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**ABSTRACT**

This annotated bibliography of currently available reading measures was compiled from the holdings and references of the Educational Testing Service Test Collection. Included are those instruments designed in total or in part to assess reading skills or to diagnose reading difficulties of students in grades 4-6. Information about these tests was obtained from test copies, manuals, and publisher catalogs. Any edition, form designation, or level is provided in the test title. The annotations provide information concerning purposes and special features of the test. If a test is individually administered or designed for use with a particular group, this information is included as a special feature. Subtests and subscores, the presence of statistical information, and references are also reported. The inclusion of a test in this bibliography should not be construed as a recommendation of that test. (Author/DEP)



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## READING TESTS: GRADES 4-6

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The annotations provide information concerning purposes and special features of the test. If a test is individually administered or designed for use with a particular group, this information is included as a special feature. Subtests and subscores, the presence of statistical information, and references are also reported.

These tests provide varying amounts of statistical information: whereas some furnish a great quantity of detailed psychometric data, others give a single reliability coefficient, and still others offer none at all. No attempt was made to analyze or to evaluate the statistical information provided.

For reviews the reader is usually referred to articles in the *Mental Measurements Yearbook* (MMY), edited by Oscar K. Buros. Included is the author(s) of a review, following by the edition of the MMY and the entry number (e.g., MMY 7:36 refers to an article in the seventh edition, labeled as the thirty-sixth entry).

Please do not write to the Test Collection for inspection copies since the Collection does not have distribution rights for its holdings. Specimen sets (when available) and/or specific information must be obtained directly from the publisher or author. Refer to the list of publishers at the end of the bibliography for complete addresses.

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**American School Achievement Tests: Intermediate Battery** by Willis E. Pratt, Robert V. Young, Miriam E. Wilt, Clara E. Cockerille, and Carroll A. Whitmer; c1955-63; Grades 4-6; The Bobbs-Merrill Company, Inc.

These tests were designed to estimate abilities, diagnose skills, and provided a basis for remedial instruction. The four-part battery includes: Reading (Sentence and Word Meaning, Paragraph Meaning), Arithmetic, Language-Spelling, and Social Science. The manual presents statistical information to assist in the interpretation of test scores. For reviews by Robert H. Bauernfeind and Frank B. Womer, see MMY 6:2.

**Basic Reading Rate Scale** by Miles A. Tinker and Ronald P. Carver; c1970; Grades 3-16 and Adults; Revrac Publications.

Designed to determine rate of reading, the Scale yields an Accuracy Score and a Words Per Minute Score. Comparatively simple reading material has been selected so that reading rate rather than reading comprehension is measured. Accuracy Scores below 90 percent are important indicators of poor comprehension and/or reading at too fast a pace. Statistical information is reported in the manual.

**Basic Reading Test to Accompany "Cavalcades"** by Marion Monroe and Helen M. Robinson; c1967; Grade 6; Scott, Foresman and Company.

Part of *The New Basic Readers*, this is a test of mastery of the major skills stressed in *Cavalcades* and the *Think-and-Do Book* that accompanies it. There are eight subtests: Word and Phrase Meaning, Sentence and Paragraph Meaning, Main Idea, Relationships, Critical Reading, Locating Information, Word Analysis, and Dictionary. Percentile scores and reliability data are presented in this manual.

**Basic Reading Test to Accompany "Ventures"** by Marion Monroe and Helen M. Robinson; c1967; Grade 4; Scott, Foresman and Company.

Part of *The New Basic Readers*, this is a test of mastery of the major skills stressed in *Ventures* and the *Think-and-Do Book* that accompanies it. There are eight subtests: Word and Phrase Meaning, Sentence and Paragraph Meaning, Main Idea, Relationships, Critical Reading, Locating Information, Word Analysis, and Dictionary. Percentile scores and reliability data are presented in this manual.

**Basic Reading Test to Accompany "Vistas"** by Marion Monroe and Helen M. Robinson; c1967; Grade 5; Scott, Foresman and Company.

Part of *The New Basic Readers*, this is a test of mastery of the major skills stressed in *Vistas* and the *Think-and-Do Book* that accompanies it. There are eight subtests: Word and Phrase Meaning, Sentence and Paragraph Meaning, Main Idea, Relationships, Critical Reading, Locating Information, Word Analysis, and Dictionary. Percentile scores and reliability data are presented in this manual.

**Botel Reading Inventory** by Morton Botel, Ruth K. Flamond, Cora L. Holsclaw, and Gloria C. Cammarota; c1961-70; Grades 1-12 and Adults; Follett Educational Corporation.

The Inventory was designed to help teachers determine the Instructional Level, the Frustration Level, and the Free Reading Level of their students. It consists of four tests: Word Recognition, Word Opposites, Phonics Mastery, and Spelling-Placement. Only the Word Opposites test is appropriate for use beyond grade four. For reviews by Ira E. Aaron and Charles M. Brown, see MMY 6:834.

**Braille Informal Reading Inventory** by Allen Berger and Constance Kautz; circa 1966; Kindergarten-Grade 7; Allen Berger.

This test in Braille was designed to determine the reading level and specific strengths and weaknesses in the reading ability of blind children. Subscores are: Word Recognition-Vocabulary, Comprehension-Reading (Oral, Silent), Comprehension-Listening.

**Burnett Reading Series: Survey Test, Intermediate** by Richard W. Burnett; c1966-71; Grades 4-6; Scholastic Testing Service, Inc.

Designed to measure a student's reading ability, this test yields subscores in the following three areas: Word Identification, Word Meaning, and Comprehension. This manual and a technical manual report data on validity, reliability, and norms. For a review by Roger Farr, see MMY 7:682.

**California Achievement Tests: 1957 Edition with 1963 Norms, Elementary Level** by Ernest W. Tiegs and Willis W. Clark; c1957-65; Grades 4-6; CTE/McGraw-Hill.

A battery of tests designed for the evaluation, measurement, and diagnosis of scholastic skills. The battery includes three subtests: Reading, Language, and Arithmetic. The Reading subtest consists of two sections: Reading Vocabulary (with subscores of Mathematics Vocabulary, Science Vocabulary, Social Science Vocabulary, and General Vocabulary) and Reading Comprehension (with subscores of Following Directions, Reference Skills, and Interpretation of Materials). The test manual also provides information on reliability, validity, and norms. A technical report which contains more detailed psychometric data is also available. For reviews by Jack C. Merwin and Robert D. North, see MMY 6:3. Also reviewed in *Tests of Reading Readiness and Achievement: A Review and Evaluation*, pp. 25-30.

**California Achievement Tests, 1970 Edition, Level 3** by Ernest W. Tiegs and Willis W. Clark; c1957-70; Grades 4-6; CTE/McGraw-Hill.

