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ABSTRACT

The Model of Conceptual Learning and Development (CLD) is an analytical, descriptive model. It defines four levels of concept attainment and the possible uses and extensions of attained concepts, specifies the cognitive operations involved in learning concepts at each of the four levels, and postulates internal and external conditions of learning related to the specified levels. The CLD model provides a basis for assessing children's level of conceptual development. The assessment of the level of conceptual development requires assessment tools and procedures appropriate for children ages 4-18. This working paper presents a set of exercises designed to assess children's level of attainment as well as use of the concept noun. (Author/BJG)

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Development of Conceptual Learning and Development Assessment Series III: Noun

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Report from the Project on Children's Learning and Development

Wisconsin Research and Development
CENTER FOR COGNITIVE LEARNING

THE UNIVERSITY OF WISCONSIN
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Working Paper No. 121

DEVELOPMENT OF CONCEPTUAL LEARNING AND DEVELOPMENT ASSESSMENT SERIES III: NOUN

by

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Report from the Project on
Children's Learning and Development

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STATEMENT OF FOCUS

Individually Guided Education (IGE) is a new comprehensive system of elementary education. The following components of the IGE system are in varying stages of development and implementation: a new organization for instruction and related administrative arrangements; a model of instructional programing for the individual student; and curriculum components in prereading, reading, mathematics, motivation, and environmental education. The development of other curriculum components, of a system for managing instruction by computer, and of instructional strategies is needed to complete the system. Continuing programmatic research is required to provide a sound knowledge base for the components under development and for improved second generation components. Finally, systematic implementation is essential so that the products will function properly in the IGE schools.

The Center plans and carries out the research, development, and implementation components of its IGE program in this sequence: (1) identify the needs and delimit the component problem area; (2) assess the possible constraints--financial resources and availability of staff; (3) formulate general plans and specific procedures for solving the problems; (4) secure and allocate human and material resources to carry out the plans; (5) provide for effective communication among personnel and efficient management of activities and resources; and (6) evaluate the effectiveness of each activity and its contribution to the total program and correct any difficulties through feedback mechanisms and appropriate management techniques.

A self-renewing system of elementary education is projected in each participating elementary school, i.e., one which is less dependent on external sources for direction and is more responsive to the needs of the children attending each particular school. In the IGE schools, Center-developed and other curriculum products compatible with the Center's instructional programing model will lead to higher morale and job satisfaction among educational personnel. Each developmental product makes its unique contribution to IGE as it is implemented in the schools. The various research components add to the knowledge of Center practitioners, developers, and theorists.

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I

OVERVIEW OF THE CONCEPTUAL LEARNING AND DEVELOPMENT MODEL

This working paper gives an overview of a model of conceptual learning and development (CLD model). The CLD model, in turn, provides the basis for assessing children's level of conceptual development. The assessment of the level of conceptual development requires assessment tools and procedures that may be used with children of about age 4 - 18. The third set of assessment exercises to assess children's level of attainment as well as use of the concept noun is presented in this paper after a brief overview of the CLD model.

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II

THEORETICAL FRAMEWORK

Model of Conceptual Learning and Development (CLD)

The CLD model is based on laboratory and school experiments. The model was formally reported by Klausmeier (1971) and described more fully by Klausmeier, Ghatala, and Frayer (1972). The CLD model is an analytical, descriptive model. It defines four levels of concept attainment and the possible uses and extensions of attained concepts specifies the cognitive operations involved in learning concepts at each of the four levels, and postulates internal and external conditions of learning related to the specified levels. The levels of concept mastery and the operations and conditions of learning have been identified through behavioral analyses and empirical research in laboratory and school settings. Guidelines for developing instructional materials have also been formulated, based on the model and research in school settings.

A concept is defined as ordered information about the properties of one or more things--objects, events, or processes--that enables any particular thing or class of things to be differentiated from, and also related to, other things or classes of things. The word concept is used by Klausmeier, Ghatala, and Frayer (1972) to designate mental constructs of individuals as well as identifiable public entities that comprise part of the substance of the various disciplines. Thus, the

term concept is used appropriately in two different contexts just as many other English words are.

Concepts as public entities are defined as the organized information corresponding to the meanings of words found in dictionaries, encyclopedias, and other books (Carroll, 1964). Words in a language can be thought of as a series of spoken or written entities. There are meanings for words that can be thought of as a standard of communicative behavior shared by those who speak a language. Finally, there are concepts that are the classes of experiences formed in individuals either independently of language processes or in close dependence on language processes. Putting the three together, Carroll stated: "A 'meaning' of a word is, therefore, a societally standardized concept, and when we say that a word stands for or names a concept it is understood that we are speaking of concepts that are shared among members of a speech community (Carroll, 1964, p. 187)."

When starting a large programmatic research effort dealing with concept learning and instruction, Klausmeier, Davis, Ramsay, Fredrick, and Davies (1965) formulated an idea of concept in terms of defining attributes which they identified as common to many concepts from various disciplines. Klausmeier, Ghatala, and Frayer (1972) carried the definition further by specifying eight attributes of concepts: learnability, usability, validity, generality, power, structure, instance numerousness, and instance perceptibility. Other researchers and subject-matter specialists are also treating concept in terms of defining attributes. For example, Flavell (1970) indicated that a formal definition of concept in terms of its defining attributes is

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useful in specifying what concepts are and what they are not and also in identifying the great variability among concepts. Markle and Tiemann (1969), and Tennyson and Boutwell (1971) have shown that the external conditions of concept learning can be delineated through research that starts with a systematic analysis of the attributes of the particular concepts used in the research.

The CLD model deals with concepts represented by words that can be defined in terms of attributes. It is pointed out that one cannot find definitions for all words which are stated in terms of defining attributes, even in unabridged dictionaries and technical treatises. Therefore, the researcher and the developer of curriculum materials must ascertain the defining attributes independently or cooperatively with scholars from the various disciplines.

Cognitive Operations and Levels of Concept Attainment

Figure 1 schematically presents the "structure" of the model. It shows the four levels at which individuals may attain the same concept, the operations involved at each level, the use and extension of concepts, and the acquisition of names for concepts and their attributes.

Concept levels. A unique feature of the model is that it specifies four levels of attainment of the same concept, rather than postulating attainment at a final level of mastery the first time the concept is learned. The long-term developmental context of the model is thus provided; the model explains the changes that occur in the level of mastery of concepts attained by the same individual across long time intervals.

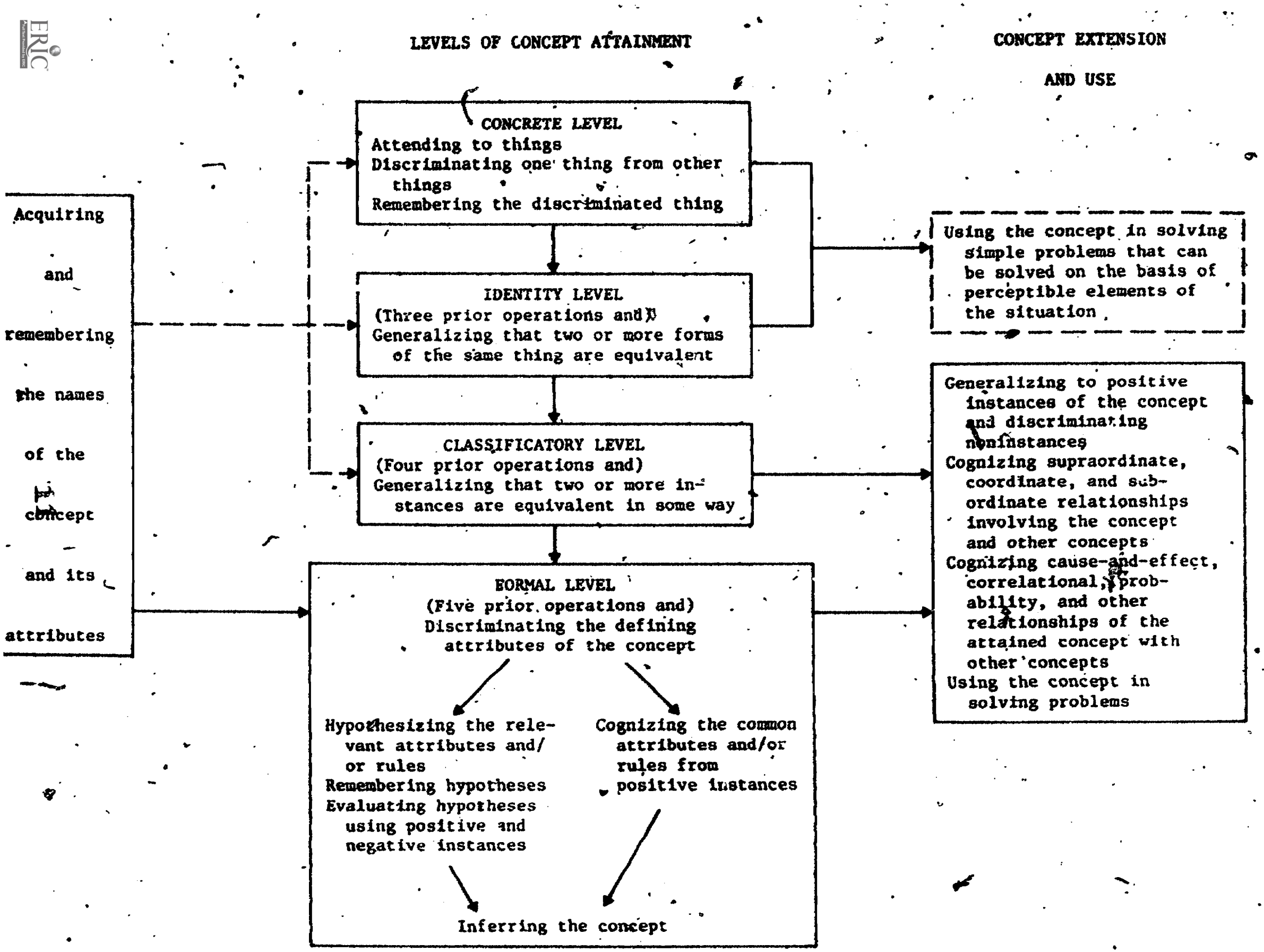

Figure 1. Cognitive operations in concept learning.

