ED 124 229   JC 760 310

AUTHOR   Batchelder, Arthur J.
TITLE   The Community College Reading Center: Curriculum
                  Principles for the Adult Reading Student and
                  Management Training for Center Instructors.
PUB DATE   Dec 75
NOTE   274p.; Ph.D. Dissertation, Walden University; Some
                  tables and parts of text may be marginal legibility
                  due to print quality of original document; Reproduced
                  from best copy available

EDRS PRICE   MF-$0.83 HC-$14.05 Plus Postage.
DESCRIPTORS   *Adult Reading Programs; Audiovisual Aids;
                  Autoinstructional Aids; *Autoinstructional
                  Laboratories; Community Colleges; Individualized
                  Instruction; *Junior Colleges; Literature Reviews;
                  *Reading Centers; *Reading Instruction; Statistical
                  Studies; Student Centered Curriculum; Student Needs;
                  *Teacher Education
IDENTIFIERS   Lake Michigan College

ABSTRACT
                  A survey of the literature indicates that the adult
reading student requires instruction based on perceptual,
skill-learning principles, rather than on the analytical framework
used for the instruction of elementary school reading students. This
document proposes a systematic method of organizing a community
college reading center to meet the students' wide range of abilities,
needs, and interests through the use of self-instructional programmed
materials, utilizing audiovisual modes. This method was implemented
at Lake Michigan College (LMC). Statistical data compare the success
of this student-centered program with the teacher-oriented,
analytical program previously in use at LMC's student reading center.
The data indicate that the student-centered milieu produces far
higher gains in the reading skills of comprehension, vocabulary,
speed, and percentage of total improvement than had the
teacher-oriented method. In addition, this document proposes a system
of self-instructional, reading center management materials to train
reading center instructors. The application of these experimental
materials indicates that they constitute a feasible system deserving
exploration and testing. A bibliography, and detailed results of the
implementation of the proposed systems are appended. (Author/NHM)

THE COMMUNITY COLLEGE READING CENTER: CURRICULUM PRINCIPLES FOR THE ADULT READING STUDENT AND MANAGEMENT TRAINING FOR CENTER INSTRUCTORS

By

Arthur J. Batchelder

B. A. St. Martin's College, 1947

M. A. T. University of Notre Dame, 1961

John A. Shtogren, Ph. D., Advisor
Associate Project Director
Center for Improving Teaching Effectiveness
Virginia Commonwealth University
Richmond, Viriginia

A Dissertation Submitted in Partial Fulfillment of
The Requirements for the Degree of
Doctor of Philosophy

BEST COPY AVAILABLE

WALDEN UNIVERSITY

December, 1975

2

ACKNOWLEDGEMENTS

When a work of this nature is completed, it becomes evident that many persons have made valuable contributions to it. The writer is especially grateful to the following:

To Dr. Walter L. Powers for the many unique insights in the field of reading he has provided during many years of association.

To Dr. James L. Lehman, President of Lake Michigan College for the creative leadership, encouragement and personal friendship which has inspired this research and without whom it would have been impossible to have fulfilled the study's objectives.

To Dr. James W. Cook who originally led the writer to understand the central problems involved and whose encouragement has led to its completion.

To Dr. John A. Shtogren, my major advisor, whose unique ability to make the unclear most clear and whose patience and special talents have been a source of constant inspiration.

To V., who must remain nameless, but without whose special assistance the work might not have seen fruition.

To all the staff of Walden University for their remarkable spirit of creative learning.

TABLE OF CONTENTS

           The Background of This Study
           Statement of the Problem
           The Purposes of the Study
           The Need for the Study
           The Limits of This Study
           The Principles of Reading as Applied to
              the Adult Student
           Definition of Terms
           Footnotes

           Introduction
           The Principle of the Perceptual Environment
           The Principle of the Skill Learning
               Environment
           The Systems Approach
           Footnotes

           Introduction
           The Community College Environment
           The Application of the Systems Approach
           A Comparison of Two Reading Methods
           Footnotes

iii

iv

6

v

LIST OF TABLES

8

LIST OF FIGURES

CHAPTER I

INTRODUCTION

The Background of This Study

Lake Michigan College is typical of many community colleges which have recently experienced an increased student population combined with a necessity to expand its educational curriculum to accomodate the wide range of abilities, needs and interests demanded by the community in which it is situated. It is expected to serve high school graduates who are interested in a university or vocational preparation, to serve those who need re-training for changing job requirements, and to serve those attending for personal improvement in almost every area of learning. The problems which arise in meeting such diverse areas are further compounded with the advent of the "open door" policy which permits the admission of nearly every applicant, regardless of prior academic preparation.

It is the very diversity of this student population which presents a special challenge to the instructional staff who are required to provide for this wide range of abilities, needs and interests. Comparatively few instructors presently teaching in the community college have received

any formal preparation to enable them to deal with the heterogeneous student body they encounter; Lake Michigan College is no exception. There also appears to be infrequent attention given to the development of specific fundamental principles which might apply to teaching methods within specific content areas. A lack of special training is especially evident as it concerns teaching reading to the adult student, that is, those persons above the high school level. In general, the available reading instruction relies on diagnosis, prescriptive evaluations, and practical applications of remedial teaching techniques designed for the pre-college student with the major emphasis in grades one through six. There is little, if any, instruction relating specifically to adults enrolled in the community college. Nor is there adequate information concerning the dynamics of systematic reading center management and curriculum techniques applicable to the community college student.

In spite of the massive amount of money, time, and effort which have been expended for the teaching of reading in pre-college grades, the majority of students who are entering the community college continue to encounter many difficulties which prevent them from engaging in fluent, meaningful reading. Since efficient adult reading skills are vital to the success of each student in a community college, it becomes imperative that basic principles be established specifically for the adult student. Once such principles are determined, it becomes necessary to apply them through a reading center in which reading is taught exclusively.

It was because of a lack of specific, basic principles upon which the programs for the older student can be formulated through a delivery system known as the reading center, that the writer has developed such fundamental principles. These principles and methods have been successfully applied at Lake Michigan College through a systematically organized, individualized, self-instructional reading center. In addition, a method for training instructors in reading center management techniques has also been constructed to enable other reading instructors to continue such a system.

This study will be concerned with an examination of the basic principles upon which this reading curriculum is founded within a reading center. It will also present the system itself, including the validation data which attests to its effectiveness. It will conclude with a study of a proposed training program for future reading center managers in a community college.

Statement of the Problem

The problem with which this study is concerned is formed of three congruent parts:

1. What are the basic principles upon which the teaching of reading to the adult student are founded?

2. How can these basic principles most effectively be presented to community college students?

3. How will instructors be trained in the management

of a reading center which is based upon such
principles and which utilizes an organized
systems approach?

The answers to these questions will allow other community
college reading centers to develop a reading program with a similar
delivery system and to replicate an instructor's training process with
the ultimate goal of improving the reading of the adult student within the
community college milieu.

The Purposes of the Study

In its broadest terms the purpose of this study is to demonstrate
the effectiveness of a community college reading center founded upon the
Principles of a Perceptual and a Skill Learning Environment in such a
manner that it could be replicated. As its applied purpose this study
presents a systematic method of organization for the training of adult
students in fluent, efficient adult reading skills, including a system to
train instructors in the management techniques of a community college
reading center. A narrower additional purpose is to present the success
of these principles and of the system of reading center management
which the writer has developed during his years of professional reading
experience.

The Need for the Study

As a building requires a solid foundation upon which it is built
to prevent its eventual collapse, so a reading center program needs a

foundation built upon basic principles which deal specifically with the adult, community college student. Although there is a vast amount of information about the teaching of reading at the pre-college level, there is a near vacuum in the literature in regard to the community college level. Such information which is available too often relates to the various uses of different types of equipment, or discusses parochial ideas about small segments of the total program, rather than applying itself to basic principles. There has been a serious need for an empirical study of such principles which directly effect reading and the adult student. Once such princples have been established, there is then a need to investigate a type of delivery system for channeling these principles to the students in an upward spiraling progression of tasks. It then becomes necessary to determine how instructors will be trained in reading center management techniques which are based upon such principles and such a delivery system.

In the performance of the writer's professional activities, certain practices have been observed which appear to be characteristic of the operations of reading centers and their programs at various educational-levels. These observations also indicate a need for a more highly defined and systematically organized reading program. These practices are summarized below:

1. The methods of teaching are evidently based upon a conglomeration of instructions learned from courses, seminars, and commercial publishers. There is a lack of unity within a well articulated system founded upon defined, researched, and current student-centered learning theories.

2. The extensive hardware and software used in reading centers appears to have been procured as the money became available with little long-range planning based upon an adequately defined and managed reading center systems.

3. Although there is an effort to provide programmed, self-instructional materials for the student, there is also an apparent lack of adequate management control which can be uniformly followed by the instructor, by the paraprofessional, and by the student.

Concern has also been expressed to the writer by administrators, by instructors, and by paraprofessionals regarding the need for a training method which embodies a systems approach inculcated into a well defined reading center management program. This study has been initiated and designed to fulfill these needs.

The Limits of This Study

This study is limited to a delineation of those theories which apply to the teaching and learning of the adult student at a community college, which have developed from disassociated research and which have been proven successful through practical application.

The Principles of Reading as Applied to the Adult Student

The teaching of reading is customarily considered as an analytical process, especially as it refers to the teaching of reading to the young child as he initially learns to decode the printed page. Such analysis takes the words apart as it breaks down the total work into letters and the sounds each represents, followed by a detailed study of the functions based upon his experience. However, the adult reader does not utilize analysis in his reading. At this level the process becomes one of a synthesis of the words, phrases, and sentences as the eyes flow across the page, and, during which, meaning as interpreted by experience is achieved. At this mature level reading is a perceptual process involving both the physical act of seeing and the derivation of meaning from that perceived. It is concluded that as the adult reader's reading process is essentially different from that of the child; therefore, the training techniques must of necessity be quite different.

The training of the adult reader begins with instruction at the skill level at which the student is operating upon his entry into the system. It then advances him progressively upward through a spiral of

8

increasingly complex skills until his potential is reached. This skill
learning process involves the simulation of efficient, perceptual skills
through the medium of special audio-visual machines which increases
his reading speed. The objective of his training is to obtain meaning in
context, rather than in separate words. Once this skill becomes a
habit, he is able to transfer his newly acquired skills to all of his read-
ing material, dependent only upon his abilities, needs and interests.

A reading center which provides such an environment must be
able to meet a wide range of abilities, needs and interests. This diver-
sity is efficiently met through the use of self-instructional, self-paced,
self-correctable reading programs utilizing audio-visual modes of in-
struction. Such techniques and materials assures that the reading cen-
ter remains student-centered rather than teacher oriented. Such an
atmosphere is motivationally conducive to the student because he does
not become locked into some unsuccessful learning situation, but he is
continually aware of his own success and progress.

A central requirement for a reading center which adequately
provides for the individual differences of its diverse student popula-
tion requires a highly organized system of instruction. It must be a
system which assures that the student and the instructor are clearly
aware of the means available for the attainment of the student's goals.
In such a situation the instructor then acts as a manager of a skill learn-
ing system in which the student trains himself, utilizing the programs
provided by the instructor for his benefit, rather than as the total

director of each learning activity. In such a student-centered environ-

ment, the instructor then has sufficient time for individual conferences

with those needing special help.

The adult student should receive the type of instruction which

will enable him to read fluently, efficiently, and with meaning. The

achievement of such an objective requires that a community college

reading center and its programs should be founded upon those particular

basic principles of reading instruction which are designed to meet the

special instructional modes of the adult student.

The objective of this study, which appears in Chapter II, is

the investigation of the principles governing the reading act. Chapter III

presents a successful implementation of such principles. Chapter IV dis-

cusses a tested means for the training of reading center instructors in

management techniques. The long term goal contained in Chapter V

should involve replications of these programs and these principles by

other community colleges including the training of instructors.

Definition of Terms

Adjunct Program: A series of step-by-step learning units taking a

student through published materials. The student learns and responds

until mastery is achieved.

Analytical-Method: Learning by dividing the whole into smaller parts

and studying them in detail.

Behavioral Objectives: See Performance Objectives.

CI: See Comprehension Improvement Formula.

Comprehension: The power of the mind to understand what is communicated.

Comprehension Improvement Formula (CI): A method for computing the percentage of reading improvement as given below:

$$\frac{\text{Comprehension Rate of final essay Minus CR of the 1st essay}}{\text{divided by CR of 1st essay}} = \text{CI}\%$$

Comprehension Rate Formula (CR): A method for computing the ability to comprehend reading material at a specific speed of reading as given below:

$$\frac{\text{Comprehension \% score} + \text{Vocabulary \% score}}{\text{divided by 2}} \times \text{WPM} = \text{CR}\%$$

CR: See Comprehension Rate Formula (CR).

Fluent Reading: "The successful visual and mental manipulation of syntax in meaningful word groups for improved comprehension performed at rate."[1]

Linear Program: A series of step-by-step learning units from which the student learns and responds until material is achieved. Usually a self-contained, individualized, learning program.

Module: A self-instructional system utilizing Adjunct Programing which teaches a subject in small, self-instructional parts until mastery is achieved by the student.

Modular System: An organ'd series of learning units utilizing Modules.

O. R. A. : The Optimum Reading Achievement reading program.

O. R. A. L. : The Optimum Reading Achievement Level. A formula used in the O. R. A. reading program. Formula: CR -50 WPM at Essay 10.

Perception: A physical sensation as interpreted in the light of experience. In reading, the message transmitted by the visual sense to the brain at which time the mental faculties form an idea.

Performance Objective: What the learner is expected to do, or perform, and the criterion upon which the performance will be judged at the conclusion of the instruction.

Principle of a Perceptual Environment: A process in which a student is provided special perceptual training utilizing a simulated visual/audio mode.

Principle of a Skill Learning Environment: A process of training through which the student practices to become fluent in perceptual and comprehension skills of reading.

Reading: To scan written symbols such as letters, words and sentences and through the mental faculties to interpret them as meaningful ideas.

Reading-at-rate: "The ability (habit) of seeing meaning in context rather than in individual words one at a time."[2]

Reading Pacer: A machine that tracks a person through reading material in a mechanical manner at various reading speeds.

Reading Process: "The use of physical and mental capacities to develop vocabulary skills, language structure skills for comprehension, and flexible reading rate skills."[3]

Reading Projector: "A special 35 mm filmstrip projector . . . that projects words and images on a stationary horizontal band of light at any desired reading rate in the form of from one to five fixations per line."[4]

RX Program: A special reading program that teaches phonic skills through a visual/audio presentation.

Signal Detection Theory: Once a correct response is completed, it is remembered as a successful action and is duplicated in the future.

Simulation: "The creation of an artificial environment most closely representing reality as a training technique."[5]

Skill: "The internalization of a habit, i.e., the ability to perform primarily on a subconscious level without conscious analysis."[6]

Student-centered: A method of teaching which is designed and operated to suit the convenience and needs of the students.

Systems Approach: A method for organizing an orderly and uniform training of students in a reading center, or an educational classroom.

Tachistiscope: A special 35mm film projector designed to flash an image on a screen at a predetermined speed.

Teacher-oriented: A method of teaching which is organized primarily for the convenience of the teacher, and in which the teacher dominates the instructional tasks.

Transfer: Providing a planned practice for a student to use his newly acquired reading skills with a wide variety of reading materials which are not a part of any formal reading programmed materials.

<u>Word Attack Skills</u>: The basic skills normally required in reading such
as: phonics, word endings, word parts, prefixes, suffixes, word order,
etc.

<u>WPM</u>: Words per minute.

Footnotes

[1] Walter L. Powers and Jack D. Felger, "The Development of the Rate and Rhythm Concept and Program of Upper Elementary Reading Instruction," Diss. Walden University, 1974, p.28

[2] Powers and Felger, p. 29

[3] _____, p. 28

[4] _____, p. 29

[5] _____, p. -29

[6] _____, p. 29

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

When the writer started teaching in a community college reading center in 1971, one of the first concerns was whether or not reading at the community college level was based upon the same or different principles than those used in grades one through twelve. Reading instruction in the pre-college grades is largely concerned with basic word attack skills, such as phonics, word parts, word order, configuration and comprehension skills. The college students had been reading for twelve years; and it seemed reasonable to use a different technique, rather than repeating methods that had proven to be less than effective.

A search was made for specific principles of reading applicable to a community college reading center. The publications consulted included those of the International Reading Association from their earliest journals to the present, and reference texts written by reading specialists. Little information was available in reference to fundamental principles specifically related to the community college reading program. Most of the data concerned technology, teaching craftsmanship, and suggestions for the use of materials and audio-visual equipment. This type of infor-

15

mation might well be termed as the accidentals incidental to teaching, rather than dealing with the basic principles which were the objective of the search. That is, there was little information which would explain the fundamental differences between the teaching of reading to children as compared to the teaching of reading to the adult student.

Nor had the numerous graduate reading courses which the writer had taken provided adequate guidance in this matter. Such courses had been concerned with testing, clinical diagnosis of reading problems and remediation instruction as they applied to grades one through twelve, with the major emphasis given to grades one through six. An investigation of 200 universities indicated no listing of graduate courses specifically addressed to either the principles upon which community college reading programs should be based, or to practices of reading center management.

It was concluded that there is no specific body of knowledge which may be consulted relating to the fundamental principles upon which a community college reading center may be based. Statements are available which refer to a difference between teaching children and adults, but these are general in nature and are not supported with concrete principles upon which the curriculum might be designed. It was encumbant upon the writer to extrapolate such basic principles from widely diverse research studies, covering a wide range of educational levels.

During a three year period it has been demonstrated to the

writer that there are different principles and techniques which can be successfully used to train the community college student in fluent, efficient, adult reading skills. These principles and techniques will be examined next under the following topics:

The Principle of the Perceptual Environment

The Relationship of Perception, Comprehension
  and Linguistics

The Principle of a Skill Learning Environment

Reading of the Child and the Adult

Reading-at-Rate

Transfer of Skills

The Systems Approach

The Principle of the Perceptual Environment

The student who enters the community college reading center has been reading for twelve years, or more. Such students are often inefficient and read in a laborious manner with only superficial understanding of the subject matter. It is the objective of the reading center to provide a heavily saturated perceptual environment through which the students will develop efficient, fluent, adult reading skills presented in such a way as to take into account their individual differences.

Perception is that physical sensation as interpreted in the light of experience. In the reading act the message is transmitted by means of the visual sense and progresses through the neural pathways in the

brain, at which time the mental faculties form an idea. Understanding
is achieved as the reader attaches meaning to the word, or as he re-
lates it to his own idea.

The Principle of the Perce al Environment involves a pro-
cess in which a student who already possesses the basic skills of read-
ing is provided advanced perceptual training, utilizing a simulated visual
mode. Such training is provided through a technique which involves
simulation of the reading act through an accelerated process. Through
such training the student will improve his perceptual cognition and will
sharpen the accuracy of his mental faculties. It is by means of this
process that the student will develop efficient, fluent, adult reading
skills.

An understanding of the Principle of the Perceptual Environ-
ment as it applies to the adult student involves answering the following
questions:

1. How does perception and its use as a training technique
   relate to the reading act of the adult reader?

2. How does the relationship of perception, compre-
   hension, and linguistics affect the training in the
   reading act of the adult reader?

Perception as Related to the Reading Act

The role that perception plays in the teaching of reading be-
comes clearer with a brief examination of its role in early reading in-

struction. Once the infant has become aware of the relationship of symbols in the outer world to symbols of ideas he has within himself, he then learns to associate these symbols to oral and written language. When learning to read the child is taught that certain "squiggles" on paper represent certain ideas. Printed letters are associated with sounds, which are then combined into words, which then become symbols of ideas. Smith and Dechant explain that words of themselves mean nothing.[1] Therefore, the student must be trained to relate a meaning to each word. As he learns to do this, he is then taught to extend those skills he already has and apply them to increasingly difficult words in an upward spiral of difficulty. During the early stages, this process is slow. However, through regular and extensive practice it accelerates,

As a reader's experience increases, his interpretation of words (ideas) changes, especially as the context of the reading matter becomes more complex. As perception and comprehension are congruent skills, there is a continuing need for perceptual training which will improve both his understanding and his fluency. Powers and Felger have conducted much experimental work relating to the need and feasibility of perceptual training beyond the primary grades. They refer to Smith's model of reading fluency as follows:

> Smith further argues that reading to identify words and
> reading to comprehend ideas are processes with similar
> aspects but quite different outcomes, and that it is pos-
> sible, once the student has learned the essential decoding/
> encoding skills in grades one through three, to read for
> comprehension without actually verbalizing or mentally
> identifying individual words. This possibility exists when
> instruction is geared to the visual perceptual skill develop-
> ment of the student.[2]

Evidentally the bewhiskered cliche "learn to read, then read to learn" has confused the issue to such an extent that many believe once the reader has had his initial perceptual training in the primary grades, he no longer requires such skill training. Powers and Felger have demonstrated the usefulness and validity of advanced perceptual training through the use of specially constructed films and machines which are effective when used by the adult student.[3]

The act of reading is dependent upon perception which itself involves the use of the mental faculties. Perceptual training will improve the facility of such mental operations, especially when such training is performed in an accelerated process. Powers and Felger's studies have proven the accuracy of this process and report on Singer's findings:

> [Singer concluded] . . . that general reading is a composite of speed (rate) and power (comprehension) and underlying each component is a multiplicity of related and measurable factors. Disabilities in reading should, he concluded, be attacked from the rate of comprehension concept.[4]

Singer is one of the major reading specialists who suggests the use of speed as a part of comprehension instruction, even for those encountering reading problems. Powers and Felger put this theory into actual practice in their controlled studies which demonstrated its validity.[5] This Powers and Felger concept contrasts with the standard procedure in the teaching of reading which depends upon repetition of an analytical, slow method until the remedial student learns. The writer uses the speeded perceptual training method for all students with a larger

measure of success than when the slower, analytical method is utilized. The degree of difficulty of the reading material and the amount of speed requires careful adjustment to provide for individual differences. The use of this accelerated perceptual training increases the ability of the student to use his mental faculties to his highest potential.

The Relationship of Perception, Comprehension and Linguistics

The student entering a community college reading center encounters subject matter which is more advanced than in prior classes. He is also expected to read and study a wide range of complex materials on his own. This means that special emphasis must be provided for the comprehension phase of the perceptive act. Improvement in comprehension is equated with vocabulary improvement. The basic component of written matter is the word itself. Therefore, the reader must be able to process the words with understanding, if meaning is to be gained from the ideas conveyed by the written material. Singer refers to this as follows: ". . . general reading is a composite of speed (rate) and power (comprehension) . . ."[6] Therefore, as vocabulary knowledge is vital to understanding, accelerated perceptual training will fulfill two objectives concurrently: (1) training the student to grasp ideas quickly, and (2) enriching and quickening his mental faculties.

The concept of equating vocabulary with comprehension is comparatively new. Literature in the field of reading has traditionally discussed comprehension in such terms as identifying inferences, main

ideas, supporting ideas, and subordinate ideas, to name a few. The usefulness of such a classification is questioned because such compartmentalization ignores the interdependent nature of such skills. Another reason it is being abandoned is because the definitions for such skills vary from one authority to another. However, those who do agree as to this type of a classification system recommend that such individual types of comprehension are more properly taught by the subject area teachers in relation to an application within a specfic discipline, rather than in the reading center curriculum.

Powers and Singer equate comprehension with vocabulary knowledge.[7,8] Powers also explains that in his attempts to construct a comprehension test, he became involved in the level of difficulty of the vocabulary and not with the different types of comprehension. He concluded that the only true measure of comprehension should be the vocabulary within the material.[9] The writer adheres to this notion and, therefore, considers the teaching of comprehension skills as a matter of vocabulary instruction.

The problem then arises as to the type of vocabulary to be used in the training program. Powers suggests that the most frequently used words are those which occur in all subject areas such as green, the, below, above, down, therefore, etc.[10] He suggests that these be combined with common phrases utilizing tachistiscopic training at a high rate of speed to effect automatic recognition. It is also advisable to teach the uses of prefixes, suffixes, words in context, and sophisticated.

words to enable the student to unlock the meaning of many words in different subject areas. The teaching of vocabulary should be a part of the perceptual training and should be included in the accelerated perceptual training techniques using audio-visual materials.

In considering the use of speed; it is necessary to understand that there is a distinct difference between the terms "speed reading" and "reading-at-rate". "Speed reading" refers to physiological tracking as it is confined largely to the number of words-per-minute at which the reader processes the words. Powers considers the term "reading-at-rate" as including the total process of perception.[11] "Reading-at-rate" refers to the ability of the perceiver (reader) to look at a page and grasp the meaning without pronouncing every word. The ability to peform this skill requires intensive training to enable the student to become the fluent and efficient adult reader within certain limitations such as his abilities, his needs and his interests.

An interest in the part linguistics plays in the teaching of reading has been increasing. The way in which linguistics is involved in the reading act may be understood by examining how a child might be taught the sentence: "He is home." Teaching the child to perceive the meaning of the symbols "he" and "home" is chiefly the task of teaching words that label concrete objects which, all things considered, is relatively simple. The words "he" and "home" can be taught by demonstration or pictures, but not the word "is". It is believed that the child comes to associate the concept of such a word as "is" through his experience with

his own verbal language patterns.

Most reading specialists recommend that more attention be given to the place of linguistics for the beginning reader, but not for the majority of adult readers who already have established language patterns. Smith discusses this matter, which he refers to as verbalizing, as follows:

> . . . it is possible, once the student has learned the essential decoding/encoding skills in grades one through three, to read for comprehension without actually verbalizing or mentally identifying individual words.[12]

Another reason for not using linguistics in the community college reading center is because it defeats the purpose of perceptual training. The purpose of perceptual training is to enable the adult student to accelerate his perceptual process. A study of linguistic language patterns requires a slow, analytical process which "puts a heavy burden on memory and attentional systems . . ."[13] If a study of language patterns is of benefit, then it should be included in the curriculum of another subject area, rather than in a perceptually orientated reading center. The entire thrust of the reading center is to eliminate extensive analysis and verbalization. As Powers and Felger have demonstrated, verbalization and analysis can be quickly eliminated by intensive, simulated perceptual training involving the use of specially constructed films and machines using the reading-at-rate technique.[14]

It may be concluded that through the use of intensive perceptual training, the community college student will advance his reading fluency.

It is through such perceptual training that the student will also improve his comprehension of reading materials. Such comprehension improvement will also be effected through a study of advanced vocabulary principles common to a wide variety of subject areas.

The Principle of the Skill Learning Environment

The students who enter a community college reading center have passed through the initial phases of reading instruction. Certain students have had a low academic record in earlier years and have a very low proficiency in reading skills. Others have received either average or above average grades, but recognize that reading is taking an inordinate amount of their time. Others are doctors, dentists, lawyers, policemen and business executives who have experienced difficulty in reading their professional journals, reports and correspondences. These adults have been taught reading through an analytical method of teaching phonics, word parts, configuration, word order and other allied word attack skills. As necessary as this method may be for the beginning reader, it is a slow process.

Despite all of the prior instruction college students have received, many still experience difficulties. They are not smooth, efficient readers with a sound understanding of what they read. Power's states: "If you use more analysis, it's like throwing an anchor to a drowning man."[15] That is, if they are given more of the same, they will not be helped. In addition, having experienced a certain amount of

failure while being smothered with analysis, a number of them have a low morale and an expectation of continued failure. It is for such reasons that the community college reading center should use a system that omits analysis as a major part of the instructional procedure.

The term "Skill Learning" is used because the definitions of the two words from which it is formed embody the principles underlying the training act. "Skill" is generally understood to refer to a fluency in the execution of a learned physical or mental task. "Learning" is generally understood as referring to that process of acquisition, or of modification, of existing knowledge, skills, or habits through practice. Skill Learning, therefore, refers to the student in the reading center who knows how to read, but requires a process of training through which he will become fluent in both the physical act of perception and in the use of his mental faculties. That is, through the training tasks presented, he is acquiring the ability to modify his reading skills through practice.

The Skill Learning Principle involves a process in which a student, who already possesses the basic skills of reading, begins his training at the level at which he reads successfully and practices such skills under controlled conditions using intensive perceptual training. As the student becomes fluent at his entry level and the skills become a successful habit, the speed and difficulty level of the material is increased. Whenever a student's performance indicates a need for training in skills in which he is not proficient, he is provided such training. When necessary, the forgotten skill is re-taught. Then it is followed by extensive

practice until the skill becomes a habit. The skill training proceeds in an upward spiral of difficulty until he has achieved that potential which is consistent with his own abilities, needs and interests.

The reading literature does not contain information about a system of instruction which fulfills the objectives implied by the Principle of a Skill Learning Environment and which could be replicated in a community college reading center. Since it has not been treated in the literature on reading theory, and because of its importance to reading instruction at the college level, this principle will now be examined at length.

An understanding of the Principle of a Skill Learning Environment as it applies to the adult student involves answers to the following questions:

1. How does the reading act differ in relation to the child and the adult?

2. How does reading-at-rate effect reading instruction?

3. How is a transfer of new skills affected?

The Reading of the Child and the Adult

Reading is initially taught using an analytical method which provides instruction in the basic word attack skills such as phonics, configuration, word parts, word order, sentence construction and comprehension. As an example, to teach the word "man", first the sound and shape of each letter would be taught beginning with "m," the sound of

It may be concluded that the adult student who enters the com-
munity college reading center has passed the stage in his reading develop-
ment in which analysis is a useful and necessary skill. A further use of
the analytical method would slow down his reading process. The students
should be instructed in such a way that their existing skills are reinfor-
ced and advanced skills are practiced in order for him to read in a flow-
ing, fluent, meaningful manner. The type of learning suggested as an
alternative is explained by Singer:

> Perhaps these subsystems [word recognition skills] may
> be developed more effectively by alternating instruction
> from accuracy to speed of response. For example after
> an individual has been taught by an analytical method to
> arrive at an accurate recognition of a word he can be
> given practice in a variety of ways for perceiving the
> word accurately and quickly.[18]

This indicates that once the orginal word recognition skills have been in-
itially learned, the adult reader will benefit with an alternate system
which uses a combination of skill and speed. Powers suggests that these
advanced reading skills should utilize audio-visual training rather than
analysis.[19]

The process of skill learning is explained by Maltz as follows:

> Skill learning of any kind is accomplished by trial and
> error, mentally correcting aim after an error, until
> a 'successful' motion, movement or performance has
> been achieved. After that, further learning, and con-
> tinued success, is accomplished by forgetting the past
> errors, and remembering the successful response, so
> that it can be 'imitated'.[20]

This explanation points up the feasibility of having instruction begin at a
level at which the student can succeed. Then, through extended practice,

he establishes a success pattern from which he can then enter a higher level of work and be able to succeed at that level. The requirement that he "correct his aim" after an error is provided by a combination of self-correction mechanisms and instructor-student conferences to insure immediate feedback.

The technique is further enhanced by the practical application of the signal detection theory which Maltz explains in this manner:

> Once, however, a correct or 'successful' response has been accomplished - it is 'remembered' for future use. The automatic mechanism then duplicates this successful response on future trials. It has 'learned' how to respond successfully. It 'remembers' its successes, forgets its failures, and repeats the successful action without any further conscious 'thought' - or as a habit. [21]

Application of this principle requires the student to practice his reading extensively. As he achieves new patterns of success, he begins to improve his reading ability. By utilizing an increasing expectancy of a progressively higher speed in reading, the student then is given the challenge of a higher level of expectancy which increases his opportunity for success. In this way two things are accomplished at one time: (1) the learning-skill practice is achieved with success, and (2) motivation is provided by the high expectancy challenge.

A further explanation of these theories coincides with what Maltz refers to as the "tattooing" of successful patterns on the brain. [22] In reading when the student is called upon to read another set of materials, he gains success by repeating his former success. That is, through a habit of success the student does not have to consciously and slowly think

through the response, but performs quickly, accurately and in almost an automatic manner. It is by basing instruction upon such principles that a reading center is able to provide an instructional system which omits analysis and concentrates on the advancement of skills possessed by the reader, also providing strong motivation to undertake the intense work which such a system entails.

Reading-at-Rate

An integral part of the skill learning environment is the use of reading-at-rate to improve the total perceptual skills of the student. Reading-at-rate means looking at the page and grasping the meaning without pronouncing every word. Rate assists the learning process because once the individual letters are processed into words, then such words are delivered to an "iconic" storage system as explained further by Geyer:

> The interactions between the rate at which responses can be made, the elements making up response units, and the length of time icons remain in storage are seen as the major factors governing speed of reading and eye-movement characteristics.[23]

> . . . This icon is available for approximately one second and it is this storage system which makes possible a smooth process and, probably reading by phrases.[24]

To read efficiently, the adult speeds up the perception of the words to avoid a decay in the icon. The ability to remember what is read in the immediate past will also be enhanced by reading in a faster manner. Such acceleration results in a smoothed processing. This ability is improved as the student starts to read at a rate at which he is successful,

and then progressively increases the rate to insure that the input flow is
continuous. This function becomes more habitual when it is ingrained by
intensive and constant practice. As a learned skill, it improves with
practice to the extent that the individual's abilities allow.

The part that speed in reading plays is an important factor in
the ability to comprehend. There are many misconceptions about the use
of speed in the teaching of reading, and it is therefore valuable to under-
stand its function as explained by Smith and Holmes:

> Material which is read slowly is much more difficult to
> comprehend. . . . they are obviously related to the
> limitation that information in the four to five items in
> short-term memory must be put into long-term memory
> in as comprehensive a chunk as possible, because the
> latter can accept only one chunk every three to five
> seconds. . . . In other words, unless the reader reads
> fast enough, that is around 200 w. p. m. or more, he is
> not going to comprehend what he is reading simply be-
> cause his memory system will not be able to retain,
> organize, and store the fragmentary information in any
> efficient way.[25]

The principles involved in the above statement has provided one of the
justifications for using the skill learning environment to enhance the
perceptual speed training of the adult reader. One of the chief problems
which concerns a majority of the students is an imperfect memory. This
is not surprising when one considers the time factors involved in the
analytical system, and the taxation the analytical system makes on
memory functions.

Faster reading improves comprehension. This has been demon-
strated to the writer by his own students. As the students double their

original reading speed, their comprehension scores steadily improve.

Those that increase their speed more than double, also improve their

comprehension. This increase in speed is obtained only by continued

practice within a program especially planned for such a purpose. Such a

program is provided through the techniques employed in a skill learning

environment. This theory of skill-learning, coupled with perceptual

speed training, has been applied as low as the fourth grade by Powers

and Felger.[26] It has been the adaptation of these techniques suggested

by their study which has lead to the application of the skill learning en-

vironment to the community college reading center by the writer.

It is important to understand that the reading-at-rate technique

is not proposed as a panacea. There are students who are not prepared

to read-at-rate when they first enter the reading center. Gagne discusses

the conditions for success of any learning: "The only thing that must be

assumed is the existence of a student who is capable of learning. This is

the starting point."[27]

The reading-at-rate technique has definite entrance requirements.

Some students, who previously have not learned to read because they are

deficient in those basic skills which are learned by analysis, are not pre-

pared for reading-at-rate until such skills have been acquired. Other

students may have apparent physical problems, such as inadequate eye-

sight, or some type of brain damage, which precludes their ability to

benefit from the perceptual skill learning techniques. For such students

it is necessary to follow Gagne's caution: "One important consideration

for the design of effective instruction is that several alternative ways of

accomplishing the same function are available. For any given function,

certain means of interacting with the learner may be more effective than

others. "[28] As a reading center attracts a wide diversity of students with

an extended range of individual differences, it is imperative that it be

organized to provide alternative learning methods, including the analytical

method. Reading-at-rate is only helpful for the student who has the

proper credentials of prior learning. When he does not, then the read-

ing center must take him from where he is and provide an opportunity for

him to acquire the proper entrance requirements in order that he may

later benefit from the perceptual skill learning environment.