An achievement battery containing tests in three basic skill areas: Reading, Mathematics, and Language. The Reading test consists of two sections: Reading Vocabulary and Reading Comprehension. Reading Vocabulary is composed of 40 items which were designed to assess the extent of the working

vocabulary of students. Each item requires the student to determine the meaning of a word in context. Reading Comprehension contains reading passages of four types: General, Social Studies, Science, and Mathematics. Statistical information is provided.

**Classroom Reading Inventory: Second Edition** by Nicholas J. Silveroli; c1965-73; Grades 2-10; Wm. C. Brown Company Publishers.

A diagnostic measure which consists of three parts. The first two parts, Graded Wordlists and Graded Oral Paragraphs, are individually administered. The third part, Spelling Survey, may be administered to a group. The test results can be used to identify specific types of word recognition and comprehension errors made by children. The following subscores may also be derived: Independent Reading Level, Instructional Reading Level, Frustration Reading Level, and Hearing Capacity. For a review by Donald R. Cleland, see MMY 7:715.

**Cloze Procedure II--Fifth Grade**; Not Dated; Grade 5; Institute for Developmental Studies, New York University.

A measure of reading comprehension using a word-deletion technique. Separate auditory and visual measures are provided. The Absolute Score and the Contextual Score are measures of a child's ability to provide a word that maintains the meaning of a paragraph. The Grammatical Score is a measure of a child's ability to use the correct grammatical structure required by the omission.

**Comprehensive Tests of Basic Skills: Expanded Edition, Form S, Level 1**; c1973; Grades 2.5-4.9; CTB/McGraw-Hill.

A revision and expansion of *Forms Q and R*. The battery consists of 10 tests which provide measures for six skill areas: Reading, Language, Mathematics, Reference Skills, Science, and Social Studies. Reading skills are assessed by five tests: Reading Vocabulary, Reading Comprehension, Spelling, Language Mechanics, and Language Expression. These tests were designed to measure those skills which are common to all curricula. Statistical information is provided.

**Comprehensive Tests of Basic Skills: Expanded Edition, Form S, Level 2**; c1973; Grades 4.5-6.9; CTB/McGraw-Hill.

A battery of tests designed to measure those skills necessary for understanding higher-level courses. The following tests are included: Reading Vocabulary, Reading Comprehension, Spelling, Language Mechanics, Language Expression, Mathematics Computation, Mathematics Concepts and Applications, Reference Skills, Science, and Social Studies. The manual presents statistical information for use in interpreting test results.

**Comprehensive Tests of Basic Skills: Forms Q and R, Level 1**; c1968-70; Grades 2.5-4.9; CTB/McGraw-Hill.

A battery of tests designed to measure four basic skills: Reading, Language, Arithmetic, and Study Skills. Two tests, Reading Vocabulary and Reading Comprehension, are used to assess achievement in reading. Reliability and validity data are presented in the Technical Report. The Examiner's Manual provides normative data. Separate norms are presented for large

districts and Catholic schools. For reviews by J. Stanley Ahmann and Frederick G. Brown, see MMY 7:9. For a review by Earl F. Rankin, see MMY 7:685. Also reviewed in *Measurement and Evaluation in Guidance*, April 1971, Vol. 4, pp. 59-62 and *Journal of Educational Measurement*, Summer 1969, Vol. 6, pp. 117-119.

**Comprehensive Tests of Basic Skills: Forms Q and R, Level 2**; c1968-70; Grades 4-6; CTB/McGraw-Hill.

Reading is one of the four basic skill areas which this battery of tests was designed to measure. Two tests, Reading Vocabulary and Reading Comprehension, are used to assess achievement in reading. Reliability and validity data are presented in the Technical Report. The Examiner's Manual provides normative data. Separate norms are presented for large districts and Catholic schools. For reviews by J. Stanley Ahmann and Frederick G. Brown, see MMY 7:9. For a review by Earl F. Rankin, see MMY 7:685. Also reviewed in *Measurement and Evaluation in Guidance*, April 1971, Vol. 4, pp. 59-62 and *Journal of Educational Measurement*, Summer 1969, Vol. 6, pp. 117-119.

**Delaware County Silent Reading Test of Language Skills**; c1965; Grades 1-8; The Reading Consultants of Delaware County Association.

A series of tests designed to measure reading achievement. There is a separate test for each grade level. All of the tests provide a subscore for each of the following areas: Interpretation of Ideas, Organization of Ideas, Vocabulary, and Structural Analysis of Words. For a review by Allen Berger, see MMY 7:686.

**Denver Public Schools Reading Inventory: Revised**; c1968; Grades 1-8; Department of Instructional Services, Denver Public Schools.

The Inventory was designed to help a teacher determine a pupil's Instructional Reading Level, Independent Reading Level, and Capacity Level. The measure consists of twelve vocabulary checklists and twenty-four reading selections taken from the *Sheldon Basic Reading Series*.

**Doren Diagnostic Reading Tests: 1973 Edition** by Margaret Doren; c1973; Grades 1-8; American Guidance Service, Inc.

Designed to measure mastery of word recognition skills. These skills include: Letter Recognition, Beginning Sounds, Whole Word Recognition, Words Within Words, Speech Consonants, Ending Sounds, Blending, Rhyming, Vowels, Discriminate Guessing, Spelling, and Sight Words. Statistical information is provided.

**Diagnostic Reading Scales: Revised Edition** by George D. Spache; c1963-72; Grades 1-8 and Retarded Readers in Grades 9-12; CTB/McGraw-Hill.

A series of individually administered tests designed to provide measures of oral and silent reading skills and of auditory comprehension. The test yields the following subscores: Instructional Level, Independent Level, Rate of Silent Reading,

Potential Level, Consonant Sounds, Vowel Sounds, Consonant Blends, Common Syllables, Blends, and Letter Sounds. For a review by Rebecca C. Barr, see MMY 7:717.

**Diagnostic Reading Tests: Lower Level (Grades 4-8)** by Frances Oralind Triggs, Robert M. Bear, George D. Spache, Agatha Townsend, Arthur E. Traxler, and Frederick L. Westover; c1952-65; Grades 4-8; Committee on Diagnostic Reading Tests, Inc.

These tests were designed to measure reading skills. The Survey Section consists of three parts: Word Recognition and Comprehension (yielding two subscores: Word Recognition, Comprehension), Vocabulary, and Story Reading (Rate of Reading, Story Comprehension). The two-part Word Attack Section includes an individually administered Oral portion and a Silent part with two subscores (Identification of Sounds, Syllabication). Statistical information is provided. For reviews by Albert J. Kingston and B.H. Van Roekel, see MMY 6:823.

**Fifth-Grade Readiness Test: Revised Edition** by Constance M. McCullough and David H. Russell; c1950-61; Grade 5; Ginn and Company.