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Attainment of a concept at the concrete level is inferred when the individual cognizes an object that he has experienced on a prior occasion. At this level, the object is experienced in exactly the same way on the second and later occasions. Attainment of a concept at the identity level is inferred when the individual cognizes an object as the same one previously encountered when observed from a different spatio-temporal perspective or sensed in a different modality. The attainment of a concept at the classificatory level is inferred when the individual treats at least two instances of the same set of things as equivalent. At this level the individual may be unable to name the attributes that are common to the instances. Attainment of a concept at the formal level is inferred when the individual can name the concept, discriminate and name the societally accepted defining attributes and values, and accurately evaluate instances as belonging or not belonging to the set in terms of the presence or absence of the defining attributes.

Successively attaining each higher level of a concept is postulated to be the normative pattern by which many individuals attain many concepts under two conditions: first, the concept is of the kind for which there are actual perceptible instances or representations of instances; and second, the individual has experiences with the instances starting in early childhood. For example, the individual will have successively formed a concept of tree at the concrete, identity, and classificatory levels before he describes and treats tree and various subclasses of plants formally in terms of their defining attributes. It is recognized that some concepts are not attained at all four of

the successive levels because of the nature of the concepts or because the learning experiences of the individual do not permit their acquisition (Klausmeier, Ghatala, & Frayer, 1972).

Cognitive operations. Figure 1 also indicates the operations involved in attaining each level of a concept. This feature of the model provides the context for explaining short-term learning phenomena and also for identifying the changes that occur across time as new operations emerge and make possible attainment at successively higher levels.

In the CLD model the term operations is used much like Guilford (1967) uses the term, rather than the way Piagetians use it. Guilford defines the operations of cognition, memory, productive thinking and evaluation formally and also operationally in terms of test performances. He states that cognition must be related to the products cognized and defines cognition formally as follows:

> Cognition is awareness, immediate discovery or rediscovery, or recognition of information in various forms; comprehension or understanding. . . . The most general term, awareness, emphasizes having active information at the moment or in the present . . . the term, recognition, is applied to knowing the same particular on a second encounter . . . if cognition is practically instantaneous, call it recognition; if it comes with a slight delay, call it "immediate discovery." [Guilford, 1967, pp. 203-204]

According to Guilford, awareness, recognition, and immediate discovery apply generally to two products at the lower levels in his taxonomy, namely, units of information and classes. On the other hand, comprehension, which Guilford used synonymously with understanding, applies to the higher-level products of relations and systems. Thus,

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cognition of principles, sequences, patterns, or structures involves comprehension, rather than mere awareness, recognition, or immediate discovery.

The first step in attaining a concept at the concrete level is attending to an object and representing it internally (Woodruff, 1961). Gagné (1970) indicates that as the individual attends to an object he discriminates it from other objects. Woodruff (1961) calls the outcome of these attending and discriminating operations a concrete concept, a mental image of some real object experienced directly by the sense organs. The infant, for example, attends to a large red ball and a white plastic bottle, discriminates each one on a nonanalytic perceptual basis, maintains an internal representation of each, and cognizes each of the objects when experienced later.

Whereas the attainment of a concept at the concrete level involves only the discrimination of an object from other objects, attainment at the identity level involves both discriminating various forms of the same object from other objects and also generalizing the forms as equivalent. The new and critical operation is generalizing. For example, the child attaining the identity level of "dog" generalizes that the family poodle is the same poodle when seen from straight ahead, from the side, and from various angles.

The additional operations required for the attainment of a concept at the classificatory level is generalizing that different instances are equivalent in some way. The individual is still at the classificatory level when he correctly classifies a large number of instances as examples and others as nonexamples, but is unable to

describe the basis for his grouping in terms of the defining attributes of the concept. Henley (cited in Deese, 1967), like many other researchers, reported that individuals can group things without being able to describe the basis of the grouping.

Two sets of operations are involved in the learning of concepts at the formal level, as shown in Figure 1. One set of operations includes discriminating and naming the defining attributes (Fredrick & Klausmeier, 1968; Kalish, 1966; Klausmeier & Meinke, 1968; and Lynch, 1966), hypothesizing the atributes that define the concept (Levine, 1963, 1967), remembering hypotheses (Ghatala, 1972; Williams, 1971), evaluating hypotheses (Bruner, Goodnow, & Austin, 1956), and inferring the concept. These operations go beyond those involved in attaining concepts at the classificatory level and occur when the individual infers the defining attributes by using information from positive and negative instances of the concept. The attribute information may be given to the individual verbally or he may secure it by attending to the positive and negative instances.

The second set of operations given in the right column of Figure 1 includes discriminating and naming the defining attributes, cognizing the common attributes and/or rules from only positive instances, and inferring the concept. According to Tagatz (1967), elementary-school children up to about age 12 carry out these operations. They are not able to utilize information well from negative instances or to hypothesize and evaluate the defining attributes.

Concerning memory, Atkinson and Shiffrin (1968) postulate three memory systems--a long-term store, a short-term store, and a sensory

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information register. There is ample evidence that in adults the predominant mode of information storage in both the short- and long-term systems is the verbal-linguistic mode. However, other modes of storage must be possible since adults are able to recognize smells, tastes, and visual stimuli which have not been verbally encoded. Also, a nonlinguistic store is presumed to be essential for preverbal children to learn concrete, identity, and rudimentary class concepts. Bruner (1964) discusses the nonlinguistic features of memory in terms of the enactive and ikonic representation of sensory experiences.

Concept Utilization and Extension

Horizontal transfer is implied by use of the attained concept in recognizing newly encountered examples and nonexamples. Vertical transfer and new learning are presumed to occur as the individual extends his knowledge about an attained concept through using it in understanding various relationships and in solving problems. The individual who has attained a concept at the classificatory or formal level may use it in four ways as shown in Figure 1--in generalizing to new instances, cognizing supraordinate-subordinate relations, cognizing various other relations among concepts, and in generalizing to problem-solving situations. It is not implied that attainment of every concept at the classificatory and formal levels must be followed with all the uses. Little research has been completed regarding any of the uses of attained concepts; however, Ausubel's (1963) constructs of correlative and derivative subsumption are intended to explain how the individual relates concepts to one another. Similarly, Gagné (1970) postulates that having prerequisite concepts is an essential condition of rule learning and problem-solving.

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III

PROCEDURES AND CRITERIA USED IN DEVELOPING THE ASSESSMENT EXERCISES

Procedures for Test Development

A subtest was developed to assess each of the four levels of concept attainment and three of the four uses. Because of the difficulty in devising a test to assess the use of a concept in identifying examples and nonexamples which would be distinct from the test assessing attainment of the classificatory level, this use of concepts was not separately assessed. Therefore, seven subtests were developed. The tests required specially constructed materials.

Criteria for Test Development

To develop the tests of concept attainment and utilization, we analyzed the behaviors involved and then constructed materials and developed instructions to assess the behaviors. The test items went through expert review while under development. The entire battery was then tried out on a small scale before it was used in this study.

A few criteria in addition to the usual ones of reliability, objectivity, and usability, were established to guide the development. First, the materials and instructions had to permit assessment of subjects of preschool age through high school. We hypothesized that not all subjects of preschool age would attain a given concept at the concrete level and that not all high school subjects would attain it at the formal level.

Second, the assessment exercises should be administrable to groups of children rather than to individuals. This decision was based on an earlier set of experimental exercises dealing with equilateral triangle which had been administered on an individual basis. Two weaknesses were found with this series of individually-administered exercises. First, certain items at the formal level of attainment and other items connected with uses of the concept in understanding principles and in cognizing subordinate and superordinate relations called for the subject to give the label equilateral triangle or some other label in response to questioning. Although the experimenter had reasonable assurance that a subject who did not give the label actually did not have the label in his spoken vocabulary, there was not complete certainty regarding this. By using multiple-choice items which gave the correct label as one of the choices, this problem was overcome and at the same time the battery could be administered in groups to children who could read reasonably well. A second limitation of the individually-administered items was that judgments were required for the open-ended scoring responses to many items in addition to those based on having the correct label. This weakness was also eliminated by developing a paper and pencil battery.

