grouped for this table.

Accuracy was acceptable for the three levels tested for initial and final testing. Comprehension and rate were acceptable for passage level one only through the initial testing. During the final testing comprehension improved for both second and third levels showing that at least half of the adults read with acceptable understanding at these levels. Rate improved significantly only at the second level.

... of reading scores the greatest fluctuation after a period of ... with a reason is apparent for this observation. Rate and com-  
prehension improved which resulted in increased levels of placement.

Second Reader Level

Table 3 - Second Reader Level

Group	N	Initial	Accuracy				Comprehension				Rate				
			1	2	3	4-5	1	2	3	4-5	1	2	3	4-5	
Readers															
Initial	29	28	98	96	95	92	100	80	80	60	102	84	66*	62*	
Final	29	28	98	98	10	4	8	9	11	5	8	9	10	5	
Non-readers															
Initial	30	24	99	96	96	95	90	90	95	80	67	76	79	99*	
Final	30	24	98	94	9	9	3	4	10	1	2	3	10	10	
Non-gainers															
Initial	28	22	99	97	96	96	90	75	80	85	85	74	66*	58*	
Final	28	22	98	94	5	3	4	4	5	3	4	4	5	3	
Non-gainers															
Initial	28	21	98	94	96	97	90	95	60	50*	65	95	74	72*	
Final	28	21	98	94	9	2	4	4	5	2	3	4	5	2	

\* indicates criterion standard of performance

... to gain. These adults had almost perfect scores (30) on the Mitzel I list and showed some growth on the Mitzel II list. The non-gaining adults were somewhat lower performers on both word lists and demonstrated no increase from initial to final testing. It is possible that the small number of adults in this group accounts for this result.

... of passages were compared for this group. Accuracy was ... for the first passages and remained above the same (and satisfactory) ... than the initial placement level. Median scores for the ... about the same level.

Comprehension. The characteristics for both groups are quite similar, comprehension was strong (90%) to adequate (60%) at the levels tested. Note that at level 4-5, for the non-gaining adults, the median was computed from only two adults.

Rate. Although on the initial test the rate of non-gaining adults was slightly less than the median rate for the gaining adults, neither group achieved a satisfactory median rate at the third level. The gaining adults performed sufficiently better on the final test at the third level which indicates that rate was the major factor which separated the performance of these two groups.

Overall. Rate was the major reason for placing these adults at second reader level with comprehension and accuracy next in order of influence.

Third Reader Level

Table 5 - Third Reader Level

Level	Word Recognition		Accuracy				Comprehension				Rate			
	M-I	M-II	2	3	4-5	7-8	2	3	4-5	7-8	2	3	4-5	7-8
<b>Gainers</b>														
Initial	30	24	98	97	96	97	65	80	80	80	108	86	90*	82*
n	16	16	4	8	14	13	4	8	14	13	4	8	14	13
Final	29	24	99	96	94	94	100	95	80	75	104	87	113	98*
n	15	16	3	6	16	16	3	6	16	16	2	5	16	16
<b>Non-Gainers</b>														
Initial	29	26	98	98	94	97	50*	60	80	100	91	92	84*	69*
n	6	5	2	3	5	5	2	3	5	5	2	3	5	5
Final	29	29	100	96	99	95	100	80	45*	60	70	87	102*	68*
n	6	5	1	2	6	5	1	2	6	5	1	1	6	3

\*below criterion standard of performance

Word Recognition. Again the Mitzel I list was performed with almost a perfect score for at least half the adults, the Mitzel II list still was somewhat difficult for the adults at this level.

Accuracy. There were some fluctuations between initial and final testing for both groups. Essentially, performance across the four levels was reasonably high. Word recognition is sufficiently powerful to allow more than half of the adults to read with acceptable accuracy through the 7th reader level.

Comprehension. This area was generally acceptable with gains noted at and below the level of placement for both groups. The two low median comprehension scores for the non-gaining adults should probably be ignored since the first one was based on two adults and the low score at the 4-5 level was followed by an acceptable score at the 7-8 level.

Rate. Rate shows the same pattern as for the second reader level group. For several passage levels there were few adults involved and thus the trends may not be reliable.

Overall. The Mitzel II list still discriminated well even though these adults were able to read accurately and comprehend to at least the 7-8 reader level.



Placement Levels 4-7

Table 6 - Levels 4-7

Level	Word Recognition		Accuracy				Comprehension				Rate			
	M-I	M-II	3	4-5	7-8	9-10	3	4-5	7-8	9-10	3	4-5	7-8	9-10
<b>Gainers</b>														
Initial	30	26	99	98	98	98	80	90	80	60	115	158	112*	94*
n	11	11	4	9	9	10	4	9	9	10	3	6	9	10
Final	30	27	94	97	97	98	90	90	70	80	87	140	137	155
n	11	11	5	9	11	7	5	9	11	10	4	8	11	8
<b>Non-Gainers</b>														
Initial	30	25		97	97	97		80	80	60		122	95*	84*
n	14	14		13	13	9		13	13	9		13	13	10
Final	30	25		98	96	96		80	80	80		110	110	111*
n	14	13		13	13	9		13	13	9		10	12	10

Word Recognition. Most adults in both groups read the Mitzel I words correctly while more than half of these adults had some errors on the Mitzel II list. Very little change in performance is noted from initial to final testing.

Accuracy. With one exception, scores are high and vary little from passage to passage. Gaining adults were somewhat superior to the adults in the non-gaining group.

Comprehension. Some, but not very significant variations can be noted between groups and passage levels. Generally comprehension was good (80%) for all levels reported.

Rate. Initial test scores generally indicate a declining rate as materials increase in difficulty. Rate seems to level off during the first test rather than decline. The rate for the gaining adults is higher than for the non-gaining adults.

Overall. Differences in rate make the main distinction in the performance of both groups. Adults in this group can read and comprehend material at least to the 10th grade level of difficulty.

Placement Levels 8-10

Table 7 - Levels 8-10

Level	Word Recognition		Accuracy			Comprehension			Rate		
	M-I	M-II	4-5	7-8	9-10	4-5	7-8	9-10	4-5	7-8	9-10
<b>Gainers</b>											
Initial	30	30	100	99	99	100	100	80	149	155	114*
n	5	5	5	5	5	5	5	5	5	5	5
Final	30	30	100	100	100	100	100	100	124	134*	155
n	5	5	5	5	5	5	5	5	3	3	3
<b>Non-Gainers</b>											
Initial	30	28	99	99	99	100	80	65	168	137	140
n	8	8	8	9	8	8	9	8	8	9	7
Final	30	30	100	99	98	95	90	80	128.5	152	141
n	9	9	8	9	9	8	9	9	6	7	7

\*below criterion standard of performance

Word Recognition. Most adults in both groups attained a perfect score in the Mitzel I list and at least half of the adults had a perfect score on the final Mitzel II list.

Accuracy. The gaining adults were somewhat superior to the non-gainers in accuracy of reading for the final testing. Both groups read with a high degree of accuracy.

Comprehension. In this area also the adults in the gaining group demonstrated a superior performance. It should be noted that for both groups at least half of the adults had satisfactory (60%) scores at each level.

Rate. The loss of population for the gaining group makes comparisons difficult. There was no change for the non-gaining group at the 9-10 level.

Overall. Rate seemed to separate the two groups with comprehension a lesser factor. The overall performance in each area is high.

### Comparisons Across Groups

Word Recognition. The Mitzel I tests shows some discrimination among placement levels through the second level which is consonant with the difficulty of the list. The Mitzel II list discriminates among levels through the seventh reader level.

Accuracy. Three factors stand out. First, readers compared by placement level are generally more accurate as levels increase. Even though many placements were based on rate, performance superiority also shows up in accuracy of reading. Second, variability decreases at the higher levels. Third, even with variability the median performance of these adults was within the acceptable range (90% or above).