Designed to provide a measure of reading achievement and diagnostic information about reading skills. The test contains three subtests: Vocabulary, Word Analysis, and Comprehension. The following subscores may be derived: Word Meaning, Consonants, Vowels and Phonetic Endings, Syllabication, Prefixes and Suffixes, Alphabetical Order, Using Diacritical Marks, Main Idea, Details, Sequence, and Creative Reading.

**Fifth-Reader Achievement Test: Revised Edition** by Constance M. McCullough and David H. Russell; c1952-61; Grade 5; Ginn and Company.

Part of the *Ginn Basic Readers* series, this test should be administered after pupils have read *Trails to Treasure*. Designed to provide a diagnosis of reading strengths and weaknesses, three subtests are included: Vocabulary, Word Analysis, and Comprehension. The subscores are: Word Meaning, Word Usage, Dictionary Meanings, Applying Vowel Rules, Using Diacritical Marks, Using Accent Marks, Using Guide Words, Interpreting Situations, Interpreting Feelings, and Skimming for Facts.

**Fourth-Grade Readiness Test: Revised Edition** by Constance M. McCullough and David H. Russell; c1950-61; Grade 4; Ginn and Company.

Designed to assist teachers in determining the instructional needs of their students. Three subtests are included: Vocabulary, Word Analysis, and Comprehension. The following subscores may be derived: Word Meaning, Context Clues, Consonants, Phonetic Analysis (Endings), Structural Analysis (Endings, Suffixes), Syllabication, Main Idea, Details, Sequence, and Creative Reading.

**Fourth-Reader Achievement Test: Revised Edition** by Constance M. McCullough and David H. Russell; c1951-61; Grade 4; Ginn and Company.

Part of the *Ginn Basic Readers* series, this test should be administered after pupils have read *Roads to Everywhere*. Designed to provide a diagnosis of reading strengths and weaknesses, three subtests are included: Vocabulary, Word Analysis, and Comprehension. The subscores are: Word Meaning, Word Recognition, Using Dictionary Key Words, Compound Words, Syllabication, Prefixes and Suffixes, Main Idea, Details, Sequence, Conclusions, Sensory Appeals, and Sentence Meaning.

**Gates-MacGinitie Reading Tests: Survey D** by Arthur I. Gates and Walter H. MacGinitie; c1964-65; Grades 4-6; Teachers College Press.

A measure of reading achievement, this test consists of three parts: Speed and Accuracy, Vocabulary, and Comprehension. The manual presents statistical information for use in interpreting test results. For reviews by Carolyn L. Burke and Byron H. Van Roekel, see MMY 7:689.

**Gates-McKillop Reading Diagnostic Tests** by Arthur I. Gates and Anne S. McKillop; c1962; Grades 2-6; Western Psychological Services.

An individually administered test designed to diagnose reading difficulties. The test yields 28 scores in the following areas: Oral Reading, Words (Flash Presentation), Words (Untimed Presentation), Phrases (Flash Presentation), Knowledge of Word Parts, Recognizing the Visual Form of Sounds, and Auditory Blending. No statistical information is provided. For reviews by N. Dale Bryant and Gabriel M. Deall-Piana, see MMY 6:824.

**Gillingham-Childs Phonics Proficiency Scales: Series II-Advanced Reading** by Sally B. Childs and Ralph de S. Childs; c1970-71; Upper Elementary; Educators Publishing Service, Inc.

Designed to evaluate progress in performing phonic skills which are basic to reading achievement. There are 20 scales in this series covering the following categories: letter sound, connection scales, scales introducing new content, review lists based on previous scales, and extra scales. The extra scales are: prefixes and suffixes, words irregular for reading-level 2, words irregular for reading-level 3, reading pronunciations, and syllable division—rule 2.

**Gilmore Oral Reading Test: New Edition** by John V. Gilmore and Eunice C. Gilmore; c1968; Grades 1-8; Harcourt Brace Jovanovich, Inc.

The test is individually administered and provides measures of accuracy of oral reading, comprehension of material read, and rate of reading. Technical information is presented in the manual. For reviews by Albert J. Harris and Kenneth J. Smith, see MMY 7:737.

**Gray Oral Reading Test** by William S. Gray; Helen M. Robinson, ed.; c1963-67; Grades 1-12; The Bobbs-Merrill Company, Inc.

Suggested for use as an adjunct to silent reading tests, this test was designed to measure oral reading growth and to aid in the diagnosis of oral reading difficulties. Statistical information is

provided. For reviews by Emery P. Bliesmer, Albert J. Harris, and Paul R. Lohnes, see MMY 6:842.

**Group Diagnostic Reading Aptitude and Achievement Tests: Intermediate Form** by Marion Monroe and Eva Edith Sherman; c1966; Grades 3-9; C.H. Nevins Printing Company.

A group-administered test which yields three reading achievement scores: Paragraph Understanding, Speed, and Word Discrimination. The Word Discrimination score provides the following diagnostic subscores: Vowels, Consonants, Reversals, and Additions and Omissions. The test also provides the following aptitude scores: Visual, Auditory, Motor, and Language. No reliability data is presented but norms are provided.

**Individual Pupil Monitoring System—Reading (IPMS-R)**; c1974; Grades 1-6; Houghton Mifflin Company.

A series of criterion-referenced tests of specified behavioral objectives. The tests are available in six overlapping levels. Each level assesses three reading skill categories: Word-Attack, Vocabulary and Comprehension, and Discrimination/Study Skills. The System is designed to provide the teacher with information which will facilitate the individualization of instruction by objective.

**Individual Reading Placement Inventory: Field Research Edition** by Edwin H. Smith and Weldon G. Bradtmueller; c1969; Reading Level of Grade 7 or Below; Follett Educational Corporation.

An individually administered aid in determining the student's independent reading level, instructional reading level, frustration level, and present language potential. The test is designed specifically for use with literate and semiliterate adolescents and adults. The subtests are Word Recognition and Analysis, Oral Paragraph Reading, Present Language Potential, Auditory Discrimination, and Letters of the Alphabet. Statistical information is provided. For reviews by Edward B. Fry and Albert J. Kingston, see MMY 7:730.

**Instructional Objectives Exchange—Objective Collection in Language Arts: Comprehension Skills, Kindergarten-Grade 12, Revised Edition** under the direction of Nola Paxton; c1972; Kindergarten-Grade 12; Instructional Objectives Exchange.

A collection of objectives with examples of items appropriate for assessing the attainment of those objectives. A criterion-referenced approach was used to generate this Collection. There are 91 objectives organized into the following sections: Literal Comprehension, Interpretation, Vocabulary and Word Meaning, and Comprehension of Non-Written Materials.

**Instructional Objectives Exchange—Objective Collection in Language Arts: Listening, Oral Expression, and Journalism, Kindergarten-Grade 12, Revised Edition** under the direction of Jeanne Potter and John Reich; c1972; Kindergarten-Grade 12; Instructional Objectives Exchange.