The third criterion for the selection of the concept was that it had to have perceptible instances or representations thereof. An instance of the concept or a representation of it was needed to test for attainment at the concrete, identity, and classificatory levels.

The fourth selection criterion was that the concept had to be definable by publicly accepted attributes in order to test attainment

at the formal level. In this connection we noted earlier that many concepts are definable in terms of attributes even though this method of definition is often not used in abridged dictionaries.

Fifth, the concept selected for a battery should be relatable to the subject matter which children encounter in school. This is in line with our proposition that directed experience, including instruction in school, is a powerful determininant of the particular concepts attained by individuals and also of their level of attainment and use. Further, since much instruction in school deals with concepts, our model should have applicability to the design of instruction, and the subtests should be usuable, when fully validated, in assessing the level of conceptual development in school-age children.

Sixth, the particular concept had to be part of a taxonomy in order to test its use in cognizing supraordinate-subordinate relationships.

Finally, the concept had to be usuable in cognizing principles and in problem solving. Here, the concept may be usable in solving simple problems without being used first in understanding a principle, or it may be used first in understanding a principle and then in solving more complex problems.

Three of many concepts that meet these criteria are equilateral triangle from the field of mathematics, noun from the field of English, and tree from the field of science. The concept noun was selected for the third battery of tests to be developed and administered.

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IV

TEST BATTERY INSTRUCTIONS

I-Introduction

The purpose of the Concept Development battery is to assess the level of concept attainment the child has achieved. These instruments are based on the model of conceptual learning and development proposed by H. J. Klausmeier. The battery is intended for use from kindergarten through twelfth grade. However, it may not be necessary or desirable to administer all items or subtests at each grade level.

It is generally assumed that (1) intermediate aged children respond correctly to all items in booklet A; and (2) primary aged children respond incorrectly to certain items in booklets C and D. Therefore, it may be unnecessary to administer part or all of certain booklets to all age levels. It is also necessary to recognize that when younger children are not administered all items, it becomes impossible for them to show full mastery of certain levels. The number of items administered or not administered should be determined in light of the goals of the particular research study.

The battery is administered to intact classroom groups at the higher primary level and above, and to smaller groups of 5 to 7 children at the lower primary level.

The entire battery is read to students regardless of their grade level. Therefore, it is essential that all students be working on the question being read by the administrator. Students mark their answers directly on the test pages so no separate answer sheet is required. Children should

not be allowed to change answers on subtests already taken. All materials needed for testing sessions are listed below:

Materials the student will need:

1. Concept Development Battery
2. Cleared desk top or space to work
3. Pencil

Materials the test administrator will need:

1. Test administrator's manual
2. Copy of the test booklets for demonstration
3. Extra pencils
4. A "Testing: DO NOT DISTURB" sign for the door

Since all directions given orally must be read word for word, it is important that the test administrator study the directions in each manual prior to testing. Familiarity with test directions is enhanced by working with a copy of the test in hand. Directions to the test administrator are in small letters and enclosed in parentheses. Directions to be read to children are in capital letters. In some instances, instructions differ among various forms of the battery being administered; in such cases, the differing instructions will be enclosed in asterisks and labeled appropriately.

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II Directions for Administering the Battery

(Distribute test booklets and pencils to students. The booklets should be passed out and collected separately for each section of the Battery - IIIA,IIIB,IIIC,IIID)

Directions for Booklet IIIA

(For Kindergarten enter the requested identification information. Direct older students to fill in the name section.) DO NOT TURN THE PAGE UNTIL I TELL YOU TO. ON THE TOP OF THE PAGE FILL IN YOUR NAME, YOUR BIRTHDATE, YOUR SCHOOL'S NAME, YOUR GRADE, AND TODAY'S DATE. TODAY'S DATE IS _____. (Write today's date on the blackboard.) YOU ARE GOING TO BE ASKED QUESTIONS ABOUT THE WAYS IN WHICH THINGS ARE ALIKE, OR THE WAYS IN WHICH THINGS ARE DIFFERENT. THE QUESTIONS ARE NOT ABOUT YOUR SCHOOL WORK, AND YOU WILL NOT RECEIVE A GRADE. YOU MAY FIND SOME OF THE QUESTIONS EASY. OTHERS MAY BE VERY DIFFICULT BECAUSE YOU MAY NOT HAVE LEARNED ABOUT THESE THINGS YET. PLEASE FOLLOW THE DIRECTIONS I GIVE YOU VERY CAREFULLY AND TRY TO DO YOUR BEST ON EACH QUESTION. IN THIS BOOKLET YOU WILL LOOK AT A WORD AND THEN FIND ONE THAT LOOKS THE SAME ON THE NEXT PAGE. OPEN YOUR BOOKLET TO PAGE 1. (Demonstrate. Check to see that each child's booklet is open to page 1.)

****

Primary Instructions for Example Items

IN THIS BOOKLET YOU WILL LOOK AT A WORD AND THEN FIND ONE THAT LOOKS THE SAME IN A GROUP OF WORDS ON THE NEXT PAGE.

LOOK CAREFULLY AT THE WORD. (Pause.) NOW TURN TO PAGE 2.

THERE IS AN "X" ON THE WORD THAT LOOKS THE SAME AS THE ONE YOU JUST SAW. (Pause.) NOW LET'S DO ANOTHER EXAMPLE, BUT THIS TIME YOU WILL MARK THE "X" ON THE CORRECT WORD YOURSELF. TURN TO PAGE 3 AND LOOK CAREFULLY AT THE WORD. (Demonstrate. Check to see that each child's booklet is open to this page.)

NOW TURN TO PAGE 4 AND MARK AN "X" ON THE WORD THAT LOOKS THE SAME AS THE ONE YOU SAW ON PAGE 3. DO NOT LOOK BACK. (Pause.)

YOU SHOULD HAVE MARKED AN "X" ON THIS WORD. (Point to second word from left.) DO YOU HAVE ANY QUESTIONS ABOUT WHAT TO DO? (Pause.) THE REST OF THE QUESTIONS IN THIS BOOKLET WILL BE LIKE THE ONES YOU JUST DID. FIRST, YOU WILL LOOK CAREFULLY AT A WORD ON A PAGE. THEN YOU WILL MARK AN "X" ON THE WORD THAT LOOKS THE SAME ON THE NEXT PAGE. WHEN YOU'RE NOT SURE OF AN ANSWER, MARK THE ANSWER YOU THINK IS RIGHT. DON'T WORK AHEAD AND DON'T SAY ANYTHING OUT LOUD. WHEN YOU WANT TO CHANGE AN ANSWER, ERASE THE FIRST "X" YOU MADE. THEN MARK AN "X" ON THE WORD YOU THINK IS RIGHT. YOU MUST NOT LOOK BACK AFTER YOU HAVE BEEN TOLD TO TURN A PAGE. READY? (Note: For every item, the test administrator should check to see that each child is on the correct page.)

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Intermediate Instructions for Example Items

IN THIS BOOKLET YOU ARE TO LOOK AT A WORD AND THEN FIND ONE THAT LOOKS THE SAME IN A GROUP OF WORDS ON THE NEXT PAGE. SEE EXAMPLE "A" ON PAGE 1. (Pause.) NOW TURN TO PAGE 2.

THERE IS AN "X" ON THE WORD THAT LOOKS THE SAME AS THE ONE YOU SAW ON PAGE 1. (Pause.)

ANOTHER EXAMPLE IS GIVEN ON THE NEXT PAGE BUT THIS TIME YOU WILL NEED TO MARK THE "X" ON THE CORRECT WORD YOURSELF. LOOK AT THE WORD ON PAGE 3.

NOW TURN TO PAGE 4 AND MARK AN "X" ON THE WORD THAT LOOKS THE SAME AS THE ONE YOU SAW ON PAGE 3. DO NOT LOOK BACK. (Pause.)

YOU SHOULD HAVE MARKED AN "X" ON THE SECOND WORD FROM THE LEFT. ARE THERE ANY QUESTIONS? (Pause.) THE REST OF THE BOOKLET WILL BE LIKE THE EXAMPLES YOU JUST DID. YOU WILL STUDY ONE WORD, THEN MARK THE WORD THAT LOOKS THE SAME ON THE NEXT PAGE. DO NOT LOOK BACK AFTER YOU HAVE BEEN TOLD TO TURN A PAGE. IF YOU WISH TO CHANGE AN ANSWER, BE SURE TO ERASE YOUR FIRST "X" COMPLETELY.

****

TURN TO PAGE 5 AND LOOK CAREFULLY AT THE WORD. (Pause.) TURN TO PAGE 6.

MARK THE WORD THAT LOOKS THE SAME AS THE ONE YOU JUST SAW. DO NOT LOOK BACK. (Pause.)

TURN TO PAGE 7 AND LOOK AT THE WORD. (Pause.) TURN TO PAGE 8.

MARK THE WORD THAT LOOKS THE SAME. (Pause.)

TURN TO PAGE 9 AND LOOK AT THE WORD. (Pause.) TURN TO PAGE 10.

MARK THE WORD THAT LOOKS THE SAME. (Pause.)

TURN TO PAGE 11 and LOOK AT THE WORD. (Pause.) TURN TO PAGE 12.

MARK THE WORD THAT LOOKS THE SAME. (Pause.)