Comprehension. The poorest overall performance was demonstrated by the lowest group and the highest overall performance was accomplished by the highest group. Yet there was no overall trend as with accuracy. In fact, among the gaining groups a reverse trend was noted, the second level placement group were somewhat superior to the next two highest groups. With the exception of the beginning readers and three levels of the non gaining groups the median scores for each passage level was within acceptable limits (60% or higher).

Comprehension, as measured by the AIRT, does not appear to be related to rate and does not show the variability of rate or accuracy. (This observation might be due to actual reading performance, test difficulty and a smaller spread of possible scores.)

Rate. Several observations can be noted for rate. First, as would be expected, the median rate increases across placement levels. There is much variability within placement levels. Some levels, particularly for the initial testing, show a decrease in rate across levels. During the final testing the median scores tended to increase across passage levels. Reading successive passages seemed to produce a "warm-up" effect not apparent during the initial testing.

The comparisons are based on median scores so that trends can be noted. The reader should check the number of scores employed for the median score before serious interpretations are made.

Rate - an additional note

During the first phase of the project, it became obvious that rate was more variable than other factors as had been observed in the original study. There are several reading factors including word recognition, vocabulary and comprehension which alone or in combination offer plausible explanations for the observed rate changes. Because this issue is central to the concept under study, a discussion of the data which bear on this finding seems warranted even though the question was not part of the original design.

Reading could be slowed down by a limited ability to recognize words rapidly. If this were the case, as more difficult words were encountered

the adult would take more time to identify the words, thus reducing rate. Another explanation would be that an adult would slow down to maintain understanding as the materials become more complex. Comprehension might also be affected by knowledge of word meanings or by the unfamiliarity with the sentence structure of more difficult passages.

Certain relationships can be drawn from existing data to identify potential explanations. Neither accuracy nor comprehension seem to fluctuate as does rate, suggesting that they are independent. A crude comparison of vocabulary gains on the ABLE test against rate changes on the AIRT does not provide any support for general vocabulary knowledge as a factor related to rate.

BEST COPY AVAILABLE

Table 8

A Comparison of Rate and Vocabulary Gains  
Vocabulary (ABLE)

	No Gain	Gain 3 months or +
Rate (AIRT) Gain		
15 w/m* or +	15 (23%)	19 (29%)
less than 15 w/m	12 (19%)	20 (29%)

\*words/minute

As this table indicates, a slightly higher percentage of adults gained 3 months or more in vocabulary whether they increased in rate of reading or not.

Comprehension as a factor is more difficult to explain. However, since the materials used for the Adult Informal Reading Tests were designed for adults, the less difficult passages should not present any obstacles

to comprehension for these readers. Only the last two passages might contain concepts which could be considered to increase the difficulty of interpreting the message. Therefore, unless word recognition was a source of error or confusion, no significant rate changes would be anticipated until the final two passages (see Appendix D). But this is not the case. On the whole, rate appears to be independent of comprehension at all levels of passage difficulty. Difficulty of ideas alone does not seem to account for the drop in rate for the adults in this study.

Anticipating the need to explain the rate phenomenon, the word lists were timed during the final testing of the St. Louis population. This additional procedure provided data on the rate of identification of words which then could be used in a comparison with rate of reading.

Analysis of this information indicates that there is a moderate relationship between the number of words correctly pronounced and time, and rate of oral reading. A step wise regression analysis was computed for the words lists (number correct for each list and time to read each list) and rate of reading for passage levels 3, 4-5, and 7-8.

Table 9

A Comparison of the Correlation between Time and Number Correct on Each Mitzel Word List with Rate of Reading for Three Levels of Difficulty

		Passage Difficulty		
Word Recognition (Mitzel)		3	4-5	7-8
1	List I (Time)	<u>.40</u>	.01	.003
2	List I (No. Correct)	.09	.004	.005
4	List II (Time)	.0007	.05	.07
3	List II (No. Correct)	.07	<u>.57</u>	<u>.44</u>

For level three the time required to read the Mitzel I list provided the strongest relationship. However, for the next two higher levels number of correct words on the Mitzel II list was the strongest correlate.

Though there is no consistent trend for these three levels, performance on the word lists does provide some clue as to the rate of reading in subsequent passages. Therefore, it can be concluded that as measured in this study word recognition is associated with rate of reading. Previous analyses have also pointed to a relationship between word recognition and accuracy. However, word recognition seems to be associated with rate of reading across levels of passage difficulty while accuracy seems to be influenced by both word recognition and rate. Differences are found in comparisons among placement levels more than among levels of passage difficulty for the same placement level (see Appendix D).

#### Objective 2

To identify the relationship between initial list performance on the Adult Informal Reading Test and difficulty of instructional materials which are associated with the greatest positive gains made by adults receiving instruction in reading.

To determine the effects of several different instructional placements upon reading gain the final test scores were compared by employing an analysis of covariance using the initial test scores as the covariate. The analysis was computed separately for each ABLE test level (I, II, III) for the vocabulary and reading (comprehension) sections of the ABLE test of the adults assigned to one of the three instructional placement levels (0, -1, +1).

Table 10

Analysis of Covariance Using the Initial and Final Test Scores of the ABLE Compared by ABLE Test Level and Instructional Placement\*

Test and ABLE Level	F	P
Vocabulary -I	1.86	<.16
Vocabulary -II	4.64	<.025
Vocabulary -III	2.50	<.14
Comprehension I	.36	--
Comprehension II	.63	--
Comprehension III	1.62	<.238

\*See Appendix

Of the six comparisons run, one was significant - vocabulary gains for Level II adults (Winer, 1972). The remaining two levels for vocabulary scores approached significance, while only one of the comprehension comparisons approach significance. Results of this nature do not provide a sufficient case for the identification of an instructional placement level.

It seems best for several reasons to regard the results as inconclusive rather than to make a case based on trends and partial confirmation. There are also several methodological weaknesses which also support this conclusion.

1. Of primary concern is the question of attrition. Of the 262 adults who participated in the initial testing only 83 had sufficient data to be included in this analysis. A little more than half of the missing data is accounted for by the loss of entire project centers (seven centers and 93 adults), the remaining 86 were actual losses within programs. Thus a 50 percent loss of data among active participants was



encountered. Several obvious problems arise from such losses. First, it is difficult to rule out the possibility that the results were affected by losses from a particular level of assignment. Second, because the design required the population to be distributed into nine groups for the analysis, losses of this magnitude seriously reduced the number within each group. Small numbers are obviously less likely to be an adequate reflection of a larger population even if they constituted a carefully devised random sample. Also, small sizes tend to be overly influenced by extreme scores.

2. The effectiveness of the project was further reduced by a test ceiling effect. An investigator attempts to guard against the possibility that a testee might score at or near the top of a test during the initial testing. However, without prior knowledge of the relationship between standardized and informal test results little could be done to prevent this from occurring. Since the scores from one test level to another are not continuous or additive the same level test had to be given for both the initial and final testing. Time required for additional testing would have been prohibitive, therefore corrections in the test level could not be made after the initial testing. As previously described, the level of ABLE test was determined by relating instructional level to the grade level span covered by each level of the ABLE test. Resulting performance indicates that assignment on this basis was not entirely satisfactory for levels I & II. Six level I students scored at the very top of the initial test in vocabulary while 12 scored at the top of the comprehension test. In addition, 23 who did not reach the top of one of

the two tests during the initial test did so during the final test. The same pattern was repeated for Level II students; eleven scored at the top of the initial test in comprehension and during the final testing 23 scored at the top of either the comprehension or vocabulary sections. Obviously, this fact contributed to a reduction of differences between the initial and final testing.

3. Another possible source contributing toward inconclusive results was brought about by the amount of time required in the testing process. By the time the Adult Informal Reading Test was received from the field, the "appropriate" level of the ABLE sent out and administered, considerable time elapsed. Thus programs averaged two to three months between the initial and final testing. Even if attendance in ABE programs was perfect, this would translate to a maximum of 16 to 24 class hours of instruction. Gains made by almost all groups may have continued in the same proportions or changed with greater number of instructional contacts.