A collection of objectives with examples of items appropriate for

assessing the attainment of those objectives. A criterion-referenced approach was used in generating this Collection, which includes three sections: Listening, Oral Expression, and Journalism. Listening is comprised of 31 objectives organized into the following categories: Affective Listening, Comprehension and Interpretation, and Analytical Listening. Oral Expression contains 50 objectives in two areas: Speech and Oral Presentations. Journalism includes 19 objectives within two areas: Journalistic Techniques and Journalistic Forms.

**Inter-American Series: Test of Reading, Level 3, Elementary** by Herschel T. Manuel; c1962-67; Grades 4-6; Guidance Testing Associates.

A measure of Vocabulary, Level of Comprehension, and Speed of Comprehension that is available in parallel English and Spanish editions. Statistical information is reported in the manual and in a technical report. The development of local and regional norms is recommended by the publisher. For a review by Georgia S. Adams, see MMY 7:711.

**Inventory-Survey Test, Intermediate** by Marion Monroe; c1969; Grades 4-6; Scott, Foresman and Company.

Designed to measure general level of reading achievement. Five subtests are included: Word Meaning, Sentence Meaning, Paragraph Meaning, Word Analysis, and Dictionary Skills. The author recommends that the test be used at the beginning of the school year or for the placement of new pupils. Statistical information is presented in the manual.

**Iowa Silent Reading Tests; 1973 Edition, Level 1** by Roger Farr; c1972-73; Grades 6-9; Harcourt Brace Jovanovich, Inc.

Designed to measure reading ability, Level 1 consists of four tests: Vocabulary, Reading Comprehension, Directed Reading, and Reading Efficiency. The tests may also be used for high school students who read below their grade level. Technical information is reported.

**Iowa Tests of Basic Skills** by E.F. Lindquist and A.N. Hieronymus; c1955-68; Grades 3-9; Houghton Mifflin Company.

A battery of tests measuring basic skills in five areas: Vocabulary, Reading Comprehension, Work-Study Skills, Language Skills, and Arithmetic Skills. Separate tests for grades 3 through 9 are provided. The Reading Comprehension test consists of selections representing the types of material encountered by pupils in everyday reading. Four general types of skills are measured: Details (To Recognize and Understand Stated or Implied Factual Details and Relationships), Purpose or Main Idea, Organization of Ideas, and Evaluation. Statistical information is provided.

**Iowa Tests of Basic Skills, Levels Edition: Forms 5 and 6** by A.N. Hieronymus; c1971-74; Grades 3-8; Houghton Mifflin Company.

Designed to measure the skills involved in vocabulary, reading, language, work-study, and mathematics. The battery consists of

eleven tests: Vocabulary, Reading Comprehension, Spelling, Capitalization, Punctuation, Usage, Map Reading, Reading Graphs and Tables, Knowledge and Use of Reference Materials, Mathematics Concepts, and Mathematics Problem Solving. The Reading Comprehension test consists of 60 items which assess the following skills: recognizing stated or implied details and relationships, identifying purpose or main idea of a selection, organizing ideas, and evaluation. The manual provides statistical information for use in interpreting test results.

**Kennedy Institute Phonics Test: Experimental Version** by John T. Guthrie and Mary Seifert; Not Dated; Ages 5 and Above; John T. Guthrie.

A criterion-referenced test designed for use in research to describe the subskills involved in single word reading and to facilitate the instruction of poor readers. The following subtests are included: Whole-Word Production-Special Rules, Long Vowel Word Production, Short Vowel Word Production, Consonant Vowel Production, Consonant Vowel Recognition, Letter Sound Production, Letter Naming, Initial Letter Sound Recognition, and Nonsense Word Recognition. The Nonsense Word Recognition subtest is administered twice; the examinee orally reads the items, and then the examiner reads each item from which the examinee must choose four alternatives.

**McCall-Crabbs Standard Test Lessons in Reading** by William A. McCall and Lelah Mae Crabbs; c1926-61; Grades 2-12; The Bobbs-Merrill Company, Inc.

A series of five reading booklets of overlapping levels of difficulty. Each booklet contains 78 three-minute reading exercises comprised of a reading selection and related multiple-choice questions. Norms are presented in the manual.

**McCullough Word-Analysis Tests** by Constance M. McCullough; c1960-63; Grades 4-6; Personnel Press.

A battery of seven tests designed to measure phonetic and structural analysis skills. The following tests are included in the battery: Consonants (Initial Blends and Digraphs), Vowel Sounds (Phonetic Discrimination), Vowels (Matching Letters to Vowel Sounds), Sounding Whole Words, Interpreting Phonetic Symbols, Dividing Words into Syllables, and Root Words in Affixed Forms. Statistical information is presented. For a review by Larry A. Harris, see MMY 7:719.

**McGrath Test of Reading Skills: Second Edition** by Joseph E. McGrath; c1965-67; Grades 1-13; McGrath Publishing Company.

An individually administered test designed to detect reading problems and general areas of weakness in reading. The test consists of the following subtests: Oral Word Recognition, Oral Paragraph Reading, and Word Meanings. For a review by Byron H. Van Roekel, see MMY 7:692.

**McMenemy Measure of Reading Ability: Intermediate** by Richard A. McMenemy; c1966-68; Grades 5-6; Richard A. McMenemy.

A measure of reading ability, this test yields subscores for Vocabulary and Comprehension. The following aspects of reading skill are included in the measure: ability to interpret

factual data, inference and interpretation, vocabulary, reading for detail, and study skills. Norms, based on Portland students, are available. For reviews by Marvin D. Glock and Ronald W. Mitchell, see MMY 7:693.

**Metropolitan Achievement Tests: 1960 Edition, Elementary** by Harold H. Bixler, Walter N. Durost, Gertrude H. Hildreth, Kenneth W. Lund, and J. Wayne Wrightstone; c1931-62; Grades 3-4; Harcourt Brace Jovanovich, Inc.

This battery, which was designed for evaluating achievement in academic skill and content areas, contains the following subtests: Word Knowledge, Word Discrimination, Reading, Spelling, Language (Language Usage, Punctuation-Capitalization), Arithmetic Computation, and Arithmetic Problem Solving and Concepts. The Reading subtest consists of a series of reading selections and related questions. The items measure the ability to comprehend the main thought of the selection, to recall significant details, to infer new facts from the information given, and to derive the meaning of a word from context. The manual presents statistical information to assist test user. For a review by H. Alan Robinson, see MMY 6:797. Also reviewed in *Tests of Reading Readiness and Achievement: A Review and Evaluation*, pp. 36-42.

**Metropolitan Achievement Tests: 1960 Edition, Intermediate** by Harold H. Bixler, Walter N. Durost, Gertrude H. Hildreth, Kenneth W. Lund, and J. Wayne Wrightstone; c1931-66; Grades 5-6; Harcourt Brace Jovanovich, Inc.