The Transfer of Skills

Once the student has learned new skills which permit him to

read fluently, quickly, and with understanding, it is important that he

transfer the use of these skills to other materials which he would nor-

mally read, especially in other subject areas. Powers refers to this as

the weaning process as he comments: "The real test of teaching is wean-

ing them off. That's where the teacher comes in - weaning them away.

That means that if the only practice you give them is the twenty stories

in the book, you're dead. "[29] Transfer of new skills is not automatic. It

must be included as a specific and intregal part of the skill-learning en-

vironment. It is when transfer has not been included as a part of the

reading program that the newly acquired reading speeds is apt to decrease soon after the termination of the instruction.

Gagne discusses the phenomena of transfer of learning as follows:

> The second condition of importance to assure transfer is the variety of stimulus situations over which the student is encouraged to generalize his knowledge. The more varied these can be made, the more useful will the learned capability become. [30]

The transfer process should begin when the student has acquired new reading habits. It is at this stage that the program should include a large number of other materials such as paperback books, magazines, and newspapers for supplemental reading, including instruction in the use of textbooks for other classes.

The various principles involved in the Principle of a Skill Learning Environment may be summarized as follows:

1. Although the child learns to read through an analytical method, the adult reader learns more successfully without analysis and by utilizing a skill-learning environment.

2. Skill-learning provides a system through which the adult increases his learning capacity through sequentially planned, extensive practice.

3. The skills which lead to efficient, fluent adult reading should include reading-at-rate to enhance the student's memory and perceptual skills.

4. The transfer of the newly learned abilities is more

certainly assured by providing a wide variety of read-

ing materials at different levels of complexity for the

student to use in practicing his new skills.

A reading program was initiated according to these principles

at Lake Michigan College in order to provide beneficial instruction for

the adult readers with their diverse needs, abilities and interests.

The Systems Approach

The Lake Michigan College reading center utilizes a type of

organization termed a systems approach. This term is apparently more

frequently applied to the educational organization utilized by industry,

and it is, therefore, necessary to define its meaning as it refers to a

reading center.

Webster's Third New International Dictionary provides a defini-

tion of the word system as used herein as: "A complex unity formed of

many diverse parts subject to a common plan or serving a common pur-

pose . . . forming an organized whole . . . a coherent unification."

Implied in this definition is the concept of a development through growth

and change. Such growth and change involves an organized, integrated

whole made up of diverse, interrelated and interdependent parts in

obedience to some form of control. One way to conceptualize this is to

consider how a contractor begins building a house with a blueprint, and

then develops a logical plan to coordinate the various materials and

workmen in an orderly manner to assure that all the parts and all the

craftsmen come together at the proper time and in the proper place. As
the contractor systematically engineers a project, so the instructional
designer starts with an identifiable problem, and then logically integrates
the individual components in such a manner as to take the learner from
where he is to where the instructor wants him to be. It is in this man-
ner that the reading center manager takes the student through a sequen-
tially planned series of programs which spiral upward at a rate depen-
dent upon the student's individual needs and abilities.

The Systems Approach functions in two ways in a reading center:
(1) as a method for logically organizing the instruction for the benefit of
a diverse studentbody, thereby providing for a student-centered learn-
ing environment which meets his needs, rather than the teacher's needs,
and (2) to provide specially designed reading curriculum for the adult
reader.

A community college attracts a wide variety of students with a
diversity of needs, interests and abilities. It serves the smaller per-
centage of students who intend to transfer to the four year university
and the larger percentage of students whose college career terminates
with either a two-year Associates Degree, or with a one year certificated
vocational program. It also functions as a continuing educational milieu
for the worker who finds a need to upgrade skills in order to continue
employment in a post-industrial society. In some cases it is also a
place of last resort to those students who may have found little success
in earlier educational endeavors and who hope such a college might help

them obtain an education they either need or want. With the advent of increased leisure time, many persons also use the community college for their own personal satisfaction or to learn new recreational activities. Because of the expanded curriculum of the community college, the range of ages, interests, needs and abilities are extremely diverse. It, therefore, becomes necessary for the instructional programs to be both varied and highly flexible in their teaching methods and the types of courses offered.

In addition to the above reasons, the reading center at Lake Michigan College has expanded because of numerous demands which were not originally envisioned. The students themselves have expressed a need for a wide variety of courses to assist them in improving those skills necessary for success in college. Requests have included items such as methods of studying, the taking of notes in classes, improvement of their vocabulary, and the ability to listen more effectively in the classroom as well as an improvement in their reading skills. Instructors in other college courses request many short courses to either remedy specific deficiencies of their students or to provide enrichment activities in addition to the instruction provided within their own classrooms. Various professional and industrial groups within the community have requested specific types of advanced learning instruction to fit their own special needs.

One possible solution for meeting such needs used by some post-secondary institutions is the opening of the reading center as an

"open laboratory" system in which any student could attend when and as long as he wished on a voluntary basis. However, this is not financially feasible because the State of Michigan provides state financial aid to the college only for those students who are registered in specific courses. In addition, the local college Board of Trustees requires that each instructor have a definite number of hours of instructional contact with the students in courses with a specified minimum number of students. The systems approach provides the mechanism by which these provisions can be met and still encompass some of the features of the "open laboratory" idea.

To provide for these diverse needs, interests, and abilities of the students, it was decided to develop an individualized, self-instructional, and highly flexible curriculum. The application of this flexible curriculum was provided by designing a systems approach following the guidelines suggested by Harless:

> By definition, a system is a process, that is all pertinent factors and components are studied in relation to all others. The product of a systems analysis is a functioning body of components which compliment each other and play individual roles.[31]

The design of the systems approach was initiated by a task analysis of the various programs and materials necessary to provide for the wide range of individual differences of the students. The flow charts, presented and discussed in Chapter III, map the terrain and provide for the various paths which a student might follow from his entrance in the center until his exit. Each flow chart consists of a

series of diagrams joining together each activity and material. Such a diagram indicates in a step-by-step manner how the student might proceed through the training process. At the end of each major activity there is a decision point to provide for alternate paths which the student might follow, depending upon his individual ability, needs and interests, as suggested by Espich and Williams.[32] The process provides for the use of the Systems Approach in order to achieve a program which is a student-centered, flexible curriculum operating for the greater benefit of each student.

Through the use of the flow charts a clear map emerged for both the student and the instructional staff. However, difficulties did arise from a lack of ability on the part of the center's personnel to manage the system and its components. Interviews with the instructors indicates that some of their inability to function smoothly is caused by their lacking a management training program specifically designed for a student-centered reading center. In an effort to overcome this latter difficulty, it became necessary to design a training system for the instructors.

An investigation of approximately 200 graduate universities in the United States revealed that apparently none of them provide courses in systems management procedures for the individualized, student-centered reading center, especially as it applies to the community college.[33] The courses which are available appear to be designed to train teachers as reading specialists to diagnose reading difficulties, to prepare re-

medial prescriptions, and to perform remedial instruction at the pre-

college levels. The emphasis is restricted, in large part, to the

preparation of teachers in these tasks as they apply to the teacher-

oriented classroom, or a clinic, rather than as it applies to the

student-centered, self-instructional, individualized reading center

based upon the Principles of the Perceptual and Skill Learning environ-

ments, which is the subject of this study.

The Principles of the Perceptual and Skill Learning Environ-

ments appear to be valid principles which may be used for the success-

ful training of the adult student in a community college reading center.

A systems approach embodying such principles can be designed to pro-

vide for an orderly, uniform training within a student-centered milieu.

A necessary requirement for replicating such a center does involve a

training program for the personnel of such a center. The organization

and rationale of a community college reading center and of a training

program for the instructors will be examined in the balance of this

study.

Footnotes

[1] Henry P. Smith and Emerald V. Dechant, Psychology in Teaching Reading: (Englewood Cliffs: Prentice-Hall, 1961), p. 26.

[2] Walter L. Powers and Jack D. Felger, "The Development of the Rate and Rhythm Concept and Program of Upper Elementary Reading Instruction": Diss. Walden University, 1973, p. 5.

[3] Powers and Felger, Diss.

[4] Powers and Felger, Diss., p. 5.

[5] Powers and Felger, Diss.,

[6] Harry Singer, "A Developmental Model for Speed Reading in Grades Three through Six", Reading Research Quarterly, I (Fall 1965), 47.

[7] Walter L. Powers, A series of tape recorded lectures presented at Wichita State University, Kansas, transcribed into typewritten, unpublished form by Arthur J. Batchelder, June, 1973.

[8] Harry Singer, "A Developmental Model . . ., p. 47.

[9] Powers, tape recorded lectures.

[10] Powers, tape recorded lectures.

[11] Powers, tape recorded lectures.

[12] Powers and Felger, Diss., p. 5.

[13] Powers and Felger, Diss., p. 5.

[14] Powers and Felger, Diss.

[15] Powers, tape recorded lectures.

[16] William S. Gray, On Their Own in Reading: How to Give Children Independence in Analyzing New Words: (Glenview: Scott, Foresman, 1960), p. 10-11.

[17] Robert Karlin, Teaching Reading in High School: (Indianapolis: Bobbs-Merril, 1964), pp. 14-15.

[18] Harry Singer, "A Developmental Model . . ., p. 47.

19 Powers, Tape recorded lectures.

20 Maxwell Maltz, Psycho-Cybernetics: (Prentice-Hall, reprint ed.,
N.Y., Pocket Books, 1969), p. 28.

21 Maxwell Maltz, Psycho-Cybernetics, p. 231.

22 Maxwell Maltz, Psycho-Cybernetics, p. 231.

23 John J. Geyer, "Models of Perceptual Processes in Reading", in
Theoretical Models and Processes of Reading, ed. Harry
Singer and Robert B. Ruddell: (Delaware: International Read-
ing Assoc., 1970), p. 77.

24 John J. Geyer, "Models of Perceptual Processes in Reading", p. 85.

25 Frank Smith, Jack Holmes, Deborah Lott, "The Independence of
Letter, Word, and Meaning Identification in Reading", Read-
ing Research Quarterly, 6 (Spring 1971), 412.

26 Powers and Felger, Diss.

27 Robert M. Gagne, The Conditions of Learning, 2d ed., (N.Y.: Holt,
Rinehart and Winston, 1970), p. 25.

28 Robert M. Gagne, p. 349.

29 Powers, Tape recorded lectures.

30 Robert M. Gagne, p. 339.

31 J. H. Harless, "A Technology of Performance Problem Solving",
The Educational Technology Review Series, Number Ten,
Using Programmed Instruction: (Englewood Cliffs: Educational
Technology Pub., 1973), p. 3.

32 James E. Espich and Bill Williams, Developing Programmed In-
structional Materials: (Ca.: Lear Siegler, Inc./Fearon
Pub., 1967), p. 30.

33 Stanley F. Wanat, Ed., Graduate Programs and Faculty in Read-
ing: (Delaware, International Reading Association, 1973).

CHAPTER III.

THE MODEL LEARNING SYSTEM

Introduction

Once the Principles of the Perceptual and Skill Learning Environments were determined as the basic principles upon which the curriculum of the Lake Michigan College reading center would be founded, it became necessary to implement these principles and to revise the program from a teacher-oriented to a student-centered environment. The basic elements of the revised reading curriculum are summarized below:

In essence reading is a process of comprehension reflected through the utilization of vocabulary in the context of the material being read. The synthesis which this represents requires intensive practice on the part of the reader to put them together and thereby obtain meaningful ideas. The student perfects the needed adult efficiency skills within a reading center that provides a highly saturated, perceptual environment in which the student trains himself to process these words at rate. The function of the reading center is to provide systematic training in the reading process in a sequentially developed manner through a

44

simulation process which demonstrates the needed efficient adult reading skills. Such a reading center's curriculum should utilize the following learning theories:

1. Assessment. Through a diagnostic instrument, which includes the use of standardized and criterion referenced tests, the student's strengths and weaknesses are revealed. The training system is then built upon the strengths of each student and strives to alleviate the weaknesses of the reading skills for each student.

2. Motivation. Student motivation is provided through a combination of the instructor's personal counseling combined with the utilization of the laboratory environment itself in order that each student may measure his own success in each unit of work.

3. Practice. The student receives extensive perceptual practice in a sequentially progressive, upward spiral of skills utilizing simulation films and machines.

4. Transfer. As a final step in the training process, the student practices transfering his newly improved skills away from the formal programs by utilizing a variety of reading materials such as books, magazines, newspapers and textbooks.

The revision of the curriculum and the implementation of the Systems Approach was begun in 1971 and evolved since that date. The balance of this chapter will contain a demographic review of the Lake Michigan College environment, the application of the Systems Approach, and a comparison of two reading systems.

The Community College Environment

The reading center under study is situated at Lake Michigan College which is a two-year community college located in Benton Harbor, Michigan within a population center of approximately 70,000 people. It is established in southwestern Michigan bounded by Lake Michigan to the west and the State of Indiana to the south and is ninety miles northeast of Chicago, Illinois. There are over 170 industrial firms in the immediate area, and it has the largest cash-to-grower fruit market in the United States. It is supported by county and state monies. It operates with an annual budget of approximately $3,000,000 and its total assets at cost are over $14,000,000. The college is accredited by the North Central Association of Colleges and Secondary Schools, the Michigan Commission on College Accreditation and is approved by the Michigan State Department of Public Instruction.

Lake Michigan College is twenty-seven years old and has been located on a new campus for the past seven years. Its student population numbers about 3,000. In addition to the day college, it operates an evening college on campus and at various extensions in neighboring cities. The full-time faculty numbers 60 with a part-time faculty of about 180 persons.

It is considered a comprehensive community college devoted to the well-being of the people in the region surrounding it. Its scope is expressed in the following excerpt from The President's Report-74:

A two-year institution, LMC achieves this broad ob-
jective through three main thrusts. One is its occu-
pational career programs. Another is its arts and
sciences academic program. The third - and by far
its broadest and most sweeping - is administered by
the College's Division of Continuing Education and
Community Services. . . . There are five divisions
in the instructional areas: General Studies, Student
Services, Community Services, and Library Learn-
ing Resources.[1]

In the fall of 1974 a Student Profile was administered to the

registered students of the college.[2] The information provided by this

survey provides some generalizations that effects the type of instruction

required for these students.

It is an extremely diverse student body in relation to abilities,

interests and ages. The students come largely from a while, "blue

collar" group who are breaking away from their family tradition by at-

tending college and are mainly concerned with vocational training. An

indication of this range of interests is apparent from the following con-

solidated summary of the data obtained from the profile:

The race composition consists of 81.8% who are white, 15.9%

who are black and 2.1% who represent other minorities. A large group

of 61.9% is enrolled in the academic disciplines of Business Administra-

tion-Secretarial Science, Industrial Technologies, Health Sciences,

Social Science, and Vocational. A group of 23.2% is enrolled in non-

vocational areas and 15.9% are undecided. Approximately 18.2% report

that either their mother or father attended two years or more of college.

At least 51% are returning to the college and 39.1% are enrolled for the

first time. In planning their future 33.5% believe they will transfer to another educational institution, 28.1% plan to either complete an A. D. degree, or a certificate program, whereas 27.7% are taking a variety of individual courses.

This information indicates that a student body of such diverse ranges of interests, abilities and needs requires a type of instruction and facilities that will be carefully adjusted to their educational needs especially as it relates to the reading curriculum.

The Application of the Systems Approach

The writer's first objectives for the Lake Michigan College reading center in 1971 were to improve the instruction and to increase the number of students served by the center. These objectives were implemented by changing the center from a teacher-orientated to a student-centered system. This required major alterations in the organization and in the reading programs as they then existed.

A teacher-oriented center generally operates as the teacher directs the learning activities with the students as a group, usually with the same materials. In those cases in which the class is divided into smaller groups, the teacher still dominates the process. A student-centered classroom provides emphasis upon the individual needs, abilities and interests of the student. The students are responsible for their own training as they correct their materials and pace themselves dependent upon their own needs. The instructor acts as a manager of the

learning system and is available for frequent conferences with the students.

The opening of the center to accommodate more students required a flexible scheduling method which would remove certain factors restricting its use. Originally the classes were designed in such a manner that students of about the same ability level took them at the same time. It was found that many students did not enroll because of scheduling conflicts which this rigid system induced. Furthermore, the physical size of the room remained small until 1975 and only twenty students per hour could be accommodated. By instituting the student-centered, self-instructional system, it became feasible to offer a variety of courses which would accommodate many ability levels within a given class hour. The scheduling flexibility is credited as one of the reasons that the enrollment figures increased from an annual enrollment of 160 to 400 students.

A significant number of students dropped the classes during the first two weeks of the "Drop and Add" registration period and throughout the semester. A committee of students of varying abilities was formed to confer with the writer to investigate the reasons for this problem. In the process of the committee's work, interviews with currently enrolled and dropped students were conducted. The following conclusions were reached:

1. Some of the materials utilized books that in themselves taught the students how to read better. As a majority of the students

had serious reading problems, it was unrealistic to expect them to be able to read a book to learn how to read better. To eliminate this problem, the center no longer uses such materials. Instead, self-instructional, programmed materials written at an easy reading level combined with an audio-visual presentation are used.

2. It was determined that the center's name should be changed from "The Reading Center". Apparently the students during their pre-college experience had come to associate such a name with what they termed "the dummy room": Use of such a room implied to their peers that they were academically inferior. The name was changed to "The Advanced Learning Center". This change was evidently one of the reasons that the center became more popular. A number of honor society students soon enrolled in the courses and the center's image became a positive one.

3. It was recognized that although written instructions for the students are necessary, they should be short and simple. From this suggestion evolved the Modular System utilizing Adjunct Program techniques which are discussed later in this chapter. In addition, tape recordings are provided for those who experience difficulty in reading written directions.

4. Frequent complaints were received that the organization of the center was confusing. The course plans were in the form of an outlined syllabus which the college administration required. It was decided

that, although such a syllabus format might be suitable for a "teacher-oriented" classroom, it did not adequately represent the self-instructional reading center with its complex, multiple channels of instruction. From the inadequacies of the syllabus came the change to the Flow Charts and the Systems Approach which are presented later in this chapter.

Once the systems approach had been delineated with the flow charts, it became necessary to provide instructional material to guide students through the various programs. The Linear Programmed method was first considered. It is a self-contained, self-instructional teaching instrument. Such a book acts as the instructor; the student practices and tests himself at regular intervals. The Linear Program was eliminated for these reasons:

1. The cost factor as indicated by Friesen was high: "Conventional programmes of instruction are expensive. Sometimes, especially when populations are small in number, too expensive to warrant the end result."[3] As many of the projected programs were for a small number of students, development cost was a serious matter.

2. The Linear Program is a self-contained teaching material. Such a construction would cause difficulty in the use of the many fine materials already available in the center and on the commercial market.

3. Linear Programs are time-consuming to write. This became an important consideration because extended development time was not available for the many programs required.

For these reasons it was decided to use an alternate program-ming technique known as the Adjunct Program and explained by Friesen as follows:

> Give the student the text, and a professor to help him
> navigate through it, and the result is education. He
> learns to think for himself. Once done, we group
> people around an average, and say that those in the
> upper 30 to 50% range have been successful and, there-
> fore, passed, while those who did not attain such
> heights, failed. Wouldn't it be great if we could pro-
> gramme the text for the students without having to
> programme it? If we could sort out all the NEED TO
> KNOW items and be certain they were learned, we
> could improve performance levels significantly and
> be sure that nothing essential was missed. We would
> observe the responses of the students and measure how
> much and how well they had learned. We could even
> apply a high-level criterion test instead of the averag-
> ing concept. [4]

The Adjunct Program technique appeared to be the answer to the center's needs. Any existing, or future, programs which were teacher-oriented could be converted to the self-instructional mode with less cost and less time. An investigation was then made to study where else such a method had been utilized and to determine its effectiveness in actual use.

The Adjunct Program system has been developed extensively for College IV of the Grand Valley State College, Allendale, Michigan. College IV is in the process of providing an entire four-year college curriculum based upon the successful application of such a method. Oklahoma State University, Stillwater, Oklahoma has also utilized this method for a number of years, especially in their School of Engineer-

ing. Reports from these two institutions indicated the usefulness of Adjunct Programs.

The Modular concept teaches small parts of a subject in a self-instructional format. Each module is a written booklet consisting of the following: a performance objective; the rational for studying the materials; the materials to be used; and a series of activities which guides the student through already published printed materials, tapes, or films. Students pace themselves through the module and it concludes with a mastery test. Frequent instructor-student conferences are also built into the system.

The writer adapted this module application of the Adjunct Program to meet the student needs at Lake Michigan College reading center. Each module is brief, rarely more than two pages in length.[5] Modules are provided for each part of the flow chart system as explained later in this study.

Approximately eighty of these self-instructional modules are available for use as needed by the students. An Assignment Form is provided for the student at the intitial instructor-student conference. As modules are completed, others are assigned. For those whose reading ability is minimal an audio or a video tape explains the module. The use of these modules has been accepted by the students, and the modules successfully enhance and facilitate the improvement of reading skills.

A few of the modules are longer than the usual two pages be-

cause of the complexity of some of the training programs. A typical

example is that used to adapt Power's Optimum Reading Achievement[6]

reading and film program from a teacher-oriented to a student-centered

approach. As a part of the conversion process the writer wrote a Stu-

dent Record Book[7] of twenty-one pages which takes the student through

the program step-by-step.

Many programs are commercially available; however, not all

of them can be used as originally written. Adaptations of the materials

are made by the modules to meet the specific needs of the students.

Other modules consist entirely of recorded tapes prepared by the writer.

Instructions in the use of some programs as well as various machines

are either audio or video taped. Other instructors also send students

to the center for special remedial and enrichment purposes, sometimes

supplying modules for such purposes.

These various changes had fulfilled the first objectives which

were to improve the instruction and to increase the student population

in the Lake Michigan College reading center. The entire learning at-

mosphere had been improved. No longer was it a teacher-oriented

classroom in which the students were inflexibly grouped according to

ability. Greater scheduling flexibility had encouraged the students to

take the reading courses because they could choose times to fit their

personal needs. Each student improved his reading through the use of

self-instructional, programmed materials carefully fitted to meet his

individual abilities, needs and interests. A large variety of reading

programs were available which utilized a wide range of audio-visual

techniques. The instructor was no longer tied to teaching a large group

at one time but was available for individual conferences as the students

required assistance.

The systems approach design had also fulfilled Harlass' objec-

tives as the entire instructional method had become a flowing process

in which "all pertinent factors and components are studied in relation

to all others". [8]

How the Instructor Functions in a Student-Oriented Center

A well defined, highly organized plan of operation insures that

the student individually receives proper training based upon the student's

individual abilities, needs and interests. As each student is a distinct

individual with his own specific problems, the systems approach organi-

zation provides flexibility by providing many alternative training pro-

grams. Furthermore, as the center utilizes student tutors and para-

professionals, a highly organized plan provides uniformity of instruction

that follows the basic principles as discussed earlier in Chapter II.

The function of the instructor in a reading center is somewhat

different from that of the instructor in the regular classroom situation.

In the latter, the instructor gives lectures, leads classroom discussions,

assigns outside work, administers tests and corrects the various papers.

However, in the reading center the instructor functions as an

educational manager of a training process. It is the student who con-

ducts his own training, utilizing self-instructional materials, correcting

his own work which is performed almost totally within the reading center

itself. The instructor manages the student through a series of sequen-

tially developed, skill-building activities. The contact with the student

is largely on a one-to-one basis as the instructor confers with the student

at specific decision points throughout the training system. This approach

is termed a student-orientated method.
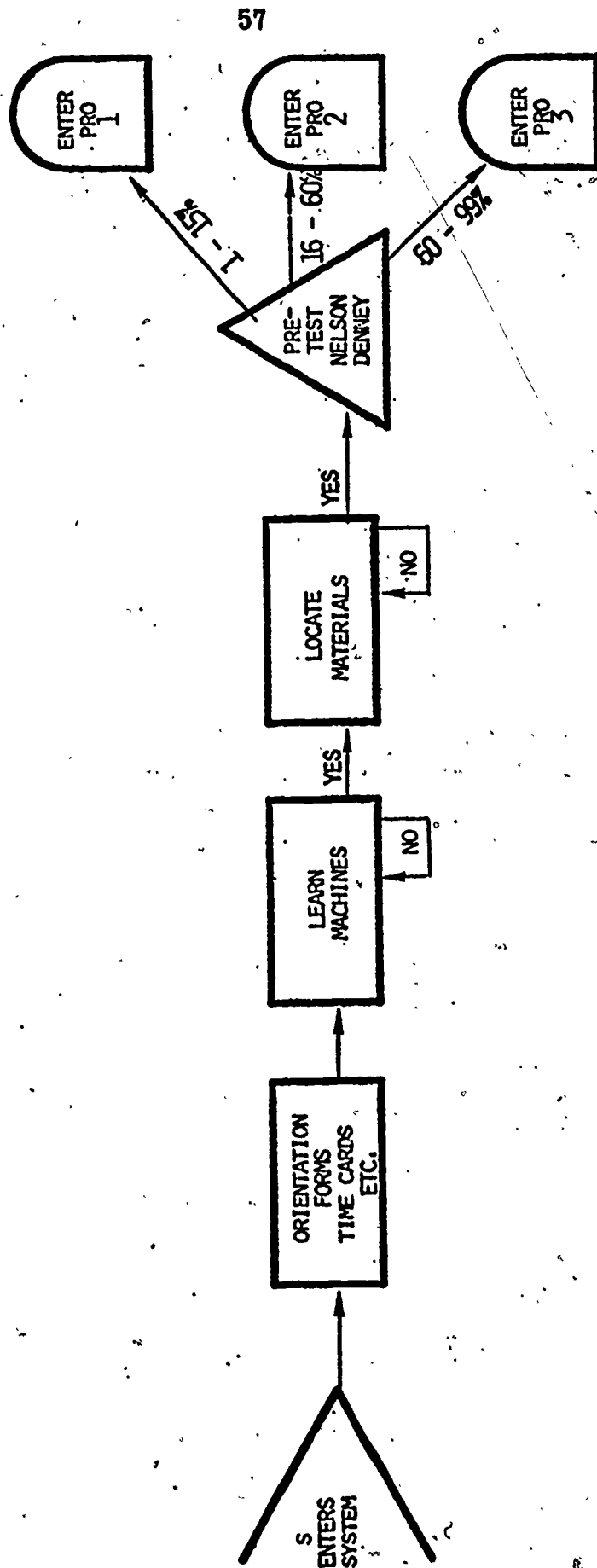
Flow Chart Guides

As a means for providing for the smooth functioning of the

system approach, the reading center utilizes a series of organizational

flow charts which are used by the instructor to guide the students through

the training process. The flow charts are designed to assure that the

student does not become lost in the center and thereby needlessly follow

a series of improper materials. Built into the flow chart process are

frequent conferences between the instructor and the student during which

motivational counseling and continuing diagnosis occur. Such confer-

ences also insure that those students who have not learned to study and

follow directions on their own acquire the independence needed in college.

Presented below is a summary of each flow chart and the actual charts

themselves.

FIGURE 7 - The Starting Process (See chart on page 57)

This chart outlines the management of the center at the sart of

the semester and indicates the process which all students follow until

each is assigned to a specific program.

Figure 1

ALL STUDENTS FLOW CHART
LABORATORY MANAGEMENT

S
ENTERS SYSTEM

ORIENTATION
FORMS
TIME CARDS
ETC.

LEARN
MACHINES — NO

YES

LOCATE
MATERIALS — NO

YES

PRE-
TEST
NELSON
DENNEY

1 - 15% → ENTER PRO 1

16 - 60% → ENTER PRO 2

60 - 99% → ENTER PRO 3

In this specific reading center there may be as many as forty-two students using the center each hour. The self-instructional system makes it possible for numerous different types of courses to be taught each class hour. One complication that occurs is the college custom of having a two week period during which students may register late and drop or add classes. During this period the student population in the center is most unstable. However, classes cannot be delayed for two weeks and each student must begin his work as soon as he enters.

Upon his initial entry each student is given an orientation about the center and the general principles of its function as a self-training laboratory under the individual guidance of an instructor. This may be presented personally by the instructor or by audio or video tape recordings. The student also completes the information sheet, a class schedule, signs a student contract and a time clock card used to record his attendance.

It is extremely important that each student learn to use the equipment within each Learning Console which consists of: a reading projector-tachistiscope machine, a reading pacer, a cassette tape player, and an electronic communication system which is connected to a central control panel at the instructor's desk. The function of the machines, as well as each assigned program, is taught through the use of either an audio or video cassette tape. Each student also learns where the various materials are located with a check-off sheet and a map. The first three hours are utilized by the students to become familiar with the

center and with the operation of the machines.

Once a student has become accustomed to the center, he is administered the Nelson Denny Reading Test, Form C as published by Houghton Mifflin Company in 1973. Since some students are still entering the center at this time, it has been found expedient to administer the test by audio tape. Once the test has been scored, the students are assigned to an initial program. Each student is first assigned a Words and Phrases and a Vocabulary program for his first work. This allows them to get to work while newer students are being orientated and tested. Once the population of the center becomes stable, the instructor has a conference with each student and explains the test results and discusses the planned program. (The criterion for the initial assignment is indicated in Figure 7.)
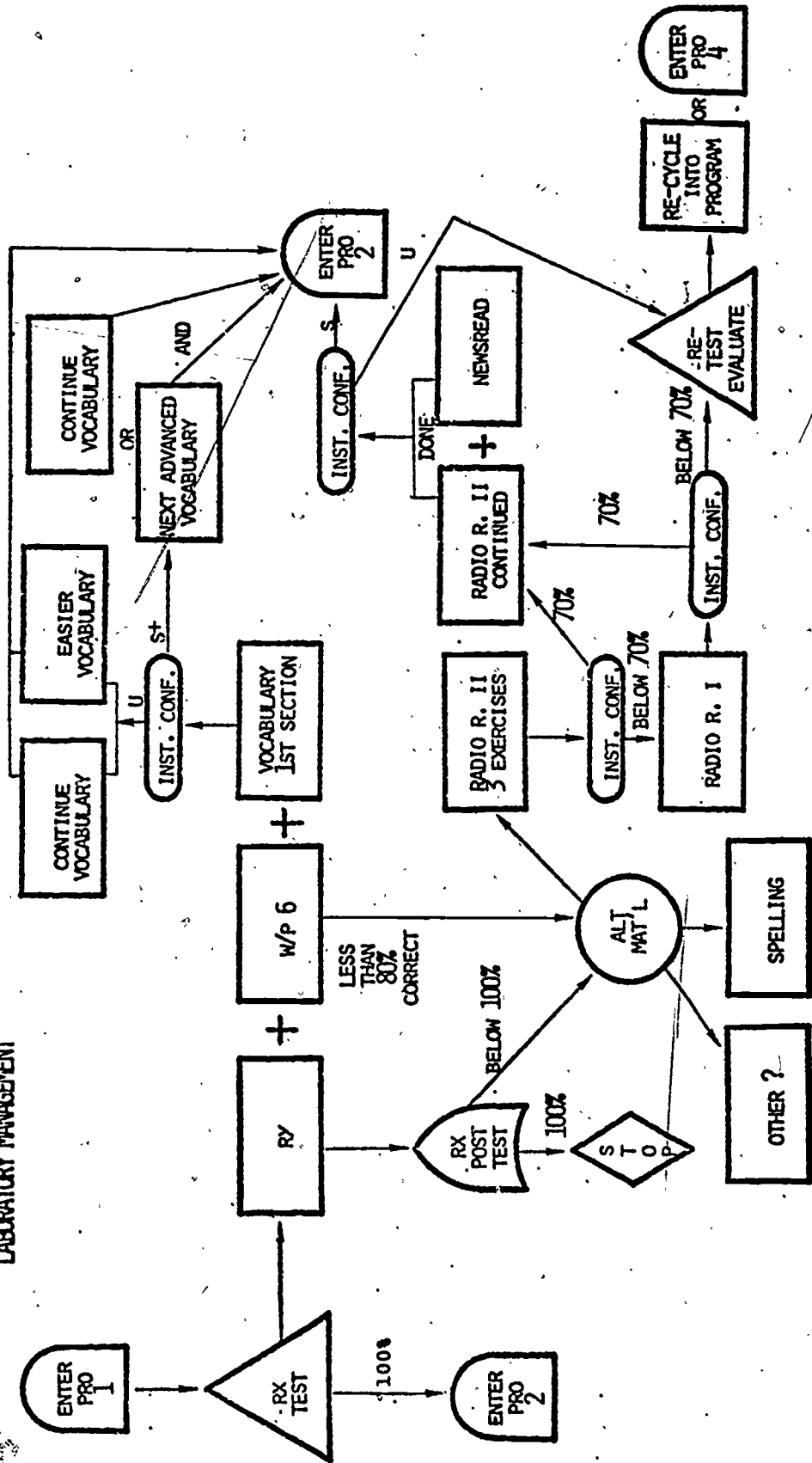
FIGURE 8 - Program 1 (see chart on page 60)

This program is designed for those students whose test scores fall within the percentile range of 1 to 15, which have been found to be a natural cut-off score for the students enrolled in this center. The skills taught in this program should have been mastered in the elementary grades, one through six. Approximately 10% to 20% of all students coming to the center require training in these skills.

This program assists the student in becoming more adept in at least the minimum word attack skills in which he is not proficient. In most cases this training will require one month of time. However, in some extremely deficient cases, a student may remain in this program

Figure 2

PROGRAM 1 FLOW CHART (STUDENT)
LABORATORY MANAGEMENT

ENTER PRO 1 → RX TEST → 100% → ENTER PRO 2

RX → RX POST TEST → 100% → STOP
BELOW 100% → ALT MAT'L → SPELLING / OTHER ?

W/P 6 → LESS THAN 80% CORRECT → ALT MAT'L

VOCABULARY 1ST SECTION → INST. CONF. → U / S+ → CONTINUE VOCABULARY / EASIER VOCABULARY → ENTER PRO 2

CONTINUE VOCABULARY / NEXT ADVANCED VOCABULARY OR AND → ENTER PRO 2

INST. CONF. S → ENTER PRO 2 U

RADIO R. I → INST. CONF. → 70% / BELOW 70% → RADIO R. II CONTINUED

RADIO R. II 3 EXERCISES → INST. CONF. BELOW 70% → 70%

RADIO R. II CONTINUED + NEWSREAD → DONE → INST. CONF.

RE-TEST EVALUATE → BELOW 70% → RE-CYCLE INTO PROGRAM OR → ENTER PRO 4

for a full semester. This program is also useful for those students who are learning English as a second language.

Each student in this program starts with a criterion referenced, oral, individually administered RX test (see Chapter IV) which tests the ability to utilize phonics. Should a student pass this test with 100% accuracy, he is assigned to Program 2. A variety of materials are assigned as needed. Students are assigned to approximately three different types of activities for each class period. These are indicated on the charts by plus signs between the rectangular activity blocks. Since these skills are interrelated, they are performed concurrently. These flow charts also illustrate how the system is organized to provide a sequential training which provides for individual differences. Provision is made for frequent instructor conferences which allows the student to work out of a program any time he has mastered at least the minimum skills that will allow him to succeed at the next set of skills. It is the instructor's obligation to see that the student does not become "locked" into any program. By the middle of the semester the student should begin working with the instructor in designing his reading program for the balance of the semester.

This systems approach could be replicated with other materials, as this study is not concerned with a specific published program, but in explaining how this specific reading center is organized.

FIGURE 9 - Program 2 (see chart on page 63)

This program is designed for those students whose test scores fall within the percentile range of 16 to 60. It provides emphasis upon vocabulary development. The student is assigned four types of activities. The plus signs on the chart indicate interrelated skills to be performed concurrently. As in all of these programs, frequent conferences with the instructor are required to ensure that a continual diagnosis of the student's progress is available. Those students who progress satisfactorily through these initial activities are then channeled to Program 3B.

Those students who encounter special difficulties may be assigned other activities, based on the judgment of the instructor. In such cases the student might be either re-tested and re-evaluated and then either re-cycled into the program, or assigned to Program 4. Program 4 is an especially designed series of skill training activities created by the writer to take into account individual differences. It is not represented by a specific flow chart.