### Objective 3

To compare the levels of performance as measured by the Adult Informal Reading Test and the Adult Basic Learning Examination (ABLE) of adults enrolled in literacy programs.

The important question is whether or not the grade level placement of one test is equivalent to the grade level placement of the other. Level III of the ABLE was omitted from the analysis because it does not provide grade placement scores. The degree of comparability was found by computing the correlation and standard error of estimate between the two tests.

There was a zero (Pearson) correlation between the AIRT placement levels and either vocabulary or reading (comprehension) grade placement scores (Level I). The standard error of estimate was 1.4 for each of these two comparisons (Smillie, 1968).

This data indicates that one score could not be used for the other.

Table 11

Correlation Between the AIRT Level and Vocabulary and Reading Grade Levels on the ABLE Test - Level II

Subtest	Correlation	Standard Error of Estimate
Vocabulary	.23	2.5
Reading	.34	2.4

The relationships at this level of the ABLE test were stronger than for level I adults, however, the magnitude of the relationship and the size of the standard error still indicates that one test could not be used to establish the grade level of the other.

Since no placement level was confirmed for the AIRT, a second analysis was designed employing a performance range for each level which was based upon the basic placement level and the highest level read adequately excluding the rate standard. In this manner the range of performance on both tests could be compared.

Table 12

A Comparison Between the Range Between the Skills Level and the Peak Functional Level on the AIRT With the Range of Scores on the Same Adults on the Reading Section of the ABLE

AIRT/ABLE	NR	PP(.5)	P(.8)	1	2	3	4	5	6	7	8	9	10
Non-Reader	X												
Pre-Primer													
AIRT		(x)		(x)									
ABLE				x			x						
Primer													
AIRT			(x)										
ABLE													
(1)													
AIRT				(x)	(x)	(x)							
ABLE				x	x	x	x	x	x				
(2)													
AIRT					(x)	(x)		(x)			(x)		
ABLE					x	x	x	x	x				
(3)													
AIRT						(x)	(x)				(x)	(x)	
ABLE						x	x	x	x	x	x	x	
(4)													
AIRT							(x)						(x)
ABLE							x		x	x		x	
(5)													
AIRT											(x)	(x)	
ABLE							x		x	x	x	x	
(6)													
AIRT									(x)		(x)	(x)	
ABLE							x		x	x		x	

The non-reader and the adult reading at the Primer level did not take an initial ABLE test. Each x represents at least one score at that level, but of course does not indicate the number of scores at each level (see Table 13). Ranges are affected by the fact that 6.0 and 9.0 are the upper limits for Level I & II of the ABLE respectively and 10 is the upper limit for the AIRT.

For AIRT levels 2, 3, & 4 there seems to be agreement in the gross distribution between the two tests, an observation not as true for the remaining levels. Thus, if a range of scores instead of a single score is used for the AIRT, there is some overlap of scores, but even with this comparison it is obvious that one score can not be used to predict the other.

The ABLE score might be any part of the AIRT range suggesting that the tests apparently measure entirely different types of reading performance.

One final comparison appears in order which is simply a distribution of the initial test scores for the ABLE and AIRT.

Table 13

A Frequency Distribution of Initial Levels on the AIRT and ABLE

Level/Grade Placement	AIRT		ABLE	
	*a	b**	Vocabulary	Reading
Non-Reader (0)	1	1		
Pre Primer (.5)	3	1		
Primer (.8)	1	0		
First Reader (1.0-1.9)	13	11	3	1
2nd Reader (2.0-2.9)	15	8	4	2
3rd Reader (3.0-3.9)	26	4	10	11
4th Reader (4.0-4.9)	5	6	12	13
5th Reader (5.0-5.9)	12	7	16	8
6th Reader (6.0-6.9)	14	1	21	22
7th Reader (7.0-7.9)	0	0	6	5
8th Reader (8.0-8.9)	12	25	9	5
9th Reader (9.0-9.9)	0	0		12
10th Reader (10.0-10.9)	5	43		
N =	107		81	79

\*Basic placement level \*\*Highest level read adequately without reference to rate.

The range of reading performance on the ABLE is from Non-Reader to 10th reader level with the bulk of readers falling between first and 6th reader level. The standardized tests does not show anyone reading below first grade level. The upper end of the distribution does not include Level III of the ABLE since these scores are converted into percentiles and not grade level.

Even when employing the lowest placement level of the AIRT, there were only five adults who read below first reader level. There may be some selection factors on the part of the cooperating centers operating here, but this would not have been in compliance with the directions for selection of adults.

SUMMARY OF FINDINGS AND DISCUSSION

The major findings of the study follow:

1. This project did not identify an instructional placement level through the use of the Adult Informal Reading Test. One statistically significant value resulted and trends were apparent, however, several events such as population attrition and test ceiling effects weakened the data sufficiently to reduce the validity of these results. At best the results must be considered as inconclusive.

2. A comparison was made at each level of the reading performance between adults who made gains on the Adult Informal Reading Test and adults who made no gains. Quality of reading in terms of accuracy of oral reading, comprehension and rate improved from the lowest reading levels to the highest reading level. Rate of reading showed the greatest change after a period of instruction. These differences were noted even though the groups were formed on the basis of basic performance level used in the first analysis. Tables of these performance variables are included in the Appendix to permit users of the Adult Informal Reading Inventory to compare results from their testing with this population.

3. The Adult Basic Learning Examination and the Adult Informal Reading Test do not correspond in terms of grade placement level which supports the assumption that each test measures different capabilities and skills.

The following observations were drawn from the previous analyses:

1. The fact that there was very little change between the initial and final AIRI in accuracy, word recognition and comprehension may be

accounted for by the short span of instruction (2-3 months). However, the effect of instruction should be further explored. It may be that literacy programs are providing more practice than actual instruction which could account for this finding that the only consistent and significant increases noted were in rate. This is not unlikely since much of the materials employed in ABE programs are kits and workbooks (Sherk and Mocker, 1972).

2. The improvement in rate may also account for changes in the ABE performance. This finding should also be explored in other investigations.

3. One of the distressing observations is that there were very few readers below second reader level. This may be a selection factor on the part of the field participants, however, it does not differ much from the distribution in the St. Louis Centers where all the adults in the participating centers were tested.

4. During the analysis of the AIRT it became apparent that many adults had a wide range of levels at which they could function adequately in terms of comprehension and accuracy. The major difference between levels for an individual was most often rate of reading. There were adults from third reader level on who could not meet the rate standards but could read reasonably accurately and comprehend through the tenth reader level. Thus a large percentage of the adults in ABE programs are reasonably literate, when reading achievement is defined as accuracy of oral reading and literal recall.



As previously mentioned, very few non-readers and beginning readers show-up in these programs and the bulk of the adults in this study did not need basic literacy training.

Perhaps it is more accurate to say that the reading capability of the adult is imperfectly understood. The difference between the AIRT and ABLE results may be due in part to the type of comprehension measured. Some differences are probably related to test taking skills as well as rate of reading which was mentioned earlier. Further investigation appears to be warranted to determine the relationships between instruction and reading improvement.

5. In the original description of the Informal Reading Inventory, Betts (1940) posited three levels of reading performance which are in general use today. Betts observed that reading fluency, accuracy and comprehension tended to decline as the material became more difficult. Within the spectrum of reading development he conceptualized a band of reading performance which could be identified and ranked from high to low. His levels based on performance criteria represent stages or points in this reading performance band which he related to basic instruction.

The Independent level represents the high end of this performance band and, therefore, general instruction would produce little increase in reading ability at this level. At the Frustration level, the other extreme of this band, the reader is so overwhelmed by the difficulty that he cannot profit from instruction. The middle point, or Instructional level is an approximation of the best level at which reading performance can be improved through instruction. Instruction at this level should

have the effect of advancing this band along the total spectrum. That is, instruction should result in increasing the pupil's performance at the Instructional level so that it begins to resemble the degree of proficiency described as the Independent level, and at the same time, instruction should reduce deficiencies at more advanced levels so that the pupil's performance approaches the criteria for Instructional and Frustration levels at higher levels of difficulty.