Designed for evaluating achievement in scholastic skill and content areas, this battery includes the following subtests: Word Knowledge, Reading, Spelling, Language, Language Study Skills, Arithmetic Computation, Arithmetic Problem Solving and Concepts, Social Studies Information, Social Studies Study Skills, and Science. The Reading subtest measures four comprehension skills: main thought, details, inferences, and meaning of words from context. The manual presents data on reliability, validity, and norms. For a review by H. Alan Robinson, see MMY 6:797. Also reviewed in *Tests of Reading Readiness and Achievement: A Review and Evaluation*, pp. 36-42.

**Metropolitan Achievement Tests: 1970 Edition, Elementary** by Walter N. Durost, Harold H. Bixler, J. Wayne Wrightstone, George A. Prescott, and Irving H. Balow; c1969-72; Grades 3.5-4.9; Harcourt Brace Jovanovich, Inc.

A battery of achievement tests designed for evaluating scholastic skill and content areas. Seven subtests are included: Word Knowledge, Reading, Language, Spelling, Mathematics Computation, Mathematics Concepts, and Mathematics Problem Solving. The Word Knowledge subtest consists of 50 items which assess reading vocabulary. The Reading subtest contains 45 items which include comprehending literal meanings of passages, drawing inferences from the material, identifying main ideas, and determining word meaning from context. Statistical information is reported in the manual.

**Metropolitan Achievement Tests: 1970 Edition, Intermediate** by Walter N. Durost, Harold H. Bixler, J. Wayne Wrightstone, George A. Prescott, and Irving H. Balow; c1969-72; Grades 5.0-6.9; Harcourt Brace Jovanovich, Inc.

Subtests include: Word Knowledge, Reading, Language, Spelling, Mathematics Computation, Mathematics Concepts, Mathematics Problem Solving, Science, and Social Studies. Each subtest in the battery was designed to assess a scholastic skill or content area. The Word Knowledge and Reading subtests measure reading vocabulary and reading comprehension skills, respectively. Statistical information is presented in the manual to assist in the interpretation of test scores.

**Monroe's Standardized Silent Reading Test** by Walter S. Monroe; c1919-59; Grades 3-12; The Bobbs-Merill Company, Inc.

Three tests are included, each yielding two subscores: Rate and Comprehension. Test I is appropriate for grades 3-5; Test II for grades 6-8; and Test III for grades 9-12. For reviews by Charles R. Langmuir and Agatha Townsend, see MMY 6:798.

**National Achievement Tests: Reading Comprehension Test, Grades 3-8** by Robert K. Speer and Samuel Smith; c1938-60; Grades 3-8; Psychometric Affiliates.

This test contains three parts: Following Directions, Sentence Meaning, and Paragraph Meaning. Each part yields an individual score. Norms are provided. For a review by James R. Hobson, see MMY 3:498.

**National Achievement Tests: Reading Comprehension Test, Grades 4-6** by Robert K. Speer, Samuel Smith, Lester D. Crow, Martha J. Kuhlmann, and Alice Crow; c1953-57; Grades 4-6; Psychometric Affiliates.

This test contains 18 reading selections and related questions.

**National Achievement Tests: Reading Comprehension Test, Grades 4-9** by Robert K. Speer, Samuel Smith, Lester D. Crow, Martha J. Kuhlmann, and Alice Crow; c1953-66; Grades 4-9; Psychometric Affiliates.

This test consists of 24 reading selections (prose and poetry) and objective questions accompanying each selection. Validity, reliability, and norms are discussed in the manual.

**National Achievement Tests: Reading Test (Comprehension and Speed), Grades 3-6** by Robert K. Speer and Samuel Smith; c1938-61; Grades 3-6; Psychometric Affiliates.

This test consists of four parts: Following Directions, Sentence Meaning, Paragraph Meaning, and Reading Speed. Each part yields a separate score. Norms are provided for use in interpreting test results.

**Nelson Reading Test: Revised Edition** by M.J. Nelson; c1962; Grades 3-9; Houghton Mifflin Company.

A revision of the *Nelson Silent Reading Test*, this test yields two subscores: Vocabulary and Paragraph Comprehension. Statistical information to assist users in interpreting test scores is presented in the manual. For a review by H. Alan Robinson, see MMY 6:802.

**New Developmental Reading Tests for the Intermediate Grades** by Guy L. Bond, Bruce Balow, and Cyril Hoyt; c1968; Grades 4-6; Lyons and Carnahan, Inc.

This test was designed to assess reading abilities. It yields scores for five areas of reading development: basic reading vocabulary, reading for information, reading for relationships, reading for interpretation, and reading for appreciation. Three combination scores may also be obtained: Literal Comprehension, General Comprehension, and Creative Comprehension. Statistical data on reliability, validity, and norms is presented in the manual. For reviews by Frederick B. Davis and Arthur E. Traxler, see MMY 7:698.

**Objectives-Based Test Collection—Reading: Comprehension Skills, Kindergarten-Grade 6** by John McNeil, Nola Paxton, and Linda Paulson; c1973; Kindergarten-Grade 6; Instructional Objectives Exchange.

A series of criterion-referenced test instruments designed to assess mastery of basic reading comprehension skills. Each instrument provides a measure for an explicitly stated instructional objective. The series consists of 40 tests in seven areas: main idea (5 tests), conclusions (10 tests), Sequence (7 tests), context clues (9 tests), punctuation (3 tests), syntactical structures (4 tests), and affixes (2 tests).

**Objectives-Based Test Collection—Reading: Word Attack Skills, Kindergarten-Grade 6** by John McNeil, Nola Paxton, and Linda Paulson; c1973; Kindergarten-Grade 6; Instructional Objectives Exchange.

A series of criterion-referenced test instruments designed to assess mastery of basic word-attack skills. Each instrument provides a measure for an explicitly stated instructional objective. There are 38 tests arranged in a sequence of difficulty.

**Oral Reading Criterion Test for Determining Independent and Instructional Reading Levels** by Edward Fry; c1971; Grades 1-7; Dreier Educational Systems, Inc.

An individually administered, criterion-referenced test which was designed to determine Independent, Instructional, and Frustration Reading Levels without measuring comprehension. It is appropriate for use with children and adults with reading levels of grades 1 through 7. It consists of ten paragraphs of increasing difficulty which must be read orally.

**Peabody Individual Achievement Test** by Lloyd M. Dunn and Frederick C. Markwardt; c1970; Kindergarten-Grade 12; American Guidance Service, Inc.

An individually administered measure of achievement which yields five subscores: Mathematics, Reading Recognition, Reading Comprehension, Spelling, and General Information. The Reading Recognition subtest contains 84 items measuring oral reading skills. Each item consists of a single word rather than sentences or paragraphs. The Reading Comprehension subtest consists of 66 items, which gradually increase in difficulty. The examinee is required to silently read a sentence and then select



one picture from a group of four which best represents the meaning of the sentence. Statistical information is presented in the manual. For a review by Joseph L. French, see MMY 7:17. Also reviewed in *The Journal of Special Education*, Fall-Winter 1970, Vol. 4, pp. 461-467.