TURN TO PAGE 13 AND LOOK AT THE WORD. (Pause.) TURN TO PAGE 14.

MARK THE WORD THAT LOOKS THE SAME. (Pause.)

TURN TO PAGE 15 AND LOOK AT THE WORD. (Pause.) TURN TO PAGE 16.

MARK THE WORD THAT LOOKS THE SAME. (Pause.)

TURN TO PAGE 17 AND LOOK AT THE WORD. (Pause.) TURN TO PAGE 18.

MARK THE WORD THAT LOOKS THE SAME. (Pause.)

TURN TO PAGE 19 AND LOOK AT THE WORD. (Pause.) TURN TO PAGE 20.

MARK THE WORD THAT LOOKS THE SAME. (Pause.)

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TURN TO PAGE 21 AND LOOK AT THE WORD. (Pause.) TURN TO PAGE 22.

MARK THE WORD THAT LOOKS THE SAME. (Pause.)

TURN TO PAGE 23 AND LOOK AT THE WORD. (Pause.) TURN TO PAGE 24.

MARK THE WORD THAT LOOKS THE SAME. (Pause.)

TURN TO PAGE 25 AND LOOK AT THE WORD. (Pause.) TURN TO PAGE 26.

MARK THE WORD THAT LOOKS THE SAME. (Pause.)

TURN TO PAGE 27 AND LOOK AT THE WORD. (Pause.) TURN TO PAGE 28.

MARK THE WORD THAT LOOKS THE SAME. (Pause.)

TURN TO PAGE 29 AND LOOK AT THE WORD. (Pause.) TURN TO PAGE 30.

MARK THE WORD THAT LOOKS THE SAME. (Pause.)

TURN TO PAGE 31 AND LOOK AT THE WORD. (Pause.) TURN TO PAGE 32.

MARK THE WORD THAT LOOKS THE SAME. (Pause.)

TURN TO PAGE 35 AND LOOK AT THE WORD. (Pause.) TURN TO PAGE 36.

MARK THE WORK THAT LOOKS THE SAME. (Pause.)

THAT IS THE LAST QUESTION IN THIS BOOKLET. (Collect booklets.)

Directions for Booklet IIIB

(For Kindergarteners enter their name information. Direct older students to fill in their names.)

IN THIS BOOKLET ARE MORE QUESTIONS ABOUT THE WAYS IN WHICH THINGS ARE SIMILAR OR DIFFERENT. YOU WILL MARK YOUR ANSWERS IN THE SAME WAY, BY MARKING AN "X" ON THE WORD YOU CHOOSE. WHEN YOU'RE NOT SURE OF AN ANSWER, MARK THE ANSWER YOU THINK IS RIGHT. WHEN YOU WANT TO CHANGE AN ANSWER, ERASE THE FIRST "X" YOU MADE. THEN MARK AN "X" ON THE WORD YOU THINK IS RIGHT. OPEN YOUR BOOKLET TO PAGE 1. (Demonstrate.)

****

Primary Instructions for Example Items

(Note for Kindergarten: For examples A and B and questions 1-5 substitute. "over here" for both "(on the right)" and "(on the left)." Using a test booklet, demonstrate the stimulus and item response positions referred to by "over here.")

IN THIS SECTION YOU ARE TO MARK THE WORD (ON THE RIGHT) THAT IS LIKE THE WORD (ON THE LEFT) IN SOME WAY. ON THIS PAGE IS AN EXAMPLE THAT HAS ALREADY BEEN MARKED. LISTEN CAREFULLY WHILE I READ THE DIRECTIONS. EXAMPLE A SAYS "THE WORD (ON THE LEFT) NAMES ONE OR MORE PERSONS, PLACES, OR THINGS. PUT AN X ON THE WORD (ON THE RIGHT) THAT ALSO NAMES ONE OR MORE PERSONS, PLACES, OR THINGS." THE WORD (ON THE LEFT) NAMES A THING. THERE IS AN X ON THE WORD (ON THE RIGHT) THAT ALSO NAMES A THING.

NOW WE WILL DO ANOTHER EXAMPLE, BUT THIS TIME YOU WILL MARK THE ANSWER. TURN TO PAGE 2.

"THE WORD (ON THE LEFT) NAMES ONE OR MORE PERSONS, PLACES, OR THINGS. PUT AN X ON THE WORD (ON THE RIGHT) THAT ALSO NAMES ONE OR MORE PERSONS, PLACES, OR THINGS." (Repeat sentences. Pause.) THE WORD (ON THE LEFT) NAMES A THING. YOU SHOULD HAVE PUT AN X ON THIS WORD (Point.) BECAUSE IT ALSO NAMES A THING.

DO YOU HAVE ANY QUESTIONS ABOUT WHAT TO DO? (Go back over examples A and B if there are questions.) TURN TO PAGE 3.

(Read questions 1-4 aloud. Read each question twice. Stimuli words are not read. Pace students through the items. Wait until all students have completed an item before proceeding to the next item. Check to see that all students are on the right page.)

****

Intermediate Instructions for Example Items

IN THIS SECTION YOU ARE TO MARK THE WORD ON THE RIGHT THAT IS LIKE THE WORD ON THE LEFT IN SOME WAY. LOOK AT EXAMPLE A. THE WORD ON THE LEFT NAMES ONE OR MORE PERSONS, PLACES, OR THINGS. PUT AN X ON THE WORD ON THE RIGHT THAT ALSO NAMES ONE OR MORE PERSONS, PLACES, OR THINGS. THE WORD ON THE LEFT NAMES A THING. THERE IS AN X ON THE WORD ON THE RIGHT THAT ALSO NAMES A THING. TURN TO PAGE 2.

HERE IS ANOTHER EXAMPLE, BUT THIS TIME YOU ARE TO MARK THE X. THE WORD

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ON THE LEFT NAMES ONE OR MORE PERSONS, PLACES, OR THINGS. PUT AN X ON THE WORD ON THE RIGHT THAT ALSO NAMES ONE OR MORE PERSONS, PLACES, OR THINGS. (Pause.) THE WORD ON THE LEFT NAMES A THING. YOU SHOULD HAVE PUT AN X ON THE FIRST WORD IN THE BOTTOM ROW, BECAUSE IT ALSO NAMES A THING. ARE THERE ANY QUESTIONS ABOUT WHAT TO DO? (Pause - if there are any questions, go back over the two problems.) TURN TO PAGE 3. (Using your test booklet, read aloud questions 1-4. Read each question once. The stimuli words are not read. Pace students through the items. Wait until all students have completed an item before going to the next item. Check to see that all students are on the right page.)

****

PROBLEM 1. THE WORD ON THE LEFT NAMES ONE OR MORE PERSONS, PLACES OR THINGS. PUT AN X ON THE WORD ON THE RIGHT THAT ALSO NAMES ONE OR MORE PERSONS, PLACES, OR THINGS.

rat	below	girl
	pretty	funny

MARK YOUR ANSWER. TURN TO PAGE 4.

PROBLEM 2. THE WORD ON THE LEFT NAMES ONE OR MORE PERSONS, PLACES, OR THINGS. PUT AN X ON THE WORD ON THE RIGHT THAT ALSO NAMES ONE OR MORE PERSONS, PLACES, OR THINGS.

pitcher	say	stocking
	ran	jump

MARK YOUR ANSWER. TURN TO PAGE 5.

PROBLEM 3. THE WORD ON THE LEFT NAMES ONE OR MORE PERSONS, PLACES OR THINGS. PUT AN X ON THE WORD ON THE RIGHT THAT ALSO NAMES ONE OR MORE PERSONS, PLACES, OR THINGS.

	however	erase	delay	river
street				
	about	cannot	perhaps	

MARK YOUR ANSWER. TURN TO PAGE 6.

PROBLEM 4. THE WORD ON THE LEFT NAMES ONE OR MORE PERSONS, PLACES, OR THINGS. PUT AN X ON THE WORD ON THE RIGHT THAT ALSO NAMES ONE OR MORE PERSONS, PLACES, OR THINGS.

	may	when	should	your
table				
	lamp	pray	write	

MARK YOUR ANSWER. TURN PAGE 7.

****

****

Primary Instructions for Questions 5-9

NOW THERE WILL BE MORE THAN ONE WORD TO MARK. LOOK CAREFULLY AT EACH WORD BELOW BEFORE YOU MARK YOUR ANSWERS. REMEMBER THAT YOU WILL PUT AN "X" ON MORE THAN ONE WORD. (Read questions 5-9 aloud. Read each item twice. Do not read target words. Pace students through the items. Wait until all students have completed an item before proceeding to the next item.)

****

Intermediate Instructions for Questions 5-9

IN THE FOLLOWING PROBLEMS THERE WILL ALWAYS BE MORE THAN ONE WORD TO MARK. (Read questions 5-9 aloud. Read each item once. Stimuli words are not read. Pace students through the items. Wait until all students have completed an item before proceeding to the next item. Check to see that all students are on the right page.)

****

PROBLEM 5. PUT AN X ON THE THINGS BELOW THAT NAME ONE OR MORE PERSONS, PLACES, OR THINGS.

tent go run Dick when

MARK YOUR ANSWER. TURN TO PAGE 8.