The amount of time required to complete this program should consist of approximately fifteen class hours, however, this may vary depending upon the individual differences of students. As with Program 1, this program is also designed to prepare the student in those skills which will assure success in the next higher level program. It also trains the student in self-instructional study methods and habit, not only applicable to the center but to other college courses as well.

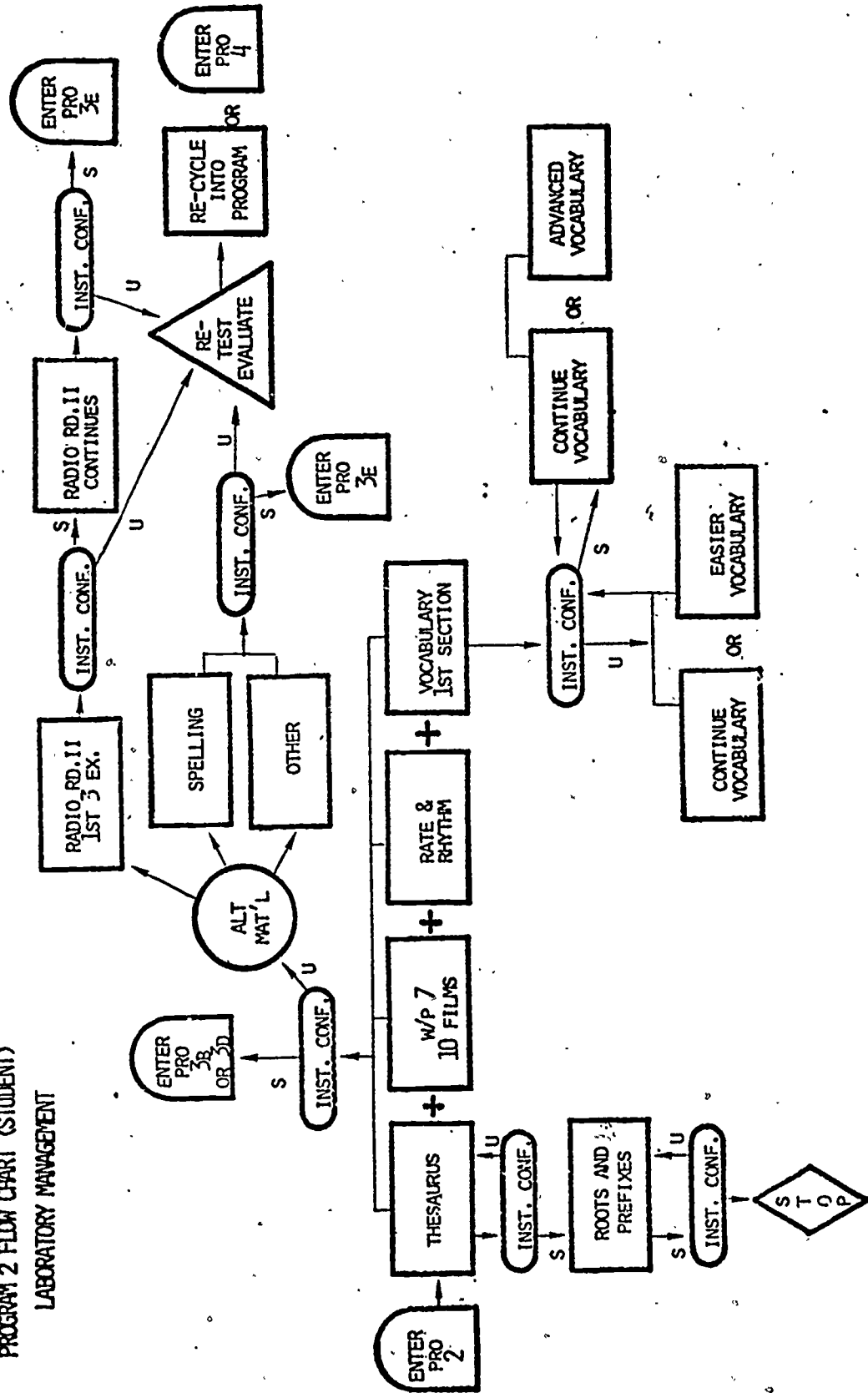Figure 3

PROGRAM 2 FLOW CHART (STUDENT)
LABORATORY MANAGEMENT

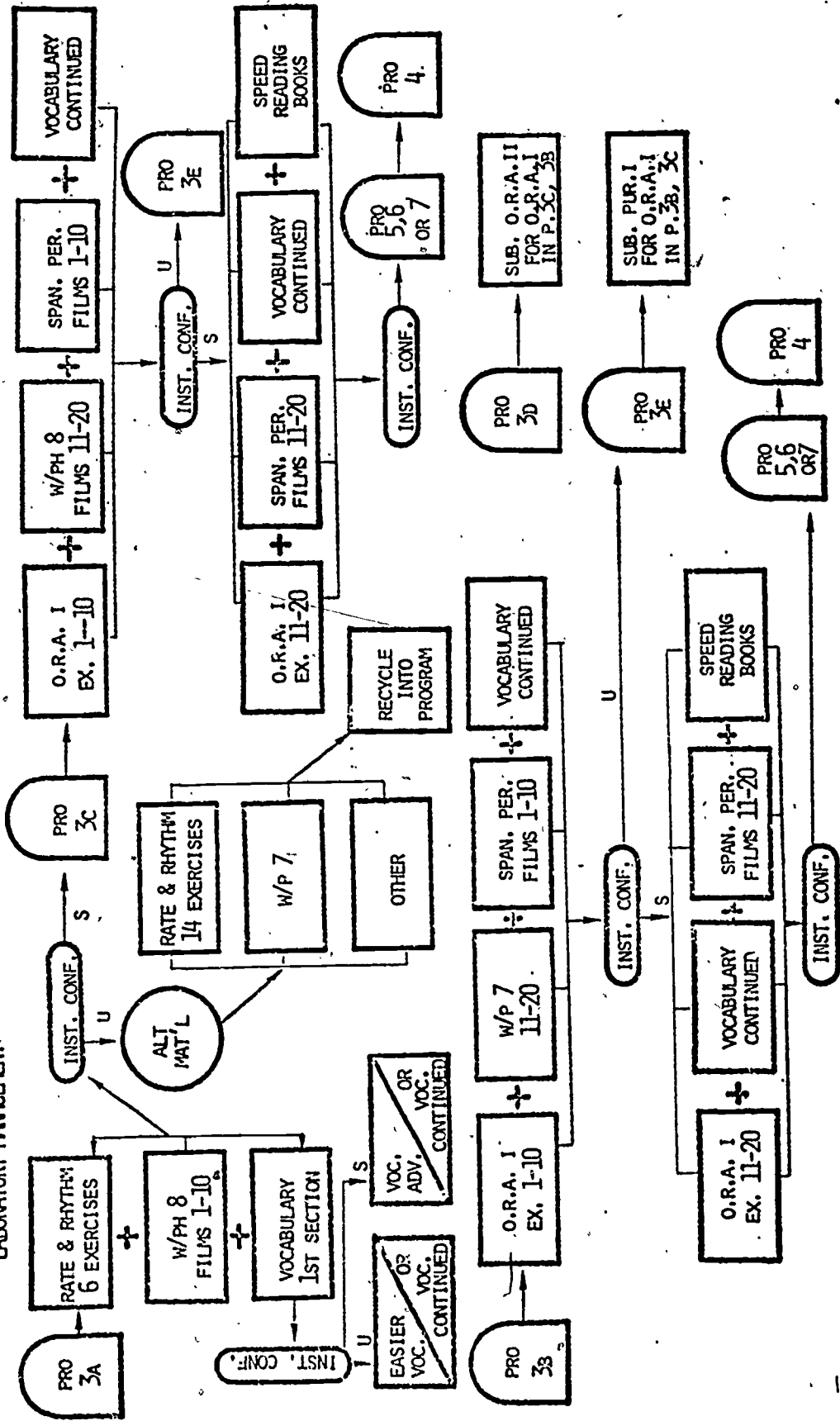. FIGURE 10 - Program 3 (see chart on page 65)

The section of this chart designated as Program 3A is design-
ed for those students whose test scores on the reading test falls within
the percentile range of 60 to 99. It is the first program such a student
would enter. It provides training in adult efficiency reading skills with
special emphasis given to reading-at-rate.

The first three activities of Program 3A consist of a review of
reading skills combined with an orientation to the O. R. A. materials
(see Chapter IV) which make up the major portion of the program.
Occasionally, a student whose test score falls within this percentile
range might perform unsatisfactorily at the conclusion of the prelim-
inary activities in this module. As it is the intention of the systems
approach to provide for such eventualities, a provision is made for
alternate materials to be used when necessary. Students in this pro-
gram should complete Program 3A by the middle of the semester.

The flow chart presented in Figure 10 is presented as a sample
of the organizational pattern. It is not intended to indicate every specific
level of difficulty. An indication of possible levels is indicated in the
chart by Programs 3D, 3E, or 4. The determination of which level to
assign is based upon the judgment of the instructor. It is always pos-
sible to readjust the materials to be used as the student progresses
through the program, and this may be done by the instructor during the
conference period. Once a student has completed the program indicated
on the chart, he is assigned to materials to improve his study habits,

Figure 4

PROGRAM 3 FLOW CHART (STUDENT)
LABORATORY MANAGEMENT

VOCABULARY CONTINUED

SPAN. PER. FILMS 1-10

W/PH 8 FILMS 11-20

O.R.A. I EX. 1-10

PRO 3E

SPEED READING BOOKS

VOCABULARY CONTINUED

SPAN. PER. FILMS 11-20

O.R.A. I EX. 11-20

INST. CONF.

PRO 4.

PRO 5,6 OR 7

INST. CONF.

SUB. O.R.A.II FOR O.R.A.I IN P.3C, 3B

SUB. PUR.I FOR O.R.A.I IN P.3B, 3C

PRO 3D

PRO 3E

PRO 5,6 OR7

PRO 4

PRO 3C

RATE & RHYTHM 14 EXERCISES

W/P 7

OTHER

RECYCLE INTO PROGRAM

VOCABULARY CONTINUED

SPAN. PER. FILMS 1-10

W/P 7 11-20

O.R.A. I EX. 1-10

INST. CONF.

SPEED READING BOOKS

SPAN. PER. FILMS 11-20

VOCABULARY CONTINUED

O.R.A. I 11-20

INST. CONF.

ALT MAT'L

INST. CONF.

RATE & RHYTHM 6 EXERCISES

W/PH 8 FILMS 1-10

VOCABULARY 1st SECTION

VOC. ADV. OR VOC. CONTINUED

EASIER OR VOC. VOC. CONTINUED

INST. CONF.

PRO 3A

PRO 3B

note-taking skills and use of his subject area textbook. At this stage in his training, the student participates in further training activities based upon his needs, abilities and interests for the balance of the semester. Provisions are also provided for a student who has completed his train-. ing with an A grade before the semester ends, to terminate his work at such time if he so wishes.

Program 3B is the area on the chart at which those students would begin who are entering this program from Program 2. These students have been evaluated by the instructor in prior programs and, therefore, would be assigned to either Program 3B, 3D, 3E or 4 based upon the instructor's judgment. It is estimated that this program should take approximately fifteen class hours to complete; however, this is dependent upon the individual ability, need or interest of the student and may well take a longer time.

It is the intention of the curriculum that all students who enter the various programs should progress through Program 3. This will usually be accomplished by those who enter either at Program 2 or 3, but it is not always possible for those who originally enter at Program 1. Again, progress is highly dependent upon individual differences in ability and need. Those students who are not able to complete Program 3 in their first semester are advised strongly to take further reading courses. Such students continue their work from where they ended and do not start over again. Each student is also provided with training in study habits, note-taking skills and the use of his subject area textbooks, as this is

considered a part of the technique of transfering the newly acquired skills to other college courses.

Program 3 is the most complicated because of the nature of the wide variety of programs needed by those students who are improving their reading and thinking skills at this advanced stage of their training. It is an established fact that the more reading instruction students receive, the wider the range of reading levels that occur in a given classroom. That is, in the first grade the reading level range would be very small; but by the sixth grade the range might well extend from the third grade to the ninth grade in reading abilities. This same phenomenon occurs to a greater extent by the time students reach a community college and have had extensive training in a reading program as provided by the center. It is for these reasons that greater provisions have to be made for a wide range of materials of all levels of difficulty with a consequent necessity for a more complicated organizational flow chart.

A Comparison of Two Reading Methods

The reading center at Lake Michigan College has applied the principles of the perceptual and skill learning environments organized in a student-centered system for a three year period. Statistical data provides evidence that under such a method the students make higher gains in all reading skills than do those students in a teacher-oriented center. A comparative examination of the two techniques provides an understanding of the effectiveness of the student-centered environment.

The Previous-Method

This explanation of the methods used previously have been deduced from sketchy written reports, syllabi, informal student interviews, and from the evidence which the materials provided, along with the writer's observation and experience.

Prior to 1971 the center was part of the teaching responsibilities of an English instructor, and the center was in use on a part-time basis. It was run in a teacher-oriented method with a minimal use of self-instructional opportunities. The routine was similar in pattern to that of a typical English class, rather than that of a learning center. Some provisions were provided for individual work. Once the group instruction was completed, the students studied their assignments for a short time and the instructor was available for personal assistance.

Available evidence indicates that much of the group time was concentrated upon analyzing, classifying and studying paragraphs in relation to the main idea, inferential implications, generalizations, topic sentences and other similar analytical activities. A variety of teacher-made materials of a heterogeneous nature were also available. Many of these materials consisted of analytical exercises involving a study of the parts of words, prefixes, suffixes, roots and parts of speech. Specific remediation was provided through the use of various work-books of the type frequently used in English classes in junior and senior high schools which involve analytical study concerning types of sentences, topic sentences, phonic word skills and other such allied exercises. The multiple

. copies of paper-back books indicates they were used in group study.

Most of them were of the type usually advocated in an English literature

classroom. Multiple copies of books written at various ability levels

for teaching how to read and study were also available. The use of tape

recordings for audio-instruction was limited, usually involving group

listening with a central tape player.

Perceptual training appeared to be a minimal part of the method.

Reading pacers were available and the students were expected to read

various books and other materials on such a device to practice increas-

ing their reading speed. A few sets of films were available for use with

the tachistiscope, as well as some reading films for use with the special

reading projectors. Apparently such films were infrequently used and

were not an integral part of a concentrated training method. The books

for such films as produced by the publisher were available to the students

in reproduced copies which were nearly illegible. Skimming and scan-

ning skills were taught largely through group direction. Testing involved

the use of the standardized Nelson-Denny Reading Test. Apparently

neither performance objectives nor criterion referenced tests were

utilized.

The type of instruction described above is quite typical of the

teacher-oriented, analytical approach of many reading centers. As is

customary in such an atmosphere, the attempts to provide for individual

differences of the students were confined largely to the use of various

levels of reading materials, small group instruction, and a short period

for individual study. The statistical data as presented later in this Chapter indicates that although reading skills improved, they were not improved to the same extent as those reported for a student-centered system.

The Current System

For the purposes of comparison a brief review of the techniques used in the present reading center is necessary with emphasis upon the effectiveness of the changes made.

Once the student has been assessed by standardized and criterion referenced tests, he is assigned to one of three specific programs for his initial training. Each program is inherently flexible for adjustment to individual differences. Once oriented to the center, he learns to use the various audio-visual machines. Each student becomes personally responsible for performing his assignments. Through the use of a time-clock, he is expected to fulfill the required number of hours. A Student Contract and a Grade Requirement form informs him what to expect at his initial entry.[8] Performance Objectives are provided for each section of the work. There is complete freedom to consult the instructor when-ever needed. This atmosphere is totally different from a student's pre-vious experience in a regular classroom and trains him to practice the self-accountability customary to the college milieu.

Those who are severely deficient in reading skills are provided special assistance. Group work is available for those who have common problems. No student becomes "locked in" to unsuccessful work as pro-

visions for special remedial training based upon individual differences
is built into the system. Should a student have a sight problem, he is
referred to the college nurse for an eye-screening test. If professional
in-depth counseling is necessary, students are referred to the college
counseling services.

As the work is sequentially structured in an upward spiral,
progress in reading ability is assured. The modules first prescribed
are usually completed by mid-term. The instructor and the student then
build a continuing program to fit the specific individual needs and interests.
Such a program includes special emphasis upon study-skills utilizing a
self-assessment chart and proving for study in those areas indicated as
of principle difficulty. With the instructor freed from the confinements
of the usual classroom teacher, a great deal of time is available at this
stage of the student's development to personally work with the student.
It is also at this stage of his work that the student expands his learning
opportunities and uses his freedom to explore other avenues of improve-
ment.

The training system involves a saturation of perceptual train-
ing through the use of a vast amount of reading and tachistiscopic work
provides contextual vocabulary training. Additional vocabulary em-
phasis is possible through the use of tapes and programmed texts from
which the students choose according to their own interest.

The flexibility of the present center encourages the formation of
programs for the special needs of other instructors and for other mem-

bers of the community such as doctors, lawyers, business executives and policemen. The flexible scheduling allows these students to adjust their class time to suit their convenience.

Comparative Effectiveness

The change to a student-centered reading center has been most successful. The students have benefited to an extensive degree. Students are no longer locked into working with a group which might restrict their work to fit an instructor's judgment of what the group can accomplish. Instead, the student works more nearly at his own pace. No longer do students become inhibited by the inability to ask questions of the instructor. In contrast, the instructor is available at any time for extra help. Nor are the students confined to a minimal variety of materials or modes of instruction. On the contrary, they are freed to explore other avenues of education by which they may expand their mental faculties. These advantages are not subject to speculation, as statistical evidence which is presented later in this chapter demonstrates the actual percentage of improvement which may be expected by the replication of such a reading center based upon the Principles of the Perceptual and a Skill Learning Environments utilizing a Systems Approach.

Statistical data is available for a comparative study of the effectiveness of the student-centered reading center as compared to the previous system which was teacher oriented. The data for the previous system covers a period of three years before the conversion. It is

compared with a three-year period after the current system was put into effect. The information available provides proof that there was a significant gain of the student's reading improvement in each of the four areas of measurement in the current, student-centered system.

The statistical evidence used in this report is based upon two formulas referred to as the Comprehension Rate (CR) Formula and the Comprehension Improvement (CI) Formula.[9] The method for computing these formulas is explained below:

The Comprehension Rate (CR) Formula:

$$\frac{\text{Comprehension }\% \text{ score} + \text{Vocabulary }\% \text{ score}}{\text{divided by 2}} \times \text{Words-per-minute (WPM)} = \text{Comprehension Rate (CR)}$$

The CR provides a score which takes into account an individual student's ability to comprehend a given, specific reading material at a specific speed. It is assumed that, all things being equal, the student would probably achieve 100% comprehension when reading at the computed CR figure. It is also considered his potential, successful reading-rate as it includes his understanding of the material read.

The Comprehension Improvement (CI) Formula:

$$\frac{\text{Comprehension Rate of final essay minus CR of the first essay}}{\text{divided by the CR of the 1st essay}} = \text{Comprehension Improvement }\% \text{ (CI)}$$

The CI provides a method for measuring the amount of improvement in percentage which a student makes when comparing his first score with his final score on a given set of materials.

The broadest categories of reading skills customarily used for
reading measurement involves the areas of: Comprehension, Vocabulary,
Reading Rate (or speed), and a total composite score for these three.
The data reported utilizes the mean percentages of improvement of stu-
dents from the previous and the current reading center in such categories
covering a three year period for each system and using the CR and the
CI formulas. The school year 1971-72 is omitted because it was at this
period that the changes were initiated; and, therefore, no data is avail-
able for that year. As far as can be determined most students for whom
this data is reported were exposed to the reading center for two to three
hours each week for a seventeen week semester.

FIGURE 5

AVERAGE PERCENTAGE CHANGE
COMPARATIVE DATA OF PRIOR VS. PRESENT METHODS
Reported in Means of Percentage Improvement

	No. of Students	Compre-hension	Reading Rate	Comprehension Im-provement Percent
Prior System 1967-70	482	0%	+ 47.40%	+, 52.2%
Present System 1972-1975	403	+17.70	+129.00	+ 153.0

Extending one's knowledge is considered to be the primary
reason for reading. As comprehension plays such a major role in the
act of reading, any method of teaching such a skill should assure a gain.
The scores as reported in Figure 5 for the previous method reveals

that the average percentage of improvement made over a three year

period resulted in zero comprehension improvement. However, the

present student-centered, perceptual system reports the average improve-

ment in comprehension was 17.7%. This is clear evidence of the supe-

riority of the present system in improving the skill of comprehension.

Reading specialists generally indicate that it is difficult to

improve vocabulary skills. The previous system resulted in an average

improvement of 6.7%. However, the perceptual method of teaching

vocabulary resulted in an improvement of 11%, which certainly indicates

that the present system provides higher gains.

The previous system reported a reading-at-rate improvement

of 47.4% as opposed to the 129% improvement made by students. It may

be concluded that the emphasis upon speed by the present system did not

decrease comprehension ability, but rather was one of the contributory

factors to its higher improvement percentage.

The figures represented in the Comprehension Improvement

Percentage column in Figure 11 include the improvements which a

student made in comprehension, vocabulary and speed. It will be noted

that the present system improved the amount of gain by three times that

of the previous method. It is in the comparison of these figures that

the superiority of the present system over the prior method is most

evident. The principles of a perceptual and a skill learning environ-

ments have as their objective the student's improvement in compre-

hension, vocabulary and speed; and the reported 153% as an average

improvement figure certainly proves this objective is met.

A further understanding of the superiority of the present system is also evidenced by analyzing the range of improvement percentages made by the reported students.[11] Only 5.2% improved less than 25%; 7.4% improved in the 26-50% range; 27.6% increased 50-100%; 39% increased 100-200%; 27.90 increased 201-500%; and 2.7% increased at a range of 501% and above. Although no raw data exists for a comparison study in ranges with the prior system, it is evident that such improvement has resulted from the effectiveness of the present reading center system. (See Appendix B for the chart.)

It may be concluded from this statistical comparison of the previous method with the current system that the reading center at Lake Michigan College as it is now organized is more successful than its predecessor. The greater gains made by the students are a direct result of the application of the Principles of a Perceptual and Skill Learning Environments and of the freedom the students have been able to enjoy in the variety and concentration of their remediation based directly on their needs, abilities and interests. It would, therefore, be advantageous for other community colleges to replicate such a reading center. To do so would require that the instructors be trained in the principles and management system which are presented in this study. Elements of such a training program have been constructed and tested and will be examined in the following chapter.

Footnotes

1 The President's Report-74, a publication of Lake Michigan College, Benton Harbor, Michigan, 1974, pp. 5-9.

2 Pertinent data relating to the Student Profile is in Appendix A. This profile was compiled under the direction of Dr. James R. Bekkering, Dean of Students, Lake Michigan College. Due to rounding of the figures, percentages do not equal 100%.

3 Paul A. Friesen, Designing Instruction; (Ca., Miller Pub. Co., a division of Educulture, Inc., 1973), p. 89.

4 Paul A. Friesen, Designing Instruction, p. 89.

5 See Appendix F for a copy of a sample LMC module. It is noted that the terms performance objective or behavioral objective are not used because the students objected to the idea that their behavior or performance would be changed and as a substitute the term Your Goal has been used.

6 Walter L. Powers, Optimum Reading Achievement: (Glenview: Psychotechniques, Inc., 1961).

7 A. J. Batchelder, Student Record Book: for the Optimum Reading Achievement Program: (New Carlisle: Executives Services, 1975). See a sample book in Appendix F.

8 J. H. Harless, "A Technology of Performance Problem Solving", The Educational Technology Review Series, Number Ten, Using Programmed Instruction: (Englewood Clifis: Educational Technology Pub., 1973), p. 3.

9 A copy of the Grading Requirement Form and the Student Contract is in Appendix D.

10 These formulas are explained in detail in the O. R. A. Training Module contained in Appendix F. This training module is considered an integral part of this study.

11 A breakdown of the performances of students as it relates to the number and percentages of students who achieved various percentages of improvement in the current system is available in Appendix B.

CHAPTER IV

THE TRAINING MODULES

Introduction

By 19.74, the reorganization and redesign of the reading center curriculum and the teaching techniques had proven effective. Not only had the rate of improvement in reading skills of the students risen, but the student population had increased. In 1971, when the writer came to the college, the annual enrollment of the center was about 140; by 1974, the enrollment had grown to 400 and preliminary estimates indicate a substantial additional enrollment in the 1975-76 school year. In 1971, the reading center was open twenty-five hours weekly and by 1974 this had increased to approximately forty hours on a regular basis and more hours for additional special classes. Coupled with increased use, the center had also increased the number of personnel required to staff the center.

Staffing the center with experienced, competent instructors has become a serious problem. The full-time staff administer the total operation of the center and also teaches day classes. In 1971, the regular staff consisted of one full-time instructor, one half-time instructor and one student-tutor. By 1974, this had increased to two full-time in-

78

structors, one paraprofessional and two student-tutors. There is also a part-time staff which varies in size to handle night and special classes. Because the part-time staff is employed for short periods of time and then leave the college, the turn-over rate is high.

It has become difficult to provide training for those persons who are locally available on a part-time basis. Few of these people have had experience in a student-centered classroom. Many of them have had only minimal training or experience in the teaching of reading. Just as the students in the center present a variety of individual needs and abilities, so do the part-time staff. To complicate matters further, it is not possible to group these trainees for regularly scheduled train-ing sessions because of their full-time employment commitments.

Training the staff is accomplished by having prospective teachers come individually after the center is closed for twenty to thirty hours for lectures about reading theory and the center's basic principles. It is only at rare intervals that these lectures can be followed by intern practicums in the center while the students are present. After the part-time teachers are employed, additional hours are needed to evaluate their teaching effectiveness. Prospects for improving the training pro-gram using the present method are not good because a community col-lege is not designed to provide teacher education of this nature. The instruction by these instructors is not uniform, and even the students complain that they are not receiving the same instruction from the part-time staff as from regular instructors.

For these diverse reasons it was concluded that an entirely different type of training process should be designed for reading center instructors. Inasmuch as the students with different needs and schedules could be taught complex reading skills by self-instructional modules, it was decided that as the instructors have a variety of needs, they, too, might be trained by using a modular, self-instructional process. Consequently, two areas from the curriculum were chosen for which experimental training modules were constructed and tested. The two modules represent two different tasks, one representative of a routine procedure and one of a more complex operation. It was assumed that if the techniques in these two modules could be effectively taught by this method, then other training modules could be designed and used.

One of the training modules was written for the purpose of teaching an instructor how to administer the RX criterion referenced oral Test D as used in Program 1. Since community college instructors do not always have sufficient experience in the administration of an oral diagnostic test of this nature, special practice and instructions are required to assure valid test results. To overcome the difficulty of listening to a student take an oral test and quickly judge his performance, taped materials became a major component of the training module in order to simulate what occurs in the real world of the reading center.

The second training module involves the O. R. A. reading materials used in Program 3. This program not only constitutes a major segment of the student's training, it also provides a rather com-

plex management problem for the instructor. Not only does the instructor have to determine whether or not the student is properly tracked through the program, but diagnostic judgments are required as it relates to the perceptual skill training. These judgments involve the necessity of deciding when to remove an unsuccessful student from the program as well as when to challenge an able student with enrichment activities.

The balance of this chapter will present further details concerning the contents of the RX and the O. R. A. materials, the teacher's role in the administration of these programs, details relating to the training modules, and the results of the field trials of the training modules which were tested. Suggested revisions and the long term goals for future exploration as it concerns other self-instructional training modules relating to reading center management are also discussed.

The RX Program

The purpose for the use of the RX Reading Program by students are most adequately explained by its authors Ekwald and Oswald, as follows:

> The RX Reading Program is a modern multisensory, self-correctional program designed to be used as either a teacher-directed activity for full class presentation or as a completely self-correctional teaching device for individual instruction. Using a diagnostic/prescriptive approach, the program provides for the actual teaching and/or reinforcement necessary for children to learn the skills it is designed to teach. These include: Letter Recognition, Common Nouns and Pictures, Basic Sight Words, and Phonetic Word

Analysis. . . . The RX Program is needed be-
cause it combines techniques of instructional vari-
ation with a multisensory approach to improve the
student's ability to learn and remember. . . . The
RX method of instruction incorporates the senses of
touch, hearing, and sight.[1]

The testing series for the RX program is considered a criterion

referenced test. McDonald and Moorman explain: ". . . that criterion

referenced tests are used to measure performance against a specified

criterion score without reference to the distribution of scores of others."[2]

Tests A, B, and C apply specifically to young children and are not used

in the center. However, Test D which measures Phonetic Word Analy-

sis is used in this center for those students scoring within percentiles

one through fifteen on the screening reading test.

Test D consists of a list of nonsense words each of which is

read aloud by the student. Each word tests one specific skill as it ap-

plies to the utilization of initial consonants, diagraphs, blends, diph-

thongs, short and long vowel sounds. Nonsense words are used because

early reading instruction utilizes the memorization of many words on

sight, and were they to be used, it would become a test of sight-word

recognition. The test authors provide specific materials for each

error as a prescription for remedial training. The RX materials con-

sist of a combination of a tape recording and printed cards providing

for an audio-visual-tactile stimulus. The RX program does not attempt

a total instruction in all word attack skills, but provides a minimum of

the 80% of phonic skills necessary for the student to continue his train-

ing. The student has only a limited time in the center, and, therefore, time does not allow for attempting 100% remediation in this area of instruction. With the 80% of the skills he learns, he is then equipped to continue his perceptual training in the center.

The Student's Role

The objective of the test is to have the student demonstrate his oral ability in using phonic skills successfully so he may later recognize new words in reading. At the conclusion of the RX test, the student receives a prescription form which indicates the materials to be used. The form also functions as a progress chart. In addition, each training cassette tape has four numbered and color-coded cards. The word cards are placed on a Number Board consisting of five numbered rows, each row having four positons. Words are presented orally on the tape in a left to right direction to reinforce the skill of directionality involved in the reading act. Many students who are deficient in these skills also require further training in the perceptual skill of directionality. As the student hears the words, he attempts to recognize the printed cards needed. At the conclusion of the instruction the tape presents an oral criterion referenced test at which time the correctness of the work is checked by answer strips placed on the number board. The student has to complete this test twice with 100% accuracy.

When the prescriptions are concluded, the student takes a post-test administered by the instructor. This test may consist of either a

random selection of the cards used during training and/or a special list of actual words illustrating the skill that was being learned. This post-test must be passed with 100% accuracy. Should the student exhibit difficulty with any item presented in the post-test, he has several alternatives, or combination of alternatives: (1) Repeat the materials, (2) Use other RX materials, or (3) Use other materials especially assigned from those available in the reading center.

The Instructor's Role

The instructor's prime responsibility is to administer the oral Test D in such a manner that valid test results are obtained as determined by its objectives.[3] The instructor provides a quiet place which assures the student privacy and carefully explains the purpose and the method of the test. He then listens to the student and evaluates his performance. Upon completion of the test, the materials suggested by the test manual for remediation are written on the prescription form used by the student. The program materials and the methods to be used are demonstrated either by the instructor, a student tutor, a paraprofessional, or a cassette video tape. Once the student has completed the training materials, it is the instructor's responsibility to administer the post-test according to the test manual directions. Should the student not pass the post-test with 100% accuracy, the manual provides other material which may be assigned by the instructor.

The O. R. A. Program

The second training module utilizes the O. R. A. reading program as used in Program 3.[4] This set of materials consists of a book of twenty essays with comprehension and vocabulary questions and a set of twenty, especially designed 35 mm films which repeat the content of each essay. It is the films which provide the special perceptual, simulation training. The films are used in a specially constructed filmstrip projector that advances the film at a regulated rate of words-per-minute to simulate the eye movement of an efficient reader.

The films begin by sequentially presenting groups of phrases in three positions across the field of vision on a screen from left to right. Each such position is a "fix". As the student becomes proficient in reading-at-rate at the three "fix" position, he is then presented an additional difficulty by reading the film in two "fixes". Once proficient at this task, the added difficulty of reading at one "fix" consisting of one full line is presented. Films are read at progressively higher speeds. The book of essays is read in conjunction with the films to provide a transfer of the skills from the screen to the normal printed page.

The O. R. A. reading program consists of three different levels of reading difficulty. Level I is at approximately grade nine, Level II is approximately at grades ten and eleven, and Level III is approximately at grades twelve and thirteen.

The Student's Role

The O. R. A. reading program is assigned to students based upon the following conditions:

1. For those whose percentile score on the Nelson-Denny Reading Test, Form C, is within the range of 60 to 99.

2. For those who have progressed from Program 1 through Program 2 and have acquired the skills that would assure success in such a program.

3. For those who have progressed from Program 2.

Prior to using the O. R. A. materials the student undertakes a preliminary training in the Rate and Rhythm[5] program in either Program 2 or as the first assignment in Program 3. Such materials follow the same pattern of perceptual training at an easier reading level. This orientation has been found beneficial and assures greater success with the subsequent O. R. A. materials, which are a major part of the student's perceptual training. The special films provided with the essay book are intended to simulate the practices of the efficient reader as phrases are flashed at a rapid rate upon the screen. The essay book is read upon a mechanical pacer which puts the student through the material at a predetermined rate.

Essay 1 is used as a criterion referenced test to determine a student's initial Comprehension Rate. The data obtained from this essay is used to measure a student's progress throughout the twenty essays.

Essays 2 through 10 are each read at a progressively higher speed, increasing fifty words-per-minute for each essay. At Essay 10, the instructor computes a new reading rate. The student then reads the final ten essays at this new speed. It is during this section of the program that the student "sets" the habit of reading with his newly acquired skills. The student times his reading speed again when he reaches essay 10. The instructor then computes the student's Comprehension Improvement Percentage and in this way the student knows his total progress. During the final ten essays, the student also uses other reading materials to assure the transfer of his newly acquired skills to non-programmed materials.

Throughout the program the student is required to answer comprehension and vocabulary questions at the completion of each essay which he corrects and enters on the progress chart. At essay 6 and 10, he has a conference with the instructor for a diagnosis of any reading problems which might cause the student to become locked into unsuccessful reading practices. While the student is training with the O.R.A. program, he concurrently performs other required activities as a part of his perceptual training. Once the student completes the O.R.A. program, he confers with the instructor and together they plan further training programs.

The Role of the Instructor

The role of the instructor as specifically applied to the O.R.A.

reading program involves functioning as an educational training manager, as a diagnostician, and as a counselor. The objectives of the training module are concentrated upon the diagnostic function and a limited counseling function.[6]

The role of a diagnostician is quite different in the community college reading center from that customarily recommended for the pre-college student. For younger students the use of Intelligent Quotient tests, learning disabilities tests, and informal reading inventories are generally recommended, combined with various interpretations and suggestions for remediation. Although such assessment methods provide a proper and valuable background for a reading center manager, they more aptly apply to a clinical setting than to a reading center in a community college. The goals of the reading clinic are largely concerned with individual diagnosis in-depth involving an extensive psychological and sociological investigation followed by detailed remediation prescriptions based upon such results. Unlike the clinic, the reading center does not have the resources, the personnel nor the time for such time consuming and intensive assessments. The center is an area of action for the students who are present for a brief time and during which their maximum activity should be concentrated in skill learning tasks suited to the adult student. Of necessity, therefore, the reading center diagnosis should be brief and designed to attack only those specific problems which impede a student's success in the center. Furthermore, such a diagnosis should utilize a criterion referenced test which involves the actual mater-

ials the student is using at the time difficulties occur.