The performance of adults also shows some type of continuum, but it is not the same pattern as just noted for school-aged pupils. As the data indicated, the adult did not evidence a decrease in fluency, accuracy or comprehension as the difficulty of materials increased. Only rate declined as the difficulty increased. The results of this study did not identify a criteria for determining a level of instructional placement for ABE students which was clearly superior to the other levels studied. Therefore, the question of the validity of this concept has not been established during this investigation.

In the absence of such information the test must still be used primarily as an instrument to measure specific reading performances. Used in this way the test does provide the teacher with a profile of the adult's performance. Such a profile would be enhanced by determining two points in this continuum. First, is the identification of the level where specific skills appear to deteriorate significantly - the Specific Skills Level. This assumes that it is useful to know at what point specific reading factors appear to require attention. Further investigation may be able to ascertain the usefulness of the instruction of specific skills on

- 37 -

## BEST COPY AVAILABLE

subsequent achievement. Some evidence from this investigation supports this line of inquiry, namely that rate seemed to be associated with achievement gains on the ABLE.

A second level is based upon the observation that the adult in this study could manage materials considerably above the level identified as his instructional placement level and in some case above the standardized test score without significant loss of fluency or comprehension. It appears that the adult can compensate for more difficult materials by simply reading more slowly. Thus, he can read difficult materials for however long he can sustain the strain. For this reason it seems reasonable and appropriate to identify the highest level where the adult can still comprehend and read fluently, however slowly. This level is the Peak Functional Level. This term focuses on a positive feature rather than the negative concept of Frustration level.

The two levels may assist the user of this test to interpret the reader's performance - the first sign of difficulty and the highest level of literacy.

It may be that this performance band may also contribute to the inconclusive results in the search for a placement level: that is, the 0 and +1 placements employed may not be sufficiently different for many adults.

6. The AIRT provides the examiner with quite a bit of information on the reading performance of the adult. The same kind of information is not provided by the standardized test. The instructional implications between the two are still not clear. If the standardized test is a

better predictor of later performance on the GED tests, does that mean that the grade level placements of this test reflect instructional placement, test taking achievement or some combination of factors?

One thing that was quite apparent, even though the AIRT is useful for diagnostic purposes, as a test which must be given individually and in programs which meet two evenings per week - it is difficult to justify the test in terms of time. A shorter test needs to be found for the ABE teacher. One analysis indicated that the word list was a fairly good predictor of later rate of reading. A word list may prove simple and reliable enough for basic screening.

7. Perhaps the biggest lesson of all related to the feasibility of conducting investigations which require pre and post testing using ABE populations. This investigation and the National Needs Survey (Sherk, 1972) both substantiate rather large attrition rates in ABE programs. In addition, other problems relating to controlled variables suggest that research activities will not be very profitable until research activities are built into programs. That is, instructional ABE programs with research teams as an integral part of the program. This might be done within the existing framework of ABE programs or as part of future training and research projects. Research, particularly in part-time programs does not look very promising unless it becomes part of the job rather than something tacked on to it.

8. A national or regional data bank of reading performance variables would be quite useful. If programs feed periodic results of testing in such a facility many different questions could be addressed concerning reading performance skill programs. Such centers, perhaps

regional, might also provide the most efficient means for providing reading diagnosis and prescriptive information since few teachers have that expertise, and even large programs seldom have enough specialists to deal with this matter as rapidly as needed in the classroom.

APPENDIX A

SRA KIT IIIa

<u>Manual Level</u>	<u>Color</u>	<u>Readability Level</u>
3.0	Orange	3 (hard)
3.5	Silver	3 (easy-hard)
4.0	Olive	5th
5.0	Blue	6th
6.0	Brown	6th
7.0	Green	6th
8.0	Red	7-8
10.0	Tan	7-8
11.0	Gold	9th
	Aqua	9th

SRA KIT IIIb

5.0	Blue	5th (easy)
5.5	Rose	5-6
6.0	Brown	7th
7.0	Green	7th
8.0	Red	7th
9.0	Tan	8th
10.00	Gold	9-10
11.0	Aqua	9-10
12.0	Purple	11-12

SRA WE ARE BLACK

Level I	2 (hard)
Level II	2 (hard)
Level III	2 (hard)
Level IV*	4th
Level V	5th
Level VI	5th (hard)

\*There seemed to be some wide variations within levels- for example level 5 contained some selections as easy as 3rd and as difficult as 7th.

BARNELL LOFT

Working with Sounds

Book A First Reader  
" B 2 (easy)  
" C 2 (hard)-3 (easy)

Using the Context

Book A First Reader  
" B 2 (easy)-2 (hard)  
" C 3  
" D 5th  
" E 6th

Locating the Answer

Book E 5-6  
" F 9-10

Following the Directions

Book A First Reader  
" B 2  
" C 3

Getting the Facts

Book E 7-8th

EDL MATERIALS

Study Skills Library*	<u>level</u>	Social Studies Kit EE	<u>level</u>
#1	7-8th	#1	
2	<u>5-6</u>	2	5- <u>6</u> th
3	9-10	3	4-5
4	5- <u>6</u>	4	<u>7-8</u>
5	7- <u>8</u>	5	5- <u>6</u>

**BEST COPY AVAILABLE**

SEE MATERIALS (CONT'D)

Social Studies Literature

	<u>level</u>
#6	<u>9-10</u>
7	<u>9-10</u>
8	<u>9-10</u>
9	<u>9-10</u>
10	<u>9-10</u>

Social Studies Kit E

	<u>level</u>
#6	<u>5-6</u>
7	<u>4</u>
8	<u>7-8</u>
9	<u>4th</u>
10	<u>4th</u>

Social Studies Kit III

#1	<u>7-8</u>
2	
3	
4	<u>7-8</u>
5	
6	
7	
8	<u>7-8</u>
9	<u>7-8</u>
10	<u>7-8</u>

Social Studies Kit VI

#1	<u>7-8</u>
2	
3	<u>7-8</u>
4	<u>7-8</u>
5	<u>7-8</u>
6	<u>7-8</u>
7	<u>7</u>
8	<u>9-10</u>
9	<u>7-8</u>
10	<u>7-8</u>

\*High levels due to large number of specialized reference words.

READER'S DIGEST SKILL BUILDERS

Part A-1	First Reader
1 part 1	2 (easy)
1 part 2	2 (easy)
2 part 1	2 (hard)
2 part 2	2 (hard)
3 part 1	2 (hard)
3 part 2	2 (hard)
3 part 3	4th
4 part 1	4th (estimated)
4 part 2	4th
4 part 3	5th
5 part 2	5th
5 part 3	6th
6 part 2	5-6th

New Skill Builders

1 part 1	First Reader
1 part 2	2 (easy)
1+ part 1	
1+ part 2	2 (easy)
2 part 1	
2 part 2	2 (easy)
3 part 1	
3 part 2	2 (easy)
4 part 1	
4 part 2	3



READER'S DIGEST SKILL BUILDERS (CONT'D)

Advanced Skill Builder Book 2 9th

Science Series

Green 3rd

Red 7-8th

Why Work Series

These cards are not in the order of readability

Manual Level	Card Numbers	Readability
4.0 - 4.5	3	
	11	4th (easy)
	15	
	20	
4.5 - 5.0	5	
	7	4th (hard)
	13	
	21	
5.0 - 5.5	4	5th (easy)
	6	
	8	
	10	
	12	
	16	
	17	7th
5.5 - 6.0	2	
	14	5th - 6th
6.5 - 7.0	1	5th
	9	

Readers

Adult Reader M. S. Robertson Steck-Vaughn Company

2 (hard)

Learning and Writing English - 4th

I Want to Learn English - 4th

APPENDIX B

Phase II - Population Distribution

State	Estimated Population	Actual Participation	
		Initial	Final
Arizona	25	0	0
California	13	13	8
Colorado	30	10	0
Connecticut	15	9	0
Florida	35	18	3
Idaho	15	0	0
Indiana			
#1	17	12	0
#2	15	14	9
Iowa	10	9	4
Louisiana	30	0	0
Michigan	50	0	0
Minnesota	24	0	0
Mississippi	44	30	30
Missouri			
#1	50	27	0
#2	25	0	0
#3	6	2	2
Nebraska	10	15	3
New Mexico	20	12	7
New York	22	0	0
North Carolina	12	12	8
North Dakota	30	15	0
Ohio	16	0	0
Pennsylvania	15	14	14
South Carolina	12	6	0
South Dakota	12	14	11
Tennessee	24	0	0
Utah	15	0	0
Virginia	12	9	5
Washington	25	12	5
West Virginia	<u>9</u>	<u>14</u>	<u>0</u>
Totals	638	267	109

\*Many of these were estimated by the participants prior to the enrollment of the spring classes.