PROBLEM 6. PUT AN X ON THE THINGS BELOW THAT NAME ONE OR MORE PERSONS, PLACES, OR THINGS.

eat balls said wool after

MARK YOUR ANSWER. TURN TO PAGE 9.

PROBLEM 7. LOOK CAREFULLY AT EACH WORD BELOW. PUT AN X ON THE THINGS BELOW THAT NAME ONE OR MORE PERSONS, PLACES, OR THINGS.

brother Russia particularly made able

fallen cannot teacher Johnny beautiful

MARK YOUR ANSWER. TURN TO PAGE 10.

PROBLEM 8. LOOK CAREFULLY AT EACH WORD BELOW. PUT AN X ON THE THINGS BELOW THAT NAME ONE OR MORE PERSONS, PLACES, OR THINGS.

above geese largely chases tables

national factories cabin perfectly flushes

MARK YOUR ANSWER. TURN TO PAGE 11.

BEST COPY AVAILABLE

****

Primary Instructions for Kindergarten Questions 9-16

NOW YOU WILL BE ASKED ABOUT THE WAYS THAT A WORD CAN BE PUT INTO MORE THAN ONE GROUP. FOR EACH QUESTION YOU WILL SEE A GROUP OF WORDS AND A QUESTION ABOUT THESE WORDS. I AM GOING TO READ THIS QUESTION. (Point.) I WILL ALSO READ FOUR DIFFERENT ANSWERS TO THE QUESTION. (Point to each answer choice and indicate that a is one answer, b is another answer, etc., through d.) ONLY ONE OF THESE ANSWERS IS RIGHT. YOU ARE TO MARK AN "X" ON ONLY ONE OF THESE LETTERS, A, B, C, OR D. WHEN YOU DON'T KNOW THE ANSWER, YOU CAN MARK AN "X" ON D, WHICH SAYS "I DON'T KNOW." DO YOU UNDERSTAND WHAT YOU ARE TO DO? (Repeat the above procedure if necessary. Read question 9 and its answer choices twice. Point to each answer choice as you read it aloud.)

****

Primary Instructions for Grade Three Questions 9-16

NOW YOU WILL BE ASKED ABOUT THE WAYS THAT A WORD CAN BE PUT INTO MORE THAN ONE GROUP. FOR EACH QUESTION YOU WILL SEE A GROUP OF WORDS AND A QUESTION ABOUT THESE WORDS. I WILL READ THE QUESTION AND THE DIFFERENT ANSWER CHOICES FOR THE QUESTION. ONLY ONE OF THE ANSWERS IS CORRECT, YOU ARE TO MARK AN "X" ON THE LETTER OF THE ANSWER CHOICE THAT YOU THINK IS RIGHT. WHEN YOU DON'T KNOW THE ANSWER, YOU CAN MARK D, WHICH SAYS "I DON'T KNOW." YOU MAY READ ALONG SILENTLY AS I READ OUT LOUD. READY? (Read question 9 and its answer choices twice.)

(For both Kindergarten and third grade read questions 10-16 aloud. Read each and the answer choices twice. For Kindergarten point to each answer choice as you read it aloud. The target words are read. Pace students through the items. Wait until all students have completed an item before proceeding to the next item. Check to see that all students are on the right page.)

****

Intermediate Instructions for Questions 9-16

THIS SECTION DEALS WITH THE WAYS THAT A WORD CAN BE PUT INTO MORE THAN ONE GROUP. FOR EACH PROBLEM YOU WILL SEE A GROUP OF WORDS AND A QUESTION ABOUT THESE WORDS. YOU ARE TO SELECT THE CORRECT ANSWER TO THE QUESTION. MARK AN "X" ON THE LETTER THAT IDENTIFIES THE CORRECT ANSWER. FOR SOME OF THE QUESTIONS YOU MAY NOT KNOW THE CORRECT ANSWER. IF NOT, MARK THE LETTER BY "I DON'T KNOW."

(Using your test booklet, read questions 9-16 aloud. Read each question and answer choices once. The target words are read. Pace students through the items. Wait until all students have completed an item before proceeding to the next item. Check to see that all students are on the right page.)

****

PROBLEM 9. ARE ALL OF THE NOUNS BELOW CONCRETE NOUNS?

John honesty class cloud valley Denver

A. YES, ALL OF THEM ARE CONCRETE NOUNS

B. NO, ONLY SOME OF THEM ARE CONCRETE NOUNS

C. NO, NONE OF THEM ARE CONCRETE NOUNS

OR

D. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 12.

PROBLEM 10. ARE ALL OF THE PARTS OF SPEECH BELOW NOUNS?

Ohio machine honesty flock
twelve late finish been

A. NO, NONE OF THEM ARE NOUNS

B. YES, ALL OF THEM ARE NOUNS

C. NO, ONLY SOME OF THEM ARE NOUNS

OR

D. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 13.

PROBLEM 11. ARE ALL OF THE CONCRETE NOUNS BELOW NOUNS?

John class honesty cloud va.ley Denver

A. NO, ONLY SOME OF THEM ARE NOUNS

B. NO, NONE OF THEM ARE NOUNS

C. YES, ALL OF THEM ARE NOUNS

OR

D. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 14.

PROBLEM 12. ARE ALL OF THE NOUNS BELOW PARTS OF SPEECH?

Ohio machine honesty flock
twelve late finish been

A. NO, ONE OF THEM ARE PARTS OF SPEECH

B. YES, ALL OF THEM ARE PARTS OF SPEECH

C. NO, ONLY SOME OF THEM ARE PARTS OF SPEECH

OR

D. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 15.

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PROBLEM 13. LOOK AT ALL THE PROPER NOUNS AND COMMON NOUNS BELOW. IF YOU PUT THEM TOGETHER IN A GROUP, THERE WILL BE _____ THERE WERE CONCRETE NOUNS.

John cloud Ohio baby school Mary

A. FEWER OF THEM THAN

B. MORE OF THEM THAN

C. THE SAME AMOUNT OF THEM AS

OR

D. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 16.

PROBLEM 14. LOOK AT ALL THE NOUNS AND VERBS BELOW. IF YOU PUT THEM TOGETHER IN A GROUP, THERE WOULD BE _____ THERE WERE PARTS OF SPEECH.

school happy teach family green remember

A. FEWER OF THEM THAN

B. MORE OF THEM THAN

C. THE SAME AMOUNT OF THEM AS

OR

D. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 17.

PROBLEM 15. ARE ALL OF THE PROPER NOUNS BELOW COMMON NOUNS?

John cloud Ohio baby school Mary

A. NO, ONLY SOME OF THEM ARE COMMON NOUNS

B. YES, ALL OF THEM ARE COMMON NOUNS

C. NO, NONE OF THEM ARE COMMON NOUNS

OR

D. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 18.

PROBLEM 16. ARE ALL OF THE VERBS BELOW NOUNS?

remember family teach wool listen valley

A. NO, ONLY SOME OF THEM ARE NOUNS

B. YES, ALL OF THEM ARE NOUNS

C. NO, NONE OF THEM ARE NOUNS

OR

D. I DON'T KNOW.

MARK YOUR ANSWER. THIS IS THE LAST PROBLEM IN THIS BOOKLET. (Collect booklets.)

Directions for Booklet IIIC

(For Kindergarten enter the requested identification information. Direct older students to fill in requested information.)

****

Primary Instructions

TURN TO PAGE 1. IN THIS BOOKLET YOU ARE TO SOLVE PROBLEMS ABOUT THE WORDS OR THE SENTENCES THAT ARE GIVEN. WE WILL DO EACH QUESTION AS WE DID BEFORE. I WILL READ EACH QUESTION AND THE DIFFERENT ANSWERS. YOU ARE TO MARK AN "X" ON THE LETTER OF THE ANSWER CHOICE THAT YOU THINK IS RIGHT. WHEN YOU DON'T KNOW THE ANSWER, MARK CHOICE E, "I DON'T KNOW." READY?

(Read questions 1-13 aloud. Read each question and the answer choices twice. For kindergarten point to each answer choice as you read it aloud. Pace students through the items. Wait until all students have completed an item before proceeding to the next item. Check to see that all students are on the right page.)

****

Intermediate Instructions

TURN TO PAGE 1. IN THIS BOOKLET YOU ARE TO SOLVE PROBLEMS ABOUT THE WORDS OR THE SENTENCES GIVEN. FOR EACH QUESTION, YOU ARE TO SELECT THE CORRECT ANSWER. IF YOU DON'T KNOW THE CORRECT ANSWER, MARK AN "X" ON THE LETTER BY "I DON'T KNOW."

(Read questions 1-13 aloud. Read each question and the answer choices once. Pace students through the items. Wait until all students have completed an item before proceeding to the next item. Check to see that all students are on the right page.)

PROBLEM 1. IN WHICH GROUP OF WORDS SHOULD EVERY WORD BE CAPITALIZED?

A. DESKS, CHURCHES, ROADS

B. NOUN, VERB, ADJECTIVE

C. CAR, BOOK, HOUSE

D. JOHN, DENVER, LAKE ERIE

OR

E. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 2.

PROBLEM 2. IN WHICH GROUP OF WORDS SHOULD AN S OR ES BE ADDED TO EACH WORD TO MAKE IT PLURAL?