The O. R. A. teacher's manual provided by the publisher contains little information which may be used for diagnostic purposes.[7] As the primary purpose of this reading program is to train the student in efficient, adult reading methods, a decided effort should be taken to reveal any problem area that might impede such progress. The diagnosis should be of a highly pragmatic and expedient nature. The writer has developed such a method based upon his experience in working with the O. R. A. Progress Charts which provide the comprehension, vocabulary and speed scores achieved by the student for each of twenty essays. Observation of over 500 Progress Charts has revealed that student's performances may be grouped into typical patterns. That is, students with common difficulties may be identified and in general benefit from common remedial activities. The instructional module, therefore, devotes major emphasis upon how to compute certain formulas and to recognizing these various learning patterns upon which the instructor can base his judgment to channel students through specific activities for the purpose of immediate remediation. These learning patterns are discussed and illustrated in detail in the training module.[8] Because of the wide range of abilities within a community college reading center, not every student falls into one of these patterns. In such cases the instructor has to exercise judgment as to the type of materials which might be needed. It is also the responsibility of the instructor to refer any student who exhibits a complex learning, physical, or emotional disability to the proper

professional for further testing and remediation.

The second function which is included in the training module concerns the counseling of the student. This module is restricted to assisting the student to achieve careful work habits as he progresses through the Student Record Book and to provide special activities which will assist him in transfering his newly acquired skills to materials other than those used in the O. R. A. program.

The Contents of the Training Modules

Each of the training modules has been designed to simulate the actual conditions as they might exist within the reading center of a community college. (See Appendixes E and F for copies of these modules.) The training tasks have been broken into small steps and each step follows a pattern: (1) the correct response is illustrated, (2) an incorrect response is demonstrated, (3) the trainee then practices using the skill which has just been taught, and (4) the module answer book is consulted to check the accuracy of the learning task. At the conclusion of the module, the trainee is administered a mastery test for the entire module.

The RX training module provides the trainee with an opportunity to listen to a student orally respond to the Test D items and to evaluate and judge the correctness of the response. For this purpose a cassette tape recording of a student taking the test is used to simulate the actual conditions under which the trainee would be performing. Instruction and practice is also provided in the use of the forms which are used to report

the test results. Provisions are included for learning to assign remedial exercises and for the administration of the post-test.

The O. R. A. training module provides instruction and practice in the computation of three formulas based upon typical student responses. Instruction is provided for diagnosing student progress based upon specific patterns of learning as deduced by the student's performance. Information concerning the type of remedial work to be assigned to the student is also included in the module package. The module concludes with instruction as to the type of materials to assign to the student to insure a transfer of his newly acquired skills to non-programmed texts.

Testing the Training Modules

Once the training modules were constructed, they were submitted to a two-part testing program in order to indicate the effectiveness of this type of a training procedure. The first trial utilized a one-to-one process as the trainee performed the learning tasks in the presence of the writer. Following minor revisions, it was administered to a larger group of trainees who performed their work without observation or assistance. The results of these field trials would then determine the feasibility of this training procedure as an effective training procedure for later inclusion in a complete training package to be tested by a larger representative group of trainees.

The individuals who worked on a one-to-one basis with the writer were not working in the reading center. One was an English

instructor at the college who had a Master's Degree and had taught for

approximately thirty-five years. He had no experience in working

through modular, self-programmed materials and became confused with

the self-instructional process. Consequently, the testing session was

aborted, and it was concluded that training of this nature should be used

with those having experience with self-instructional, programmed ma-

terials. Another candidate for this preliminary trial was a young elemen-

tary school teacher who had a B. A. degree and had taught two years.

He had had experience with programmed learning during his university

training. The other candidate was a high school reading teacher who had

an M. A. degree in education and had taught remedial reading for five

years. Both of these latter candidates successfully completed the training

modules with 95% accuracy. Except for minor typographical errors, no

difficulties were experienced, and it was decided to advance to the next

step for field trials with a group of persons who would complete the

modules without observation or help.

During the second phase of the testing procedure, controls were

established to assure that the trainees did not discuss the materials with

others. They used the materials on their own and were instructed to

study the modules as long as necessary and to attempt the mastery test

only when they were certain they had mastered the subject.

Once the training modules had been administered, the trainees

were observed in the reading center to determine if they were able to

put into practice in a satisfactory manner the tasks in which they had

been trained. One person who lived out of the state was not included in the final process.

Field Trial Trainees

The trainees who were used for the field trials were from a wide range of backgrounds similar to the type of individuals who might be expected to perform the same skills in a reading center.

Trainee A:

This participant was a Lake Michigan College student who had no teaching experience, nor had he taken any courses in the center. He was used as a sample of the type of a person who might be utilized as a student tutor. He tested the RX module only.

Trainee B:

One of the part-time instructors in the reading center who had experienced difficulty in managing the RX and the O.R.A. programs became another trainee. She had an M.A. degree in reading and had taught English and reading for nine years at a junior high school level. She tested both modules.

Trainee C:

Another part-time reading center instructor who had experienced difficulty in utilizing the O.R.A. program according to verbal directions. Until she tested the O.R.A. module she was not acquainted with the diagnostic method. She has an M.A. degree in reading and administration with two years teaching experience at the high school level and one

and a half years in the center at the college. She tested the O. R. A. module.

Trainee D:

A person who desired training for future part-time employment in the center was also a participant in the field trials. She had a B. S. degree in Business Education with two year's experience as a reading teacher's aide at the high school level. Some of the educational litera- ture refers to difficulties minority teachers encounter using standard English phonics because of their own ethnic speech patterns; therefore, it was considered useful to test a program such as the RX module which involves phonics with such a teacher. She also tested the O. R. A. module.

Trainee E:

This trainee had an M. A. degree in English and has had twelve years teaching experience in English in grades seven and eight. Because this trainee was a citizen of Jamaica, it provided an opportunity to test the O. R. A. training module on someone who was not a native of the United States.

Trainee F:

Another trainee who has a high school diploma was a Teacher's Aide in an out-of-state school reading-learning center for grades two to six. This provided an opportunity to test the RX module system entirely by mail.

This background information indicates the diversity of the trainees' education and experience. Only two of them had any graduate reading classes or experience in the reading center. None of them were

proficient in the center's management techniques and all required extensive training in the subject matter of these two experimental modules.

The Test Results of the Training Modules

The original proposal involved an investigation of the feasibility of training instructors in reading center management through the medium of self-instructional, programmed instruments. The criterion for the success of such a method would be the ability of the trainees to achieve a total score on the mastery test for each module of 90% or better. The criterion for the success of this training method uses Ofeish's 90/90 standard.[9] That is, 90% of those being instructed will achieve a score of 90%, or better, on the final mastery test for each module. It is predicted that validation of the test modules at this level will indicate that a variety of people should be able to perform at this same level of proficiency when using future training modules of this nature.

An examination of the results of each module mastery test provides an opportunity for further evaluation of this proposed training system as it relates to this initial trial.

The RX Module

Each of the performances required of the trainees, as given in Figure 12, page 96, relates to one of the performance objectives as given below:

Figure 6

RX TRAINING MODULE MASTERY TEST SCORES

Trainee	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Total
1	15	8	10	5	10	5	5	9	5	10	5	87
2	15	8	10	5	10	10	5	10	10	8	5	96
3	15	8	10	5	10	10	5	9	10	10	5	97
4	15	10	10	4	10	10	5	7	10	8	5	94
Possible Rights	15	10	10	5	10	10	5	10	10	10	5	100

The student will be expected to listen to tape recordings of students taking the RX test and perform the following functions at not less than 90% accuracy:

1. Check a form for items Passed and Failed.

2. Write a Prescription for the students for items failed.

3. Check a form for items Passed and Failed in the Post-Test.

4. Write a Prescription for any needed remediation following the Post-Test.

The student will be expected to prepare a tape recording giving a sample of a positive introduction to the RX test for a student.

According to the data given in Figure 12, page 96, 75% of the trainees either achieved or exceeded the 90% criterion established for the validity of its purpose. Trainee 1 is the only person who received a score slightly below 90%. An interview with this trainee revealed that the low scores in Questions 6 and 9 were caused by a lack of experience in the skill of filling out forms by this first year college student. Indications are that with additional practice given for filling out the forms required in these two sections, the trainee could improve his performance on the mastery test.

Difficulty was experienced by 75% of the trainees with question 2, which required listening to a tape in order to check student errors.

Interviews with these trainees revealed that the tape was not clearly

recorded and was a contributing factor to the lower scores. A similar

difficulty occured in the tapes for questions 8 and 10.

The other test items were passed at a satisfactory level. As

a further verification of the effectiveness of the training process, five

of the trainees were observed as they administered the RX Test D to

students in the reading center. The trainees were able to satisfactorily

apply the skills covered by the module. It may be concluded that the

proposed self-instructional training system presents a promising tech-

nique for training reading center instructors in tasks similar to those

represented by this module, subject to revision and further testing.

Revisions in the RX Module

Based upon the results reported and interviews with the trainees,

the following revisions should strengthen the effectiveness of this module:

Questions 2, 8 and 10: The tasks represented by these

items were tape recordings simulating an actual student

performance. It is believed that some of the difficulties

encountered were caused by imperfect recordings. The

trainees each suggested that more samples should be pro-

vided within the training module itself to provide more

extensive practice with this type of material. This sug-

gestion should be considered when this work is revised

for future work in order to provide the trainees with

more opportunities to hear different voices and with

a variety of ethnic speech patterns.

Questions 6 and 9: There were some errors in the

way in which the forms used for these questions were

printed in the mastery test. It is believed that if there

were a greater compatibility between the way in which

the forms in the test are printed with the actual train-

ing module, one source of confusion that occurred

would be eliminated.

It will be necessary to revise this set of materials and the mas-

tery test, and then submit them to further testing with a larger sample

group.

The O. R. A. Module

Each of the performances required of the trainees as given in

Figure 13, page 100, relates to one of the performance objectives as

given below:

Upon completion of this module the student should be able

to demonstrate with 90% accuracy how to successfully

guide a student through the 20 essays of the O. R. A. Read-

ing Program by performing the following specific skills:

1. Demonstrate an ability to compute the Compre-

hension Rate (CR).

2. Demonstrate an ability to compute the Compre-

Figure 7

O.R.A. TRAINING MODULE MASTERY TEST SCORES

Trainee	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Total
1	10	10	9	10	10	10	10	10	10	10	99
2	5	10	10	10	10	10	10	10	10	10	95
3	8	10	10	9	8	10	10	10	7	10	92
4	8	10	10	9	10	9	10	7	7	10	90
Possible Rights	10	10	10	10	10	10	10	10	10	10	100

hension Improvement Formula (CI).

3. Demonstrate an ability to compute the Optimum Reading Achievement Level (ORAL) at essay 10.

4. Demonstrate an ability to recognize the essential elements to be contained in a diagnostic student conference at essays 1, 6 and 10.

5. Demonstrate an ability to recognize specific Patterns of Learning at essays 6 and 10 as revealed by a Checklist Chart.

6. Demonstrate an ability to provide training recommendations for students who exhibit specific Patterns of Learning at essays 6 and 10.

7. Demonstrate an ability to prescribe training materials for a transfer of speed skills to non-O. R. A. materials. This will also require listing the basic elements of these training materials.

Each of the trainees achieved the 90% criterion with 65% scoring above 90%. Question 1 tested Step 3 in the module and will require a revision as it apparently was not clearly defined in either the module or the mastery test. Some difficulty was encountered in questions 4 and 9, and during interviews with the trainees it was suggested that in the future more examples of the learning patterns would be of assistance. All other test items were passed at a satisfactory level. To further verify the effectiveness of the training, the trainees were observed as they admin-

istered the O. R. A. reading program and were able to satisfactorily apply the skills covered by the module. It may be concluded that the proposed self-instructional training system presents a promising technique for training reading center instructors in tasks similar to those represented by this module, subject to revision and further testing.

Revisions in the O. R. A. Module

Question 1: This item tested Step 3 in the training module. An analysis of the mastery test item revealed there were many multiple answers possible which were confusing to the trainees. It would also be a stronger training lesson if both the module and the mastery test used sample tape recordings for training and for testing of the initial conference demonstration.

Questions 4 and 9: The original training module provided only one sample for each type of learning pattern used for the diagnostic section. Interviews with the trainees revealed this was not enough practice materials for them to acquire mastery of these principles at a high confidence level. Any future revision of this module will necessitate more such practice material for the learning patterns.

It will be necessary to revise this set of materials and the mastery test and then submit it to further testing with a larger sample group.

Summary

It was the object of this part of the study to investigate the feasibility of using a method of training instructors in the management techniques of a community college reading center which would eliminate the time consuming and inefficient one-to-one, individual training system which had been used. For this purpose experimental materials were constructed for two segments of the curriculum utilizing self-instructional, programmed modules. The training modules were then tested in two steps. The first step consisted of a one-to-one trial individually administered by the writer. The second step consisted of a limited field trial with a small group of trainees. These tests were conducted to simulate the actual proposed conditions under which such modules might be used in the future and in other settings. The criterion for the success of this training would be achieved if 90% of those being instructed achieved a score of 90%, or better, on the final mastery test for each module.

A group of six trainees were selected who were believed to be representative of the target population. The results of the completed test data from the field trials indicates that the trainees had mastered the objectives of the training module as predicted by the 90/90 criterion for success. Observations were conducted as the trainees worked with students in the reading center. The trainees were able to successfully apply what they had learned from the training modules. It appears that

this self-instructional, programmed system is a promising method for training reading center managers in tasks similar to those represented by the experimental modules.

Through interviews and an analysis of the results of the module tests, data was gathered for future revisions of the materials. Information is now available for the preparation of other modules for the balance of the reading center curriculum. Once the balance of the modules is constructed, they will be tested and researched with a larger population to assure the effectiveness of the total training system.

Footnotes

[1] Eldon E. Ekwall and Lowell D. Oswald, RX Teacher's Manual, (Glenview, Ill.: Psychotechnics, Inc., 1971),

[2] Thomas F. McDonald, and Gary B. Moorman, "Criterion Referenced Testing for Functional Literacy", Journal of Reading, 17 (Feb. 1974), pp. 363-6.

[3] A copy of Test D is in Appendix E. The RX training module is in Appendix E.

[4] The O. R. A. training module is in Appendix F.

[5] Walter L. Powers, Jack D. Felger, and Karen A. Scheeter, A Program Management Manual for the Rate and Rhythm Series, (Glenview, Ill.: Psychotechnics, Inc., 1973).

[6] The performance objectives for the O. R. A. training module are listed in Chapter IV, pp. 99-101, of this study.

[7] The writer has written a Student Record Guide for the O. R. A. reading program, a copy of which is located in Appendix F. The procedures and Progress Chart referred to are a part of this especially developed student workbook.

[8] The O. R. A. training module is in Appendix F.

[9] Paul A. Friesen, Designing Instruction: A systematic or "Systems" Approach Using Programmed Instruction as a Model, (Cal.: Miller Pub. Co., a div. of Educulture, Inc., 1973), pp. 28-9.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study has determined that successful reading instruction for the adult student is based upon principles which differ from the analytical methods utilized to teach the pre-college student. These more effective principles are an inherent part of the process since the adult reads in a flowing manner across the page; assimilating ideas from phrases and sentences in a smooth manner. Adult students who are not fluent and efficient in their reading may be trained to achieve such skills through an organized, sequentially programmed process. The principles upon which reading center instruction for the adult student should be based are summarized below.

The Perceptual Environment Principle involves a process in which the student already possessing the basic skills of reading is provided advanced perceptual training utilizing a simulated visual mode. The thrust of the training is to eliminate extensive analysis and verbalization by simulating the reading act in an accelerated process. By such training the student improves his perceptual cognition and thereby

106

sharpens the accuracy of his mental faculties. In order for the adult to achieve fluent, efficient reading skills, the congruent skills of perception and comprehension must also be mastered. Because the comprehension of ideas as represented by the written word is equated with an enriched, fluent vocabulary, the teaching of vocabulary should be included in the accelerated perceptual training techniques.

The Skill Learning Principle involves a process in which the student who already possesses the basic skills of reading begins his training at a level at which he reads successfully and practices mastered skills under controlled conditions using intensive perceptual training. As the student becomes fluent at his entry level and the skill becomes a successful habit, the speed and level of difficulty of the materials are increased. Should a student's performance indicate a need for training in other skills, it is provided. When necessary, certain skills may be re-taught, followed by extensive practice. The skill training proceeds in an upward spiral of difficulty until the student achieves his potential. Once the skills are learned, provisions should be made for a transfer of such skills from programmed lessons to a wide variety of reading materials to assure their maintenance after the immediate training ceases.

The transmission of the Principles of a Perceptual and a Skill Learning Environments to the students requires carefully organized instruction to meet individual needs. Such a method utilizes the systems approach, which is an orderly, cohesive method for managing the

reading center curriculum. This approach is facilitated through the
construction of flow charts which map the terrain and provide for the
various paths which a student may follow from his entrance into the
center until his exit. Flow charts diagram in a step-by-step manner
how the student proceeds through the training process, including the
possible alternate programs needed to meet individual differences.

It is upon such principles that an organization embodying the
above principles has been developed in a community college reading
center whose students are typical in the diversity of their abilities,
needs and interests. The center uses modular learning programs by
means of which the students are taken through a variety of materials
in a self-instructional manner. The student is sequentially instructed
through an upward-spiral of skills. Flexibility of hours, of materials
and of instruction provide for the needs of the diverse student popula-
tion ranging from the recent high school graduate to the business and
professional people of the surrounding community.

Once the re-organization of the reading center is effected, it
becomes necessary to train additional instructors in its management
practices. As no such training program is available, an experimental
system has been devised for the RX testing and the O. R. A. reading
programs, in order to test the effectiveness of the method. The train-
ing technique involved the construction of two programmed, self-instruc-
tional modules. Trainees considered to be representative of the target
population were selected to test the training systems.

Conclusions

The first objective of this study was concerned with an investigation of the principles upon which the teaching of reading for the adult student should be based, and then to study the application of such principles as to their effectiveness and replicability. A community college reading center was reorganized based upon the Principles of the Perceptual and Skill Learning environments using a systems approach. A statistical comparative study of the effectiveness of this student-centered milieu was compared with the previous, teacher-oriented, analytical method covering a three year period for each. From this comparative study it is concluded that the present system significantly improves the students' reading comprehension, vocabulary, reading speed, and the total percentage of improvement over those of the previous method.

The second objective of this study was to investigate the feasibility of using a system for training instructors in the management of techniques of a community college reading center that were different from the one-to-one teaching method. A self-instructional, modular teaching technique was designed for two areas of the curriculum. Based upon the reported trials, the trainees were able to successfully demonstrate their ability for learning the management methods tested. Therefore, it is concluded that the self-instructional, programmed, modular system is a feasible system for effectively training reading center managers in tasks similar to those represented by the experimental modules.

Recommendations

Based upon the findings of this study the following suggestions are made for further research relating to the operation of the reading center:

1. A longitudinal study should be instituted within the same reading center to determine the instructional implications and effectiveness of the system as it relates to students of various ethnic origins and ability levels.

2. Further studies should be undertaken to determine the implications and effectiveness of the findings of this study as they apply to the practical implementation of this system to other community college reading centers.

3. A study should be instituted to determine to what extent the findings of this study would apply to a practical implementation of this system to junior and senior high school reading centers.

In relationship to the findings of this study as it relates to the experimental, self-instructional modular system of training instructors in the management of a reading center, the following recommendations are proposed:

1. A complete training system for each section of the reading center curriculum should be designed consisting of the following modules:

    a. The Principles of a Perceptual and a Skill Learning Environments.

    b. Counseling Techniques for Student-Instructor Conferences.

    c. The Management of Vocabulary Programs

        (1) Tachistiscopic Training

        (2) General Vocabulary Enrichment

    d. The Management of the R. X. Program

    e. The Management of the O. R. A. Program

    f. The management of alternate programs

        (1) for those not ready for reading-at-rate

        (2) for special enrichment of highly skilled readers

        (3) for transfer training

        (4) for business and professional students

2. The complete learning package should then be submitted to extensive testing as to its effectiveness with a large number of trainees representing the target population.

3. Following the validation of such a package, it should then be made vailable for general use as a preparation for those instructors who manage reading centers.

It is believed that this study has proposed numerous needed methods for the individualized, self-instructional teaching of students and reading center instructors which should contribute toward the improvement and enrichment of the reading skills of the adult students who are being educated by the community college. There is a need in today's society for adults who can read skillfully and with meaning in order to enhance not only their employment opportunities, but to provide insights into society's problems and to provide increased recreational opportunities which reading can supply. The major intent of this study is that the basic principles upon which the reading center should be based and the techniques which have been found effective will benefit reading instructors who are assisting students who desire to improve their total reading skills in future years.

BIBLIOGRAPHY

Batchelder, Arthur J. Student Record Book: for the Optimum Reading Achievement Program. New Carlisle, Ind.: Executives Services, 1975.

Betts, Emmett Albert. Foundations of Reading Instruction. New York: American Book Co., 1946.

Bond, Guy L., and Tinker, Miles A. Reading Difficulties: Their Diagnosis and Correction. New York: Appleton, 1957.

Brown, Eric. "The Bases of Reading Acquisiton." Reading Research Quarterly VI, 1 (Fall 1970), 71-72.

Crews, Ruthellen. "More Myths on the Teaching of Reading." Journal of Reading, 15 (March 1972), 411-414.

Educational Technology Publications. Educational Technology Reviews Series, Number Ten, Using Programmed Instruction. New Jersey: Educational Technology Publications, 1973.

Ekwall, Eldson E., and Oswald, Lowell D. RX Teacher's Manual. Glenview, Ill.: Psychotechnics, Inc., 1971.

Ellson, D. G., et al. "Programed Tutoring: A Teaching Aid and a Research Tool," Reading Research Quarterly, 1 (Fall 1965), 77-127.

Erickson, Michael E. "Test Sophistication: An Important Consideration," Journal of Reading, 16 (Nov. 1972), 140-144.

Espich, James E., and Williams, Bill. Developing Programmed Instructional Materials, Calif.: Lear Siegler, Inc., Fearon Publishers, 1967.

Friesen, Paul A. Designing Instruction. Calif.: Miller Publishing Co., division of Educulture, Inc., 1973.

Gagne, Robert M. The Conditions of Learning, 2d ed. N.Y.: Holt, 1970.

Geyer, John J. "Models of Perceptual Processes in Reading" in Theoretical Models and Processes of Reading, ed. Singer, Harry, and Ruddell, Robert B. Delaware: International Reading Association, 1970, 47-94.

Gibbons, Maurice. Individualized Instruction: A Descriptive Analysis. New York: Teachers College Press, 1972.

Gray, William S. On Their Own in Reading: How to Give Children Independence in Analyzing New Words. Ill.: Scott, Foresman, 1960.

Harless, J. H. "A Technology of Performance Problem Solving." in The Educational Technology Review Series, Number Ten, Using Programmed Instruction. Englewood Cliffs: Educational Technology Publications, 1973, 1-3.

Holmes, Jack A. "Basic Assumptions Underlying the Substrata-factor Theory." Reading Research Quarterly, 1 (Fall 1965) 5-28.

Jeffers, Pearl B. "Guidelines for Junior High Reading Programs." Journal of Reading, 15 (Jan. 1972) 264-266.

Johnson, Rita B., and Johnson, Stuart R. Assuring Learning with Self-Instructional Packages or Up the Up Staircase. Self Instructional Packages, Inc., 1973.

Karlin, Robert. Teaching Reading in High School. Indianapolis: Bobbs-Merril Co., Inc., 1964.

Kline, Lloyd W. "Five Sites in Search of the Word," Journal of Reading, 17 (March 1974), 44-452.

Krathwohl, David R., et al. Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook II: Affective Domain. New York: David McKay Co., Inc., 1964, rpt. 1971.

Ladd, Eleanor. "Vocabulary Development," Journal of Reading, 26 (Dec. 1972), 312-313.

Lake Michigan College, The President's Report - 74. Benton Harbor, Mich.: Lake Michigan College, 1974.

Lapp, Diane. The Use of Behavioral Objectives in Education. Delaware: The International Reading Association, 1972.

Livingston, Howard F. "What the Reading Test Doesn't Test - Reading." Journal of Reading, 15 (March 1972), 402-410.

Mager, Robert F. Preparing Instructional Objectives. Calif.: Fearon Publishers, Inc., 1962.

Maltz, Maxwell. Psycho-Cybernetics. Prentice-Hall, rpr. N.Y.: Pocket Books, 1969.

Manson, L. H. "Tests are Only Tools." Journal of Reading, 15 (March 1972), 439-440.

Mason, George E., and Palmatier, Robert A. "Preparation of Professionals in Reading," Journal of Reading, 16 (May 1973), 637-640.

McDonald, Thomas F., and Moorman, Gary B. "Criterion Referenced Testing for Functional Literacy," Journal of Reading, 17 (Feb. 2974), 363-366.

Millman, Jason. "Criterion Referenced Measurement: an Alternative," Journal of Reading, 26 (Dec. 1972), 278-281.

Niles, Olive Stafford. "Behavioral Objectives and the Teaching of Reading," Journal of Reading, 16 (Nov. 1972), 104-110.

Palmatier, Robert A. "A Notetaking System for Learning," Journal of Reading, 17 (Oct. 1973), 36-39.

Powers, Walter L., and Felger, Jack D. "The Development of the Rate and Rhythm Concept and Program of Upper Elementary Reading Instruction," Ph. D. diss., Walden University, 1973.

Powers, Walter L. From a Seminar conducted at Wichita State University, Wichita, Kansas held June 4-8, 1973, tape recorded and transcribed in typewritten form by A. J. Batchelder.

Powers, Walter L. "The Development of the Optimum Reading Achievement Concept and Program of Secondary Reading Instruction," diss. Butler University, 1967.

Powers, Walter L., et al. Optimum Reading Achievement Series, Levels I, II, and III. Chicago: Psychotechnics, Inc. 1966 and 1967.

Ranson, Grace A. "Criterion Referenced Tests - Let the Buyer Beware!," Journal of Reading, 26 (Dec. 1972), 282-285.

Robl, Richard M., et al. Preparing Instruction to Implement Objectives. Stillwater, Okla.: Oklahoma State University, 1972.

Ross, Elinor P. and Roe, Betty D. "Collegians Contract for Reading," Journal of Reading, 17 (Oct. 1973), 40-43.

Samuels, S. Jay. "Success and Failure in Learning to Read: a Critique of the Research," Reading Research Quarterly VIII, 2 (Winter 1973), 203-234.

Schell, Leo M. "Promising Possibilities for Improving Comprehension," Journal of Reading, 15 (March 1972), 415-424.

Singer, Harry. "A Developmental Model for Speed of Reading in Grades Three Through Six," Reading Research Quarterly I, (Fall 1965), 29-49.

Singer, Harry. "Theoretical Models of Reading: Implications for Teaching and Research," in Theoretical Models and Processes of Reading, ed. Singer, Harry, and Ruddell, Robert B. Delaware: International Reading Association, 1970, 147-182.

Skinner, B. F. The Technology of Teaching. New York: Appleton, 1968.

Smith, Frank, et. al. "The Independence of Letter, Word, and Meaning Identification in Reading," Reading Research Quarterly, 6 (Spring 1971), 394-415.

Smith, Henry P., and Dechant, Emerald V., Psychology in Teaching Reading. Englewood Cliffs: Prentice-Hall, 1961.

Stolurow, L. M. "Implications of Current Research and Future Trends," Journal of Educational Research, 1962, 251.

Twining, James E. "Content Area Reading Skills and the Community-Junior College," Journal of Reading, 15 (Feb. 1972), 347-350.

U. S. Civil Service Commission, Bureau of Training. Programmed Instruction: A Brief of its Development and Current Status. Training Systems and Technology Series No. III, Pamphlet T-12, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, 1970.

Veatch, Jeannette. Individualizing Your Reading Program. New York: Putnam's Sons, 1959.

Walbesser, H. H., et. al. Constructing Instruction Based on Behavioral Objectives. Stillwater, Okla.: Engineering Publications, Divison of Engineering, Oklahoma State University, 1971.

Wanat, Stanley F., ed. Graduate Programs and Faculty in Reading. Delaware: International Reading Association, 1973.

Wilson, S. R., and Tosti, D. T. Learning is Getting Easier. Calif.: Individual Learning Systems, Inc., 1972.

Zintz, Miles V. Corrective Reading. Iowa: Wm. C. Brown Co., 1966.

118

APPENDIX A

TABLE 1

LAKE MICHIGAN COLLEGE -- STUDENT PROFILE DATA SHEET

PLEASE PLACE THE APPROPRIATE LETTERS AND NUMBERS IN THE BOXES PROVIDED FOR THE ITEMS LISTED BELOW.

1. SOCIAL SECURITY NUMBER

2. LAST NAME

3. FIRST NAME

4. MIDDLE INITIAL

BIRTHDAY
MONTH DAY YEAR

5. AGE

6. SEX
1. MALE
2. FEMALE

7. MARITAL STATUS
1. SINGLE
2. MARRIED
3. DIVORCED
4. WIDOWED

8. ARE YOU A VETERAN OF THE UNITED STATES ARMED FORCES?
1. YES
2. NO

9. WHAT HIGH SCHOOL DID YOU ATTEND? (SEE KEY ON BACK OF THIS PAGE)

10. 1 9 __ __ **YEAR OF HIGH SCHOOL GRADUATION**

11. CLASS STANDING AT LAKE MICHIGAN COLLEGE
1. 0-27 SEMESTER HOURS OF COLLEGE CREDIT (PRIOR TO THIS ENROLLMENT)
2. 28 OR MORE SEMESTER HOURS OF COLLEGE CREDIT (PRIOR TO THIS ENROLLMENT)

12. ACADEMIC DISCIPLINE (SEE KEY ON BACK OF THIS PAGE)

13. RACE
1. AMERICAN INDIAN
2. BLACK
3. CHICANO
4. ORIENTAL
5. WHITE
6. OTHER _____

14. EDUCATIONAL EXPERIENCE
1. FIRST TIME IN COLLEGE
2. RETURNING TO L.M.C.
3. TRANSFER FROM ANOTHER COLLEGE

15. CREDIT HOURS THIS SEMESTER
1. 1 - 7
2. 8 - 11
3. 12 OR MORE

16. HOW LONG HAVE YOU LIVED IN BERRIEN COUNTY OR COVERT TOWNSHIP?
1. LESS THAN 6 MONTHS
2. 6 MONTHS OR MORE
3. DO NOT LIVE IN BERRIEN COUNTY OR COVERT TOWNSHIP

17. ARE YOU A PERMANENT RESIDENT OF THE UNITED STATES?
1. YES
2. NO _____ (COUNTRY)

18. RESIDENCE
1. WITH PARENTS
2. APARTMENT OR ROOM RENTAL/TRAILER
3. MAINTAIN OWN HOME
4. WITH RELATIVES
5. OTHER _____

19. MOST IMPORTANT REASON FOR SELECTING LAKE MICHIGAN COLLEGE
1. PREPARATION FOR SKILL OR TRADE
2. INCREASE ABILITY IN PRESENT WORK
3. PREPARATION FOR TRANSFER
4. PERSONAL GROWTH AND DEVELOPMENT
5. OTHER _____

20. HOW MANY HOURS ARE YOU EMPLOYED PER WEEK?
1. NONE
2. 1-9
3. 10-19
4. 20-29
5. 30-39
6. 40+

21. WHAT PERSON WAS MOST INFLUENTIAL IN HELPING YOU DECIDE WHERE TO GO TO COLLEGE?
1. COUNSELOR
2. EMPLOYER
3. FRIEND
4. SELF
5. PARENT OR RELATIVE
6. COLLEGE REPRESENTATIVE

22. WHAT WAS THE MOST IMPORTANT REASON FOR SELECTING L.M.C.?
1. COST
2. CLOSE TO HOME
3. OPEN ADMISSION
4. CLASS SIZE
5. REPUTATION
6. BEST PROGRAM FOR CAREER

23. FATHER'S EDUCATION
1. LESS THAN HIGH SCHOOL
2. LESS THAN HIGH SCHOOL GRADUATION
3. HIGH SCHOOL GRADUATE
4. TWO (2) YEAR DEGREE
5. FOUR (4) YEARS OF COLLEGE
6. OTHER _____

24. MOTHER'S EDUCATION
1. LESS THAN HIGH SCHOOL
2. LESS THAN HIGH SCHOOL GRADUATION
3. HIGH SCHOOL GRADUATE
4. TWO (2) YEAR DEGREE
5. FOUR (4) YEARS OF COLLEGE
6. OTHER _____

25. YOUR FUTURE PLANS
1. ASSOCIATE DEGREE, THEN TRANSFER
2. ASSOCIATE DEGREE, BUT NOT TRANSFER
3. TRANSFER, BUT NOT EARN ASSOCIATE DEGREE AT LAKE MICHIGAN COLLEGE
4. COMPLETE CERTIFICATE PROGRAM
5. NONE OF THE ABOVE: TAKING INDIVIDUAL COURSES.