APPENDIX C

Changes in Reading Performance (AIRT)  
With Adjusted Reading Level of 0

Gains/Changes	0	+	-	x	0	+	-	x	0	+	-	x
Gain in level	12	1	1	2	8	5	1	2	3	10	1	2
No Gain	10	0	2	0	10	0	2	0	10	1	0	1
Loss in level	0	0	0	0	0	0	0	0	0	0	0	0
N = 28 Total	22	1	3	2	18	5	3	2	13	11	1	3

Changes in Reading Performance (AIRT)  
With Adjusted Reading Level of +1

Gains/Changes	0	+	-	x	0	+	-	x	0	+	-	x
Gain in level	16	1	2	2	9	9	1	2	4	15	0	2
No Gain	16	0	0	1	12	1	3	1	11	3	2	1
Loss in level	5	0	0	0	1	1	3	0	1	1	3	0
N = 43 Total	37	1	2	3	22	11	7	3	10	19	5	3

Changes in Reading Performance (AIRT)  
With Adjusted Reading Level of -1

Gains/Changes	0	+	-	x	0	+	-	x	0	+	-	x
Gain in level	14	1	3	2	11	6	1	2	2	14	0	4
No Gain	8	0	1	1	5	2	2	1	5	2	1	2
Loss in level	7	0	1	0	5	0	3	0	5	0	3	0
N = 38 Total	29	1	5	3	21	8	6	3	12	16	4	6

**BEST COPY AVAILABLE**

APPENDIX

ANALYSIS OF PARENT-METHOD SOURCES FOR WORD RECOGNITION,  
FLUENCY, COMPREHENSION, AND RATE OF READING, CONTROLLED BY  
INITIAL READING LEVEL

A C C U R A C Y      BEST COPY AVAILABLE

WORD RECOGNITION

	M-I	M-II	1	2	3	4-5	7-8	9-10	1
Beginning Levels									
Mdn	24	24	24	95.5	98	95.5	95	95	90
N	8	8	3	5	10	7	8	8	60
2 level-Gains									
Mdn	29	30	20	24	98	99	96.5	95.5	95
N	11	11	9	11	8	3	4	4	9
2 level-No Gains									
Mdn	28	28	21.5	21	99	93	97	94.5	96
N	4	5	4	4	4	3	4	4	5
3 level-Gains									
Mdn	30	29	24	23.5			97.5	99	97
N	16	15	16	16			4	3	8
3 level-No Gains									
Mdn	29	29	26	29			98.5	100	98
N	6	6	5	5			2	1	3
Levels-4,5,6,7-Gains									
Mdn	30	30	26	27			99	94	98
N	11	11	11	11			4	5	9
Levels-4,5,6,7-No Gains									
Mdn	30	30	25	25			97	98	97
N	14	14	14	13			13	13	13
Levels-8,9,10-Gains									
Mdn	30	30	30	30			100	100	99
N	5	5	5	5			5	5	5
Levels-8,9,10-No Gains									
Mdn	30	30	28.5	30			99	99.5	99
N	8	9	8	9			8	8	9



	2	3	4-5	7-8	9-10	1	2	3	4-5	7-8	9-10
*45	80	*40	65			60	*49	*48	*55		
10	7	8	8			9	9	6	7		
80	90	80	95	60	80	102	84	*76	*66	*79	*62
9	4	11	10	5	10	8	9	3	10	10	5
75	95	80	60	85	*50	35	74.5	95	*66.5	73.5	*58
2	4	5	5	3	2	4	4	5	5	5	3
2	1	3	2	3	6	2	2	1	3	1	5
30	90	90	90	90	70	115	87		122	110	95
4	5	9	9	9	11	3	4		13	10	13
		80	80	80	80				149	124	155
		100	100	100	100				5	3	5
		100	95	80	90				168	128.5	137
		8	8	9	9				8	6	9

\*does not meet the criterion performance standard (see page 5)

APPENDIX E

Adult informal reading test  
(Form A and Form B)

Motivation: This is a story of a family and their home and their neighbors.

#1 OUR HOME AND OUR FRIENDS

Time: \_\_\_\_\_

This is our house.

Mary and I bought the house.

It is a good house. We live in the house.

It is our home and we like it.

Junior lives in our home, too.

The government helped us buy our home.

Mary, Junior, and I live in this home.

We take good care of our home.

Mary and I have some friends.

Our friends are Mr. and Mrs. Henry Brown.

We live near the Browns.

Mr. and Mrs. Brown have a house.

The government helped Mr. and Mrs. Brown

buy the house.

Mr. and Mrs. Brown take good care of their house.

Substitutions \_\_\_\_\_

Omissions \_\_\_\_\_

Additions \_\_\_\_\_

Examiner Help \_\_\_\_\_

Endings \_\_\_\_\_

\_\_\_\_\_ 1. What is the name of the man's wife? (Mary)

\_\_\_\_\_ 2. Who else lives in the home? (Junior)

\_\_\_\_\_ 3. Who helped them buy their home? (government)

\_\_\_\_\_ 4. Who are their friends? (Mr. and Mrs. Brown)

\_\_\_\_\_ 5. Who helped Mr. and Mrs. Brown to buy their house? (government)

Source - Adapted from Adult Reader, pp. 15, 17  
 Word Count - 102  
 Readability - (Spache) First Reader level

by: M.S. Robertson  
 by permission of Steck-Vaughn Co.,  
 copyrighted: 1964

Adult Informal Reading Test, developed by Robert E. Leibert, University of Missouri - Kansas City through USOE Project 6-9-008089-0045



**Motivation:** City driving takes more constant attention than highway or country driving. Find out some things a driver should know in city driving.

#2 DRIVING IN THE CITY

Time: \_\_\_\_\_

Driving in the city is dangerous.

One must look for the street signs in the city.

Street signs help people to drive the car carefully.

The signal light is a good street sign.

The red light says "Stop."

The green light says "Go."

The amber light says drive carefully.

At some corners there are "Stop" signs.

The car should be stopped for each "Stop" sign.

Sometimes there are the "Danger" signs.

This sign tells one to drive carefully.

Each street sign tells the driver something.

A driver should look for the street sign when he drives the car.

Substitutions \_\_\_\_\_  
 Omissions \_\_\_\_\_  
 Additions \_\_\_\_\_  
 Examiner Help \_\_\_\_\_  
 Endings \_\_\_\_\_

- \_\_\_\_\_ 1. What should a driver be alert for in the city? (street signs)
- \_\_\_\_\_ 2. What is the purpose of these signs? (to drive carefully)
- \_\_\_\_\_ 3. What does the story say the amber light means? (drive carefully)
- \_\_\_\_\_ 4. According to this story what are two times a driver must stop his car? (red light, stop sign)
- \_\_\_\_\_ 5. Besides the amber light in this story, what other signs means drive carefully? (Danger sign)

Source - Adapted from Adult Reader, p. 51.  
 Word Count - 98  
 Readability - (Spache) - Second Reader Level

by: H.S. Robertson  
 by permission of: Steck-Vaughn Co.  
 copyrighted: 1964

Adult Informal Reading Test, developed by Robert E. Leibert, University of Missouri - Kansas City through USOE Project 6-9-008089-0045

**Motivation:** Junius Kellogg played basketball for the Harlem Globetrotters. When an accident paralyzed him he was in a hospital. A nurse helped him recover. This story tells how he helped another person who had become paralyzed.