A. CHILDREN, FRIEND, TABLE

B. BALL, MICE, PENCIL

C. DAY, SHOE, GEESE

D. GLASS, COAT, COMMITTEE

OR

E. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 3.

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PROBLEM 3. IN WHICH GROUP OF WORDS SHOULD AN 'S BE ADDED TO EACH WORD TO SHOW POSSESSION?

A. DOG, HIS, CHILD

B. CAT, SCHOOL, THEIR

C. CHILDREN, MAN, RAT

D. CLASS, COMMITTEE, YOUR

OR

E. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 4.

PROBLEM 4. SEE THE SENTENCE BELOW.

"A _____ RAN DOWN THE STREET."

WHAT SHOULD BE ADDED TO COMPLETE THE SENTENCE ABOVE?

A. THE WORD HORSE USED AS THE SUBJECT

B. THE WORD HORSE USED AS A PREDICATE

C. THE WORD HORSE USED AS AN OBJECT OF A VERB

D. THE WORD HORSE USED AS A PREDICATE NOMINATIVE

OR

E. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 5.

PROBLEM 5a. SEE THE SENTENCE BELOW WITH THE TWO WORDS UNDERLINED.

"CARS ARE DRIVEN TO CHICAGO."

IN THE SENTENCE ABOVE, THE WORD CARS

A. NAMES A PARTICULAR THING

B. NAMES MANY THINGS

C. NAMES A PARTICULAR ACTION

D. NAMES MANY ACTIONS

OR

E. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 6.

PROBLEM 5b. SEE THE SENTENCE BELOW WITH THE TWO WORDS UNDERLINED.

"CARS ARE DRIVEN TO CHICAGO."

IN THE SENTENCE ABOVE, THE WORD CHICAGO

A. NAMES A PARTICULAR PLACE

B. NAMES MANY PLACES

C. NAMES A PARTICULAR ACTION

D. NAMES MANY ACTIONS

OR

E. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 7.

PROBLEM 6a. SEE THE SENTENCE BELOW WITH THE TWO WORDS UNDERLINED.

"THAT SCHOOL HAS MANY WINDOWS."

IN THE SENTENCE ABOVE, THE WORD SCHOOL

A. NAMES ONE PERSON, PLACE, OR THING

B. NAMES MANY PERSONS, PLACES, OR THINGS

C. NAMES A PARTICULAR ACTION

D. NAMES MANY PARTICULAR ACTIONS

OR

E. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 8.

PROBLEM 6b. SEE THE SENTENCE BELOW WITH THE TWO WORDS UNDERLINED.

"THAT SCHOOL HAS MANY WINDOWS."

IN THE SENTENCE ABOVE, THE WORD WINDOWS

A. NAMES A PARTICULAR ACTION

B. NAMES MANY PARTICULAR ACTIONS

C. NAMES ONE PERSON, PLACE, OR THING

D. NAMES MANY PERSONS, PLACES, OR THINGS

OR

E. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 9.

PROBLEM 7. SEE THE SENTENCE BELOW WITH THE TWO WORDS UNDERLINED.

"THIS TEACHER'S DRESS WAS BRIGHTER THAN THE GIRLS'S JEANS."

IN THE SENTENCE ABOVE, THE WORD TEACHER'S

A. IS SINGULAR AND POSSESSIVE

B. IS SINGULAR BUT NOT POSSESSIVE

C. IS PLURAL AND POSSESSIVE

D. IS PLURAL BUT NOT POSSESSIVE

OR

E. I DON'T KNOW

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MARK YOUR ANSWER. TURN TO PAGE 10.

PROBLEM 8. SEE THE SENTENCE BELOW WITH THE WORD UNDERLINED.

"THE ANIMAL WAS TREMBLING WITH THE COLD."

IN THE SENTENCE ABOVE, THE WORD ANIMAL IS USED AS

A. THE SUBJECT OF THE SENTENCE

B. THE DIRECT OBJECT OF THE VERB

C. AN APPOSITIVE

D. AN OBJECT OF A PREPOSITION

OR

E. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 11.

PROBLEM 9a. FILL IN THE BLANK IN THE SENTENCE BELOW.

"A PROPER NOUN IS CAPITALIZED AND NAMES _____."

A. ANY ACTION

B. A PARTICULAR ACTION

C. ANY PERSON, PLACE, OR THING

D. A PARTICULAR PERSON, PLACE, OR THING

OR

E. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 12.

PROBLEM 9b. FILL IN THE BLANK IN THE SENTENCE BELOW.

" A COMMON NOUN IS NOT CAPITALIZED AND USUALLY NAMES _____."

A. A GENERAL CLASS OF ACTIONS

B. A PARTICULAR ACTION

C. A GENERAL CLASS OF PERSONS, PLACES, OR THINGS

D. A PARTICULAR PERSON, PLACE, OR THING

OR

E. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 13.

PROBLEM 10a. FILL IN THE BLANK IN TH SENTENCE BELOW.

"A SINGULAR NOUN NAMES _____."

A. ONE PERSON, PLACE, OR THING

B. MORE THAN ONE PERSON, PLACE, OR THING

C. ONE ACTION

D. MORE THAN ONE ACTION

OR

E. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 14.

PROBLEM 10b. FILL IN THE BLANK IN THE SENTENCE BELOW.

"A PLURAL NOUN NAMES _____."

A. ONE PERSON, PLACE, OR THING

B. MORE THAN ONE PERSON, PLACE, OR THING

C. ONE ACTION

D. MORE THAN ONE ACTION

OR

E. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 15.

PROBLEM 11. FILL IN THE BLANK IN THE SENTENCE BELOW.

"THE POSSESSIVE FORMS OF SINGULAR AND PLURAL NOUNS THAT DO NOT END IN S ARE USUALLY FORMED BY _____."

A. ADDING ONLY AN S

B. ADDING ONLY AN APOSTROPHE

C. ADDING AN APOSTROPHE AND AN S

D. ADDING ES

OR

E. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 16.

PROBLEM 12. FILL IN THE BLANK IN THE SENTENCE BELOW

"NOUNS ARE FREQUENTLY USED _____."

A. AS THE SUBJECT OF A SENTENCE

B. AS THE PREDICATE OF A SENTENCE

C. AS THE MODIFIER OF A VERB

D. TO JOIN THE SUBJECT AND PREDICATE OF A SENTENCE

OR

E. I DON'T KNOW.

MARK YOUR ANSWER. THIS IS THE LAST PROBLEM IN THIS BOOKLET. (Collect booklets.)

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Directions for Booklet IIID

(For Kindergarten complete the requested identification information. Direct older students to fill in the identification information.)

TURN TO PAGE 1.

****

Primary Instructions for Questions 1-4

FOR THESE QUESTIONS ONE WORD IS USED IN A DIFFERENT WAY FROM THE OTHER THREE WORDS. LISTEN CAREFULLY WHILE I READ THE QUESTION. THEN MARK YOUR ANSWER. READY?

(Read questions 1-4 aloud. Read each question twice. Pace students through the items. Wait until all students have completed an item before proceeding to the next item. Check to see that all students are on the right page.)

****

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Intermediate Instructions for Questions 1-4

FOR THESE QUESTIONS ONE WORD IS DIFFERENT IN SOME WAY FROM THE OTHER THREE WORDS.

(Read questions 1-4 aloud. Read each question once. Pace students through the items. Wait until all students have completed an item before proceeding to the next item. Check to see that all students are on the right page.)

****

PROBLEM 1. BELOW ARE FOUR WORDS THAT ARE USED IN SENTENCES. PUT AN X ON THE ONE THAT IS USED IN A DIFFERNT WAY FROM THE OTHER THREE.

eat rug run throw

MARK YOUR ANSWER. TURN TO PAGE 2.

PROBLEM 2. BELOW ARE FOUR WORDS THAT NAME EITHER A PLACE OR A THING. PUT AN X ON THE ONE THAT IS DIFFERENT FROM THE OTHER THREE.

street London chair door

MARK YOUR ANSWER. TURN TO PAGE 3.

PROBLEM 3. BELOW ARE FOUR WORDS THAT NAME EITHER A THING OR THINGS. PUT AN X ON THE ONE THAT IS DIFFERENT FROM THE OTHER THREE.

basket apples desks mice

MARK YOUR ANSWER. TURN TO PAGE 4.

PROBLEM 4. BELOW ARE FOUR WORDS THAT EITHER DO OR DO NOT INDICATE OWNERSHIP. PUT AN X ON THE ONE THAT IS DIFFERENT FROM THE OTHER THREE.

villages acres girls' swords

MARK YOUR ANSWER. TURN TO PAGE 5.

****

Primary Instructions for Questions 5-14

NOW YOU ARE TO TELL THE ANSWER THAT BEST FITS THE WORDS OR PHRASES SHOWN. I WILL READ EACH QUESTION AND THE DIFFERENT ANSWERS. YOU ARE TO MARK AN "X" ON THE LETTER OF THE ANSWER CHOICE YOU THINK IS RIGHT. WHEN YOU DON'T KNOW THE ANSWER, MARK CHOICE E, "I DON'T KNOW." READY?