**Phonics Knowledge Survey** by Dolores Durkin and Leonard Mashover; c1964; Grades 1-6; Teachers College Press.

An individually administered test designed to help teachers identify students' knowledge of phonics. The subscores are: Names of Letters, Consonant Sounds, Vowels (Long and Short), Vowel Generalization, Sounds of C and G, Sounds of Y, Consonant Blends, Digraphs, Vowel Combinations, Vowels Followed by R, Sounds of Q, Sounds of OO, Sounds of X, Beginning Consonant Combinations, and Syllabication. For reviews by Ira E. Aaron and Edward B. Fry, see MMY 7:720.

**Prescriptive Reading Inventory Interim Tests: Experimental Edition**; c1973; Grades 1.5-6.5; CTB/McGraw-Hill.

Developed to help teachers determine whether reading instruction has resulted in student mastery of the objectives measured by the *Prescriptive Reading Inventory* (PRI). The tests cover: Recognition of Sound and Symbol, Phonic Analysis, Structural Analysis, Translation, Literal Comprehension, Interpretive Comprehension, and Critical Comprehension. The tests are available in four overlapping levels and can be used in conjunction with or independently of the PRI.

**Prescriptive Reading Inventory: Level C (Blue Book)**; c1972; Grades 3-4.5; CTB/McGraw-Hill.

Third in a series of overlapping criterion-referenced tests designed to assess student mastery of specific reading objectives and to provide information useful in reinforcing, remediating, and supplementing reading development. There are behavioral objectives in six areas: Phonic Analysis, Structural Analysis, Translation, Literal Comprehension, Interpretive Comprehension, and Critical Comprehension.

**Prescriptive Reading Inventory: Level D (Orange Book)** by John K. Gessel; c1972; Grades 4-6; CTB/McGraw-Hill.

A criterion-referenced test designed to diagnose the reading behavior of individual students and to provide information useful in planning reading programs. The items in this test were based on behavioral objectives in six areas: Phonic Analysis, Structural Analysis, Translation, Literal Comprehension, Interpretive Comprehension, and Critical Comprehension.

**Pressey Diagnostic Reading Tests for Grade 3 to 9** by S.L. Pressey and L.C. Pressey; c1929; Grades 3-9; The Bobbs-Merrill Company, Inc.

This test was designed to measure Reading Speed, Paragraph Meaning, and Vocabulary.

**Reading Comprehension Test DE** by Betsy Barnard; c1963-67; Ages 10-12; Ginn and Company, Ltd.

Also referred to as *Reading Comprehension Test 1*, this test measures understanding of whole passages as opposed to single sentences. The test may be used diagnostically and yields the

following subscores: Global Understanding, Ability to Draw Conclusions, Individual Words and Phrases, and Read for Detail. Norms for the test, based on an English population, are available.

**Reading/Everyday Activities in Life (R/EAL)** by Marilyn Lichtman; c1972; Ages 10-Adults; Cal Press Inc.

Designed to assess basic literacy skills, the measure may be used both for diagnostic and evaluative purposes. The test consists of questions which are representative of everyday reading experiences. Nine categories of common printed materials were identified and utilized in the test construction. The instructions may be presented in English or Spanish via audio cassettes. Statistical information is provided.

**Reading Progress Scale** by Ronald P. Carver; c1970-71; Grades 3-16 and Adults; Revrac Publications.

This Scale was designed to measure reading-input performance—the process by which the graphic symbols in reading material are decoded or translated into a form which can be subsequently stored or understood. The test consists of four paragraphs. Each paragraph is accompanied by twenty questions, 90 percent of which must be answered correctly in order to achieve a satisfactory rating. Reading level is determined by the number of paragraphs satisfactorily read. Statistical information is presented in the manual.

**Reading Skills Diagnostic Test: Group Form** by Richard H. Bloomer; c1971; Grades 1-6; Brador Publications Inc.

Designed to identify specific reading problems, this test consists of six subtests and related teaching materials. The subtests are: Letter Identification, Simple Phonics, Phonetically Consistent Words, Phonetically Inconsistent Words, Letters in Context, and Words in Context. Reliability and validity data are presented in the manual.

**Reading Test AD** by A.F. Watts; c1956-70; Ages 7-11; Ginn and Company, Ltd.

Also referred to as *Sentence Reading Test 1*, this is a test of reading comprehension using sentence completion items. The student is instructed to underline the one word from five options that best completes the sentence. Information on standardization and reliability is presented.

**Reading Test BD**; c1967-69; Ages 8-11; Ginn and Company, Ltd.

Also referred to as *Primary Reading Test 2*, this is a test of reading comprehension using sentence completion items presented in a continuous form. The items are of increasing difficulty. Statistical information is presented.

**Reading Versatility Test (Basic): Paper and Pencil Edition** by Arthur S. McDonald, Sister M. Alodia, Harold M. Nason, George Zimny, and James Byrne; c1961-68; Grades 5-8; Educational Developmental Laboratories, Inc.

Flexibility in reading in a number of task-oriented ways is evaluated. The test includes four reading selections: Fiction, Nonfiction, Skimming, and Scanning. Each part is scored for comprehension and rate, and three reading rate ratios may be

derived. Statistical information is presented in the manual. For a review by John J. Geyer, see MMY 7:735.

**Roswell-Chall Diagnostic Reading Test of Word Analysis Skills** by Florence G. Roswell and Jeanne S. Chall; c1956-59; Grades 2-6; Essay Press.

An individually administered test dealing primarily with phonics. Subscores are: Single Consonant Sounds, Consonant Combinations, Short Vowels, Rule of Silent *e*, Vowel Combination, Syllabication, Paragraph Reading, Vocabulary, Spelling, and Estimated Level of Oral Reading. Statistical information is available from the publisher. For a review by Ira E. Aaron, see MMY 6:831.

**SRA Achievement Series: Multilevel Edition, Forms C and D** by Louis P. Thorpe, D. Welty Lefever, and Robert A. Naslund; c1954-68; Grades 4-9; Science Research Associates, Inc.

A Reading test is included in this battery of achievement tests, and it yields two subscores: Comprehension and Vocabulary. The reading selections in the test were drawn from the fields of social studies, science, and literature. The items which follow each selection measure the following abilities: to understand the overall theme of the story, to identify main ideas, to infer logical ideas, to refrain significant details, and to understand the meaning of words in context. For a review by John T. Guthrie, see MMY 7:706.

**SRA Assessment Survey: Multilevel Edition, Achievement Series** by Robert A. Naslund, Louis P. Thorpe, and D. Welty Lefever; c1971-72; Grades 4-9; Science Research Associates, Inc.