#3 "Nobody's Better Off Dead"

Time: \_\_\_\_\_

The young flyer wanted to die.  
He lay with his face turned to the wall. Hurt in a plane crash, he could not move from the neck down.

Substitutions \_\_\_\_\_  
Omissions \_\_\_\_\_  
Additions \_\_\_\_\_  
Examiner Help \_\_\_\_\_  
Endings \_\_\_\_\_

Then a tall man in a wheel chair wheeled himself into the flyer's room.  
"Hello." Junius Kellogg said.

But the flyer did not want to talk. "You are looking at a vegetable," he said, "I would be better off dead."

- \_\_\_\_\_ 1. How badly hurt was the flyer? (couldn't move from the neck down)
- \_\_\_\_\_ 2. How did Junius Kellogg get into the flyer's room? (in a wheel chair)

I was a vegetable myself, three years ago," said Kellogg. "Believe me, nobody is better off dead."

- \_\_\_\_\_ 3. What was Junius like three years ago? (a vegetable or the flyer)
- \_\_\_\_\_ 4. What did the flyer want to do? (die)

That was the first visit Kellogg made to the flyer's room. He came back often. Soon the flyer was able to swim. He too wanted to live.

- \_\_\_\_\_ 5. What happened that tells us the flyer was getting better? (able to swim or wanted to live)

Source - Adapted from Send for Red (Reader's Digest), pp. 12-13

Word Count - 115

Readability - (Spache) 2-3 Reader Level

by: Quentin Reynolds

by permission of: Reader's Digest

copyrighted: 1965



**Motivation:** Everyday millions of people take their temperatures. Most people think that the higher the temperature, the sicker they are. See what this article has to say.

**#4 ARE FEVERS HARMFUL?**

Time: \_\_\_\_\_

For 200 years doctors have been asking this question: Is fever a friend or an enemy? Does fever show how sick a person is or does it show how hard his body is trying to get well? Doctors do not know the answer. But they are closer to the answer than ever before.

Substitutions \_\_\_\_\_  
 Omissions \_\_\_\_\_  
 Additions \_\_\_\_\_  
 Examiner Help \_\_\_\_\_  
 Endings \_\_\_\_\_

Are fevers harmful? The answer is both yes and no. Some fevers are very dangerous. They rise so high that life itself is in danger. For example, a fever of 109° injures the brain if the fever is not brought under control at once. It can be brought down by putting the person into a tub of ice water.

- \_\_\_\_\_ 1. What question have doctors been asking? (whether they are good or bad-friend or enemy)
- \_\_\_\_\_ 2. What fevers are dangerous? (when it is very high)
- \_\_\_\_\_ 3. What can a fever of 109° do? (injure the brain)
- \_\_\_\_\_ 4. Explain one way a high fever can be controlled. (put a person in a tub of ice water)
- \_\_\_\_\_ 5. What is the purpose of placing a person in a tub of ice water? (bring the fever down)

Source - Reader's Digest Science Reader - Blue Book, pp. 80-82.

Word Count - 112

Readability - (Dale-Chall) - 4th Reader Level

by: J.D. Ratcliff

by permission of: Reader's Digest

copyrighted: 1962

Adult Informal Reading Test, developed by Robert E. Leibert, University of Missouri - Kansas City through USOE Project 6-9-008089-0045

Motivation: The man in this story uses himself as an example. What is he trying to say to us?

#5 EQUAL EDUCATION

Time: \_\_\_\_\_

Since all men are born equal,  
all men are entitled to equal education.  
Mr. Hines believes this, and more -  
how can you discover how equal you are  
if you don't grab up all the experiences  
and all the education you can get.

- Substitutions \_\_\_\_\_
- Omissions \_\_\_\_\_
- Additions \_\_\_\_\_
- Examiner Help \_\_\_\_\_
- Endings \_\_\_\_\_

As evidence for this belief,  
Mr. Hines tells everybody just to  
consider him. He has been a farmer, a  
factory worker, an automobile engine  
expert, a chief in the fire department,  
a gardener, and an Army man in  
foreign countries, firing at the  
enemy and fired at by the enemy in  
two world wars. Mr. Hines had lots of  
experience but not enough education.

- \_\_\_\_\_ 1. Mr. Hines believes all men should be entitled to what? (equal education)
- \_\_\_\_\_ 2. What, in addition to education, should a person have? (many experiences)
- \_\_\_\_\_ 3. Name two things Mr. Hines has done.
- \_\_\_\_\_ 4. How many times has Mr. Hines been a soldier? (twice)
- \_\_\_\_\_ 5. What does Mr. Hines lack? (enough education)

Source - System for Success, Book I, P. 41  
Word Count - 103  
Readability (Dale-Chall) 7-8 Reader Level

by: R.L. Henney  
by permission of: Follett Education Corp.  
copyrighted: 1965

Adult Informal Reading Test, developed by Robert E. Leibert, University of Missouri - Kansas City through USOE Project 6-9-008089-0045

**Motivation:** Some people have enough money to live comfortably, but don't know it. Here are some tips on how it can be done.

**#6 A BUDGET IS HELPFUL**

Time: \_\_\_\_\_

Individuals and families with budgets have safeguards against spending more money than they earn. Budgets help people plan to spend only what they can afford and buy only what they need.

- Substitutions \_\_\_\_\_
- Omissions \_\_\_\_\_
- Additions \_\_\_\_\_
- Examiner Help \_\_\_\_\_
- Endings \_\_\_\_\_

To make a reliable budget, a family should first list all the expenses it expects in a month. Included in this list should be rent or mortgage payments for the home, utilities, food, any necessary house furnishings or equipment, clothes, transportation, medical care, personal need, insurance, recreation, contributions, taxes and if possible savings. Next the family should determine its income per month and allow enough money for each item within the limitations of that income.

- \_\_\_\_\_ 1. Name one way that budgets help people. (spend what can be afforded and buy what is needed)
- \_\_\_\_\_ 2. What is the first thing you do in making a budget? (list expected expenses)
- \_\_\_\_\_ 3. What do you do next? (how much to allow for each expense) (also - determine its income per month)
- \_\_\_\_\_ 4. Name two expenses related to the home? (rent, utilities, etc.)
- \_\_\_\_\_ 5. If possible, what should be included in a budget? (savings)

Source - Systems for Success - Book 2 - p.49  
 Word Count - 105  
 Readability - (Dale-Chall) 9-10 Reader Level

Reprinted from: Systems for Success,  
 Book 2, p. 49  
 by permission of: Follett Educational  
 Corp.  
 copyrighted: 1965

Motivation: This is a story of a man who is looking for a car. Read this story out loud to find out what kind of a car he finds.

#1 BUYING A NEW CAR

Time: \_\_\_\_\_  
(70 seconds)

Ted wants a new car.

He wants a big car.

Ted wants a two-door car.

He talked to a car salesman.

The salesman wants \$3,000.

"How much should I pay down?" asked Ted.

"\$300," said the salesman.

Ted gave the salesman the money.

He wanted to drive his new car.

It was a beautiful car.

It had red seats.

He took his car home.

His family liked the car.

Substitutions \_\_\_\_\_

Omissions \_\_\_\_\_

Additions \_\_\_\_\_

Examiner Help \_\_\_\_\_

Endings \_\_\_\_\_

- \_\_\_\_\_ 1. Name two things Ted wanted his car to be. (2-door, big, new)
- \_\_\_\_\_ 2. How much did the car cost? (\$3,000)
- \_\_\_\_\_ 3. What was his down payment? (\$300)
- \_\_\_\_\_ 4. Where did he drive his car? (home)
- \_\_\_\_\_ 5. Who else liked his car? (family)

Original Story - Eldora Gray  
Word Count - 70  
Readability - 1.6



Motivation. The man in this story had an idea on how to use some land. See how his idea worked.