TABLE 1

H I G H   S C H O O L

(USE TO ANSWER QUESTION NUMBER 9)

01 BENTON HARBOR	06 COLOMA	11 L.C. MOHR	16 NILES
02 BERRIEN SPRINGS	07 COVERT	12 LAKE MICHIGAN CATHOLIC	17 RIVER VALLEY
03 BRANDYWINE	08 EAU CLAIRE	13 LAKESHORE	18 ST. JOSEPH
04 BRIDGMAN	09 GALIEN	14 MICHIGAN LUTHERAN	19 WATERVLIET
05 BUCHANAN	10 HARTFORD	15 N.W BUFFALO	20 OTHER

A C A D E M I C   D I S C I P L I N E

(USE TO ANSWER QUESTION NUMBER 12)

BUSINESS ADMINISTRATION & SECRETARIAL SCIENCE
BUSINESS ADMINISTRATION 150
  ACCOUNTING 110
  ECONOMICS 013
  MARKETING AND RETAIL SALES 130
  MANAGEMENT TRAINEE 131
SECRETARIAL SCIENCE 140
  CLERICAL ASSISTANT 141
  CLERK – TYPIST 142
  CLERICAL 143
  EXECUTIVE SECRETARY 144
  GENERAL BUSINESS ASSISTANT 145
  LEGAL SECRETARY 146
  MEDICAL SECRETARY 147
  SECRETARY 148
  STENOGRAPHER 149

CONTINUING EDUCATION
  COMMUNITY SERVICE COURSES 515
  I P P S COURSES 517

ENGLISH LANGUAGE AND LITERATURE
  ENGLISH................................. 041
  FOREIGN LANGUAGE 042
  PHILOSOPHY 022

HEALTH SCIENCES
  ASSOCIATE-DEGREE-NURSING 210
  CERTIFIED MEDICAL OFFICE ASSISTANT 222
  DENTAL ASSISTANT 230
  MEDICAL LABORATORY TECHNICIAN 220
  PRACTICAL NURSING 211
  RADIOLOGIC TECHNOLOGY................... 221

LIBERAL ARTS 040

MASS COMMUNICATIONS AND FINE ARTS
  ART 031
  DRAMA 046
  JOURNALISM.............................. 044
  MUSIC................................... 035
  RADIO BROADCASTING...................... 045
  SPEECH 043

MATHEMATICS AND SCIENCE
  BIOLOGY 061
    CONSERVATION 090
    FORESTRY 081
    MORTUARY SCIENCE 082
  CHEMISTRY 064
  PRE – PHARMACY 087
  ENGINEERING 310
  MATHEMATICS 052
  PHYSICAL SCIENCE........................ 063
  PHYSICS 065

PRE – PROFESSIONAL 083

SOCIAL SCIENCE
  GEOGRAPHY 023
  HISTORY 021
  POLITICAL SCIENCE 014
  PSYCHOLOGY 012
  SOCIOLOGY 011
  TEACHER EDUCATION...................... 070
  TEACHER AIDE 077

TECHNOLOGIES AND VOCATIONAL
  APPLIANCE SERVICE TECHNOLOGY 370
  APPRENTICE TRAINING (INDUSTRIAL) 380
                      (CARPENTERS) 382
                      (PLUMBERS).......... 383
  AUTOMOTIVE TECHNOLOGY................... 340
  INDUSTRIAL ARTS 073
  INDUSTRIAL TECHNOLOGIES
    DRAFTING AND DESIGN 320
    ELECTROMECHANICAL 360
    ELECTRONICS 330
    MANUFACTURING 350
    METALLURGICAL 361
  MANAGEMENT TECHNIQUES 374
  LAW ENFORCEMENT 385
  FIRE PROTECTION 387
  CORRECTION – PAROLE – PROBATION 386
  COURT MANAGEMENT 388
  INDUSTRIAL SECURITY AND PUBLIC SAFETY .. 389

UNDECIDED 400

Table 2

DISTRIBUTION OF
L. M. C. STUDENT BODY
AMONG VARIOUS
AGE GROUPS
FALL 1974

Mean Age: 26. 6 years
Median Age: 24. 6 years
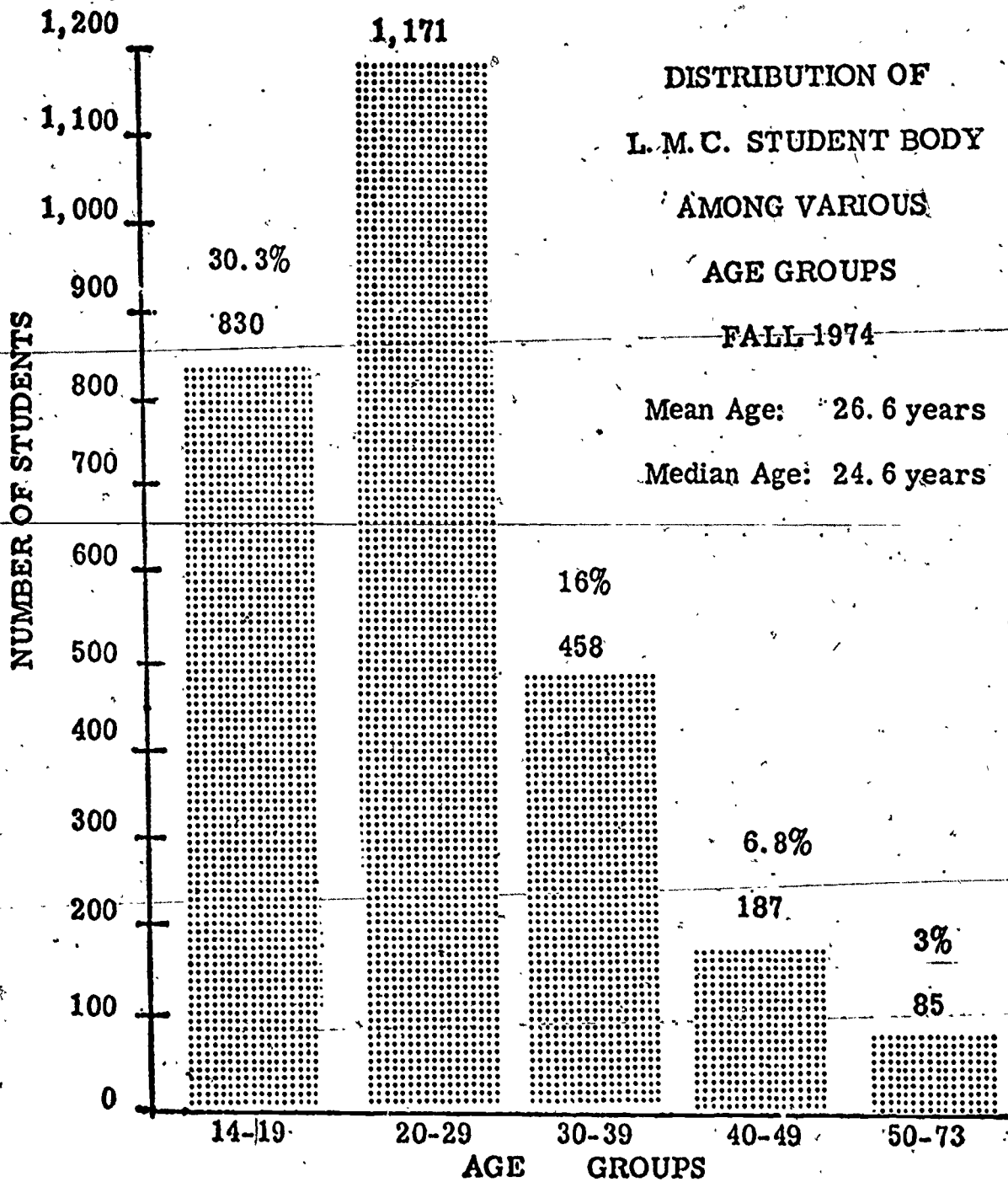
Table 3

DISTRIBUTION OF L. M. C. STUDENT BODY

AMONG VARIOUS RACES, FALL 1974

RACE	MALE	FEMALE	TOTAL
White	45.1%	36.8%	81.8%
Black	6.5	9.4	15.9
American Indian	.4	.3	.7
Chicano	.3	.1	.4
Oriental	.1	.2	.3
Other	.4	.3	.7

Note: Expressed as % of those reporting. Percentages have been rounded to nearest tenth, therefore totals do not total 100%.

Table 4

DISTRIBUTION OF L. M. C. STUDENT BODY

BASED UPON EDUCATIONAL EXPERIENCE

FALL 1974

EXPERIENCE	MALE	FEMALE	TOTAL
First time in college	18.6%	20.5%	39.1%
Returning to L. M. C.	29.2	21.8	51.0
Transfer to L. M. C.	5.2	4.7	9.9

Table 5

DISTRIBUTION OF L. M. C. STUDENT BODY

BASED UPON REASON FOR

SELECTING L. M. C., FALL 1974

REASON	MALE	FEMALE	TOTAL
Skill or trade	15.9%	15.1%	31.0%
Increase ability in work	11.3	8.3	19.6
Preparation for transfer	13.0	10.6	23.6
Personal growth	10.3	11.4	21.7
Other	2.4	1.7	4.1

Table 6

DISTRIBUTION OF L. M. C. STUDENT BODY

BASED UPON CREDIT HOURS CARRIED

FALL 1974

HOURS	MALE	FEMALE	TOTAL
1-7 Hours	30.4%	26.0%	56.4%
8-11 Hours	5.9	4.1	10.0
12 or more Hours	16.6	17.0	33.6

124

APPENDIX B

Table 7. - Range of Comprehension Improvement
of Students for the Systems Approach,
1972-75 as Instituted by A. J. Batchelder

Table 7

RANGE OF COMPREHENSION IMPROVEMENT OF STUDENTS

FOR THE SYSTEMS APPROACH, 1972-75

AS INSTITUTED BY A. J. BATCHELDER

Percentage of Improvement	No. of Students	% of Total
Below 25	21	5.2
26 - 50	30	7.4
51 - 75	66	16.4
76 - 100	45	11.2
101 - 125	48	11.9
126 - 150	36	8.9
151 - 175	47	11.7
176 - 200	26	6.5
201 - 225	19	4.7
226 - 250	13	3.2
251 - 275	10	2.5
276 - 300	6	1.5
301 - 325	7	1.7
326 - 350	3	.7
351 - 375	5	1.2
376 - 400	4	1.0
401 - 425	2	.5
426 - 450	1	.2
451 - 475	0	.0
476 - 500	3	.7
501 and above	11	2.7

APPENDIX C

Student Assignment Form for Program 1

Student Assignment Form for Program 2

Student Assignment Form for Program 3

Class Schedule for Spring-1976

Class Descriptions - L. M. C. Catalog

Student Assignment Form for Program 1

Name:_____ Section_____ Course_____ Date_____ PROGRAM 1

INDIVIDUAL CONTRACT

Start No.	Bonus By.	End No.	Bonus? Y N	No. Hrs.	Unit No.	Module No.	Name of Materials
					1.	1	The RX Program
					2	16	Radio Reading Cards and Tapes No. 1
					3	17	Radio Reading Cards and Tapes No. 2
					6	9	Discovery Spelling Film Set 4
					7	10	Discovery Spelling Film Set 5
					8	11	Discovery Spelling Film Set 6
					9	12	Discovery Spelling Film Set 41
					10	13	Discovery Spelling Film Set 42
					11	53	Listen and Read Tapes HP
					14	63	NewsRead Reports and Tapes

Student Assignment Form for Program 2

Name_____Section_____·____Course_____Program 2 VOCABULARY

STUDENT CONTRACT

DONE	Module No.	Name	Special Directions
	2	Multi-Level Films	
	3	Basic Sight Words	
	4	Words & Phrases VC6	
	5	Words & Phrases VC7	
	6	Words & Phrases VC8	
	7	Vision Training Program	
	26	Lang. Mas. Voc.-Purdue I	
	27	Lang. Mas. Voc.-Purdue II	
	28	Lang. Mas. Voc.-Purdue III	
	29	Lang. Mas. Voc.-O.R.A. I	
	30	Lang. Mas. Voc.-O.R.A. II	
	31	Lang. Mas. Voc.-O.R.A. III	
	32	Lang. Mas. Voc.-Impr. Comp.	
	15	Advanced Numbers	
	46	College Vocabulary	
	47	Using the Thesaurus	
	75	Wordcraft No. 1	
	76	Wordcraft No. 2	
	77	Wordcraft No. 3	
	78	Bergan Evans Vocabulary	
	79	How To Build Vocabulary	
	80	Lang. Mas. Vocab. in Context	
	81	Vocal. Tape for Newsread	
	82	Vocab. in Subject Area	
	83	Lang. Mas. Vocab. II	
	84	Lang. Mas. Vocab. III	

Student Assignment Form for Program 3

Name:_____ Section No._____ Course No._____ Date_____

DIRECTIONS:

You should try to work on 3 different Modules each period. As you finish each
Module, see the Instructor. In some assignments you are expected to see the
Instructor while you work on the Module, this sheet tells you when. Follow
all directions correctly, or you may have to do the work over. Modules
circled as a group count as 1 Module toward your grade requirement.

Module No.	Name of Materials	No. of Films	Additional Directions
4	Words & Phrases	20	
5	Words & Phrases	20	
6	Words & Phrases	20	
8	Span of Perception	20	
14	Rate & Rhythm	6	(Essays 1,2,15,16,17,18)
20,26	Purdue I & Language Master	12	(See Instr. after E1,7,12)
21,27	Purdue II & Language Master	16	(See Instr. after E1,10,16)
22,28	Purdue III & Language Master	16	(See Instr. after E1,10,16)
23,29	O.R.A. I &Language Master	20	(See Instr. after E1,6,10,20
24,30	O.R.A. II & Language Master	20	(See Instr. after E1,6,10,20
25,36	O.R.A. III & Language Master	20	(See Instr. after E1,6,10,20
34	Rate Comprehension Check Tests		(Blue)
35	Rate Comprehension Check Tests		(Green)
36	Rate Comprehension Check Tests		(Orange)
37	Rate Comprehension Check Tests		(Red)
38	Rate Comprehension Check Tests		(Purple)
39	Readings in Business Materials		
40	Readings in Technical Materials		
41	Readings for the Dentist		
42	Readings for the Doctor		
43	Readings for the Lawyer		
44	Reading for Law Enforcement Officers		
45	McCall-Crabb Test Lessons		
47	Thesaurus Tapes		
48	Speed Reading in Books		
51	How to Survive in College Tapes & Book		
54	Sack-Yourman Speed Reading		
55	Speed Reading Tapes		
56	Technique of Listening Tapes		
57	Memory Span Tapes		
59	Reading Line Lab		
60	Learn, Book 1		
61	Learn, Book 2		
62	Learn, Book 3		
65	Quest Study Textbook		
66	How to Read the Sciences		
67	How to Read the Humanities		
68	How to Read Social Studies		
70	Alarm Clock Reading		(Outside speed work)
71	Memory Training Program		
77	Wordcraft 3 Vocabulary		(50 or 100 words)
78	Bergen Evans Vocabulary		(100 words)

Class Schedule for Spring-1976

READING

CLASSES FOR DAY STUDENTS TO BE ARRANGED. REGISTER AS USUAL, THEN GO TO ROOM B202 WHEN CLASSES START AND SIGN UP FOR CLASS HOURS. 1 CR. = 2 HRS. PER WEEK FOR 8 WEEKS, 2 CR. = 2 HRS. PER WEEK FOR 17 WEEKS, 3 CR. = 3 HRS. PER WEEK FOR 17 WEEKS, AND 4 CR. = 4 HRS. PER WEEK FOR 17 WEEKS.

4701	POWER STUDY	*091	1		A CONVENIENT TIME	B202
					ARRANGED BY IN-	
4702	SUPER SPEED READING I	*093	1		STRUCTOR & STUDENT.	B202
	PREREQ: 092 OR 095 OR 105					
4703	SUPER SPEED READING II	*094	1			B202
	PREREQ: 093					
4704	VOCABULARY	096	1			B202
4705	LISTENING	098	1			B202
4706	READING IMPROVEMENT	092	3			B202
4707	READING THINKING DYN.	105	3			B202
4708	READING STRATEGIES	095	4			B202
4709	POWER STUDY	*091	1	M	6:30 PM	B202
4710	SUPER SPEED READING I	*093	1	M	6:30 PM	B202
	PREREQ: 092 OR 095 OR 105					
4711	SUPER SPEED READING II	*094	1	M	6:30 PM	B202
	PREREQ: 093					
4712	VOCABULARY	096	1	M	6:30 PM	B202
4713	LISTENING	098	1	M	6:30 PM	B202
4714	READING IMPROVEMENT	092	3	M	6:30 PM	B202
4715	READING THINKING DYN.	105	3	M	6:30 PM	B202
4716	POWER STUDY	*091	1	T	4:00 PM	B202
4717	SUPER SPEED READING I	*093	1	T	4:00 PM	B202
	PREREQ: 092 OR 095 OR 105					
4718	SUPER SPEED READING II	*094	1	T	4:00 PM	B202
	PREREQ: 093					
4719	VOCABULARY	096	1	T	4:00 PM	B202
4720	LISTENING	098	1	T	4:00 PM	B202
4721	READING IMPROVEMENT	092	2	T	4:00 PM	B202
4722	READING THINKING DYN.	105	2	T	4:00 PM	B202
4723	POWER STUDY	*091	1		6:30 PM	B202
4724	SUPER SPEED READING I	*093	1	T	6:30 PM	B202
	PREREQ: 092 OR 095 OR 105					
4725	SUPER SPEED READING II	*094	1	T	6:30 PM	B202
	PREREQ: 093					
4726	VOCABULARY	096	1	T	6:30 PM	B202
4727	LISTENING	098	1	T	6:30 PM	B202
4728	READING IMPROVEMENT	092	3	T	6:30 PM	B202
4729	READING THINKING DYN.	105	3	T	6:30 PM	B202

THE FOLLOWING CLASSES REQUIRE REGISTRATION BY APRIL 19, 1976. SEE IN-STRUCTOR FOR TIME AND DETAILS. CLASSES ARE FOUR HOURS PER WEEK, FOR FOUR WEEKS.

4730	POWER STUDY	*091	1		A CONVENIENT TIME	B202
					ARRANGED BY IN-	
4731	SUPER SPEED READING I	*093	1		STRUCTOR.	B202
	PREREQ: 092 OR 095 OR 105					
4732	SUPER SPEED READING II	*094	1			B202
	PREREQ: 093					
4733	VOCABULARY	096	1			B202
4734	LISTENING	098	1			B202

091 POWER STUDY SKILLS   1 (0-2)

This course is designed for the student interested in improving his study and note-taking skills. Reading and note-taking techniques appropriate to academic materials are stressed. Class meets for half a regular semester for 2 hours per week. Students to arrange hours with the instructor. Credit hours count toward an Associate degree. Credits do not transfer.

   Prerequisites: Permission of Instructor.

092 READING IMPROVEMENT   3 (0-3)

This course is for students getting grades of C, or below, in many of their classes. It helps students read faster, understand better and remember their reading longer. Students are introduced to more scientific ways to sudy their homework and take class notes. Easily understood, self-programmed materials are used. Individual help is always available. Modern machines, films and tapes are used. Credit hours count toward an Associates Degree. Credits do not transfer.

   Prerequisites: None.

093 SUPER-SPEED READING I   1 (0-2)

This course is designed for the competent student to increase his reading speed and comprehension. It utilizes individualized, audio-visual techniques to fit the needs, interests and abilities of the student. Class meets for half a regular semester for 2 hours per week. Hours to be arranged. Credit hour counts toward an Associates Degree. Credit does not transfer.

   Prerequisites: Permission of Instructor.

094 SUPER-SPEED READING II   1 (0-2)

This course is designed for the competent student to continue the work begun in Super Speed Reading I. The student will increase his speed in reading and ability to understand what he has read. It utilizes individualized, audio-visual techniques to fit the needs and abilities of each student. Offered twice per semester for eight weeks. Students to arrange hours with the Instructor. Credit hour counts toward an Associates Degree. Credit does not transfer.

   Prerequisite: Super Speed Reading I.

095 READING STRATEGIES   4 (0-4)

This course is for students who have special difficulties in reading, vocabulary and comprehension. Easily understood, self-programmed materials are used. Students receive help in reading faster so they will remember their reading longer. Students are introduced to more scientific ways to study their homework and take notes in class. Modern machines, films and tapes are used. Individual help is always available. Credit hours count toward an Associates Degree. Credits do not transfer.

   Prerequisite: Permission of Instructor.

096 VOCABULARY POWER   1 (0-2)

The student concentrates upon a study of vocabulary development chosen in a personal conference with the Instructor. A Modular, programmed system is used with tape recordings. It requires two hours of work

each week for half a semester in a modern learning laboratory. Hours
may be chosen convenient to class or job schedule. Credit counts to-
ward an Associates Degree. The credit does not transfer.

097 MEMORY IMPROVEMENT 1(0-2)

The student concentrates upon improving his memory to better remember
what he hears and reads in his college classes or job. A Modular,
programmed system is used with tape recordings. It requires two hours
of work each week for half a semester in a modern learning laboratory.
Hours may be chosen convenient to class or job schedule. Credit
counts toward an Associates Degree. The credit does not transfer.

098 LISTENING IMPROVEMENT 1(0-2)

The student concentrates upon improving his listening ability so he
may better understand what he hears in his college classes or job. It
also improves the ability to take more useful notes during lectures or
meetings. A Modular, programmed system is used with tape recordings.
It requires two hours of work each week for half a semester in a
modern learning laboratory. Hours convenient to class or job schedule
may be arranged. Credit counts toward an Associates Degree. The credit
does not transfer.

105 READING AND THINKING DYNAMICS 3(0-3)

This course is for students who are getting grades above a C. It helps
students read faster, understand better and remember what they have
read. The student may choose the type of materials to read, based upon
their own needs, abilities and interests. Advanced scientific methods
of note-taking and study techniques are available. Easily understood
self-programmed materials which are strictly individualized are used.
Modren machines, films and tapes are used. Individual help is always
available. Credit hours count toward an Associates Degree. Credit
hours do transfer.
  Prerequisites: None.

APPENDIX D

Grade Requirements

Student Contract

GRADE REQUIREMENTS

Courses	Grade	Clock Hours by Mid-Term	Clock Hours by end of Sem.	No. Modules by end of Mid-Term	Sem	NOTES
105 3 credits	A B C D	20 18 16 14	40 36 32 28	5 4.5 4 3.5	10 9 8 7	Some Modules are grouped to equal 1 Module. Study materials are in addition to Modules required and are due by the end of the Semester.
2 credits	A B C D	13½ 11½ 9½ 7½	27 23 19 15	3.5 3 2.5 2	7 6 5 4	Some Modules are grouped to equal 1 Module. Study materials are in addition to Modules required and are due by the end of the Semester
095 4 credits	A B C D	26.5 24.5 22.5 20.5	53 49 45 41	6 5.5 5.5 4.5	12 11 10 9	Some Modules are grouped to equal 1 Module. Study materials are in addition to Modules required and are due by the end of the Semester.
092 3 credits	A B C D	20 18 16 14	40 36 32 28	4.5 4 3.5 3	9 8 7 6	Some Modules are grouped to equal 1 Module. Study materials are in addition to Modules required and are due by the end of the Semester
092 2 credits	A B C D	13.½ 11.½ 9.½ 7.½	27 23 19 15	3. 2.5 2.0 1.5	6 5 4 3	Some Modules are grouped to equal 1 Module. Study materials are in addition to Modules required and are due by the end of the Semester.

1 CREDIT COURSES

1. Grades for these courses are worked out in conference with the Student when the student begins a program.
2. The Number of Clock Hours for these classes must be 14.
   They may be taken for either 4 or 8 weeks as arranged with the Instructor.

NOTES FOR ALL CLASSES.

A Minimum number of conferences must be held with the Instructor as indicated on the Student's Contract.

If a Student completes his work with an A grade before the hours required, he may leave the class after he has his final Conference with the Instructor. The B Student may do the same, or may stay to complete an A grade if he chooses.

STUDENT CONTRACT FOR THE ADVANCED LEARNING CENTER

I have registered for the following course:

_____
Section Number   Course Number   Number of Credits   Name of Course

By the fact that I have registered for this course I agree:-

   a. To come to the Advanced Learning Center each week for the amount of time
       scheduled (circle one below):-
       1 credit = 2 hrs.;   3 credits = 3 hrs.;   4 credits = 4 hrs.

   b. To complete _____(give number) Modules for a grade of (circle one) A, B, C, D, E.
       as explained on the Grading Requirement Information sheet.   If I can not complete
       the work for this grade, I may discuss it with the reading instructor and ask for a
       change in this requirement.

   c. To make up any class I miss at my assigned time.

   d. To see the Reading Instructor for a Conference not less than every 9 class hours
       of work.   (If a 1 credit class, every 6 class hours.).

   e. To stamp my own Time Card when I enter and leave the Center.

   f. To purchase any books that may be needed during the Semester when so informed.

   g. To pay for any materials or equipment that I damage on purpose, or lose, that
       belongs to the center.

I understand that if I am taking one of the 1 credit classes, I may take this class by
coming 4 times a week for one month for a total of 16 classes.   This option is in-
dicated by a check here:_____.   (In this case the conference is to be not less than
every 4 class hours.)

If I wish to withdraw from this class, I agree to discuss it fully with the Instructor
BEFORE I fill out the Drop Slip in the Admissions Office.

MY BASIC REQUIREMENTS ARE:

   1. To determine my specific reading situation based upon reading tests I take
       as explained in a conference with the Instructor.

   2. To improve my comprehension skills, my vocabulary, reading rate and
       study skills.

   3. I will determine what reading and study skills are involved in the textbooks
       of my other courses outside of the Center.

I understand that I may always have a conference with the Instructor for special, individual
help and that it is MY OWN PERSONAL RESPONSIBLITY to initiate such a request.

One copy of this Contract will be kept by me in my folder.   The other copy will be filed
with my other papers in my student folder.

_____   _____
(signature)   (date)

APPENDIX E

THE RX TRAINING MODULE AND ITS COMPONENTS

The RX Instruction Module

The RX Checkpoint Manual

The RX Module Mastery Test

Tape Script for the RX Module

Tape Script for the RX Mastery Test

Phonics Inventory (Used by the Student) Test D

Phonics Inventory Booklet (Used by the Teacher)

A Cassette Tape Recording for the RX
   Training Manual and the RX Mastery Test
   (Separate Attachment)

AN INSTRUCTIONAL MODULE FOR THE RX TEST

BEHAVIORAL OBJECTIVES:

You will be expected to listen to tape recordings of students taking the RX test and perform the following functions:
1. Check a form for items Passed and Failed.
2. Write a Prescription for the Students for items failed.
3. Check a form for items Passed and Failed in the Post-Test.
4. Write a Prescription for any needed remediation following Post-Test.

You will be expected to write a positive introduction of the RX Test for a student using your own words.

All of the above are to be performed at not less than 90% accuracy.

TYPE OF STUDENT USING THE RX PROGRAM

The student in the Reading Center is screened with a standardized reading test. Any student whose combined raw score of the Vocabulary and Comprehension sub-tests is placed in the 1 to 15 percentile range and begin their work in Level I to be trained in reading decoding skills.

The standardized test is a screening test. It is not diagnostic. Students in Level I must be administered an individual, oral diagnostic test. The RX test will reveal the specific areas of weakness in the skills of phonics. Based upon the student's errors, special diagnostic prescriptions are prepared by the Instructor. The Student is provided self-instructional and self-correctional materials using modern multi-sensory materials. He is expected to pass a Post-Test with 100% accuracy. If he does not, further RX materials are assigned.

MATERIALS NEEDED FOR THIS MODULE:

1. RX Phonics Inventory D
2. Phonics Inventory Booklet D
3. RX Individual Student Prescription
4. Module Checkpoint Manual
5. The RX-1 Cassette Tape
6. A Cassette tape player

Note: The publisher provides comprehensive manuals which are not used during this Module. The RX Program was originally designed for students below the Junior College level. To use this Program as suggested in this Module, certain procedures and directions have been adapted to the Junior College student. Once you have mastered the Behavioral Objectives of this Module you are strongly urged to consult the manuals and other fine resources they contain.

1

ORGANIZATION OF THIS MODULE

This Module consists of 12 self-instructional, self-correctional materials as follows:

Step Number	Contents
1	The Phonics Inventory D folder
2	Introduction of the Test to the Student
3	Items 1-19 of the RX Test
4	Use of the Phonics Inventory, Part I
5	Special Directions for Items 1-19
6	The Use of the Phonics Inventory Booklet D
7	The Use of the Student Prescription Form
8	Items 20-48, Part I and Special Directions
9	Items 49-64, Part II and Special Directions
10	Items 65-80, Part II and Special Directions
11	The Use of the Student Prescription Form
12	The RX Post Test

HOW TO USE THIS MODULE

You may pace your time as you wish while working on this Module. The cassette tape will provide you with an opportunity to listen to a student taking the part of the test which has just been discussed. It is suggested that while you are listening to the tape that you do not continue after it tells you to stop. Then, leave the tape at that spot until you are ready to continue. When you turn it on again there will be a two second pause. Checkpoints are provided regularly through- out the Module to give you an opportunity to practice the skills in which you have been instructed. You may, naturally, review the steps and the taped materials as often as you wish. When you finish the twelth and last Step, you should be ready to take the Module Mastery Test. You may wish to review the Module before you request the Mastery Test, because while taking the Test you are not to refer to the Module itself. You will, however, be able to refer to the Phonics Inventory Booklet D during the test when needed."

Please write all your answers and notes in the MODULE CHECKPOINT MANUAL and do not write in the Module itself.

When you have completed the Mastery Test, you are asked to complete the Evaluation Form for the Module.

Now you may turn to Step One of the Module and begin your work.

2

STEP 1

Material Needed: Phonics Inventory D

Start with the front cover of this folder. Read the section titled Purpose in the first green block. Do not be concerned with the sections titled Test Words nor with the Directions. Read this now.

Place the open folder before you. For the purposes of this Module certain columns are numbered that are not so numbered by the publisher. The sections as identified by A, B, C, D, E, F and the references to RX numbers in the green blocks to the left on each of the inner pages will not concern us in this Module.

The student reads to you from this Inventory during the oral RX test. This Step 1 explains the items in this booklet, concentrating on Items 1 to 19 of the test.

Items 1 to 19 test only the initial consonants as given in column 1. Item 1 begins with the phoneme-grapheme m. Added to this letter are the letters ant as given in Column 2. The student does not read either of these. The word the student reads to you is in Column 3. For Item 1 it is mant. In the RX Test the student is expected to read the nonsense word, which in Item 1 is mant. The test concerns the correct reading of the initial consonant, or consonants, not the correct pronunciation of the rest of the word. Nonsense words are used because if it were a regular word, it might be one the student knows only by sight and he would not be tested in his ability to use the initial consonant with the other letters in a word new to him. The nonsense words that follow in the green block are alternates that may be used in special cases as will be explained later. The arrow above Column 3 has been added to aid in directing the student which column to be read.

3

STEP 2

To produce a valid, satisfactory test it is important that the Instructor create an atmosphere that places the student at ease. It is your wording and manner that will releave any tenseness or fear. As the object is to produce a test that represents, as much as any test can, the true ability of the student, this is a vital part of the testing procedure. At the same time, because many students are being tested, undue time cannot be used and a business-like manner is also required. Below is a suggested script for an introduction of the test to the student. This should not read to the student, it should be reworded to fit your own personality.

"Hello, (name). It looks like you might have found the first reading test a little hard. Is that about it? Well, let's see if you and I can find some things that you can work on so it won't be sor hard the next time. Here is an RX test that I am going to have you read to me so I can find out if maybe you need some work on the sounds in our language. It is easy and only takes about five minutes. (Open up the Phonics Inventory D folder and place before the student.) (Use a pencil and point out the parts of the test as you continue.) Starting at Item 1 is a letter that stands for a sound. (Be sure not to say, nor read the letter.) In the next column it has another set of sounds added. In the column where the arrow is, it has all been put together as a nonsense word. These made-up words don't make any sense. All you need to do is to read each word in this column aloud to me. Go right down this column. When you finish this page, to the next page and read where you see the arrow. Just read these words the best you can. Are you ready? Good, you may start now. Go as quickly as you can down the column."

Always remember the purpose of the test is the correct pronunciation of the FIRST consonant (or consonants). You are not to be concerned with any strange pronunciation of the rest of the word. Should the student make an error, do not correct nor help him in any way. If he goes to fast; ask him to slow down. If he goes too slow, you might be able to speed him up by saying something like this:

"You may read as quickly as you can, please."

One way you can invalidate the test is to say something like "good," or 'fine", or nod your head, or smile after each item. If you do so for a time, and then you don't say anything, this sets up an apprehensive, negative feeling within the student. If there is a lot of tenseness shown shown in the beginning, you can give encouragement at the end of the

4

STEP 2 continued

first page with a statement similar to this:

> "You are doing just fine. Go right ahead to the next
> page and read the words in the column where the
> arrow is."

To give you an example of how NOT to start the test, a sample of an incorrect script is given below:

> "Hello, John. Here's a test you have to do. Here, read
> this column to me right now. The word's don't mean any-
> thing, they are made-up. O. K. get started and I'll see if
> you know what you are doing."

Now go to your Checkpoint Manual and at Checkpoint 1, follow the directions by making a taped introduction to a student in your own words.

<center>End of Step 2</center>

<center>5</center>

STEP 3

Materials: Tape RX-1
             Phonics Inventory D

This Step will help you recognize correct responses by a student using Items 1 through 19 of the RX test.   Have the Phonics Inventory D open before you while you listen to RX-1 tape, Part A.   The tape will tell you when to stop.   Use Checkpoint 2 as an answer sheet while you are using the tape.   Turn the machine on now.

Now you will listen to a student who has made a few errors.   Use the form for Checkpoint 3.   Make a check for each incorrectly pronounced word.   Turn the tape on now.   (Part B)

It is important that you remember that the primary purpose of this test in Items 1-19 is to check the correct pronunciation of the first consonant.   Once again you will listen to a tape and check any item that is incorrectly given by the student.   Use Checkpoint 4 to record you answers.   Turn the tape on now. (Part C)

End of Step 3

STEP 4

Materials: Phonics Inventory, Part I

At times a student may have difficulty in getting started.   Or, he may not say the word in Column 3 well enough for you to be sure if he knows it.   Both of these difficulties may be rectified by using the additional nonsense words in Column 4, in the green block.   The tape will provide you with a way to handle this type of difficulty.   Have the Phonics Inventory, Part I open in front of you while the tape is playing.   The first sample will be of a student who cannot get started.   The second sample will be the student who jumbled a word.   Turn the tape on now.   (Part D)

End of Step 4

6

STEP 5

Materials: Phonics Inventory D
Tape RX-1

The Publisher of the RX materials provides Special Directions for the Phonics Inventory Test. These directions refer to the items with an asterisk (*) after the Item Number. These directions are given below as they apply to the sections under study:

Special Directions

3. * "If the student uses another correct sound of 's' as in 'sugar' (sh) in saying the nonsense word 'sall' say, 'What is another 's' sound?' The student must use the 's' as in 'sack'."

14. * "If the student uses the soft sound of 'c' as in 'cigar' in saying the nonsense word 'cout' say, 'What is another 'c' sound?' The student must use the hard sound of 'c' as in 'coat'."

15. * "If the student uses the soft sound of 'g' as in 'germ' in saying the nonsense word 'gand' say, 'What is another 'g' sound?' The student must use the hard sound of 'g' as in 'gate'."

18. * "Say, 'What is the 'y' sound when it comes at the beginning of a word?'"

The RX-1 tape will give you an opportunity to practice listening to a student and record any error.

Use Checkpoint 5
AND
Checkpoint 6 for Tape Part E

Listen to the tape now.

End of Step 5

STEP 6

Materials: Phonics Inventory Booklet D
Student Prescription Form

This step will explain how to use the Phonics Inventory Booklet D prior to the writing of the actual prescription-form the student uses. On the front of the booklet the name of the student and the date of the test would be inserted. Usually the name of the Teacher giving the test, or the Teacher of the Student is also inserted. Unless testing were being done for students from various schools, the school name might not be necessary. In adult classes the grade and age are not usually designated.

Read the DIRECTIONS in the green block on the front cover.

7

STEP 6 continued

Open the Phonics Inventory Booklet D and read page 3. "To the far left is the Item Number. Immediately following is the letter being tested. Next is the nonsense word the student reads. The Prescription Numbers of the materials to be assigned to the student if he fails an item are in the green vertical column. To the right of the green column are words above blocks containing number. How to use these for additional prescriptions after the Post-Test will be explained later.

There are two columns of blank lines in front of the vertical green column. One column is titled Passed. If the student reads the word correctly, you place a check on this line. The next column is titled RX. If the student fails to read the word correctly, you place a check on this line. Note this column is not labeled wrong. This is a reminder to you not to tell the student he has made a mistake. For a good testing situation it is advisable to place a check for both Passed and RX. Remember the prior Instruction Step 2 that cautions you not to say "good", nor "fine", nor "OK", nor to indicate by a smile or gesture whether the answer is correct or not. To do so may invalidate the test.

See Figure 1 in your Module Checkpoint Manual for a sample of a section of the booklet you will use. It shows the correct way it should be marked.

Now listen to a student being tested on Items 1 to 8. As you listen to the tape, use the reproduction of the form for Checkpoint 7 to check the results of the student. Turn on the tape. (Part F).

End of Step 6

STEP 7

You are now ready to use the Student Prescription Form. A sample of the correct way to mark this is given in Figure 2 in your Module Checkpoint Manual. The date would be written in the column as noted. The Prescription Number (this number is obtained from the green vertical column in the Phonics Inventory Booklet D) is placed in the large block. This is done 4 times, once for each set of materials the student is to use. Study the sample form given in Figure 2 in your Module Checkpoint Manual.

In Figure 2 note that the student missed 4 items. One set of the four prescriptions is indicated. If you look on page 3 of the Phonics Inventory Booklet you can understand why. The first 8 items all use the same prescription numbers. By glancing through the booklet you will see this same system occurs for Items 9-16, 17-24, 15-32, 33-40, 41-48a, 49-56, 57-64, 65-80. You follow this same procedure when you are recording Prescriptions on the Student Prescription Form for any item in the test. Keep the Phonics Inventory Booklet D yourself, or have the student keep it in his folder, for later use as it has the record of the actual items you use for the Post Test.

8

STEP 7 continued

In Checkpoint 8 is a section of the Prescription Form. Fill it out now, using the following data:

Item 1	Pass
Item 2	Pass
Item 3	RX
Item 4	RX

To check if you have filled this form correctly, see Figure 3.

This concludes the instruction for making a Prescription for the student. The presentation to the student and the instructions for the student will be provided later.

End of Step 7

STEP 8

Materials: Phonics Inventory D

You will now learn to use the balance of the Phonics Inventory Part I. The instructions concerning test administration, the use of the Phonics Inventory Booklet and the preparation of the Student Prescription Form given in previous Steps will not be repeated.

Items 20-48a test the student's ability to read orally those nonsense words that have consonant blends or diagraphs. These usually consist of two or three initial consonants and require the skill of blending these sounds together. The Junior College student of ethnic background, or one who uses English as a second language, is more apt to encounter difficulty in these items than in Item 1-19. Item 48b is the only item in the test that utilizes a final consonant, in this case X.