A battery of achievement tests designed to measure knowledge, skills, and applications in several academic areas. Included are the following tests: Reading, Mathematics, Language Arts, Social Studies, Use of Sources, and Science. The Reading test yields two subscores: Vocabulary and Comprehension. Each test is available in three separate but overlapping levels of difficulty. Statistical information is provided.

**STS Educational Development Series: Advanced Level** by O.F. Anderhalter, R.H. Bauernfeind, et al.; c1963-70; Grades 6.5-9.5; Scholastic Testing Service, Inc.

A battery of achievement tests, ability tests, and interest measures designed for use both in teaching and counseling. A Reading test, measuring general reading ability, is included in the battery. The items measure sentence comprehension, paragraph comprehension, and the ability to draw appropriate conclusions from reading passages. Statistical information is presented in the manual and in a supplementary Technical Report. For a review by Robert D. North, see MMY 7:22.

**STS Educational Development Series: Elementary Level** by O.F. Anderhalter, R.H. Bauernfeind, et al.; c1963-71; Grades 4-6; Scholastic Testing Service, Inc.

A battery of achievement, ability, and interest measures designed for use both in teaching and counseling. A Reading Test, measuring general reading ability, is included in the battery. The

items measure sentence comprehension, paragraph comprehension, and the ability to draw appropriate conclusions from reading passages. Statistical information is presented in the manual and in a supplementary Technical Report. For a review by Robert D. North, see MMY 7:22.

**Secondary School Admission Test (SSAT)**; c1957-Present; Grades 6-12; Educational Testing Service (for the Secondary School Admission Test Board, Inc.).

An institutional testing program designed to assist in the selection of students for admission to independent secondary schools. A General School Ability Test, which measures verbal and quantitative abilities, and a Reading Test are included. The Reading Test consists of two parts, Vocabulary and Reading Comprehension, and yields four scores: Vocabulary, Speed of Comprehension, Total Reading (which is an average of the Vocabulary and Speed of Comprehension scores), and a Level of Comprehension score. Statistical information about the test is available. For reviews by Charles O. Neidt and David V. Tiedman, see MMY 6:24.

**Sequential Tests of Educational Progress (STEP): Original Series, Level 4**; c1956-65; Grades 4-6; Cooperative Tests and Services, Educational Testing Service.

STEP includes achievement tests in seven academic areas. The Reading test measures five major reading-for-comprehension skills: ability to reproduce ideas, ability to translate ideas and make inferences, ability to analyze motivation, ability to analyze presentation, and ability to criticize. A variety of materials including announcements, directions, newspaper and magazine articles, letters, stories, poetry, and plays are used. The manual provides technical data to assist in the interpretation of test scores. For reviews by Emmett Albert Betts and Paul R. Lohnes, see MMY 7:810.

**Sequential Tests of Educational Progress (STEP): Series II, Complete Battery, Level IV**; c1969-71; Grades 4-6; Cooperative Tests and Services, Educational Testing Service.

A battery of achievement tests designed to evaluate student progress in seven academic areas: English Expression, Reading, Mechanics of Writing, Mathematics Computation, Mathematics Basic Concepts, Science, and Social Studies. The Reading test measures the ability to read and understand a variety of materials. In addition to questions testing comprehension of the meaning of words, the test includes sets of analytical and interpretive questions based on stories, poems, and passages of various lengths selected from the sciences, social studies, and humanities. The manual presents data on reliability, validity, and norms.

**Silent Reading Diagnostic Tests: 1970 Edition** Guy L. Bond, Bruce Balow, and Cyril J. Hoyt; c1955-70; Grades 2-6; Lyons and Carnahan.

Designed to measure silent reading ability, this battery consists of eight tests which provide a diagnosis of the following abilities: Recognize Words in Isolation, Recognize Words in Context, Identify Root Words, Separate Words into Syllables, Common Rules of Syllabication, Synthesize Words, Distinguish Beginning Sounds, Distinguish Ending Sounds, and Distinguish Vowel and Consonant Sounds. The manual presents statistical data on

reliability, validity, and norms. For reviews by J. Dale Bryant and Roy A. Kress, see MMY 7:722.

**Sixth-Grade Readiness Test: Revised Edition** by Constance M. McCullough and David H. Russell; c1950-61; Ginn and Company.

Designed to assist teachers in determining the instructional needs of their students. Three subtests are included: Vocabulary, Word Analysis, and Comprehension and Study Skills. The following subscores may be derived: Word Meaning (Antonyms), Prefixes and Suffixes, Syllabication, Using Accent Marks, Using Diacritical Marks, Main Idea; Details, Sequence, Creative Reading, Outlining and Classifying, Using an Encyclopedia, and Using an Index.

**Sixth-Reader Achievement Test: Revised Edition** by Constance M. McCullough and David H. Russell; c1952-61; Grade 6; Ginn and Company, Ltd.

Part of the *Ginn Basic Reader Series*, this test should be administered after pupils have read *Wings to Adventure*. Designed to provide a diagnosis of reading strengths and weaknesses, three subtests are included: Vocabulary, Word Analysis, and Comprehension and Study Skills. The following subscores may be derived: Word Meaning, Classifying Words, Syllabication Rules, Syllabication, Accent, Root Words in Affixed-Forms, Applying Phonetic Skills, Interpreting Diacritical Marks, Using an Index, Interpreting Attitudes, Selecting Facts to be Remembered, Outlining, and Drawing Conclusions.

**Standard Reading Inventory** by Robert A. McCracken; c1963-66; Grades 1-7; Klamath Printing Company.

An individually administered test which provides measures in four areas of reading achievement: Recognition Vocabulary, Oral Errors, Comprehension, and Speed. The test also yields the following four reading level scores: Independent Reading Level, Minimum Instructional Level, Maximum Instructional Level, and Frustration Level. Validity and reliability data is presented in the manual. For a review by H. Alan Robinson, see MMY 7:723.

**Stanford Achievement Tests: 1964 Revision, Intermediate I Battery** by Truman L. Kelley, Richard Madden, Eric F. Gardner, and Herbert C. Rudman; c1964-71; Grades 4-5.4; Harcourt Brace Jovanovich, Inc.

An achievement battery which contains the following subtests: Word Meaning, Paragraph Meaning, Spelling, Word Study Skills, Language, Arithmetic Computation, Arithmetic Concepts, Arithmetic Applications, Social Studies (Content, Study Skills), and Science. Information about reliability, validity, and norms is presented in the manual. For a review by Arthur E. Traxler, see MMY 7:708. Also reviewed in *Journal of Educational Measurement*, December 1965, Vol. 2, pp. 247-251 and *Personnel and Guidance Journal*, October 1964, Vol. 43, pp. 178-184.