#2 A ROCK FENCE

Time: \_\_\_\_\_  
(80 seconds)

Long ago many large rocks lay all over the ground. There was a farmer who wanted to grow things on the land. But nothing would grow where the rocks were. So he started picking up the rocks. He carried them to the sides of the field. He made a fence of the rocks. Then all the farmers could see where his field was. Flowers grew along the rock fence. At first the rocks had been in the way. But soon they helped the farmer. And the farmer's rock fence made the field more beautiful.

- Substitutions \_\_\_\_\_
- Omissions \_\_\_\_\_
- Additions \_\_\_\_\_
- Examiner Help \_\_\_\_\_
- Endings \_\_\_\_\_

- \_\_\_\_\_ 1. What lay all over the ground? (rocks)
- \_\_\_\_\_ 2. What did the man want to do with this land? (grow things)
- \_\_\_\_\_ 3. Why did the man have to pick up the rocks? (to grow things)
- \_\_\_\_\_ 4. Where did the farmer put the rocks? (sides of the field)
- \_\_\_\_\_ 5. How did the fence make the field more beautiful? (flowers - rocks on land - etc.)

Source - SRA-Aqua, P. 11  
Word Count - 95  
Readability - 2.1

by: Eleanor Nicholson  
by permission of: Science Research Associates  
copyrighted: 1961

Adult Informal Reading Test, developed by Robert E. Leibert, University of Missouri - Kansas City through IROE Project 6-9-008089-0045



Motivation: This story tells about a part of the early life of a famous American. Read this story out loud to find out about his unusual beginning.

#3 GEORGE WASHINGTON CARVER

Time: \_\_\_\_\_  
(68 seconds)

George Washington Carver was America's first great Negro scientist. He was one of the greatest American scientists of any race. He helped many poor people of the South to have better lives.

Substitutions \_\_\_\_\_

Omissions \_\_\_\_\_

Additions \_\_\_\_\_

Examiner Help \_\_\_\_\_

Endings \_\_\_\_\_

George Washington Carver was born a Negro slave. He and his mother belonged to a family named Carver. Slaves were sold for money in those days. When he was a baby, some men stole him and his mother to sell and make money for themselves. Mr. Carver gave the men a horse to get his slaves back. They kept the mother but gave back the baby.

- \_\_\_\_\_ 1. Who was George Washington Carver? (Negro scientist)
- \_\_\_\_\_ 2. He helped people in what part of our country? (South)
- \_\_\_\_\_ 3. Who did he and his mother belong to? (Carvers)
- \_\_\_\_\_ 4. What unusual thing happened to him when he was a baby? (he was stolen)
- \_\_\_\_\_ 5. How did Mr. Carver get him back? (gave the men a horse)

The Carvers were kind to this poor little baby.

Source - They Served America, pp. 33-34  
Word Count - 101  
Readability - (Spache) 2.8

by: Carol Hoff  
by permission of: Steck-Vaughn Co.  
copyrighted: 1966

Adult Informal Reading Test, developed by Robert E. Leibert, University of Missouri - Kansas City through USOE Project 6-9-009089-0045





Motivation: Sports are popular in the United States. Here is part of a story of a well-known sports figure.

#4 JACKIE ROBINSON

Time: \_\_\_\_\_  
(62 seconds)

Jackie Robinson was the first Negro to play Big League Baseball. When he signed the contract to play with the team, he knew it would not be easy. Players would call him names and be unkind. Fans would boo him. He could not fight back. He would have to play ball so well that Americans would know that the color of an athlete's skin was not important.

Jackie Robinson was born to a poor family in Georgia. When he was just a baby, his father left his family.

It was hard for his mother to make enough money to buy the clothes and food for her five children. But with her brother's help, she sent them all to school when they were big enough.

Substitutions \_\_\_\_\_  
Omissions \_\_\_\_\_  
Additions \_\_\_\_\_  
Examiner Help \_\_\_\_\_

- \_\_\_\_\_ 1. What is special about the person in this story? (first Negro to play Big League baseball)
- \_\_\_\_\_ 2. What did Jackie think some players would do? (call him names, be unkind)
- \_\_\_\_\_ 3. How did he think some fans would treat him? (boo him)
- \_\_\_\_\_ 4. How did he plan to win a place in baseball? (be a great player)
- \_\_\_\_\_ 5. Where was Jackie Robinson raised? (Georgia)

Source - They Served America, p. 106  
Word Count - 124  
Readability - 4th Grade

by: Carol Hoff  
by permission of: Steck-Vaughn Co.  
copyrighted: 1966

Adult Informal Reading Test, developed by Robert E. Leibert, University of Missouri - Kansas City through USOE Project 6-9-608089-0045

**BEST COPY AVAILABLE**

Motivation: This is a story written in 1960 before our astronauts landed on the moon. It tells about the Ranger space shots that got important information for the astronauts.

#5 THE MOON STEPPINGSTONE TO SPACE

Time: \_\_\_\_\_  
(44 seconds)

Late in the 1960's, the hatch of a space ship will be cranked open. Men will climb through it and step down to the surface of the moon. Will they walk upon solid rock, or will they sink into deep lunar dust?

- Substitutions \_\_\_\_\_
- Omissions \_\_\_\_\_
- Additions \_\_\_\_\_
- Examiner Help \_\_\_\_\_
- Endings \_\_\_\_\_

They will know the answer before they get there, for Ranger probes will already have crashed into the moon.

\_\_\_\_\_ 1. What did the author predict would happen in the late 1960's? (men would land on the moon)

During the rapid descent of these probes to the moon, sharp pictures of its surface will be televised to earth.

\_\_\_\_\_ 2. The moon might be made of what two kinds of things? (solid rock or deep lunar dust)

Just before impact, each probe will release a wooden ball intended to hit the moon without breaking.

\_\_\_\_\_ 3. What will the Ranger probes tell the space men? (type of lunar surface)

Inside the ball a small instrument will measure slight motions in the crust of the moon.

\_\_\_\_\_ 4. How were pictures to be sent to earth? (by TV)

\_\_\_\_\_ 5. What will release just before the probe hits the moon? (a wooden ball, instruments, etc.)

Source - Reader's Digest Science Reader (Red Book), pp. 51-52.

Word Count - 114  
Readability - 7-8

by: Franklyn M. Branley  
by permission of: Reader's Digest

Adult Informal Reading Test, developed by Robert E. Leibert, University of Missouri - Kansas City through USOE Project 6-9-008089-0045

Motivation: The basic laws of our country were written long ago. This selection tells about one part of these laws. Read carefully to find out what they mean to you.

#6 THE BILL OF RIGHTS

Time: \_\_\_\_\_  
(52 seconds)

Before the Constitution could become the official law of our country, it had to be ratified by nine states. The states did not approve the document immediately. There was much controversy, and when the Constitution was finally ratified, most of the states agreed that a number of amendments to the document should be made.

In 1791, the first ten amendments, called the Bill of Rights, were adopted. They are called the Bill of Rights because they involve the basic liberties of individual citizens.

The Bill of Rights guarantees that citizens of the United States will have freedom of religion, freedom of speech, freedom of the press, and the right to assemble. It protects citizens against unreasonable punishment and insures the right to a speedy and public trial.