Have the Phonics Inventory D open while you listen to the tape (Part G) for a demonstration of the correct pronunciation of Items 20-48b.
Special Directions
There are some special directions concerning difficulties students may encounter with these items. Occasionaly a student will use the sh sound for the ch in Item 21. If this occurs, you can say, "Can you say that beginning sound another way?" If the student cannot, then you would count it as an error.
Students of some ethnic backgrounds may have some difficulty with Items 29 and 30. If you are not certain whether it was said reasonably well, have them use the words in the green box which are easier for this particular combination of letter.

9

STEP 8 continued

The publisher gives the following Special Directions:

23.* "If the student uses the 'hoo' sound of 'who' in saying the nonsense word 'whand' say, 'What is another 'wh' sound?' The student must use the 'who' sound as in 'wheel'."

24.* "If the student uses the 'th' sound heard in 'this' in saying the nonsense word 'thall' say, 'What is another 'th' sound?" The Student must use the 'th' sound as in 'thumb'."

48b* "The student must use the 'ks' sound of 'x' and the nonsense word 'lox' must rhyme with 'box'."

While reading the Phonics Inventory D listen to the tape for the correct way Items 21, 22, 23, 24, 29, 30, 48b should be read by the student. (Tape Part H.)

A section of the Phonics Inventory Booklet is reproduced for Items 20-48b in Checkpoint 9 in your Module Checkpoint Manual. Listen to the tape (Part I) and check either the Passed or the RX column.

Using the errors you checked in Checkpoint 9. prepare a Student Prescription Form, a sample of which is printed at Checkpoint 10.

The correctly filled out Prescription Form is given in Figure 4.

The older student can usually be administered all of Items 1-48b in one sitting, unless there are many errors. If there are too many errors in these items, it is wise to stop the test after about 5 errors and have the student use the RX training materials, then after a successful Post Test, continue with the test. If a student has too many prescriptions at one time, it can prove discouraging. Also, sometimes in such cases a student may not have errors when they continue the test after their first training session. If only a few items are incorrect, then the Part II of the test may be admministered in the same period. Total administration time of Parts I and II usually takes about five minutes, except in cases of extreme disability.

End of Step 8

10

STEP 9

Materials: Phonics Inventory D

In this Step you will examine Items 49 to 64 in Part II.

Students who achieved a rating in the 1 to 15 percentile range of the Standardized Reading Test are more apt to encounter difficulty with the vowel and dipthong sounds within the words than with the initial consonants. Therefore, this Part II is most important. There are also often students who achieved a higher percentile who may well benefit from using only Part II of the RX test. Students of some ethnic backgrounds may also have special difficulty. Those of Spanish heritage may encounter problems because the Spanish language does not use the so-called "short" a, e, i, o, u sounds of English.

Listen to the Tape (Part J) for the way Items 40-64 are correctly pronounced. Have the Phonics Inventory D open to the last page as you use the tape now.

Special Directions

The publisher provides the following special directions for the following items marked with an asterisk (*).

59. *"If the student uses another correct sound of 'ai' other than that of long 'a' as in 'late' in saying the nonsense word 'aip' say, 'What other way could you say this word?' The nonsense word 'aip' must rhyme with 'tape'."

60.* "If the student uses another correct sound of 'oa' other than that of long 'o' as in 'oats' in saying the nonsense word 'oap' say, 'What other way could you say this word?' The nonsense word 'oap' must rhyme with 'rope'."

61. "If the student uses the 'o' sound of 'ow' as in 'crow', in saying the nonsense word 'owd' then count question number 74 correct and continue, leaving this answer blank until you have done question number 74. If the student uses 'ow' as it is heard in 'cow' in saying the nonsense word 'owd' then count this question correct." Often you can get the correct sound by saying, "What other way could you say this word?"

62. "If the student uses the 'oo' sound as in 'book' in saying the nonsense word 'poo' say, 'This is the short sound of 'oo'. What is the long sound?' The nonsense word 'poo' must rhyme with 'do'."

c

11

STEP 9 continued

In Checkpoint 11 is a section of the Phonics Inventory Booklet reproduced for Items 49-64. Listen to the Tape (Part K) and check either the Passed or the RX column.

Using the student errors given in Checkpoint 11, prepare a Prescription for the student. See the Phonics Inventory Booklet D for the numbers of the RX materials. Use the form in Checkpoint 12.

The Prescription Form as prepared for Checkpoint 12 should look like that given in Figure 5.

<div align="center">End of Step 9</div>

STEP 10   Phonics Inventory Booklet
                       Materials: Phonics Inventory D

This Step concludes the RX test, Part II, using Items 65-80.

Listen to the tape (Part L) for the correct pronunciation of these words. Read the Phonics Inventory D as you listen to the tape.

<div align="center">Special Directions</div>

Below are the special directions for certain difficulties. They have been condensed for your use. In conjunction with each of the following, you may also use the question, "What other way could you use this word?".

65* and 75*: Item 65 should be the short e (led) sound. Item 75 should be the long e (speed). If the student reverses these it is correct. The important thing is that both sounds are used.

66.* "The nonsense word 'cay' must rhyme with 'day'."

67.* "The nonsense word 'ook' should rhyme with 'book'."

70.* "The nonsense word 'arp' must rhyme with 'harp'."

72.* "The nonsense word 'oud' must rhyme with 'crowd'."

74* and 61* may be reversed. The sounds as in "crow" and "cow" must both be used, but it doesn't matter in which Item.

79.* "The nonsense word 'daul' must rhyme with 'haul'."

80.* "It may be difficult to tell whether the student pronounces 'ew' as 'oo' or 'u'. Count either correct if the nonsense word 'bew' clearly rhymes with 'chew'."

<div align="center">12</div>

STEP 10 continued

A section of the Phonics Inventory Booklet D is given at Checkpoint 13 for Items 65-80. Listen to the tape (Part M) and check either the Passed or the RX column

Using the student errors in Checkpoint 13, prepare a Prescription for the student at Checkpoint 14. Use the Phonics Inventory Booklet D for RX numbers of materials.

The Prescription Form is correctly made out in Figure 6.

This completes the RX Test items for the first administration. After the student completes the training materials, he returns to you for a Post Test.

End of Step 10

STEP 11

Materials: Student Prescription Form

Once you have concluded the RX test, or at any place you choose to stop, have the student sign the form on the line following Name. This is a form of a contract. You should explain that his signing it indicates he has agreed to do the work to the best of his ability.

The student is to listen to the tape for the Prescription Number indicated and do as it states. It will provide him with the correct answers. When he finishes the tape with NO errors, he checks the small box next to the Prescription Number. See Figure 7 for a Sample.

(if correct)
Then he should repeat the taped lesson and/make a check in the next small box. See Figure 8 for a Sample.

If the student should miss the test given on the tape, he should make a zero in the box. See Figure 9 for a Sample.

The student should always have two checks for correct next to each other with no zero intervening. A sample of a student who did the first instruction correctly, was in error on the second, but got the third and fourth correct is shown in Figure 10.

Once several students in each class period know how to use the RX materials, you can use such students to teach another student how to do this work.

End of Step 11
13

STEP 12

This step provides instruction in administering the RX Post Test. to the Student after he has used the RX training materials. See Step 12, Figure 11 in your Module Checkpoint Manual for a copy of a page from the publisher's manual, Section 5. In the upper left hand corner is the sound being tested. Immediately under it is a box.

In the box the number 50 refers to the Item number in the Phonics Inventory D from which the student reads. It also refers to the item number on page 6 in the Phonics Inventory Booklet which is used to check the student's error.

The box also contains the sound being tested, the nonsense word the student reads, and the alternate nonsense words that are in the green column in the Phonics Inventory D. Immediately under this data are the Prescription materials listed which are assigned to the student for this sound.

Immediately under this box is a list of actual words that are used by the student for the Post Test. The number following the word refers to further RX materials that might be assigned should the student indicate during the Post Test that he has not mastered this sound at the criterion of 100%.

At the bottom of the sample page are other words using the same sound. Usually these are not needed at the Junior College level. In the few cases of great disability when they might be needed, the publisher provides an index in the manuals with the correct RX number. As the use of this section of the page is the exception in a Junior College, instruction concerning this procedure is not included in this Module.

While you have Figure 11 before you, turn the tape (Part N) on and listen to a student who has mastered this sound through the use of RX materials. On the same tape you will also hear a student who has not mastered this sound. As you hear errors, circle the word that is incorrect on Figure 11.

In the case of this student there were errors and hesitations. It is doubtful that the student has mastered this sound, or he would not have hesitated. It is advisable, therefore, to assign further materials for the student to use. Figure 12 shows how the Student Prescription Form is filled in for this purpose.

14

STEP 12 continued.

Now use Checkpoint 15. The Post Test has been reproduced for Number 79, the "au" sound. Listen to the tape (Part O) and circle any word that is incorrectly pronounced. Do this now.

At Checkpoint 16 is a Student Prescription Form. Write the new prescription for the student.

In Figure 13 you will find the correctly filled in Prescription Form.

End of Step 12

▲▲

You have now completed the RX Module. Have you mastered the Behavioral Objectives? Are you ready to take the Mastery Test?

If necessary, review the Module and taped materials.

When you are ready to take the Mastery Test for the Module, request it. When you complete it, send it and ALL of the materials that accompanied the Module to the Instructor.

END OF THE MODULE

15

MODULE CHECKPOINT MANUAL

DIRECTIONS:

The directions for each Checkpoint or Figure are given under the proper Steps in the RX Module. Write all answers in this Manual. Do not write in the RX Module itself. If you experience any difficulty, please note your problem at the section in this Manual. Each item in this Manual is keyed to the correct Step and Tape part as given either in the RX Module or on the tape.

●●●●●●●●●●

STEP 2 - CHECKPOINT 1

Use your cassette tape recorder and your own blank tape. Record an introduction to the student for the RX Test.

When you finish, turn to Page 13 of this manual and use the checklist as you listen to your tape. If you omitted any items, make another tape recording of another introduction and recheck it again.

When you have completed your tape recording. . .

Go to Figure 14 on page 13

of this Checkpoint Manual for further assistance.

1

CHECKPOINT 2 - Step 3 - Tape Part A

___	mant	___	jand
___	tand	___	kend
___	sall	___	fant
___	hout	___	cout
___	rend	___	gand
___	bant	___	lant
___	wend	___	vand
___	pand	___	yant
___	dant	___	zall
___	nate		

CHECKPOINT 3 - Step 3 - Tape Part B

1.	___	mant	11.	___	jand
2.	___	tand	12.	___	kend
3.	___	sall	13.	___	fant
4.	___	hout	14.	___	cout
5.	___	rend	15.	___	gand
6.	___	bant	16.	___	lant
7.	___	wend	17.	___	vand
8.	___	pand	18.	___	yant
9.	___	dant	19.	___	zall
10.	___	nate			

CHECKPOINT 4 - Step 3 - Tape Part C

___	mant
___	tand
___	sall
___	hout
___	rend

CHECKPOINT 5 - Step 5 - Tape Part E

1.	___	tand	5.	___	gand
2.	___	sall	6.	___	lant
3.	___	fant	7.	___	yant
4.	___	cout			

CHECKPOINT 6 - Step 5 - Tape Part E

1.	___	sall	6.	___	cout
2.	___	hout	7.	___	gand
3.	___	rend	8.	___	lant
4.	___	kend	9.	___	vand
5.	___	fant	10.	___	yant

-2-

FIGURE 1 - Step 6   (From P.3 of Phonics Inventory Booklet D)

			Pass	RX
1.	m	mant	✔	
2.	t	tand	✔	
3.	s	sall		✔
4.	h	hout	✔	
5.	r	rend		✔

CHECKPOINT 7 - Step 6 - Tape Part F

			Pass	RX
1.	m	mant		
2.	t	tand		
3.	s	sall		
4.	h	hout		
5.	r	rend		
6.	b	bant		
7.	w	wend		
8.	p	pand		

FIGURE 2 - Step 7   (A section of the Student Prescription Form)

Date   Prescription   Trials

9/4/74 1A   □ □ □ □ □ □
(5,6,7,8)

___   2A   □ □ □ □ □ □

___   3A   □ □ □ □ □ □

___   4A   □ □ □ □ □ □

-3-

CHECKPOINT 8 - Step 7   (A section of the Student Prescription Form)

FIGURE 3 - Step 7

See Page _11_ of this Manual for the correct answer for Checkpoint 8.

CHECKPOINT 9 - Step 8 - Tape Part I

	Pass	RX			Pass	RX
20. qu quant				36. tw twate		
21. ch chand				37. br brill		
22. sh shend				38. sk skall		
23. wh whand				39. sw swant		
24. th thall				40. sc scand		
25. st stend				41. gr grall		
26. tr trand				42. cr crand		
27. cl clend				43. gl glate		
28. bl blate				44. sm smant		
29. fr frant				45. pr prill		
30. fl flill				46. spr sprate		
31. sn snate				47. scr scrill		
32. sl slout				48A str strend		
33. pl plend				48B x lox		
34. dr drand						
35. sp spant						

CHECKPOINT 10 - Step 8 -   See the next page for full-sized copy of this form.

FIGURE 4 - Step 8

See Page _11_ of this Manual for the correct answer for Checkpoint 10.

-4-

CHECKPOINT 10 - Step 8   Student Prescription Form

Prescription   Trials   Prescription   Trials

CHECKPOINT 11 - Step 9 - Tape Part K

	PASS RX		PASS RX
49. a ban	___ ___	57. e dee	___ ___
50. o mog	___ ___	58. u pule	___ ___
51. u tup	___ ___	59. ai aip	___ ___
52. i fid	___ ___	60. oa oap	___ ___
53. e ped	___ ___	61. ow owd	___ ___
54. a nale	___ ___	62. oo poo	___ ___
55. i dile	___ ___	63. oy foy	___ ___
56. o pote	___ ___	64. ir irt	___ ___

CHECKPOINT 12 - Step 9

See Form on next page

FIGURE 5 - Step 9

See Page 12 of this Manual for the correct answer for Checkpoint 12

CHECKPOINT 13 - Step 10

	PASS RX		Pass RX
65. ea ead	___ ___	73. oi poi	___ ___
66. ay cay	___ ___	74. ow fow	___ ___
67. oo ook	___ ___	75. ea pead	___ ___
68. ur urd	___ ___	76. oe loe	___ ___
69. or orn	___ ___	77. all jall	___ ___
70. ar arp	___ ___	78. er erd	___ ___
71. aw faw	___ ___	79. au daul	___ ___
72. ou oud	___ ___	80. ew bew	___ ___

CHECKPOINT 14 - Step 10

See the Form on Page 8

FIGURE 6 - Step 10

See Page 12 of this Manual for the correct answer for Checkpoint 14.

FIGURE 7 - Step 11   FIGURE 8 - Step 11

9/20 [37A] ☑☐☐☐☐☐   9/21 [37A] ☑☑☐☐☐☐

CHECKPOINT 12 - Step 9   Student Prescription Form

No.	Prescription	Trials	No.	Prescription	Trials
	□	□ □ □ □ □ □		□	□ □ □ □ □ □
	□	□ □ □ □ □ □		□	□ □ □ □ □ □
	□	□ □ □ □ □ □		□	□ □ □ □ □ □
	□	□ □ □ □ □ □		□	□ □ □ □ □ □
	□	□ □ □ □ □ □		□	□ □ □ □ □ □
	□	□ □ □ □ □ □		□	□ □ □ □ □ □
	□	□ □ □ □ □ □		□	□ □ □ □ □ □
	□	□ □ □ □ □ □		□	□ □ □ □ □ □
	□	□ □ □ □ □ □		□	□ □ □ □ □ □
	□	□ □ □ □ □ □		□	□ □ □ □ □ □
	□	□ □ □ □ □ □		□	□ □ □ □ □ □
	□	□ □ □ □ □ □		□	□ □ □ □ □ □
	□	□ □ □ □ □ □		□	□ □ □ □ □ □

-7-

CHECKPOINT 14 – Step 10   **Student Prescription Form**

No.   Prescription   Trials _____   No.   Prescription   Trials _____

FIGURE 9 - Step 11

$^{9}/_{20}$ 37A ☐☐☐☐☐☐

FIGURE 10 -- Step 11

$^{9}/_{20}$ 37A ☐☐☐☐☐☐

FIGURE 11 - Step 12   (Post Test 50, Section 5)

The "ŏ" Sound

50.	ŏ	mog		rog	kog

Prescription: Noun Pictures: 29A; Noun Picture-Words: 29B; Noun Words: 30A; Vowel Sounds: 30B.

mop	5A	Ross	18A
hop	5A	hot	18A
top	5A	honk	18A
pop	5A	dot	33B
dog	7A	jog	33B
log	7A	not	33B
fog	7A	sod	33B
hog	7A	Tom	33B
clock	15B		
rock	15B		
lock	15B		
sock	15B		
frog	16A		
rob	18A		
rod	18A		
rot	18A		

Lesson Extension

The following list of words may be used when necessary for further reinforcement and enrichment, or for further remediation for those students who have not mastered the "o" sound after completing the prescriptions listed above.

sob	cob	drop	shop
cod	dock	spot	smock
bob	shot	flop	knob
cot	crop	blot	knock

-9-

FIGURE 12 - Step 12

| 7A | □ □ □ □ □ □ |
| 15B | □ □ □ □ □ □ |

| 16A | □ □ □ □ □ □ |
| 18A | □ □ □ □ □ □ |

CHECKPOINT 15 - Step

The "au" Sound

79.	au	daul	laul	kaul

Prescription: Noun Pictures: 45A; Noun Picture-Words: 45B; Noun Words: 46A; Vowel Sounds: 46B.

vault   48B
haul ° 48B
cause   48B
auto   48B

Lesson Extension

The following list of words may be used when necessary for further reinforcement and enrichment, or for further remediation for those students who have not mastered the "au" sound after completing the prescriptions listed above.

Paul	pause	vaunt	haunch
Saul	gaunt	caught	launch
maul	fraud	taught	because

CHECKPOINT 16 - Step 12

| □ | □ □ □ □ □ |
| □ | □ □ □ □ □ |

Figure 13 - Step 12   See Page 12 for correct answer for Checkpoint 16

10

FIGURE 3 - ANSWER FOR CHECKPOINT 8 (p. 4)

No. 3,4

1A □ □ □ □ □ □   3A □ □ □ □ □ □

2A □ □ □ □ □ □   4A □ □ □ □ □ □

FIGURE 4 - ANSWER FOR CHECKPOINT 10 (p.

No.	Prescription	Trials		No.	Prescription	Trials
24	9A	□ □ □ □ □ □	37	21A	□ □ □ □ □ □
	10A	□ □ □ □ □ □		22A	□ □ □ □ □ □
	11A	□ □ □ □ □ □		23A	□ □ □ □ □ □
	12A	□ □ □ □ □ □		24A	□ □ □ □ □ □
29, 30	9B	□ □ □ □ □ □	11, 16	21B	□ □ □ □ □ □
	10B	□ □ □ □ □ □		22B	□ □ □ □ □ □
	11B	□ □ □ □ □ □		23B	□ □ □ □ □ □
	12B	□ □ □ □ □ □		24B	□ □ □ □ □ □
48B	17B	□ □ □ □ □ □	48 B	20A	□ □ □ □ □ □

FIGURE 5 - ANSWER FOR CHECKPOINT 12 (p. 12)   (p. 6)

No.	Prescription	Trials	No.	Prescription	Trials
50, 53	29A	☐☐☐☐☐☐	58, 64	37A	☐☐☐☐☐☐
	29B	☐☐☐☐☐☐		37B	☐☐☐☐☐☐
	30A	☐☐☐☐☐☐		38A	☐☐☐☐☐☐
	30B	☐☐☐☐☐☐		38B	☐☐☐☐☐☐

FIGURE 6 - ANSWER FOR CHECKPOINT 14 (0.6)

No.			No.		
65, 69, 71	41A	☐☐☐☐☐☐	74, 79	45A	☐☐☐☐☐☐
	41B	☐☐☐☐☐☐		45B	☐☐☐☐☐☐
	42A	☐☐☐☐☐☐		46A	☐☐☐☐☐☐
	42B	☐☐☐☐☐☐		46B	☐☐☐☐☐☐

FIGURE 13 - ANSWER FOR CHECKPOINT 16 (p. 15)

48B	☐☐☐☐☐☐		☐	☐☐☐☐☐☐

-12-

FIGURE 14 - An Editorial Checklist for Checkpoint 1 of Step 2

Below are some elements you should have covered in your introduction to the student for the RX test. Check each item to see if you covered it as you listen to your tape recording.

_____ Did you create an atmosphere that places the student at ease?
_____ Did you put the blame on the original test, not the student, for any difficulty?
_____ Did you explain the RX work would make future tests easier?
_____ Did you explain the test checks the sounds of the language?
_____ Did you give the approximate length of the test?
_____ Did you explain that they are made-up words and not real words?
_____ Did you make it clear which column he is to read?
_____ Did you encourage him to do the best he could?
_____ Did you clarify that the student is to read it out loud?
_____ Did you make it a non-threatening occasion for the student?

If you omitted any item, return to Step 2 of the Module Book and re-read it. Then make another recording of your introduction and re-check it.

If you included all of the above items in your tape recording, continue with Step 3.

RX MODULE MASTERY TEST

1. (15) (points)

In your own words make a tape recording of an introduction of the RX Test as you would present it to a student. Include your tape when you return the Mastery Test. (You will receive a blank tape in exchange.)

2. (10 points) Listen to the RX Mastery Test Tape for Question 2 and place a check in the proper column for each item as the student responds.

	Passed	RX		Passed	RX
mant	_____	___	jand	_____	___
tand	_____	___	kend	_____	___
sall	_____	___	fant	_____	___
hout	_____	___	cout	_____	___
rend	_____	___	gand	_____	___
bant	_____	___	lant	_____	___
wend	_____	___	vand	_____	___
pand	_____	___	yant	_____	___
dant	_____	___	zall	_____	___
nate	_____	___			

3. (10 points) Below is a section of a Student Prescription Form. Assume the student made an error in Items 9, 12, and 15 of the Phonics Inventory. D. Prepare the form correctly. You may refer to the Phonics Inventory Booklet D for the correct RX numbers.

4. (5 points) Below is the Post Test for Item 14. Listen to the tape for Question 4. As a student reads, circle each word that is incorrectly pronounced.

The "c" Sound

14.	c	out	cout	cill	cate	cand

Prescription: Noun Pictures: 1B; Noun Picture Words: 2B; Noun Words: 3B;
Beginning Consonant Sounds: 4B.

coat	8A	curve	43B
cake	8B	corn	44A
case	13A	cart	44A
coo	13B	coil	47A
camp	15A	call	48A
cab	27A	cause	48B
can	31A	can't	49A
cup	34A	cut	49A
cut	34A	cone	49A
cave	35B	cage	49A
cane	35B	cycle	49A
cold	36B	cent	49A
cube	39A	city	49A
cov	40A	circus	49A
coy	40B	zinc	20A
cook	43B		

-2-

5. (10 points) Below are the words that would be in Phonics Inventory Booklet D for Items 19-48. Listen to the tape for Question5 and place a check in the proper column for each item as the student responds:

	Passed	RX		Passed	RX
quant			twate		
chand			brill		
shend			skall		
whand			swant		
thall			scand		
stend			grall		
trand			crand		
clend			glate		
blate			smant		
frant			prill		
flill			sprate		
snate			scrill		
slout			strend		
plend			lox		

6. (10 points) Below is a section of a Student Prescription Form. Prepare the form for a student who has made an error in the following items:

18, 20, 30, 32, 38, 41, 46, 47

You may refer to the Phonics Inventory Booklet D for the RX numbers.

168

7. Below is the Post Test for Item 45. Listen to the tape for Question 7 as a student reads the Post Test. Circle each word that is <u>incorrectly pronounced</u> by the student.

The "pr" Sound

45.	pr	ill	prill	prall	prand	prate

Prescription: Noun Pictures: 21B; Noun Picture-Words: 22B; Noun Words: 23B;
Beginning Consonant Blend Sounds: 24B.

prince	28A
pray	43A
price	55B
proud	55B
print	55B
prize	55B
prune	55B
praise	55B

8. (10 points) Below is a section of the Phonics Inventory Booklet D for items-49-80. Listen to the tape for Question 8 and place a check in the proper column for each item as the student respnds.

	Passed	RX		Passed	RX
ban			ead		
mog			cay		
tup			ook		
fid			urd		
ped			orn		
nale			arp		
dile			faw		
pote			oud		
dee			poi		
pule			fov		
aip			pead		
oap			loe		
owd			jall		
poo			erd		
foy			daul		
irt			bew		

-4-

177

9. (10) Below is a section of a Student Prescription Form. Prepare the form for a student who has made an error in each of the following items:

50, 52, 58, 64, 65, 67, 71, 77

You may refer to the Phonics Inventory Booklet D for the RX numbers.

10. (10 points) Below is the Post Test for Item 25. Listen to the tape for Question 10 as a student reads the Post Test. Circle each word that is incorrectly pronounced by the student.

The "st" Sound

25.	st.	end	stend		stant	stout	state

Prescription: Noun Pictures: 9B; Noun Picture-Words: 10B; Noun Words: 11B;
Beginning Consonant Blend Sounds: 12B.

stamp	15A	west	7A
state	25A	just	19A
still	25B	zest	20A
stout	26B	vast	20B
stab	27A	first	40B
sting	28A	blast	50A
stove	36B	crust	52A
start	44A	frost	53B
stew	48B		
star	59B		
stir	59B		
stay	59B		
study	59B		
nest	7A		
test	7A		
best	7A		

-5-

11. (5 points) Below is a Student Prescription Form. Prepare this form for a student who has made an error in the Post Test for Item 25 (a copy is given for Question 10 above). Assume the student made errors in the following words:

stout, start, test, zest, blast

END OF MASTERY TEST

PLEASE PROVIDE THE FOLLOWING INFORMATION:

Your Name: _____
       (First)   (Initial)   (Last)

Mailing Address: _____
       (Number) or (RR)   (Street)

_____
    (City)   (State)   (Zip)

Telephone No. _____ _____
    (Area Code)

Subject Area in which you Teach _____ Grade Level _____

Approximate Number of Years Teaching Experience _____

Have you had either graduate or post-graduate classes in reading: ___ Yes ___ No.

Give the highest degree you hold _____ and in what subject area _____

Please mail this completed Test, the Tape and any other materials for this Module directly to:

      Mr. Arthur J. Batchelder
      P.O. Box 27
      New Carlisle, In. 46552

Stamped, addressed, envelope has been provided you.

TAPE SCRIPT FOR THE RX MODULE

STEP 3 - TAPE A

This is Part A for Step 3 of the RX Module, using Checkpoint 2. If the student pronounces the initial consonant incorrectly, place a check mark before the word.

> mant, tand, sall, hout, rend, bant, wend, pand, dant,
> nate, jand, kend, fant, cout, gand, lant, vand, yant, zall

How did you mark Checkpoint 2? You should have no checks as these are correctly said by the student. If you did check any of them, then listen to the tape again. If you had no checks, turn off the tape and return to Step 3.

STEP 3 - TAPE B

This is Part B for Step 3 of the RX Module, using Checkpoint 3. If the student pronounces the initial consonant incorrectly, place a check mark before the word.

> ( ) = errors

> mant, (tand), sall, hout, rend, (bant), wend, pand,
> (dant), nate, jank, kend, fant, cout, gand, lant,
> vand, yant, (zall)

Refer to your answer at Checkpoint 3. The items that are in error and should be checked are: 2, 6, 9, 19. If you did not check these correctly, or checked some that were correct, rewind the tape and listen again. If you were correct, return to Step 3. Turn the tape off now.

STEP 3 - TAPE C

This is part C for Step 3, using Checkpoint 4. As the student reads, check any item that you consider an error.

> Note: Say 1st consonant correctly, garble balance of word.

> mant, tand, sall, hout, rend

You should have checked no item. The student correctly pronounced the initial consonant, even though he did a strange job on the balance of the nonsense word. If you checked an error, listen to the tape again. If you checked no errors, go to Step 4 and turn the tape off now.

1

Tape Script for the RX Module continued

STEP 4 - TAPE D

This is Part D for Step 4. . There is no checkpoint for this tape. This is a demonstration of a correct way to work with a student who has difficulty getting started.

S: uh, uh, m - an, m-m-ment-munt. Is that what I do? I never saw that word before.

I: This test can look strange. The first column here where I am pointing just shows the letter that starts the word. The next column shows the sound being added to it. Here in this column where the arrow is, is the made-up word you read. Don't read the other columns. Just this one. Do you understand it better now?

S: I think I do.

I: Good. Now read that word to me where the arrow is.

S: mant

I: Fine. Now read the three words in the green section where I am pointing.

S: mand, mout, mall. Oh, I get it, I think.

I: Sure, you have it fine. Now continue reading out loud down the column where the arrow is.

The next demonstration shows how to handle the situation if a student jumbles a word and you are not sure whether or not he said the first consonant properly.

S: wend   (sort of swallows the w sound)

I: I'm sorry, I didn't hear you very well. I want to be sure I do. Please read these three words here I am pointing to in the green block so I can be sure.

S: You mean I said it wrong?

2

181

Tape Script for the RX Module continued

I: I don't think so. I guess I just don't always hear very well. Anyway, just read these three words in the green section to be sure.

S: O. K. wout wate will . . . Is that O. K. ?

I: It sure is. Thanks a lot.

This is the end of this demonstration. Continue with your Module at Step 5. Turn the tape off now.

STEP 5 - TAPE E

This is Part E for Step 5. For the first part of this tape use Checkpoint 5. This student is only doing part of this test. If he makes an error in the initial consonant, place a check mark before the word.

      tand, sall, fant, cout, grand, lant, yant

You should have no errors as these were all correct. If you did check any, rewind the tape and listen to it again. If you had no errors, continue to the next example using Checkpoint 6. Place a check mark before the word if it is incorrectly said.

                  ( ) = wrong

                                    (sout)   (g as in giraff)
(sall), hout, (rend), kend, fant, (cout), (gand),
lant, vand, yant.

Here are the items you should have checked as wrong: 1, 3, 6, 7. If you did not get these checked, rewind the tape and listen to it again. If you were correct, go to Step 6 and turn the tape off now.

STEP 6 - TAPE F

This is Part F for Step 6. Use Checkpoint 7 on which to check the results of the student being tested.

                      ( ) error

    mant, (tand), sall, (hout), (rend), bant, wend, (pand,

3

Tape Script for the RX Module continued

The answers for this should be: Pass for 1, RX for 2, RX for 4 and 5,
Pass for 6 and 7, RX for 8. If you did not check these correctly, re-
wind the tape and listen again. If you did these correctly, continue with
Step 7.

STEP 8 - PART G

This is part G for Step 8. Use the Phonics Inventory D while you listen
to this student correctly read Items 20-48B. There is no Checkpoint
to use.

> quant, chand, shend, whand, thall, stend, trand, clend,
> blate, frant, flill, snate, slout, plend, drand, spant,
> twate, brill, skall, swant, scand, grall, crand, glate,
> smant, prill, sprate, scrill, strend, lox

Now you should return to Step 8. Begin with the section titled Special
Directions. Turn the tape off now.

STEP 8 - PART H

This is Part H for Step 8. There is no checkpoint for this. Read the
Phonics Inventory D and listen to a student read the items just explain-
ed in the section titled Special Directions. These are all correctly pro-
nounced.

> chand, shend, whand, thall, frant, flill, lox.

Now return to the Module for further work in Step 8. Turn the tape off
now.

STEP 8 - PART I

This is Part I for Step 8, using Checkpoint 9. As you listen to the
student, check either the Passed or the RX column.

<p align="center">( ) = wrong</p>

> quant, chand, shend, whand, (thall), stend, trand, clend,
> blate, (frant), (flill), snate, slout, plend, drand, spant,
> twate, (brill), skall, swant, scand, (grall), crand, glate,
> smant, prill, (sprate), scrill, strend, (lox).

4

Tape Script for the RX Module continued

The following items were incorrect and should have been checked in the RX column: 24, 29, 30, 37, 41, 46, 48B. If you did not check these items only, then rewind the tape and listen to it again. If you were correct, then return to Step 8 of the Module. Turn off the tape now.

STEP 9 - PART J

This is Part J for Step 9. There is no Checkpoint for this section. Read the Phonics Inventory D on the last page for Part II. Listen to a student correctly read items 49-64.

ban, mog, tup, fid, ped, nale, dile, pote, dee, pule,
aip, oap, owd, poo, foy, irt

Now return to Step 9 of the Module to the section titled Special Directions and continue. Turn the tape off now.

STEP 9 - PART K

This is Part K for Step 9. Use Checkpoint 11. Listen to the student read Items 49-64. Check either the Passed, or the RX column.

( ) = wrong

ban, (mog), tup, fid, (ped), nale, dile, pote, dee,
(pule), aip, oap, owd, poo, foy, (irt).

The following items were incorrect and should be checked in the RX column: 50, 53, 58, 64. If you did not check these properly, rewind the tape and listen to it again. If you did check these in the RX column, then return to Step 9. Turn off the tape now.

STEP 10 - TAPE L

This is Part L for Step 10. There is no Checkpoint. Read the Phonics Inventory D as you listen to a student read Items 65-80 correctly.

ead, cay, ook, urd, orn, arp, faw, oud, poi, fow,
pead, loe, jall, erd, daul, bew.

Now return to Step 10 to the section titled Special Directions. Turn the tape off now.

5

Tape Script for the RX Module continued

STEP 10 - PART M

This is Part M for Step 10. Use Checkpoint 13 for Items 65-80. Check either the passed or the Rx column while the student reads.

(°) = wrong

(ead), cay, ook, urd, (orn), arp, (faw), oud, poi,
(fow), pead, loe, jall, erd, (daul), bew

You should have checked in the RX column for the following items which were incorrect: 65, 69, 71, 74, 79. If you did not check these properly, rewind the tape and listen to it again. If you did check these in the RX column, then return to Step 10 and do the work for Checkpoint 14. Turn the tape off now.

STEP 12 - PART N

This is Part N for Step 12. Use Figure 11 in your Manual as you listen to a student correctly read this Post Test.

mop, hop, top, pop, dog, log, fog, hog, clock, rock,
lock, sock, frog, rob, rod, rot, Ross, hot, honk, dot,
jog, not, sod, Tom

In the next section listen to a student who makes some errors. Circle any error on Figure 11 when you hear it.

( ) = wrong   ● = hesitations

mop, hop, top, pop, dog, log, fog, (hog), ●clock, rock,
lock, (sock), ●frog, rob, rod, rot, Ross, hot, (honk),
dot, jog, not, sod, Tom

You should have circled hog, sock, honk which were definite errors. There was some hesitation on the words clock and frog. Return to Step 12 which will discuss the scoring for this. Turn the tape off now.

STEP 12 - PART O

This is Part O for Step 12. Use Checkpoint 15 for the Post Test as the student reads.

6

Tape Script for the RX Module concluded

( ) = wrong

(vault), haul, cause, auto

You should have circled the word vault which was said incorrectly. If you did not, rewind the tape and listen again. If you did get it cor-rectly, then return to Step 12 and do the work as instructed for Check-point 16.   As this is the last of this Tape, after you turn it off, please rewind the tape to the left side of the cassette. Turn the tape off now.

END

7

RX MODULE MASTERY TEST
(And Tape Script)

(Use the RX Mastery Test Tape)

1. (15 points) In your own words write an introduction of the RX Test for a student. Use the section below. If more room is needed, continue on the reverse side of this sheet.

(Leave room here for answer)

2. (10 points) Listen to the tape for this question and place a check in the proper column for each item as the student responds.

3. (10 points) Below is a section of a Student Prescription Form. Assume the student made an error in Items 9, 12, and 15. Prepare the Form correctly. You may refer to the Phonics Inventory Booklet D for the correct RX numbers.   (insert sample)

4. (5 points) Below is the Post Test for Item 14. Listen to the tape for this question as a student reads the Post Test. Circle each word that is incorrectly pronounced by the student.