**Stanford Achievement Tests: 1964 Revision, Intermediate II Battery** by Truman L. Kelley, Richard Madden, Eric F. Gardner, and Herbert C. Rudman; c1964-71; Grades 5.5-6.9; Harcourt Brace Jovanovich, Inc.

Reading, one of the skills measured by this battery of achieve-

ment tests, is measured by two tests: Word Meaning and Paragraph Meaning. Information about reliability, validity, and norms is presented in the manual. For a review by Arthur E. Traxler, see MMY 7:708. Also reviewed in *Journal of Educational Measurement*, December 1965, Vol. 2, pp. 247-251 and *Personnel and Guidance Journal*, October 1964, Vol. 43, pp. 178-184.

**Stanford Achievement Tests: 1973 Edition, Intermediate Level I** by Richard Madden, Eric F. Gardner, Herbert C. Rudman, Bjorn Karlsen, and Jack C. Merwin; c1972-74; Grades 4.5-5.4; Harcourt Brace Jovanovich, Inc.

A battery of achievement tests designed to measure several scholastic skills. Reading is measured by three tests: Vocabulary, Reading Comprehension, and Word Study Skills. Word Study Skills measures Phonetic Analysis skills (Consonant Sounds, Short Vowel Sounds, Long Vowel Sounds, and Variant Vowel Sounds) and Structural Analysis skills (Affixes, Syllables, Accent, and Disconnected Syllables). Statistical information is presented in the manuals which accompany the tests.

**Stanford Achievement Tests: 1973 Edition, Intermediate Level II** by Richard Madden, Eric F. Gardner, Herbert C. Rudman, Bjorn Karlsen, and Jack C. Merwin; c1972-74; Grades 5.5-6.9; Harcourt Brace Jovanovich, Inc.

A battery of achievement tests designed to measure several scholastic skills. Reading is one of the skills measured and is assessed by three tests: Vocabulary, Reading Comprehension, and Word Study Skills. The Reading Comprehension test consists of a series of paragraphs with related questions designed to measure the following instructional objectives: Global Meaning (Main Idea), Explicit Meaning, Implicit Meaning, Meaning Determined by Context, and Inferential Meaning. Statistical information is presented in the manuals.

**Stanford Achievement Tests: 1973 Edition, Primary Level II** by Richard Madden, Eric F. Gardner, Herbert C. Rudman, Bjorn Karlsen, and Jack C. Merwin; c1972-73; Grades 3.5-4.4; Harcourt Brace Jovanovich, Inc.

A battery of achievement tests designed to measure several scholastic skills. There are eleven tests in the battery: Vocabulary, Reading Comprehension, Word Study Skills, Mathematics Concepts, Mathematics Computation, Mathematics Applications, Spelling, Language, Social Science, Science, and Listening Comprehension. The Reading Comprehension test measures reading in context. The Word Study Skills test contributes to a diagnosis of reading ability. The manuals present statistical information about the tests.

**Stanford Diagnostic Reading Test: Level II** by Bjorn Karlsen, Richard Madden, and Eric F. Gardner; c1966-68; Grades 4-8; Harcourt Brace Jovanovich, Inc.

Designed to diagnose individual reading difficulties, the test yields the following subscores: Literal Reading Comprehension, Inferential Reading Comprehension, Vocabulary, Syllabication, Sound Discrimination, Blending, and Rate of Reading. The manual presents statistical information. For a review by Lawrence M. Kasdon, see MMY 7:725.

*Sucher-Allred Reading Placement Inventory: New Edition* by Floyd Sucher and Ruell A. Allred; c1971; Grades 1-9; Brigham Young University Press.

Designed for use in placing students in reading, this test consists of two subtests: Word Recognition and Oral Reading Paragraphs. Three reading level scores are obtained: Independent Reading Level, Instructional Reading Level, and Frustrational Reading Level.

*Test of Individual Needs in Reading: Seventh Edition* by Hap Gilliland; c1966; Grades 1-6; Montana Reading Clinic Publications.

Designed as a diagnostic instrument for determining progress made in reading skills; this instrument combines three types of tests: Word Analysis Test, Reading Comprehension Test, and Individual Oral Reading Inventory. Twenty scores may be derived from the results. The manual reports reliability and validity data. For reviews by Larry A. Harris and George D. Spache, see MMY 7:726.

*Test of Reading and Number* by Herschel T. Manuel; c1968; Grades 3-4; Guidance Testing Associates.

Part of the *Inter-American Series*, this test yields two subscores: Reading and Number. Parallel editions are available in English and Spanish.

*Wide Range Achievement Test: 1965 Edition, Level I* by Joseph F. Jastak, Sidney W. Bijou, and S.R. Jastak; c1965; Ages 5-11; Guidance Associates of Delaware, Inc.

Designed to provide measures in three areas of achievement: Spelling, Arithmetic, and Reading. Reading is defined as recognizing and naming letters and pronouncing words. Parts of the test are individually administered. The results may be used to diagnose learning disabilities. The manual provides information on reliability, validity, and norms. For reviews by Jack C. Merwin and Robert L. Thorndike, see MMY 7:36.

*Williams Reading Tests for Grades 4-9* by Allan J. Williams; c1929; Grades 4-9; The Bobbs-Merrill Company, Inc.

Designed to measure word recognition, paragraph comprehension, and vocabulary. Grade and age norms are provided.

*Wisconsin Design for Reading Skill Development* by Wayne Otto and Eunice Askov; c1972-73; Kindergarten-Grade 6; National Computer Systems, Inc.

The comprehensive objective of the Design is to assist elementary school teachers in the implementation of individualized systems of instruction for reading skill development. Specifically, the Design has four purposes: to identify essential reading skills and describe them behaviorally, to provide assessments of individual skill development, to manage instruction of children with different skill development needs, and to monitor skill development. Six skill areas have been identified: Word Attack, Comprehension, Study Skills, Self-Directed Reading, Interpretive Reading, and Creative Reading. Formal tests are available for most of the skills in Word Attack, Comprehension, and Study Skills. Each test is keyed to a specific behavioral objective which is its criterion-referent. Reliability coefficients are reported for each of the tests. The test may be administered to individuals or to groups.

*Woodcock Reading Mastery Test* by Richard W. Woodcock; c1973; Kindergarten-Grade 12; American Guidance Service, Inc.

A battery of criterion-referenced tests designed to measure achievement in the following areas: Letter Identification, Word Identification, Word Attack, Word Comprehension, and Passage Comprehension. The tests are individually administered. The manual contains information on reliability, validity, and norms. Separate norms are provided for girls and boys. A mastery scale, which indicates a pupil's success potential in selected reading tasks, is also available.

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## PUBLISHER ADDRESSES

American Guidance Service, Inc.  
Publishers' Building  
Circle Pines, Minnesota 55014

Allen Berger  
Coordinator, College Reading Services  
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Carbondale, Illinois 62901

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Richard A. McMenemy  
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