Substitutions \_\_\_\_\_  
Omissions \_\_\_\_\_  
Additions \_\_\_\_\_  
Examiner Help \_\_\_\_\_  
Endings \_\_\_\_\_

- \_\_\_\_\_ 1. How many states had to ratify the Constitution before it became law? (nine)
- \_\_\_\_\_ 2. When the Constitution was ratified, what did many states agree had to be done to make the Constitution better? (amendments added)
- \_\_\_\_\_ 3. How many amendments were added in 1791? (ten)
- \_\_\_\_\_ 4. What are these amendments called? (Bill of Rights)
- \_\_\_\_\_ 5. Name two things that are guaranteed by the Bill of Rights. (any two from last paragraphs)

Source: System for Success, p. 47  
Word Count - 129  
Readability - 9-10

Reprinted from: Systems for Success,  
Book 2, p. 47 - by R. L. Henry  
by permission of: Follett, 1965

Part I

H. A. NITZEL WORD LIST\*

Part II

1. also \_\_\_\_\_
2. at \_\_\_\_\_
3. beside \_\_\_\_\_
4. bus \_\_\_\_\_
5. cost \_\_\_\_\_
6. dinner \_\_\_\_\_
7. duty \_\_\_\_\_
8. evening \_\_\_\_\_
9. fish \_\_\_\_\_
10. gasoline \_\_\_\_\_
11. he \_\_\_\_\_
12. house \_\_\_\_\_
13. join \_\_\_\_\_
14. line \_\_\_\_\_
15. mark \_\_\_\_\_
16. military \_\_\_\_\_
17. must \_\_\_\_\_
18. purse \_\_\_\_\_
19. out \_\_\_\_\_
20. picture \_\_\_\_\_
21. quality \_\_\_\_\_
22. right \_\_\_\_\_
23. see \_\_\_\_\_
24. single \_\_\_\_\_
25. stand \_\_\_\_\_
26. system \_\_\_\_\_
27. those \_\_\_\_\_
28. under \_\_\_\_\_
29. we \_\_\_\_\_
30. word \_\_\_\_\_

1. abundant \_\_\_\_\_
2. annoy \_\_\_\_\_
3. audible \_\_\_\_\_
4. bullet \_\_\_\_\_
5. chill \_\_\_\_\_
6. comprehend \_\_\_\_\_
7. council \_\_\_\_\_
8. defy \_\_\_\_\_
9. dismiss \_\_\_\_\_
10. enjoyable \_\_\_\_\_
11. faith \_\_\_\_\_
12. frontage \_\_\_\_\_
13. groom \_\_\_\_\_
14. housing \_\_\_\_\_
15. inner \_\_\_\_\_
16. kidney \_\_\_\_\_
17. macaroni \_\_\_\_\_
18. morale \_\_\_\_\_
19. novel \_\_\_\_\_
20. partial \_\_\_\_\_
21. precious \_\_\_\_\_
22. raincoat \_\_\_\_\_
23. reveal \_\_\_\_\_
24. shelf \_\_\_\_\_
25. southwest \_\_\_\_\_
26. struggle \_\_\_\_\_
27. tennis \_\_\_\_\_
28. undergo \_\_\_\_\_
29. verify \_\_\_\_\_
30. <sup>68</sup>width \_\_\_\_\_

BUCKS COUNTY WORD LISTS\*

<u>Pre-Primer</u>	<u>1<sup>2</sup></u>
1. and _____	1. about _____
2. big _____	2. as _____
3. can _____	3. barn _____
4. down _____	4. book _____
5. for _____	5. children _____
6. go _____	6. day _____
7. here _____	7. feet _____
8. house _____	8. friend _____
9. in _____	9. green _____
10. it _____	10. heard _____
11. little _____	11. him _____
12. make _____	12. if _____
13. mother _____	13. lost _____
14. not _____	14. work _____
15. play _____	15. name _____
16. ride _____	16. nose _____
17. see _____	17. our _____
18. to _____	18. pretty _____
19. want _____	19. school _____
20. will _____	20. some _____

Adult Informal Reading Test, developed by Robert E. Leibert, University of Missouri -  
Kansas City through USOE Project 6-9-003089-0045.

EUCKS COUNTY WORD LIST\*

- | <u>2<sup>2</sup></u> |         | <u>3<sup>2</sup></u> |          |
|----------------------|---------|----------------------|----------|
| 1.                   | arm     | 1.                   | arrive   |
| 2.                   | bought  | 2.                   | beat     |
| 3.                   | candy   | 3.                   | bone     |
| 4.                   | corner  | 4.                   | bundle   |
| 5.                   | dollar  | 5.                   | chance   |
| 6.                   | end     | 6.                   | coach    |
| 7.                   | fat     | 7.                   | several  |
| 8.                   | flower  | 8.                   | discover |
| 9.                   | grass   | 9.                   | eleven   |
| 10.                  | hard    | 10.                  | express  |
| 11.                  | hope    | 11.                  | flame    |
| 12.                  | kitchen | 12.                  | whisper  |
| 13.                  | leg     | 13.                  | horn     |
| 14.                  | most    | 14.                  | insist   |
| 15.                  | park    | 15.                  | kill     |
| 16.                  | pond    | 16.                  | lever    |
| 17.                  | quiet   | 17.                  | mistake  |
| 18.                  | rope    | 18.                  | offer    |
| 19.                  | sell    | 19.                  | peach    |
| 20.                  | smile   | 20.                  | possible |

\*Eucks County Word List in Morton Botel, How to Teach Reading, Follett  
Publishing Co., 1963, pp. 111-121.

Mitzel, Adele, "The Functional Reading Word List for Adults." Adult  
Education, 16(1966), 67-9.

## BIBLIOGRAPHY

- Betts, Emmett A. Foundations of Reading Instruction, New York: American Book Company, 1957, Chapter XXI.
- Cooper, Louis J. "The Effect of Adjustment of Basal Reading Material on Reading Achievement." Unpublished Doctoral dissertation, Boston University, 1952.
- Dale, Edgar and Jeanne Chall. "A Formula for Predicting Readability." Educational Research Bulletin. 27:11-20, 1948.
- Karlsen, Bjorn, Richard Madden and Eric F. Gardner. Adult Basic Learning Examination. New York: Harcourt, Brace and Jovanovich, Inc. Test Department, 1967.
- Killgallon, Patsy A. "A Study of Relationships Among Certain Pupil Adjustments in Reading Situations," Unpublished Doctoral dissertation, Pennsylvania State College, 1942.
- Leibert, Robert E. "An Investigation of the Differences in Reading Performance on Two Tests of Reading." Unpublished Doctoral dissertation, Syracuse University, 1965.
- \_\_\_\_\_ "The Development of an Informal Test of Reading and the Analysis of the Reading Performance of Adults Attending Basic Education Classes," Final Report [Grant Number OEG-6-9-008089-0045 (057)] U. S. Department of Health, Education and Welfare, Office of Education, Bureau of Research, 1969.
- McCracken, Robert A. "The Informal Reading Inventory as a Means of Improving Instruction," The Evaluation of Children's Reading Achievement, Perspectives in Reading, No. 8, (Ed.) Thomas C. Barrett, 85, Newark, Delaware: International Reading Association, Inc., 1967.
- Mayo, Amy F. "The Effect of Adjusting Basal Materials in Grades Two and Three," Unpublished Master's Thesis, Boston University, 1947. Cited in Cooper, Louis J. (1952), 37-38.
- Powell, William R. "Reappraising the Criteria for Interpreting Informal Inventories," (Ed.) Dorothy L. DeBoer, Reading Diagnosis and Evaluation, Volume 13, Part 4, Proceedings of the Thirteenth Annual Convention, International Reading Association, Newark, Delaware, 1970.
- Sherk, John K. Part III: The Needs Survey, Adult Basic Education National Teacher Training Study, University of Missouri - Kansas City, OEG-0-71-4556 (323) December, 1972.
- Sherk, John K. and Donald W. Mocker. "Reading Methods for Adult Basic Education," Reading Improvement, 9(Fall, 1972) 53-56.

BEST COPY AVAILABLE

1. "A comparison of standardized Reading tests and of  
unstandardized Reading Levels," *Unpublished Report*  
1961, University of Connecticut, 1961
2. "Stepwise Regression from Statpack: An old statistical  
program," Department of Computing Science, The University of  
Edmonton Alberta, January, 1968) 31
3. "A Readability Formula for Primary Grade Reading Materials,"  
*Journal of Educational Psychology*, 53(March, 1953) 410-413
4. "Statistical Principles in Experimental Design," *Journal of  
Educational Psychology*, 63(1972), 1-10, Chapter 10

51