(Insert sample Item 14)

5. (10 points) Below is a section of the Phonics Inventory Booklet D for for Items 19-48. Listen to the tape for this question and place a check in the proper column for each item as the student responds.

(Insert sample here.

6. (10 points) Below is a section of a Student Prescription Form. Prepare the form for a student who has made an error in the following items:
        18, 20, 30, 32, 38, 41, 46, 47
You may refer to the Phonics Inventory Booklet D for the RX numbers.

(insert Form here)

7. (5 points) Below is the Post Test for Item 45. Listen to the tape for this question as a student reads the Post Test. Circle each word that is incorrectly pronounced by the student.

(insert sample here)

8. (10 points) Below is a section of the Phonics Inventory Booklet D for items 49-80. Listen to the tape for this question and place a check in the proper column for each item as the student responds.

(insert sample here)

9. (10) Below is a section of a Student Prescription Form. Prepare the form for a student who has made an error in each of the following items:
        50, 52, 58, 64, 65, 67, 71, 77
You may refer to the Phonics Inventory Booklet D for the RX numbers.

10. (10 points) Below is the Post Test for Item 25. Listen to the tape for this question as a student reads the Post Test. Circle each word that is incorrectly pronounced by the student.   (insert sample)

11. (5 points) Below is a Student Prescription Form. Prepare this form for a student who has made an error in the Post Test for Item 25 (a copy is given for Question 10 above). Assume the student made errors in the following words:
        stout, start, test, zest, blast.
        (Insert form here)

1

MASTERY TEST SCRIPT

QUESTION 2

This is the Mastery Test tape for Question 2. On the form printed for this question, check the item in the Pass or RX column as the student reads. Get ready please.

▲ mant   nate
    tand   jand
    sall   kend
    hout   fant
    rend   cout
▲ bant   ▲ gand
    wend   lant   ▲error
    pand   ▲ vand
▲ dant   yant
               zall

Question 4

This is the tape for the Mastery Test, Question 4. Listen to the student reading this post test. Circle each word that is incorrectly pronounced by the student. Get ready, please.

     coat   curve
▲ cake   corn
    case   cart
▲ coo   ▲ coil
    camp   call
    cab   cause
    can   can't
▲ cup   cut
    cut   cone
    cave   cage
    cane   cycle
▲ cold   cent   ▲ error
    cube   ▲ city
    cow   circus
    coy   zinc
    cook

2

Mastery Test Script continued

QUESTION 5

This is the tape for the Mastery Test, Question 5. Listen to the student reading this test. Check either the Pass or the RX column for each item. Get ready please.

▲ quant		twate	
▲ chand		▲ brill	
shend		▲ skall	
whand		swant	
thall		scand	
stend		grall	
▲ trand		crand	
clend		▲ glate	▲ error
blate		smant	
frant		prill	
flill		sprate	
snate		scrill	
slout		strend	
plend		▲ lox	
drand			

QUESTION 7

This is the tape for the Mastery Test, Question 7. Listen to the student reading this test.

▲ prince	
pray	
price	
proud	
▲ print	
prize	
prune	
▲ praise	▲ error

3

Mastery Test Script concluded

QUESTION 8

This is the tape for the Mastery Test, Question 8. Listen to the student reading this test. Check either the Pass or the RX column for each item. Get ready please.

ban		ead
▲ mog	▲	cay
tup		ook
fid		urd
ped		orn
nale		arp
dile	▲	faw
pote		oud
dee		poi
pule	▲	fow
▲ aip		pead
oap		loe
owd	▲	jall
▲ poo		erd
foy		daul
irt		bew

▲ error

QUESTION 10

This is the tape for the Mastery Test, Question 10. Listen to the student reading Post Test 25. Circle each word that is incorrectly pronounced by the student. Get ready please.

stamp		study
▲ state		nest
still		test
stout		best
stab	▲	west
▲ sting		just
stove		zest
start		vast
stew		first
star		blast
▲ stir	▲	crust
stay		frost

▲ error

Phonics Inventory

D

Used by the Student

This test is the property of _____

PURPOSE:

This Phonics Inventory is designed to test the student's knowledge of phoneme-grapheme or sound letter(s) relationships. The phonemes (sounds) represented by graphemes (letter or letters) in this test are those which recent research indicates are of high utility.

TEST WORDS	
ant	ill
and	ate
all	out
end	

DIRECTIONS:

1. Make sure the student knows all of the three-letter words that are to be blended with letters and letter combinations to make nonsense words. These words appear in the box titled "Test Words." If these words are not known on sight by the student then teach them to him prior to giving him the test. (Reschedule the test if necessary.)

2. Point to the letter or letters in the first column (In the first row "m") and say, "What is the name of this letter?

3. Point to the small word in the middle column (In the first row "ant") and say, "What is this word?"

4. Point to the nonsense words in the third column and say, "What would this word be if we put an "m" in front of it?" Tell the student to say the word.

5. If the student is able to give the correct pronunciation of the nonsense word, check the corresponding "P" (Pass) line on the Student's Phonic Inventory Booklet and go on to the next item. If the student gives a wrong response for the nonsense word the teacher may want to further diagnose the problem by having him go back and say the sound of the isolated letter or letters; or have the student attempt to pronounce the additional three words found on the same line in the green field. If the student still fails to pronounce the word, check the RX box and assign the corresponding prescription.

6. Whenever an asterisk (*) appears beside a number on the test refer to the SPECIAL DIRECTIONS CARD (D.) and note the special wording and/or directions for that particular question.

7. If it becomes evident that the student knows very few or no letter or letter combination sounds, you may wish to discontinue the test and simply have him review and/or learn all sounds by using the RX phonics materials. In this case, simply mark the remaining items "RX" and use the Phonics Inventory Booklet as a blueprint for instruction.

Phonics Inventory (Part 1)

A

RX	1.	m	ant	mant	mand	mout	mall
1A	2.	t	and	tand	tate	tout	tant
2A	3.	s	all	sall	sate	sant	sall
3A	4.	h	out	hout	hend	hant	hall
4A	5.	r	end	rend	rall	rout	rand
	6.	b.	ant	bant	bate	bout	bend
	7.	w	end	wend	wout	wate	will
	8.	p	and	pand	pate	pout	pend

B

RX	9.	d	ant	dant	dand	dall	dend
1B	10.	n	ate	nate	nant	nend	nout
2B	11.	j	and	jand	jate	jend	jall
3B	12.	k	end	kend	kall	kand	kant
4B	13.	f	ant	fant	fout	fand	fend
	14.	c	out	cout	cill	cate	cand
	15.	g	and	gand	gend	gant	gout
	16.	l	ant	lant	lill	lall	lout

C

RX	17.	v	and	vand	vall	vant	vill
9A	18.	y	ant	yant	yand	yout	yate
10A	19.	z	all	zall	zant	zill	zate
11A	20.	qu	ant	quant	quand	quate	quend
12A	21.	ch	and	chand	chend	chall	chate
	22.	sh	end	shend	shill	shant	shand
	23.	wh	and	whand	whall	whend	whout
	24.	th	all	thall	thill	thate	thant

D

RX	25.	st	end	stend	stant	stout	state
9B	26.	tr	and	trand	trall	trate	trant
10B	27.	cl	end	clend	clall	cland	clill
11B	28.	bl	ate	blate	blall	blant	blill
12B	29.	fr	ant	frant	frall	frate	frand
	30.	fl	ill	flill	fland	flate	flant
	31.	sn	ate	snate	snend	snill	snant
	32.	sl	out	slout	slall	sland	slend

E

RX	33.	pl	end	plend	plill	pland	plout
21A	34.	dr	and	drand	drend	drant	drout
22A	35.	sp	ant	spant	spall	spate	spand
23A	36.	tw	ate	twate	twall	twand	twill
24A	37.	br	ill	brill	brend	brant	brate
	38.	sk	all	skall	skend	skout	skant
	39.	sw	ant	swant	swall	swill	swend
	40.	sc	and	scand	scend	scate	scall

F

RX	41.	gr	all	grall	grend	grant	grout
21B	42.	cr	and	crand	crend	crout	crant
22B	43.	gl	ate	glate	glall	glend	glout
23B	44.	sm	ant	smant	smill	smend	smate
24B	45.	pr	ill	prill	prall	prand	prate
	46.	spr	ate	sprate	sprill	sprend	sprant
	47.	scr	ill	scrill	scrall	scrend	scrant
	48-a	str	end	strend	strout	strant	strall
	48-b*	x		lox	dox	mox	tox

PART II

A				
49.	ă	ban	han	san
50.	ŏ	mog	rog	kog
51.	ŭ	tup	dup	kup
52.	ĭ	fid	bif	sim
53.	ĕ	ped	lem	gel
54.	ā	nale	fale	rale
55.	ī	dile	bile	kile
56.	ō	pote	kote	mote
57.	ē	dee	fee	kee
58.	ū	pule	bule	dule
59.*	ai	aip	ait	aik
60.*	oa	oap	oab	oal
61.*	ow	owd	owk	owp
62.*	oo	poo	foo	koo
63.	oy	foy	koy	hoy
64.	ir	irt	irk	irb

B				
65.*	ea	ead	eap	eak
66.*	ay	cay	jay	tay
67.*	oo	ook	oot	oog
68.	ur	urd	urm	urk
69.	or	orn	orb	ort
70.*	ar	arp	arf	arb
71.	aw	faw	taw	daw
72.*	ou	oud	oub	ouk
73.	oi	poi	koi	foi
74.*	ow	fow	mow	dow
75.*	ea	pead	kead	mead
76.*	oe	loe	koe	foe
77.	all	jall	nall	kall
78.	er	erd	erb	erk
79.*	au	daul	laul	kaul
80.*	ew	bew	hew	gew

Phonics Inventory Booklet

D

Copyright 1971 PSYCHOTECHNICS, INC.
1900 Pickwick Avenue Glenview, Illinois 6:025

Used by the teacher

Name_____ Date_____

School_____ Grade_____

Teacher_____ Age _____

DIRECTIONS

This Phonics Record Booklet is divided into two sections. Part one, the first two pages, is used for recording phonic prescriptions and lesson trials. Part two, the remaining six pages, is designed to provide the teacher (and student) with a detailed account of phonic performance and student achievement.

Once the student has been tested in the Phonics Inventory Booklet (D), the teacher or student should record as many prescriptions as necessary in the prescription boxes below. An ☒ in the lesson trial box means the student did not have to change any cards after the check strips were put in place. An ⊡ in the box means the student had to change a card after the check strips were in place.

Student A: |10A| ☒⊡☒☒☐☐

Student B: |10A| ⊡☒⊡⊡☒☒

This student needed four trials to complete the lesson correctly.

This student needed six trials before completing the lesson correctly.

Remember: Two ☒'s in a row are required to complete a prescription successfully.

Prescription Trials   Prescription Trials

Prescription	Trials						Prescription	Trials					
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Letter	Word	Pre-test Pass RX	Prescriptions	Post-test	Prescriptions

1. m mant ___ ___ 1A,2A,3A,4A ___

mop	men	mat	mail	mince	man	mud	mule	meat	may	much	many	myself	yam	ham
5A	5B	6A	16B	2BA	37A	31A	30A	13A	71B	71B	71B	71B	13A	13A

jam	Sam	dim	zoom	gum	him	broom	room	boom	bloom	germ	gym	cream	drum	dream
13A	13A	1BB	20A	31A	10A	40A	10A	40A	48A	19B	52A	52B	52B

freedom	gham	plum	skim	stream	swim
53B	51A	55A	57A	59B	60A

2. t tand ___ ___ 1A,2A,3A,4A ___

top	tent	tack	ten	tug	test	tire	tag	tan	tap	tax	tub	tame	time	toy
6A	5A	5B	5B	6A	7A	8A	16A	17B	17B	17B	31A	35B	36A	40B

torn	toe	tell	together	today	bat	hat	fat	neat	jet	wet	net	pet	rot	but
44A	47B	79A	79A	79A	6A	6A		6A	7B	7B	7B	7B	18A	18B

yet	jut	pit	quart	sit	vat	scout	spout	trout	stout	set	dot	not	cut	hit
19A	19A	19B	19B	20A	20B	26B	26B	26B	26B	33A	33B	33B	34A	34B

boat	goat	float	thrust	shirt	neat	treat	wheat	dart	cart	smart	start	out	about
39B	39B	39B	39B	10B	13A	13A	43A	13A	11A	14A	44A	44A	44B	44B

can't	cent	giant	chart	short	skirt	sprout	sweet
49A	49A	49B	51A	56B	57A	59A	60A

3. s sall ___ ___ 1A,2A,3A,4A ___

sent	sack	sink	sing	Sam	seen	saw	sock	sail	side	sit	sip	sin	six	sun
5A	5B	6B	7B	13A	13B	15A	15B	16B	16B	20A	20A	20A	20A	31B

sat	sod	sow	saw	serve	Hoss	bus	yes	dress	less	chess	bless	class	pass	class
33A	33B	40A	44B	48A	18A	18B	19A	25A	25A	25A	25A	27B	27B	27B

brass	gas	grass
27B	49B	54B

4. h hout ___ ___ 1A,2A,3A,4A ___

hop	hen	hug	hat	hog	hire	hate	ham	heel	hide	hot	honk	hush	hope	hit
5A	5B	6A	6A	7A	8A	6B	13A	11B	16B	18A	19A	26A	32B	34B

home	how	hay	horn	hue	head	her	has	had	his	hold	heard
36B	40A	43A	44A	47B	47B	13A	74A	74A	74A	76B	76B

5. r rend ___ ___ 1A,2A,3A,4A ___

rent	rug	rig	ring	rake	rain	rock	ride	rob	rod	rot	Ross	rush	ran	run
5A	6A	6B	7B	8B	14A	15B	16B	18A	18A	19A	14A	26A	31A	31B

rice	rope	ripe	read	right	far	her	flour	shower
32B	32B	36A	47B	75A	43B	48A	53A	56B

6. b bant ___ ___ 1A,2A,3A,4A ___

back	Ben	bug	bat	big	best	boat	bake	base	boo	bag	bus	bun	but	bin
5B	5B	6A	6A	6B	7A	5A	8B	13A	13B	16A	18B	18B	18B	31B

bee	boom	boy	book	burn	burn	boil	call	been	before	nap	lab	rob	web	crab
39A	40A	40B	43B	43B	44A	17A	48A	76B	76B	17A	17B	18A	20B	27A

cab	scab	stab	tub	club	scrub
27A	27A	27A	31A	51B	56A

7. w wend ___ ___ 1A,2A,3A,4A ___

went	wink	wig	west	wet	wing	wire	weep	wag	well	wed	web	wide	wife	were
5A	6B	6B	7A	7B	7B	8A	14A		20B	20B	20B	36A	36A	77B

warm	wash
77B	77B

8. p pand ___ ___ 1A,2A,3A,4A ___

pop	pack	pink	pig	pet	pain	peel	pay	pin	pit	pick	pass	Pope	pole	mop
5A	5B	6B	6B	7B	11A	14B	15A	19B	14B	19B	27B	32B	36B	5A

bop	top	sheep	drop	keep	weep	stamp	damp	camp	lamp	map	lap	tap	lap	chip
5A	5A	11A	11A	14A	11A	15A	15A	15A	15A	17A	17A	17B	17B	18B

yelp	jump	zip	up	whip	lip	skip	cup	slap	snap	drop	sweep	swamp
19A	19A	20A	20A	31B	31B	31B	34A	57B	56B	39B	60A	60A

9. d dant ___ ___ 1B,2B,3B,4B ___

dog	drop	dumb	damp	did	dip	dim	dig	dug	dart	doe	mad	lad	red	wed
7A	14A	14B	15A	1BB	1BB	1BB	1BB	31A	14A	47B	17A	17B	18A	20B

sod	fed	shed	bread	read	head	thread	child	church	proud	slid	ded	tweed
33B	35A	35A	47B	17B	47B	17B	51A	51B	55B	57B	57B	60B

3.

Letter	Word	Pre-test Pass RX	Prescriptions	Post-test	Prescriptions

10. m nate ___ ___ 1B,2B,3B,4B ___

nest	net	numb	Nan	hen	ten	men	ten	queen	seen	keen	green	chain	rain	gain
7A	7B	14B	17A	5B	5B	5B	5B	13B	13B	13B	13B	14A	14A	14A

grain	man	bun	pin	sin	can	screen	can	tan	tan	plan	run	run	sun	spun
14A	17A	18B	19B	20A	20B	20B	11A	31A	31A	31A	31B	31B	31B	31B

fan	bin	Glen	brown	clown	crown	drain	town	skin	swan	twin				
33A	34B	35A	50B	51B	52A	52B	57B	57A	60A	60B				

11. j jand ___ ___ 1B,2B,3B,4B ___

jet	jam	jail	jug	jump	jut	just	junk	joke	jaw	jog	joy
7B	13A	16B	19A	19A	19A	19A	26A	27B	28B	33B	40B

12. k kend ___ ___ 1B,2B,3B,4B ___

keen	sack	tack	back	pack	wink	pink	sink	ink	black	rock	lock	sock	honk	pick
13B	5B	5B	5B	5B	6B	6B	6B	6B	15B	15B	15B	15B	18A	19B

quack	quick	skunk	sunk	junk	trunk	book	cook	look	brook	blank	black	sack	cheek	check
19B	19B	26A	26A	26A	26A	33B	13B	13B	43B	50A	50A	50B	51A	51A

chalk	clock	crook	drink	smack	speak	spook	trunk							
51A	51B	52A	52B	58A	59A	59A	60B							

13. f fant ___ ___ 1B,2B,3B,4B ___

fat	fog	fire	feel	fib	fed	first	fur	fern	few	fall	father	found	full	five
6A	7A	8A	14B	34B	35A	10B	43B	48A	49B	76A	76A	76A	76A	77A

fish	fine	scarf												
77A	77A	56A												

14. c cout ___ ___ 1B,2B,3B,4B ___

coat	cake	case	coo	camp	cab	can	cup	cut	cave	cane	cold	cube	cow	coy
8A	8B	13A	13B	15A	27A	31A	31A	11A	73B	35B	36B	39A	40A	40B

cook	cure	corn	cart	coil	call	cause	can't	cut	core	case	circle	cent	city	circus
43B	43B	44A	41A	47A	18A	15B	49A	49A	49A	49A	19A	19A	19A	19A

zinc														
20A														

15. g gand ___ ___ 1B,2B,3B,4B ___

goat	gate	gun	gum	game	gas	giant	gentle	gym	Gene	rug	bug	hug	tug	pig
8A	8B	31B	31A	49B	19B	19B	49B	19B	49B	6A	6A	6A	6A	6B

big	wig	rig	dog	log	fog	hog	frog	flag	bag	tag	wag	nag	lag	dig
6B	6B	6B	7A	7A	7A	7A	16A	16A	16A	16A	16A	16A	17A	17B	19B

jug	twig	dug	among	snug										
19A	25B	31A	58A	58B										

16. l lant ___ ___ 1B,2B,3B,4B ___

log	lake	lamp	lock	lap	lad	lab	lag	less	lip	line	look	low	let	light
7A	8B	15A	15B	17B	17B	17B	17B	25A	31B	36A	13B	11B	74B	74B

laugh	wheel	feel	heel	peel	snail	tail	mail	sail	veil	well	Val	spill	ill	doll
74B	14B	13B	11B	11B	16B	16B	16B	16B	19A	20B	20B	25B	25B	25B

still	shell	bell	smell	spell	nail	trail	girl	ball	fall	call	small	school	spool	
25B	32A	32A	32A	32A	39B	39B	10B	48A	13A	18A	19A	56A	59A	

17. v vand ___ ___ 9A,18A,11A,12A ___

vent	van	vat	Val	vast	Vince	vault
13A	20B	20B	20B	20B	28A	48B

18. y yent ___ ___ 9A,18A,11A,12A ___

yarn	yet	yes	yell	yelp
13A	19A	19A	19A	19A

19. z zail ___ ___ 9A,18A,11A,12A ___

zoo	seem	zip	zinc	zest	zip
13B	20A	20A	20A	20A	31B

20. qu quant ___ ___ 9A,18A,11A,12A ___

queen	quack	quart	quick	quince
13B	19B	19B	19B	28A

21. ch chand ___ ___ 9A,10A,11A,12A ___

chase	chain	chew	choke	church	cheese	chew	child	chase	cheek	chin	check	chalk	scorch	scratch
13A	11A	25A	27B	43B	51A	51A	51A	51A	51A	51A	51A	51A	56A	58A

stretch														
59B														

4.

Letter	Word	Pre-test Pass RX	Prescriptions	Post-test	Prescriptions

22. sh shend ____ ____ 9A,10A,11A,12A.

sheep	shape	shell	shed	shine	shirt	shout	shade	shower	shave	short	brush	rush	hush	slush
14A	27A	32A	35A	36A	40B	56B	56B	56B	56B	56B	23A	26A	26A	26A

crush	crush
52A	52A

23. wh whand ____ ____ 9A,10A,11A,12A.

wheel	whip	whale	wheat	when	what	where	why	which	while	white
14B	31B	32A	43A	80B	80B	80B	60B	80B	30B	80B

24. th thall ____ ____ 9A,10A,11A,12A.

thumb	those	three	throat	thread	their	than	thank	think	they	these	them	then	that	cloth
14B	36B	39A	39B	47B	70A	70A	72A	71A	80A	80A	80A	80A	80A	51B

25. st stend ____ ____ 9B,10B,11B,12B.

stamp	state	still	stout	stab	sting	stove	start	stew	star	stir	stay	study	nest	test
15A	25A	25B	26B	27A	28A	36B	14A	18B	39B	59B	59B	59B	7A	7A

best	west	just	zest	vast	first	blast	crust	frost
7A	7A	19A	20A	20B	40B	50A	52A	53B

26. tr trand ____ ____ 9B,10B,11B,12B.

tray	trunk	trout	tree	trail	treat	trade	try	trim
15A	26A	26B	39A	39B	43A	60B	60B	60B

27. cl clend ____ ____ 9B,10B,11B,12B.

clock	class	cling	clay	club	cloth	cloud	climb	clown
15B	27B	28A	51B	51B	51B	51B	51B	51B

28. bl blate. ____ ____ 9B,10B,11B,12B.

black	bless	blow	blank	block	blame	blind	blast	bleed
15B	25A	47A	50A	50A	50A	50A	50A	50A

29. fr frant ____ ____ 9B,10B,11B,12B.

frog	freeze	free	freeze	freedom	Friday	frost	frown	frame
16A	36B	39A	53B	53B	53B	53B	53B	53B

30. fl fill ____ ____ 9B,10B,11B,12B.

flag	float	flew	fly	flower	flat	flame	flew	flight	flash
1FA	39B	48B	53A	53A	53A	53A	53A	53A	53A

31. sn snate ____ ____ 9B,10B,11B,12B.

snail	snow	snake	sneeze	snug	snap	sniff	snore
16B	47A	56B	58B	58B	58B	58B	38B

32. sl slout ____ ____ 9B,10B,11B,12B.

slide	slush	slope	slow	sled	slice	slip	slid	slave	slept
16B	26A	32B	47A	57B	57B	57B	57B	57B	57B

33. pl plend ____ ____ 21A,22A,23A,24A.

plate	plan	play	plum	plane	plow	please	plant	plenty
25A	31A	43A	55A	55A	55A	35A	55A	55A

34. dr drand ____ ____ 21A,22A,23A,24A.

dress	draw	drift	drum	drink	drain	driver	dream
25A	25B	52B	52B	52B	52B	52B	52B

35. sp spant ____ ____ 21A,22A,23A,24A.

spill	spout	spun	spell	spoil	spoon	space	speak	speck
25B	26B	31B	32A	47A	59A	59A	59A	59A

36. tw twate ____ ____ 21A,22A,23A,24A.

twig	twice	twine	twin	tweed
25B	32B	36A	60B	60B

37. br brill ____ ____ 31A,22A,23A,24A.

brush	bring	brass	broom	bread	brick	break	brown	brook	brave
26A	26B	27B	10A	47B	50B	50B	50B	50B	50B

38. sk skall ____ ____ 31A,22A,23A,24A.

skate	skunk	skip	sky	skin	skull	skirt	skim
25A	26A	31B	57A	57A	57A	57A	57A

39. sw swant ____ ____ 21A,22A,23A,24A.

swing	swell	sweep	swim	swan	swift	swept	swamp	sweet
26B	32A	60A	60A	60A	60A	60A	60A	60A

40. sc scand ____ ____ 21A,22A,23A,24A.

scout	scab	scale	score	scorch	scarf
26B	27A	32A	56A	56A	56A

41. gr grall ____ ____ 21B,22B,23B,24B.

green	grain	grape	crew	grade	gray	grow	frown	grass
13B	14A	27A	18B	54B	51B	51B	51B	54B

5.

Letter	Word	Pre-test Pass RX	Prescriptions	Post-test	Prescriptions

42. cr crand ____ ✓ 21B,22B,23B,24B

crumb [14B] crab [27A] crow [47A] cry [52A] crown [52A] cream [52A] crawl [52A] crash [52A] crush [52A] crook [52A] crust [53A]

43. gl glate ____ ____ 21B,22B,23B,24B

glass [27B] Glen [35A] glue [54A] gleam [54A] glad [54A] glow [54A] glide [54A] glory [54A] glance [54A]

44. sm smant ____ ____ 21B,22B,23B,24B

smoke [27B] smell [32A] smile [36A] smart [11A] small [18A] smooth [54A] smack [56A] smog [58A]

45. pr prill ____ ____ 21B,22B,23D,24B

prince [29A] pray [43A] price [55B] proud [55B] print [55B] prize [55B] prune [55B] praise [55B]

46. spr sprate ____ ____ 21B,22B,23B,24B

spring [29A] spray [43A] sprout [59A] spruce [59A]

47. scr scrill ____ ____ 21B,22B,23B,24B

scrape [27A] screen [28B] scrub [56A] scratch [56A]

48-A str strend ____ ____ 21B,22B,23B,24B

stroke [27B] string [28A] straw [28B] straight [59B] stream [59B] strip [59B] stretch [59B]

48-B x lox ____ ____

tax [17B] six [20A]

49. a ban ____ ____ 29A,29B,30A,30B

jack [5B] tack [5B] back [5B] pack [5B] bat [6A] hat [6A] fat [6A] mat [6A] yam [13A] ham [13A] jam [13A] Sam [13A] stamp [15A] damp [15A] camp [15A]
lamp [15A] black [15B] flag [16A] bag [16A] tag [16A] wag [16A] map [17A] nap [17A] rap [17A] nap [17A] nap [17A] nap [17A] nap [17A] tan [17B] tap [17B]
tax [17B] lap [17B] lad [17B] lab [17B] lag [17B] van [20B] pan [20B] pan [20B] pan [20B] crab [27A] cab [27A] scab [27A] slab [27A] glass [27B] pass [27B]
class [27B] brass [27B] can [31A] ran [31A] plan [31A] sat [33A]

50. o mog ____ ____ 29A,29B,30A,30B

mop [5A] hop [5A] top [5A] pop [5A] dog [7A] log [7A] fog [7A] hog [7A] clock [15B] rock [15B] lock [15B] sock [15B] frog [16A] rob [18A] rod [18A]
got [18A] Ross [18A] hot [18A] honk [18A] dot [31B] wg [33B] not [33B] sod [33B] Tom [33B]

51. u tup ____ ____ 29A,29B,30A,30B

rug [6A] bug [6A] hug [6A] tug [6A] thumb [11B] numb [11B] dumb [11B] crumb [11B] bus [18B] bun [18B] but [18B] jug [19A] jump [19A] jut [19A] just [19A]
brush [26A] rush [26A] hush [26A] slush [26A] skunk [26A] sunk [26A] junk [26A] trunk [26A] gun [31B] run [31B] sun [31B] spun [31B] cup [31A] mud [31A] cut [31A]
dug [34A] tub [34A] gum [34A]

52. i fid ____ ____ 29A,29B,30A,30B

wink [6B] pink [6B] sink [6B] ink [6B] pig [6B] big [6B] wig [6B] rig [6B] king [7B] wing [7B] ring [7B] sing [7B] did [18B] dip [18B] dim [18B]
dig [18B] pin [19B] pit [19B] pick [19B] quick [19B] zip [20A] zinc [20A] sit [20A] sip [20A] sin [20A] six [20A] sick [25B] sick [25B] sick [25B] sick [25B]
twig [25B] swing [26B] bring [26B] prince [28A] since [28A] mince [28A] quince [28A] spring [28A] cling [28A] sting [28A] sling [28A] whip [31B] lip [31B] skip [31B] bit [34B]
him [34B] bin [34B] fib [34B]

53. e ped ____ ____ 29A,29B,30A,30B

tent [5A] went [5A] sent [5A] rent [5A] hen [5B] ten [5B] men [5B] pen [5B] nest [7A] test [7A] best [7A] rest [7A] jet [7B] wet [7B] net [7B]
pet [7B] yet [19A] yes [19A] yell [19A] yelp [19A] well [20B] wed [20B] web [20B] dress [25A] less [25A] chess [25A] bless [25A] swell [32A] smell [32A]
spell [32A] fed [35A] Glen [35A] shed [35A]

6.

		Pre-test		Post-	
Letter	Word	Pass RX	Prescriptions	test	Prescriptions

54. a   male ____ ____ 29A,29B,30A,30B —

gate	ate	hate	late	lake	rake	bake	rake	vase	base	case	chase	plate	skate	state
8B	8B	8B	8B	8B	8B	8B	8B	13A	13A	13A	13A	25A	25A	25A

grape	tape	shape	scrape	whale	tale	bale	male	pane	crate	mate	cave	cane	tame
27A	27A	27A	27A	32A	32A	32A	32A	35B	35B	35B	35B	35B	35B

55. i   dile ____ ____ 29A,29B,30A,30B —

fire	tire	wire	hire	slide	side	ride	hide	ice	rice	nice	twice	ripe	time	wide
8A	8A	8A	8A	16B	16B	16B	16B	32B	32B	32B	32B	36A	36A	36A

bee	wife	twine	shine	smile
36A	36A	36A	36A	36A

56. o   pote ____ ____ 29A,29B,30A,30B —

smoke	joke	choke	stroke	rope	hope	Pope	slope	home	cold	pole	those	stove	froze
27B	27B	27B	27B	32B	32B	32B	32B	36B	36B	36B	36B	36B	36B

57. e   dee ____ ____ 37A,37B,38A,38B —

queen	seen	keen	green	sheep	deep	keep	weep	wheel	feel	heel	peel	screen	bee	tree
13B	13B	13B	13B	14A	14A	14A	14A	14B	14B	14B	14B	2?B	39A	39A

free	three
39A	39A

58. u   pule ____ ____ 37A,37B,38A,38B —

mule	use	fuse	cube
39A	39A	39A	39A

59. ai   sip ____ ____ 37A,37B,38A,38B —

chain	rain	pain	grain	snail	jail	mail	sail	nail	trail
14A	14A	14A	14A	16B	16B	16B	16B	39B	39B

60. ea   eap ____ ____ 37A,37B,38A,38B —

east	eat	goat	boat	float	threat
8A	8A	8A	8A	39B	39B

61. ew   ewd ____ ____ 37A,37B,38A,38B —

cow	how	plow	sow
40A	40A	40A	40A

62. oo   poo ____ ____ 37A,37B,38A,38B —

zoo	too	boo	coo	broom	room	boom	bloom
13B	13B	13B	13B	40A	40A	40A	40A

63. oy   foy ____ ____ 37A,37B,38A,38B —

boy	toy	joy	coy
40B	40B	40B	40B

64. ir   irt ____ ____ 37A,37B,38A,38B —

girl	bird	first	shirt
40B	40B	40B	40B

65. ea   ead ____ ____ 41A,41B,42A,42B —

meat	neat	treat	wheat
43A	43A	43A	43A

66. ay   cay ____ ____ 41A,41B,42A,42B —

tray	day	pay	say	hay	play	pray	spray
15A	15A	15A	15A	43A	43A	43A	43A

67. oo   ook ____ ____ 41A,41B,42A,42B —

book	cook	look	brook
43B	43B	43B	43B

68. ur   urd ____ ____ 41A,41B,42A,42B —

church	burn	fur	curve
43B	43B	43B	43B

69. or   orn ____ ____ 41A,41B,42A,42B —

corn	torn	horn	born
44A	44A	44A	44A

70. ar   arp ____ ____ 41A,41B,42A,42B —

dart	cart	smart	start
44A	44A	44A	44A

71. aw   faw ____ ____ 41A,41B,42A,42B —

straw	jaw	draw	squaw	saw	law
2?B	2?B	2?B	2?B	44B	44B

7.

Letter	Word	Pre-test Pass RX	Prescriptions	Post-test	Prescriptions

72. ou oud ___ ___ 41A,41B,42A,42B ___ scout `26B` spout `26B` trout `26B` stout `26B` out `41B` about `44B`

73. oi poi ___ ___ 45A,45B,46A,46B ___ oil `47A` boil `47A` coil `17A` spoil `17A`

74. ow fow ___ ___ 45A,45B,46A,46B ___ crew `47A` snow `47A` blew `47A` slow `17A`

75. ea pead ___ ___ 45A,45B,46A,45B ___ bread `47B` read `47B` head `47B` thread `47B`

76. ee loe ___ ___ 45A,45B,46A,46B ___ hee `47B` tee `47B` coe `37B` Joe `47B`

77. all jall ___ ___ 45A,45B,46A,46B ___ ball `48A` fall `48A` call `48A` small `48A`

78. er erd ___ ___ 45A,45B,46A,46B ___ fern `48A` germ `48A` her `48A` serve `48A`

79. au daul ___ ___ 45A,45B,46A,46B ___ vault `48B` haul `48B` cause `48B` auto `48B`

80. ew bew ___ ___ 45A,45B,45A,46B ___ stew `48B` few `48B` grew `48B` flew `48B`

Reorder RXFD Phonics Record Booklet

8.

SEPARATE ATTACHMENTS

Two cassette tape recordings containing

the recorded information used with the

RX training module and its mastery test.

APPENDIX F

THE O. R. A. MODULE AND ITS COMPONENTS:-

The Training Module

The Checkpoint Manual

The Mastery Test

The Student's Module

The Program 3 Flow Chart

The Student Record Book

THE O.R.A. TRAINING MODULE

By A. J. Batchelder

HOW TO USE A MODULAR LEARNING SYSTEM

What is a Module?

The word module means "a small piece". This particular module endeavors to teach you how to operate one part of the total system of reading laboratory management. It is a combination of a teacher and a text-book which you use to enhance your learning. This Module consists of 12 Steps. Each step is a small part of the whole. Once you have learned each Step sequentially, then you have the entire system mastered.

How to Learn from a Module:

1. You study each Step very carefully. Be certain that you master what is being taught, then you turn to a Checkpoint and test yourself. Consider the Checkpoint as an integral part of the learning experience. As you work the Checkpoint, you may, when necessary, re-read the Step in the Module, or any prior Step, for further verification. Master each Step completely, before going to the next Step.

2. Whenever a special Introduction or Reference is provided, read it carefully. Only those references, or introductions, that are specifically required for the objectives are supplied. When the reference asks you to read another set of materials, you are expected to do so, as it will contain matter that will be included in the final Mastery Test.

3. Once you finish the entire Module, you will be expected to prove you have learned what was taught in this specific Module. You should know what type of information you will be tested on because only those items covered in the Behavioral Objectives are included. This is why it is highly important for you to study the Behavioral Objectives before you start the Module, and as you review to prepare for the final Mastery Test. Once you are certain that you have mastered the material within this Module, then turn the materials you have used over to the Instructor, who will then issue you the Mastery Test.

4. Self-instructional material such as this requires personal responsibility and self-discipline on your part. You do have, however, one fine advantage --- you may read and re-read as often as you wish.

A Special Note: Please do all your notes and written work in the Checkpoint Manual. Please do not make any marks of any kind in this section of the Module.