(Read questions 5-14 aloud. Read each question and the answer choices twice. For Kindergarten, when two groups of words or sentences are shown for a question, point to the group as you read it in the question. Point to each answer choice as you read it aloud. Pace students through the items. Wait until all students have completed an item before proceeding to the next item. Check to see that all students are on the right page.)

****

****

Intermediate Instructions for Questions 5-14

NOW YOU ARE TO IDENTIFY THE ANSWER THAT BEST FITS THE WORDS OR PHRASES INDICATED. MARK AN "X" ON THE LETTER THAT IDENTIFIES THE CORRECT ANSWER. IF YOU DON'T KNOW THE CORRECT ANSWER, MARK AN "X" ON THE LETTER BY "I DON'T KNOW."

(Using your test booklet, read aloud questions 5-14. Read each question once. Pace students through the items. Wait until all students have completed an item before proceeding to the next item. Check to see that all students are on the right page.)

****

PROBLEM 5.

Billy India Ohio

Group 1

after word grow

Group 2

WHAT ONE NAME BEST FITS ALL OF THE WORDS IN GROUP 1 BUT DOES NOT FIT ALL OF THE WORDS IN GROUP 2?

A. COMMON NOUNS

B. ADJECTIVES

C. COLLECTIVE NOUNS

D. PROPER NOUNS

OR

E. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 6.

BEST COPY AVAILABLE

PROBLEM 6.

The baby was crying.
John's family went on vacation.
Is Paris a city?

Group 1

He gave the gift to Susan.
Jane went to the football game.
The class elected Mary President.

Group 2

WHAT ONE NAME BEST FITS ALL OF THE UNDERLINED WORDS IN THE SENTENCES IN GROUP 1 BUT DOES NOT FIT THE UNDERLINED WORDS IN THE SENTENCES IN GROUP 2?

A. DIRECT OBJECT OF THE VERB
B. OBJECT COMPLEMENT
C. VERB PHRASE
D. SUBJECT OF THE SENTENCE

OR

E. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 7.

PROBLEM 7.

hair class school

Group 1

Susan together they

Group 2

WHAT ONE NAME BEST FITS ALL OF THE WORDS IN GROUP 1 BUT DOES NOT FIT ALL OF THE WORDS IN GROUP 2?

A. ABSTRACT NOUNS
B. COMMON NOUNS
C. ADJECTIVES
D. COLLECTIVE NOUNS

OR

E. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 8.

PROBLEM 8.

good blow people

Group 1

45876 1,xt- XXIV

Group 2

WHAT ONE NAME BEST FITS ALL OF THE ITEMS IN GROUP 1 BUT DOES NOT FIT ALL OF THE ITEMS IN GROUP 2?

A. HELPING VERBS
B. PREDICATE NOUNS
C. PARTS OF SPEECH
D. OBJECTS OF PREPOSITIONS

OR

E. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 9.

PROBLEM 9.

Fred mercy children's

Group 1

green together listen

Group 2

MARK YOUR ANSWER. TURN TO PAGE 10.

PROBLEM 10.

I gave him the ball.

We ate dinner.

Tom will play golf.

Group 1

She ate in the morning.

Dick went to school.

A prize was given to the girls.

Group 2

MARK YOUR ANSWER. TURN TO PAGE 11.

PROBLEM 11.

Give John the book.

Mother gave the boy a ball.

We sent Uncle George a letter.

Group 1

The class went on a field trip.

Put the book on the shelf.

They saw the play.

Group 2

MARK YOUR ANSWER. TURN TO PAGE 12.

WHAT ONE NAME BEST FITS ALL OF THE WORDS IN GROUP 1 BUT DOES NOT FIT ALL OF THE WORDS IN GROUP 2?

A. ADVERBS

B. ADJECTIVES

C. VERBS

D. NOUNS

OR

E. I DON'T KNOW.

WHAT ONE NAME BEST FITS ALL OF THE UNDERLINED WORDS IN THE SENTENCES IN GROUP 1 BUT DOES NOT FIT THE UNDERLINED WORDS IN THE SENTENCES IN GROUP 2?

A. APPOSITIVES

B. DIRECT OBJECTS

C. OBJECT COMPLEMENTS

D. INDIRECT OBJECTS

OR

E. I DON'T KNOW.

WHAT ONE NAME BEST FITS ALL OF THE UNDERLINED WORDS IN THE SENTENCES IN GROUP 1 BUT DOES NOT FIT THE UNDERLINED WORDS IN THE SENTENCES IN GROUP 2?

A. PREDICATE WORDS

B. DIRECT OBJECTS

C. APPOSITIVES

D. INDIRECT OBJECTS

OR

E. I DON'T KNOW.

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PROBLEM 12.

teacher's John's today's

Group 1

women trucks mostly

Group 2

WHAT ONE NAME BEST FITS ALL OF THE WORDS IN GROUP 1 BUT DOES NOT FIT ALL OF THE WORDS IN GROUP 2?

A. APPOSITIVES

B. POSSESSIVE NOUNS

C. PLURAL NOUNS

D. DIRECT OBJECTS

OR

E. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 13.

PROBLEM 13

churches men toy

Group 1

eat hand light

Group 2

WHAT ONE NAME BEST FITS ALL OF THE WORDS IN GROUP 1 BUT DOES NOT FIT ALL OF THE WORDS IN GROUP 2?

A. COLLECTIVE NOUNS

B. PLURAL NOUNS

C. POSSESSIVE NOUNS

D. OBJECTS OF PREPOSITIONS

OR

E. I DON'T KNOW.

MARK YOUR ANSWER. TURN TO PAGE 14.

PROBLEM 14. WHICH OF THE FOLLOWING IS THE DEFINITION OF NOUN?

A. A WORD THAT NAMES ONE OR MORE PERSONS, PLACES, OR THINGS

B. A WORD THAT INDICATES ONE OR MORE ACTIONS OR BEINGS

C. A WORD THAT NAMES ONE PERSON, PLACE, OR THING

D. A WORD THAT INDICATES ONE ACTION OR BEING

OR

E. I DON'T KNOW.

MARK YOUR ANSWER. THIS IS THE LAST PROBLEM IN THIS BOOKLET. (Collect booklets.)

V

TEST BATTERY

Name _____ Birthdate _____
Last First Middle Month Day Year

School _____ Grade _____ Today's Date _____

Sex F M

Conceptual Learning and Development Assessment Series III (A)

Klausmeier, H.J., Ingison, L.J., and Sipple, T.S.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

BEST COPY AVAILABLE

1

A.

hers

2

A.

DO BEEN ~~hers~~ SEE

43

—B.

last

B.

SING last TREE EAT

1a.

pitcher

1b.

SAY pitcher RAN JUMP

2a.

street

2b.

HOWEVER ERASE DELAY STREET

ABOUT CANNOT PERHAPS

3a.

pitcher

3b.

SAY RAN PITCHER JUMP

4a.

street

4b.

HOWEVER ERASE DELAY ABOUT

street CANNOT PERHAPS

5a.

day

5b.

bag FLY day who

6a.

ruler

6b.

TODAY RULER NEIGHBOR sleepy

7a.

day

7b.

bag - FLY DAY who

8a.

ruler

8b.

TODAY NEIGHBOR ruler sleepy

21

9a.

town

22

9b.

wish are CALL TOWN

halt GREEN PART

10a.

pencil

10b.

ARCUND slipper deny QUARREL

pencil farmer BOTTLE

25

11a.

town

26

11b.

wish are CALL town

halt GREEN PART

27

12a.

pencil

28

12b.

AROUND slipper deny PENCIL

QUARREL farmer BOTTLE

29

13a.

ball

30

13b.

barb bark ball bail

31

14a.

ball

32

14b.

BARB BALL bark bail

15a.

mother

15b.

mockery moment morale mother

motel money model

35

16a.

mother

36

16b.

mockery MOMENT morale MOTHER

MOTEL MONEY model

Name _____

Conceptual Learning and Development Assessment Series III (B)

Klausmeier, H.J., Ingison, L.J., and Sipple, T.S.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

1

A. The word on the left names one or more persons, places, or things. Put an X on the word on the right that also names one or more persons, places, or things.

~~window~~	too
boat	
goes	red

Stop

2

B. The word on the left names one or more persons, places, or things. Put an X on the word on the right that also names one or more persons, places, or things.

silly	five
dog	
chair	broken

 Stop

1. The word on the left names one or more persons, places, or things. Put an X on the word on the right that also names one or more persons, places, or things.

	below	girl
rat		
	pretty	funny

Stop

2. The word on the left names one or more persons, places, or things. Put an X on the word on the right that also names one or more persons, places, or things.

	say	stocking
pitcher		
	ran	jump

Stop

3. The word on the left names one or more persons, places, or things. Put an X on the word on the right that also names one or more persons, places, or things.

	however	erase	delay	river
street			
	about	cannot	perhaps	

Stop

4. The word on the left names one or more persons, places, or things. Put an X on the word on the right that also names one or more persons, places, or things.

	may	when	should	your
table			
	lamp	pray	write	

 Stop

7

5. Put an X on the things below that name one or more persons, places, or things.

tent go run Dick when

Stop

8

6. Put an X on the things below that name one or more persons, places, or things.

eat balls said wool after

7. Put an X on the things below that name one or more persons, places, or things.

brother	Russia	particularly	made	able
fallen	cannot	teacher	Johnny	beautiful

Stop

8. Put an X on the things below that name one or more persons, places, or things.

above	geese	largely	cashes	table
national	factories	cabin	perfectly	flushes

 Stop

9. Are all of the nouns below concrete nouns?

John honesty class cloud valley Denver

a. yes, all of them are concrete nouns

b. no, only some of them are concrete nouns

c. no, none of them are concrete nouns

d. I don't know

Stop

10. Are all of the parts of speech below nouns?

Ohio machine honesty flock

twelve late finish been

a. no, none of them are nouns

b. yes, all of them are nouns

c. no, only some of them are nouns

d. I don't know

Stop

11. Are all of the concrete nouns below nouns?

John class honesty cloud valley Denver

a. no, only some of them are nouns

b. no, none of them are nouns

c. yes, all of them are nouns

d. I don't know

Stop

12. Are all of the nouns below parts of speech?

Ohio machine honesty flock

twelve late finish been

a. no, none of them are parts of speech

b. yes, all of them are parts of speech

c. no, only some of them are parts of speech

d. I don't know

Stop

15

13. Look at all the proper nouns and common nouns below. If you put them together in a group, there would be _____ there were concrete nouns.

John cloud Ohio baby school Mary

a. fewer of them than

b. more of them than

c. the same amount of them as

d. I don't know

Stop

16

14. Look at all the nouns and verbs below. If you put them together in a group, there would be _____ there were parts of speech.

school happy teach family green remember

a. fewer of them than

b. more of them than

c. the same amount of them as

d. I don't know

Stop

15. Are all of the proper nouns below common nouns?

John cloud Ohio baby school Mary

a. no, only some of them are common nouns

b. yes, all of them are common nouns

c. no, none of them are common nouns

d. I don't know

Stop

16. Are all of the verbs below nouns?

remember family teach wool listen valley

a. no, only some of them are nouns

b. yes, all of them are nouns

c. no, none of them are nouns

d. I don't know

Stop

Name _____

Conceptual Learning and Development Assessment Series III (C)

Klausmeier, H.J., Ingison, L.J., and Sipple, T.S.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

1

1. In which group of words should every word be capitalized?

   a. desks, churches, roads

   b. noun, verb, adjective

   c. car, book, house

   d. john, denver, lake erie

   e. I don't know

Stop

2

2. In which group of words should an s or es be added to each word to make it plural?

   a. children, friend, table

   b. ball, mice, pencil

   c. day, shoe, geese

   d. glass, coat, committee

   e. I don't know

 Stop

3. In which group of words should an 's be added to each word to show possession?

   a. dog, his, child

   b. cat, school, their

   c. children, man, rat

   d. class, committee, your

   e. I don't know

Stop

4. See the sentence below.

   "A _____ ran down the street."

What should be added to complete the sentence above?

   a. the word horse used as the subject

   b. the word horse used as a predicate

   c. the word horse used as an object of a verb

   d. the word horse used as a predicate nominative

   e. I don't know

Stop

5

5a. See the sentence below with the two words underlined.

"Cars are driven to Chicago."

In the sentence above, the word cars

a. names a particular thing

b. names many things

c. names a particular action

d. names many actions

e. I don't know

Stop

6

5b. See the sentence below with the two words underlined.

"Cars are driven to Chicago."

In the sentence above, the word Chicago

a. names a particular place

b. names many places

c. names a particular action

d. names many actions

e. I don't know

Stop

6a. See the sentence below with the two words underlined.

"That school has many w'ndows."

In the sentence above, the word school

a. names one person, place, or thing

b. names many persons, places, or things

c. names a particular action

d. names many particular actions

e. I don't know

Stop

6b. See the sentence below with the two words underlined.

"That school has many windows."

In the sentence above, the word windows

a. names a particular action

b. names many particular actions

c. names ore person, place, or thing

d. names many persons, places, or things

e. I don't know

Stop

7. See the sentence below with the two words underlined.

"This <u>teacher's</u> dress was brighter than the <u>girls'</u> jeans."

In the sentence above, the word <u>teacher's</u>

a. is singular and possessive

b. is singular but not possessive

c. is plural and possessive

d. is plural but not possessive

e. I don't know

Stop

8. See the sentence below with the word underlined.

"The <u>animal</u> was trembling with the cold."

In the sentence above, the word <u>animal</u> is used as

a. the subject of the sentence

b. the direct object of the verb

c. an appositive

d. an object of a preposition

e. I don't know

Stop

9a. Fill in the blank in the sentence below.

"A proper noun is capitalized and names _____."

a. any action

b. a particular action

c. any person, place, or thing

d. a particular person, place, or thing

e. I don't know

Stop

9b. Fill in the blank in the sentence below.

"A common noun is not capitalized and usually names _____."

a. a general class of actions

b. a particular action

c. a general class of persons, places, or things

d. a particular person, place, or thing

e. I don't know

Stop 77

10a. Fill in the blank in the sentence below.

"A singular noun names _____ _____."

a. one person, place, or thing

b. more than one person, place, or thing

c. one action

d. more than one action

e. I don't know

Stop

10b. Fill in the blank in the sentence below.

"A plural noun names _____."

a. one person, place, or thing

b. more than one person, place, or thing

c. one action

d. more than one action

e. I don't know

Stop

11. Fill in the blank in the sentence below.

"The possessive forms of singular and plural nouns that do not end in s are usually formed by _____."

a. adding only an s

b. adding only an apostrophe

c. adding an apostrophe and an s

d. adding es

e. I don't know

Stop

12. Fill in the blank in the sentence below.

"Nouns are frequently used _____."

a. as the subject of a sentence

b. as the predicate of a sentence

c. as the modifier of a verb

d. to join the subject and predicate of a sentence

e. I don't know

Stop

Name _____

Conceptual Learning and Development Assessment Series III (D)

Klausmeier, H.J., Ingison, L.J., and Sipple, T.S.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

1

1. Below are four words that are used in sentences. Put an X on the one that is used in a different way from the other three.

eat rug run throw

Stop

2

2. Below are four words that name either a place or a thing. Put an X on the one that is different from the other three.

street London chair door

Stop

3. Below are four words that name either a thing or things. Put an X on the one that is different from the other three.

basket apples desks mice

Stop

4. Below are four words that either do or do not indicate ownership. Put an X on the one that is different from the other three.

villages acres girls' swords

Stop

3.

Billy India Ohio

Group 1

after word grow

Group 2

Stop

5

What one name best fits all of the words in Group 1 but does not fit all of the words in Group 2?

a. common nouns

b. adjectives

c. collective nouns

d. proper nouns

e. I don't know

6.

The baby was crying.
John's family went on vacation.
Is Paris a city?

Group 1

He gave the gift to Susan.
Jane went to the football game.
The class elected Mary president.

Group 2

Stop

6

What one name best fits all of the underlined words in the sentences in Group 1 but does not fit the underlined words in the sentences in Group 2?

a. direct object of the verb

b. object complement

c. verb phrase

d. subject of the sentence

e. I don't know

7.

hair glass school

Group 1

Susan together they

Group 2

What one name best fits all of the words in Group 1 but does not fit all of the words in Group 2?

a. abstract nouns

b. common nouns

c. adjectives

d. collective nouns

e. I don't know

Stop

8.

good blow people

Group 1

45876 L,XT- XXIV

Group 2

What one name best fits all of the items in Group 1 but does not fit all of the items in Group 2?

a. helping verbs

b. predicate nouns

c. parts of speech

d. objects of prepositions

e. I don't know

Stop

9.

Fred mercy children's

Group 1

green together listen

Group 2

What one name best fits all of the words in Group 1 but does not fit all of the words in Group 2?

a. adverbs

b. adjectives

c. verbs

d. nouns

e. I don't know

Stop

10.

I gave him the ball.
We ate dinner.
Tom will play golf.

Group 1

She ate in the morning.
Dick went to school.
A prize was given to the girls.

Group 2

What one name best fits all of the underlined words in the sentences in Group 1 but does not fit the underlined words in the sentences in Group 2?

a. appositives

b. direct objects

c. object complements

d. indirect objects

e. I don't know

Stop

11

11.

Give John the book.

Mother gave the boy a ball.

We sent Uncle George a letter.

Group 1

The class went on a field trip.

Put the book on the shelf.

They saw the play.

Group 2

What one name best fits all of the underlined words in the sentences in Group 1 but does not fit the underlined words in the sentences in Group 2?

a. predicate verbs

b. direct objects

c. appositives

d. indirect objects

e. I don't know

Stop

12

12.

teacher's John's today's

Group 1

women trucks mostly

Croup 2

What one name best fits all of the words in Group 1 but does not fit all of the words in Group 2?

a. appositives

b. possessive nouns

c. plural nouns

d. direct objects

e. I don't know

Stop

13.

churches men toys

Group 1

eat hand light

Group 2

13

What one name best fits all of the words in Group 1 but does not fit all of the words in Group 2?

a. collective nouns

b. plural nouns

c. possessive nouns

d. objects of prepositions

e. I don't know

Stop

14

14. Which of the following is the definition of noun?

a. a word that names one or more persons, places, or things

b. a word that indicates one or more actions or beings

c. a word that names one person, place, or thing

d. a word that indicates one action or being

e. I don't know

Stop

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