1

BEHAVIORAL OBJECTIVES:

Upon completion of this Module you should be able to demonstrate with 90% accuracy how to successfully guide a student through the 20 Essays of the O. R. A. Reading Program by performing the following specific skills:

1. Demonstrate an ability to compute the Comprehension Rate (CR).

2. Demonstrate an ability to compute the Comprehension Improvement formula (CI).

3. Demonstrate an ability to compute the Optimum Reading Achievement Level (ORAL) at Essay 10.

4. Demonstrate an ability to recognize the essential elements to be contained in a diagnostic student conference at Essays 1, 6 and 10.

5. Demonstrate an ability to recognize specific Patterns of Learning at Essays 6 and 10 as revealed by a Checklist Chart.

6. Demonstrate an ability to provide training recommendations for students who exhibit specific Patterns of Learning at Essays 6 and 10.

7. Demonstrate an ability to prescribe training materials for a transfer of speed skills to non-O. R. A. materials. This will also require you to list the basic elements of these training materials.

MATERIALS REQUIRED:-

1. This Module Booklet.

2. The Checkpoint Manual.

3. The Flow Chart for Program 3.

4. The Student Module Sheet accompanying this set of materials.

5. The O. R. A. Student Record Book.

6. A calculator, if available.

LIMITATIONS OF THIS MODULE:-

The instruction in this Module covers only the sections of Programs 3B, 3C, or 3D which involve the use of the O. R. A. and Purdue materials. The procedures suggested in this Module refer to O. R. A. by name, but other than a difference in Essay numbers, also refer to Purdue materials. This Module includes only the parts of the student conferences relating to the O. R. A. materials. The other materials indicated in the Flow Charts are taught in other Modules.

CONTENTS OF THIS MODULE

REFERENCE A:-

Prior Modules have provided the principles governing perceptual training as needed in a reading center. Below is a summary of the major points which are needed to understand the techniques provided in this Module:-

1. Perceptual training involves what a person sees upon the printed page and what he is able to comprehend, that is understand. The comprehension referred to involves, in this system, vocabulary. That is, when training in comprehension is discussed, it includes a knowledge of vocabulary.

3

2. Reading at an adult efficiency level requires that a person be able to read "at rate", commonly termed "speed reading". Such an adult should be able to read fluently well above 250 words per minute (WPM) to prevent sub-vocalization which slows silent reading. As there is no way to guarantee the exact speed a person can achieve, as this depends upon need and ability, no special speed can be given.

3. Now read the O. R. A. Student Record Book to be certain you understand the following. Check off each item as you work with this book:

____ Find the different parts in the book as listed in the Contents.

____ Study the numbered directions in Essay 1 to be sure you can follow them.

____ Study the numbered directions in Essay 2. Be sure you understand the important principle of reading a prior Essay on film BEFORE reading the new Essay on the reading pacer.

____ Can you find the Guide Number for the reading pacer as the student must do? Watch the NOTE at the bottom of the page.

____ Check Essay 6 and note the change in Direction 3.

____ Check Essay 10 to understand how the student knows to bring you the book.

____ Be sure you understand and can explain the Special Information for Essay 11 to a student.

____ Read the Special Information for Essay 12. Can you explain this in your own words to a student?

____ Now note that in Direction 1 and 2 there are 2 different speeds. Be sure you can explain this to a student when asked.

____ See Essay 14, especially Direction 7. You may have to make this change for a student who does not know what to do.

____ See Essay 17, especially Direction 7. You may have to make this change for a student who does not know what to do.

____ See Essay 18. This indicates a change from the two speeds on prior Essays. Can you explain the reason for this change to a student?

____ See Essay 20. This indicates how the student will get his final WPM.

4. Read the student Module No. 23 to become acquainted with the instructions to the student. Check off the various parts as you study them. Be prepared to assist a student by re-wording any of this as necessary to a questioning or doubtful student.

4

_____ The Section "Your Goal". This is the Performance Objective for the student.

_____ The "Rationale" section. This explains _why_ to the student. Do you know why?

_____ The materials section --- can you find the materials?

_____ The "Activities" section. Can you interpret these activities to the doubtful student?

5

STEP 1 - The Comprehension Rate Formula.

Examine the set of scores given in Figure 1 below:

Figure 1

	Comprehension	Vocabulary	Words Per Minute
Student A	100%	100%	500
Student B	70%	80%	500
Student C	-60%	60%	800
Student D	70%	70%	700

Using only the data in Figure 1, is it possible to judge whether or not a student is performing up to his potential? Is it possible to judge that Student is actually performing at a lower level than Student D? Considering that the words per minute are the same for Students A and B, even though the scores are different, can a judgment be made as to who is the more efficient reader? From the data it appears that Student C is reading too fast, but at what speed should he read? Is Student C performing less well than Student B? From the data given in Figure 1 it is evident that such statistics do not provide us with some meaningful information that makes it possible to plan a program of benefit to a student.

The consensus of most educators indicates that no method of evaluation is perfect. Yet, when planning reading programs for students, some type of a general guideline is required, as imperfect as it may be. The Comprehension Rate formula does provide an approximate score that includes the student's reading speed and comprehension. In the reading system used in this Module, vocabulary is considered as one of the indicators of comprehension. The Comprehension Rate (CR) is used as an evaluator to assist the Instructor in planning a beneficial program through the O. R. A. reading materials.

HOW TO COMPUTE THE COMPREHENSION RATE

Each student records the number of correct answers to his Comprehension and Vocabulary tests for each Essay on the Progress Chart on the front cover of the O. R. A. Student Record Book. These are converted to percentages. That is, 7 correct out of a total of 10 equals 70%, or .70. This is done for both the Comprehension and Vocabulary score for any essay for which you intend to compute the Comprehension Rate. Once you have this information, use the following formula for the computation.

Figure 2

FORMULA:-

$$\frac{\text{Comprehension} + \text{Vocabulary}}{\text{divided by 2}} \times \text{Words per Minute (WPM)} = \text{Comprehension Rate}$$

EXAMPLE:

Step 1		Step 2	Step 3	
Comprehension	.70		450 WPM	Drop the decimal
Vocabulary	+ .80	.75%	X .75%	fraction and the
Total	1.50	2/1.50	337.50	CR = 337

OR, LOOK AT IT THIS WAY:

$$\frac{\text{Comprehension } .70 + \text{Vocabulary } .80}{2} = \frac{1.50}{2} = .75 \times 450 = 337.50$$

THEN ... drop the decimal fraction and the Comprehension Rate (CR) = 337 WPM

The Comprehension Rate (CR) means, as best we understand it, that this student probably would achieve 100% in his comprehension and vocabulary scores when reading, in this example, at 337 words per minute (WPM).

Figure 3 below and the discussion below it, will indicate how the CR formula can be used to help us know more about student performance in speed reading training. Figure 3 uses the same data as in Figure 1, with the added CR score:

Figure 3

	Comprehension	Vocabulary	Words Per Min.	Comp. Rate
Student A.	100%	100%	500	500
Student B	70%	80%	500	375
Student C	60%	60%	800	480
Student D	70%	70%	700	490

The Comprehension Rate allows a better understanding of the potential of each student. By using the CR we now understand that actually Student B is performing least well in his work. Student C, who at first appeared to be in serious difficulty, now may be recognized as doing better than Student B. It is now possible to inform Student C that he probably would obtain better comprehension if he read at approximately 480 WPM. With the added CR formula it will be possible to obtain further insights about these students. Other implications of this formula will be covered later in the Module. The major concern at this time is to understand the value of a meaningful score such as the CR and to be able to perform the computation.

Go to Checkpoint No. 1

7

STEP 2 - The Comprehension Improvement Formula

Although the Comprehension Rate formula provides helpful information, instructors of reading are faced with another thorny problem. The reading laboratory instructor is supposed to follow a practice of measuring a student's progress only in comparison to the student himself, and not as compared to other students who vary in abilities and needs. Because standardized test norms do just this, they are not adequate for this type of measurement. An added difficulty with the standardized reading test is that it rarely replicates the actual material the student is using. The CI and CR formulas do use the actual materials and thus prove to be a more accurate measurement. This procedure has an added advantage of comparing a student's performance over a period of training time on the same material.

HOW TO COMPUTE THE COMPREHENSION IMPROVEMENT FORMULA

The Comprehension Improvement (CI) formula is especially valuable in assessing the rate of improvement a student makes when comparing Essay 1 with Essay 6, 10 and 20. This formula gives an approximate evaluation of the rate of growth and may be used in most reading programs.

Figure 4

STEP 1:-

Comprehension Rate of Essay 10   450
Subtract Comp. Rate of Essay 1   -105

                                      345

STEP 2:-

Divide the answer (345) by 105 (the CR of Essay 1)

$$105\overline{)345.000} = 3.285$$

In the answer above (3.285), move the decimal two points to the right to change to percent. Discard any fractional digit to the right of the decimal. The answer is a Comprehension Improvement (CI) of 328 % when comparing Essay 10 to Essay 1.

The CI formula may be made for any essay on the Progress Record of a student. As it includes the comprehension and the vocabulary scores as related to the speed (WPM) of the reading, so this formula more nearly reflects the student's total improvement in his speed training program.

8

Both the CR and the CI are most useful for reporting progress to the student to help boost his morale. It is also valuable and understandable to parents, other teachers and administrators. These scores are better than standardized test scores in reports to such persons, as they more truly reflect the actual performance of the student.

These two formulas are the basic tools used in analyzing the progress of a student in the O.R.A. Program for assessment of a student's progress and as an aid to providing alternate materials or techniques in a variety of circumstances. How they are so used will be covered in the balance of this Module.

Now go to Checkpoint No. 2

REFERENCE B:-

Before explaining how the CR and CI formulas are used, it is necessary to review some basic principles of how the O.R.A. Program functions and what it is designed to accomplish. Much of this has been covered in greater detail in prior Modules, therefore, the following is a summary of the principles.

1. O.R.A. I, II, III and Purdue I, II, III programs are a systematic method for perceptually training the student to increase his reading speed (WPM). This is not merely a mechanical skill as it involves maintaining the comprehension and thus involves the thinking processes.

2. The written material itself is not difficult. One of the principles for initial speed training is to always begin with simpler material than the student can usually read.

3. An intentional difficulty is built into the films used for the training by simulation. This is why the student must use the film from the immediately prior essay before he uses a pacing device. He begins with three fixations. When he gets good at that, he then will discover the films use two fixations, which is an added difficulty. When successful in this format, the next element of difficulty occurs at Essay 12 when a full line, especially narrowed, is presented. At Essay 16 he adds the final difficulty of a full line format. In addition, increasing difficulty is encountered by reading on the Pacer at 50 WPM faster each time he reads the first ten Essays.

4. The objective of the first 10 essays is to push the student to his own personal limit. That is, the first 10 essays are used to discover his potential speed. In this system it is named the Optimum Reading Achievement Level (ORAL). Once the ORAL is determined, the final 10 essays habituate the new speed skill. Refer to the initial note at Essay 11 in the O. R. A. Record Book for more data.

5. During the last 10 essays it is necessary to give practice concurrently in speed reading without the crutch of machines. This effects a transfer to a non-O. R. A. type reading materials.

6. As the student establishes his beginning WPM at Essay 1 as he times his essay, it is a more accurate assessment of his ability than any standardized material used in tests because it is actually what he is using.

7. Students are fearful about increasing their speed because they subscribe to the idea that understanding is better when reading slowly. However, evidence does not support this belief. Many students read so slowly that by the time they get to the bottom of the page they tend to forget what they read at the top of the page. The student profits by knowing this information. See diagram below:
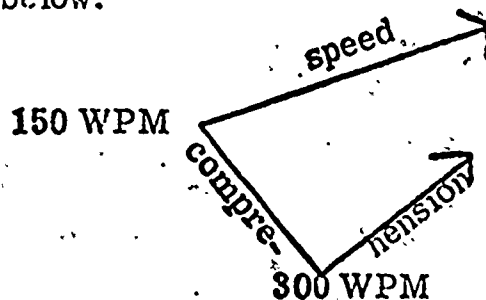
If a student started at 150 WPM with a comprehension score of 70%, as his speed goes up, generally his comprehension decreases. However, at approximately where the speed doubles (300 WPM in this example) the comprehension begins to improve and gradually "catches up" with his increased rate to a great extent. Students appreciate and are helped with a discussion such as this. Eventually the student reaches a speed above his ability; it is then that the comprehension score will probably again decrease. At such a point, the CR is used to determine an optimum speed. It is to be remembered that in speed reading 70% comprehension is considered a satisfactory criterion.

8. It is also necessary to remember that later the student will require instruction and training in a flexible reading rate for differ-

10

ent types of materials. This particular set of essays is only one part of the speed training. When time permits, higher levels of O. R. A. materials should be assigned. In any case, other types of non-program materials must be used to be certain that a transfer of the speed skill is made to other materials and to maintain the speed even after the student completes his speed reading training.

Go to Checkpoint No. 3.

HOW TO ANALYZE THE PROGRESS CHART

REFERENCE C

Beginning with this section you will learn how to make two assessments:

1. How to perform an assessment of the student's work based upon the performance during the initial 10 essays, using the Progress Chart of the O. R. A. Record Book. This is generally referred to as "reading the chart".

2. How to determine the potential successful speed at which a student should be able to perform during the final 10 essays of the O. R. A. Program. This will be referred to as the Optimum Reading Achievement Level (ORAL).

At first glance it may appear that you are mechanically assessing "by the numbers". However, the use of the CR and CI formulas is an effort to inject some degree of objectivity into this assessment act. As you are working with individuals who have their own emotions, mental abilities and needs, there is little, if any, way to perform an assessment of this nature that excludes subjective judgment on the part of the Instructor. Only broad guidelines will be discussed in this Module as it relates to a subjective judgment. It is assumed that as an educator you will use these objective assessments as your "bench mark", or foundation, upon which to base your own professional judgment. As you gain experience with various students you will develop an understanding of the types of performances to be expected and what to suggest for further training. Later you will find yourself expanding these procedures and many will become nearly intuitional. As with all assessment procedures, remember the human element. Some students may develop their own unique patterns.

Following this Reference is an explanation of certain patterns of behavior as reflected by the Progress Chart of the student. Certain proposed suggestions for the student's benefit will also be given.

11

STEP 3 - The Essay 1 Conference

As the O. R. A. Record Book is issued, tell the student to see you after Essay 1 is done. During the conference keep in mind this section of the behavioral Objective (Your Goal) of the student's Module:

"You will improve your speed reading and thinking, by demonstrating your ability to follow with 100% accuracy the training procedures given in the O. R. A. Student Record Book for 20 Essays. "

Once the student has completed Essay 1, conduct a conference. Below is a list of the items that should be covered in this conference:

1. Has he filled in the identifying information on the book cover?
2. Check the Record Book, Essay 1 to be sure Box A and B are correctly used.
3. Check the Progress Chart for proper data at Essay 1.
4. Check the answer pages where the student enters his Comprehension (C) and Vocabulary (V) questions. Has he circled incorrect answers? Does he know why he missed any question? This is an excellent time to explain the value of performing the function of re-reading to find why a question is missed. Also, it is one of the directions in the Record Book. Students usually need training in the skill of learning from a mistake. Was it an unknown word in the Question? In the material? Forgetfulness? Too hurried a performance, etc. ?
5. Check to be sure the speed (WPM) is apparently consistent with the number of questions correct.
6. Check that the Reading Rate Chart was correctly ut. ized.
7. Be sure he knows he is to use the Language Master for the vocabulary words BEFORE he reads the new Essay on the Pacer.
8. Is there evidence that he has followed the directions correctly? Stress the importance of this skill of following directions in earning a living, saving a life, etc. One of the functions of this reading training is to learn that "when all else fails, re-read the directions". Be sure he understands the directions for Essay 2.

One word about No. 5 above. If the student has a high WPM figure and a low C or V score, this requires careful examination. Much above 250 to 300 should be suspect. Perhaps the student did not know

12

how important it is to read and understand. Or, perhaps he did not think accuracy was importance. Perhaps he has an ORA-level that is too low. If so, get another assigned. If the level is correct and the C and V are low, it would be wise to have him re-read and re-time it before continuing. As you will discover later in this Module a too high beginning that is not consistent, will present many difficulties for the student, especially during the first 10 essays.

Now go to Checkpoint No. 4.

STEP 4 – The Successful Pattern (Essay 6)

The student is to have a conference with you when he finishes Essay 6. At this first conference you can learn a great deal about the student's work. As this is the essay which the student times and does not use the pacer, it gives you a clue about his problems or successes. In Figure 6 below is a sample chart which will be discussed.

Figure 6

Essay	1		2		3		4		5		6	
	C	V	C	V	C	V	C	V	C	V	C	V
Score	8	6	8	8	7	7	8	9	7	8	7	8
Speed	150		200		250		300		350		300	
CR	105										225	
CI											114%	

By studying and understanding the basic patterns you will be able to analyze the type of student progress. Then you will be able to improve his training experience. Below is a Checklist which has been filled out for the sample given in Figure 6.

Essay 6 Checklist

Yes Higher Lower No ?

A. Is E1 wpm consistent with C score?   ●
B. Is C score in range of 7-10?   ●
C. Is V score in range of 7-10?   ●
D. Is V score generally higher than E1?   ●
E. Is E6 wpm equal or higher than E1?   ●
F. Is there over-all progress?   ●

The pattern is that of a successful student. Even if one or two items were not in the Yes column, it still would be considered showing general progress. Below is the rationale for the questions in the Essay 6 Checklist.

13

Question A: This is an opportunity to be sure that the WPM at Essay 1 is consistent with the comprehension score. This might have been missed in the Conference after Essay 1 was completed. If a student has a WPM of 300 or over and the C score is low, the student needs instruction about reading for understanding and not only for speed.

Question B: This indicates the understanding of what is read at the new speed. A score of 5, or low, puts it in the range of mere chance. Although the criterion is 70%, at this stage of the training it is expected to be at 6 now and then during this early stage of the training. If it is consistently above 7, this may indicate another problem which is discussed in another pattern.

Questions C
and D: Each student is supposed to use the Language Master for the vocabulary words before he reads the new essay on the pacer. A low score after Essay 1 or 2 may indicate he is not using this method. Or, it may indicate he needs personal help on using the method and you should work through some vocabulary cards with him. Of course, it may also indicate a very poor vocabulary. These are subjective judgments that you will have to make while working with the student.

Question E: The WPM and CR of E6 should be higher than at E1. When it is and the C is 7 or above, this is substantial proof the student has in six essays already begun to improve his speed. However, it may also be the same as that of E1 or close to it. This is not a serious concern as it indicates the student needs more training. He should be encouraged to "push" his reading speed when he is away from the films and the pacing device.

Question F: This is mainly a reflection of your subjective judgment coupled with data obtained from reading the chart. In Figure 6 note that the scores went up and down, but not lower than 7. This type of inconsistency is more apparent than real as the quality of questions, interest in the subject matter, the emotional and physical health of the student affects his scores.

Generally this is the Pattern of a student who is successful and is making average progress in his speed-reading training. Charts of different students certainly will not duplicate this one, but it should be in

14

the same general pattern. The student should be encouraged and sent on his way to finish the next four essays. Although the Student Record Book has directions to tell the student that at E7 he adds 50 WPM to the speed at E5, do not take it for granted that he will do so unless you remind him.

In subsequent patterns the basic information contained above will not be repeated unless it is of a special nature directly related to the Pattern under analysis.

Now go to Checkpoint No. 5.

STEP 5 - The unsuccessful Pattern, Part 1 (Essay 6)

Figure 7

Essay	1		2		3		4		5		6	
	C	V	C	V	C	V	C	V	C	V	C	V
Score	6	7	6	8	6	5	5	6	5	6	6	7
Speed	350		400		450		500		550		250	
CR	227										162	
CI											-28%	

Essay 6 Checklist

	Yes	Higher	Lower	No	?
A. Is E1 wpm consistent with C score?				●	
B. Is C score in range of 7-10?				●	
C. Is V score in range of 7-10?				●	
D. Is V score generally higher than E1?				●	
E. Is E6 wpm equal or higher than E1?				●	
F. Is there over-all progress?				●	

This is a very clear sample of a student who is not successful. Even if there were one or two checks in the other columns of the Checklist, it would be considered unsuccessful.

No student is supposed to be in the ORA program unless prior evidence clearly indicates a high expectation of success. Because of this, this should be an unusual Pattern to see at Essay 6. However, it does appear and one has to be prepared for it. Here are some items to investigate:

15

1. Were the directions in the Student Record Book understood and followed?

2. The negative check for Question A may indicate he was placed in too difficult material, or

3. The student may not have had a conference after doing E1 as directed and had gotten off to a wrong start.

4. Are there physical or emotional problems of recent date?

In any case, this student should be re-evaluated and placed in some alternate programs. Alternate materials has been covered in previous Modules.

Now go to Checkpoint No. 6.

STEP 6 - The Unsuccessful Pattern, Part 2, (Essay 6)

Figure 8

Essay	1		2		3		4		5		6	
	C	V	C	V	C	V	C	V	C	V	C	V
Score	6	5	5	5	6	6	5	5	4	6	5	6
Speed	80		130		180		230		280		110	
CR	44										60	
CI											36%	

Essay 6 Checklist	Yes	Higher	Lower	No	?
A. Is E1 wpm consistent with C score?	●				
B. Is C score in range of 7-10?			●		
C. Is V score in range of 7-10?			●		
D. Is V score generally higher than E1?				●	
E. Is E6 wpm equal or higher than E1?	●				
F. Is there over-all progress?	●				

This is also a Pattern of an Unsuccessful performance. It is easy to confuse with that given in Step 5, (Unsuccessful) and Step 8 (Struggling Student).

Question A: This indicates there is some progress, but as indicated by the CI, certainly is low.

Questions B
and C: A clear indication of a definite problem for this student.

16

Question D: This is questionable, because what progress there is still is minimal. It might be feasible to say "yes", but a very weak "Yes" indeed.

Questions E
and F: Again this shows some progress, but most minimal.

A student with a Pattern of this nature requires much individual assistance from the instructor. Much subjective judgment will be required than what the Progress Chart or the Checklist provides. Further inquiry might include:

1. Review prior work of the student for possibility of a diagnostic error.
2. Is this type of material too difficult at this time?
3. What type of material did he use successfully before starting this work?
4. Has he had an eye check to be sure there is no visual problem?
5. Can the student follow written directions satisfactorily?

All indications are that a student with this type of a performance should be provided alternate programs and materials to prepare him for a reasonable possibility of success in a speed program. See prior Modules about this.

Go to Checkpoint No. 7.

STEP 7 - The Underachiever Pattern (Essay 6)

Figure 9

Essay	1		2		3		4		5		6	
	C	V	C	V	C	V	C	V	C	V	C	V
Score	7	7	9	8	9	10	8	9	7	9	9	9
Speed	350		400		450		500		550		500	
CR	245		320		427		425		495		450	
CI											83%	

Essay 6 Checklist	Yes	Higher	Lower	No	?
A. Is E1 wpm consistent with C score?	●				
B. Is C score in range of 7-10?	●				
C. Is V score in range of 7-10?	●				
D. Is V score generally higher than E1?		●			
E. Is E6 wpm equal or higher than E1?		●			
F. Is there over-all progress?	●				

17

There is little doubt that this is a Pattern of a successful student. But certain indicators within the Progress Chart at Figure 9 indicate that there is more to this student's performance than a quick study might indicate. The initial high WPM at E1 with 70% comprehension is one indicator. Another is that the comprehension and vocabulary scores are consistently high, even at an increased rate. The fact that the CI is not higher is not of great importance in instances of students who start above 300 WPM at E1 as it requires much training to reach the higher figures when one is already a fast reader. Consequently students with patterns of this type will characteristically have lower CI than those who start very low in WPM.

Sometimes it helps in cases of this type to compute the CR for each essay. This was done in Figure 9 and it confirms the fact that this is a most capable student. The answers to Questions D and E also suggest this. Then the fact that at E6 the student could achieve 90% comprehension and vocabulary scores without machines is indicative of a student who has a high potential. He requires much more of a challenge, because he is underachieving his potential.

If this student is using ORA I, then beginning with E7 have him use ORA II for the balance of the program. If he is already in ORA II, then shift him to ORA III. Should this shift be made, make a note of it on the Progress Chart at Essay 7.

Go to Checkpoint No. 8.

STEP 8 - The Struggling Student Pattern (Essay 6)

Figure 10

Essay	1		2		3		4		5		6
	C	V	C	V	C	V	C	V	C	V	
Score	8	7	7	7	6	8	6	7	7	7	6 7
Speed	110		160		210		260		310		150
CR	82										97
CI											18%

Essay 6 Checklist	Yes	Higher	Lower	No	?
A. Is E 1 wpm consistent with C score?	●				
B. Is C score in range of 7-10?				●	
C. Is V score in range of 7-10?	●				
D. Is V score generally higher than E1?			●		
E. Is E6 wpm equal or higher than E1?		●			
F. Is there over-all progress	●				

223

18

This pattern is easily confused with the unsuccessful pattern as discussed in Steps 5 and 6. The difference is that, minimal as it is, there is some success. The differences from the other Patterns is as follows:

Question A: Although the CI is low, there has been some progress.

Question B: It is questionable whether this is true, but certainly more scores of 7 are in evidence than the unsuccessful patterns.

Question C: The student is apparently able to maintain a satisfactory vocabulary ability, evidentally the Language Master is helping.

Question D: At least it has not decreased from E1, which is progress of sorts.

Question E: The CR is higher than that in E1. Although the percentage of improvement is certainly low, it still is an improvement.

Question F: Yes, there is progress, even if only minimal.

This pattern often occurs at Essay 6. It is to be expected because speed training is based on abilities and not can everyone read fast, or if they do make it, it will take more training than this first ORA program. Then, some students begin to improve in the Essay 7 to 10, or the last 10 Essays.

Students who have patterns similar to this need much encouragement and individual attention. Here are some items to investigate:

1. Were the directions in the Student Record Book understood and followed?
2. The student may not understand the process and need further instruction.
3. Is the student working with the Language Master correctly?
4. Is the student re-reading to find out why he missed questions?
5. Are there any physical or emotional problems of recent date?
6. Have they had an eye-check to be sure there is no visual problem?

224

19

Another item to investigate is the level of material being used. If it had looked as though he could work in Level II at a prior conference, and this is the level now, then at Essay 7 have the student change to Level I of the ORA. He can use the same Record Book and start at Essay 7. If so, put a note about this change at Essay 7 on the Progress Chart. It is also helpful to a struggling student to keep the WPM for Essay 7 at the same as in Essay 5, then from that figure add the WPM by 50 until Essay 10 is completed. But, do not slow them down any more than that or difficulty will be encountered in finding their real potential. One encouraging thing to consider is that there is some progress, even if it is minimal.

Go to Checkpoint No. 9.

HOW TO COMPUTE THE O. R. A. ACHIEVEMENT LEVEL

REFERENCE D:-

The purpose of the O. R. A. Achievement Level (ORAL) is to predict a reading speed at which the student can succeed at not less than 70% comprehension while reading Essays 11 through 20. Achievement of a higher comprehension score should, of course, be encouraged when possible. Read "Special Information for the Student" in the O. R. A. Student Record Book for Essay 11 for further information.

It would appear that the idea ORAL score would be the Comprehension Rate as this is supposed to be the rate at which the student can perform. However, the student is still under training as he endeavors to make his new rate a habit during the last ten essays. It is also important that he be able to succeed at this new rate. For these reasons it is advisable to set an ORAL score at which he is certain to succeed. To do this, subtract 50 WPM from the CR score as computed at the conclusion of Essay 10. Certain exceptions to this method will be explained in Step 10 for the Underachiever Pattern.

As with the first ten essays, the final ten also have built into the procedure two places for the student to confer with you. Such conferences are usually very brief. Read the direction No. 7 to the student in the O. R. A. Student Record Book for Essays 14 and 17.

The chief function of the conference at Essays 14 and 17 is to assist the student in making any adjustment and encourage him in his work. The final terminal conference at Essay 20 is to assess his over-all improvement since Essay 1 using the Comprehension Im-

20

provement Percentage as well as to help him plan a future program to expand his adult efficiency level.

Again, you may think you are getting very mechanical in the way the ORAL speed is assigned. The procedures have been used for many years and have proven fundamentally sound. However, it is admitted that as experience is gained, your own subjective judgment will enter into this work. Certain exceptionally able students will need a challenge by using a higher ORAL than has been suggested. There are also students who are finding this program difficult who might need even a lower ORAL score than has been suggested above. In determining an ORAL score, keep it within multiples of 50 WPM, for this is about the amount of change that is significantly different in higher speeds of reading.

Given below are some examples of how to compute the ORAL. The same Progress Chart records that were previously discussed in reading the chart for Essay 6 are used, with the exception of the unsuccessful pattern as that student was removed from the program.

Remember that these are samples of typical patterns. It can only be conjectured as to exactly how such a student would respond to the higher speeds in Essays 7 to 10. However, the examples given are believed to be typical performances. Again, you are reminded that these Patterns are a type of "bench mark" to use until you have achieved considerable experience in this work. Any future changes you make should be backed by experience and then only to attempt to better meet the specific individual needs and abilities of your own students.

STEP 9 -. The Successful Pattern (Essay 10)

Figure 11

Essay	1		2		3		4		5		6		7		8		9		10	
Score	8	6	8	8	7	7	8	9	7	8	7	8	8	8	7	8	6	9	6	8
Speed	150		200		250		300		350		300		400		450		500		550	
CR	105																		385	
CI																			266%	
ORAL																			335	

The procedure for computing the ORAL is quite simple. After computing the CR for Essay 10, subtract 50 WPM from the CR score and enter it in box L on the Progress Chart on the cover of the O. R. A. Student Record Book.

Explain carefully to the student that he is to use the ORAL speed for the last ten Essays. Students have to be cautioned to read and follow the directions as given for these last Essays as there are some special directions somewhat different from those given for the first ten Essays. Read the section titled "Special Information" for Essay 12 in the O. R. A. Student Record Book to become well acquainted with this information. If possible, you should review the last ten films yourself as referred to in Essay 12.

Go to Checkpoint No. 10.

STEP 10 - The Underachiever Pattern (Essay 10)

Figure 12

```
Essay    1        2        3        4        5        6        7        8        9        10
Score    7   7  9   8   9   10  8   9   7   9   9   9   8   9   7   9   8   8   7   9
Speed    350      400      450      500      550      500      600      650      700      750
CR       245                                                                             600
CI                                                                                       144%
ORAL                                                                                     650
```

Refer to the previous discussion concerning this pattern as given in Step 7. The pattern in Figure 12 assumes the student was kept in the same O. R. A. level of material. Usually when students are so operating their CI will be higher than if advanced to more difficult material. However, there is no hard and fast rule in this, as students react differently to speed training. You will note his ORAL is 50 WPM higher than his CR. Often the training in Essays 11-20 is most effective and such students make much greater gains by Essay 20 than that predicted by the ORAL.

Figure 13

```
Essay    1        2        3        4        5        6        7        8        9        10
Score    7   7  9   8   9   10  8   9   4   9   9   9   8   8   6   9   7   8   7   7
Speed    350      400      450      500      550      500      600      650      700      750
CR       245                                                                             525
CI                                                                                       114%
ORAL                                                                                     475
```

In Figure 13 it has been assumed that the student has been changed at Essay 7 to a higher level of the O. R. A. material. It sometimes occurs that the performance in Essays 7 to 10 may be less successful because the material is more difficult. Again, you are reminded that in dealing with human beings, not all of them will follow the exact patterns as

22

presented. This sample shows a slight drop in scores as compared with those in Figure 12. As a result, neither the ORAL nor the CI are as high as was shown in Figure 12. Because of more difficult material the ORAL was calculated at 50 WPM below the CR. Often such a student will respond with great success and by Essay 14 or 17 will have increased his WPM while using the stop clock and should therefore use the higher speed in subsequent Essays as suggested in the O.R.A. Student Record Book at Essay 14 and 17. This type of a student benefits greatly from speed training and should be given further such programs.

Go to Checkpoint No. 11.

STEP 11 - The Struggling Student Pattern (Essay 10)

Figure 14

Essay	1	2	3	4	5	6	7	8	9	10
Score	8 7	7 7	8 6	7 7	7 6	6 7	7 7	6 7	5 6	5 5
Speed	110	160	210	260	310	150	310	360	410	460
CR	82									230
CI										180%
ORAL										180

Refer to the previous discussion concerning this pattern as given in Step 8 and in Reference D. The sample given in Figure 14 assumes the student was kept in the same material. You will note he is still having difficulty. But, he has actually improved tremendously as the CI indicates. It is to be remembered that this achievement required much more effort than those who have had a higher CR. Because this type of a student encounters much difficulty and becomes more easily discouraged, the assignment of the ORAL which might appear rather low, should be done with much tact. Often it is wise to request that he return for further counseling after he has completed Essay 14, which he times with a stop clock. It may be possible to increase the ORAL 50 WPM at either Essay 14 or Essay 17. A student evidencing this type of a learning pattern, will require much of your subjective judgment which experience in using these progress charts will supply. Such students are capable of making excellent progress, but require time and care on the part of the Instructor.

Go to Checkpoint No. 12.

STEP 12 - Essays 11 through 20

Essays 11 to 19 present few problems for the student because: (1) he is using the same speed for each essay, and (2) that speed is

23

as close to his potential as can be determined. It is important to understand that the ORAL computed for the student is for this specific, O.R.A. or Purdue, type of program. It may not be that which can be achieved with non-O.R.A. materials. It is generally estimated that when a student reads without machine help he should start at about 100 words per minute below his machine, or ORAL rate, and work up from such a speed.

Built into the O.R.A. Student Record Book is a provision for ORAL rate adjustment in Essays 14 and 17. You should also read the notes to the student at Essays 11, 14, and 17, before proceeding with this Step.

The student should do two essays each class period. At this rate he will complete the last ten essays in about five class periods. At Essay 20 the student uses a time clock and thus checks himself to find out his final speed as compared to Essay 1. The Instructor then computes the CR and CI and reports the final amount of progress to the student.

There is an important concurrent activity to be done during these final essays to enable the student to transfer his newly acquired skills in speed reading to non-O.R.A. materials. It is this emphasis upon skill transfer that differentiates this O.R.A. program from other programs. Such a transfer is more apt to assure that the student will be able to maintain his new speed skills with only about 100 words per minute loss even a year later.

Below are five suggested transfer activities. The decision as to which one to use remains with the Instructor, in conference with the student, based upon an understanding of the student's needs and abilities. The techniques are summarized below. The Modules used by the students should be consulted for further details.

1. The Alarm Clock, or Timer, Activity is covered by Module No. 70. This provides practice in speed reading outside of the classroom using any reading material the student chooses.

2. The Speed Reading in Book Module No. 48 utilizes paperback books which have a special chart on the inside of the cover. However, if a computer to figure these charts is not available, then technique 3 below may be used.

3. Paperback Book Reading. The student chooses his own paperback book. Advise him how to determine the Guide Number based

24

on the instructions for the make of reading pacer used. Have him
begin at about 100 WPM below his ORAL figure. He reads on the
pacer at that speed, then increases his speed 50 WPM and reads
at the new figure for another five minute period. This process is
repeated until he believes he is reading as fast as he can and still
able to understand and enjoy the book. Then he leaves the pacer
and over several class periods reads in five minute intervals to
see if he can push himself to keep up with his new speed. He re-
turns to the pacer and checks to see how he is doing. If he cannot
maintain the speed away from the machine, repeat the process
until he can. If he can come close to it, then he most likely does
not need the pacing machine and has achieved a maintainable high
speed.

4. To encourage a flexible rate for different types of reading mate-
    rial is also excellent training. The student should bring some
    class textbooks he uses in other classes to the Center and prac-
    tices with them as follows: (The student uses the Pacer for this
    work.)

    a. Skim a chapter at double his ORAL speed with the purpose
        being to discover only the main, or general, purpose of
        the chapter.

    b. Then read the first and last couple of paragraphs in the
        same chapter at one-half his ORAL speed for more care-
        ful, detailed reading.

    c. Practice reading different chapters at many different
        speeds. Use one-quarter to double, or even triple,
        the ORAL WPM.

5. Use the Techniques of Speed Reading by Davis covered in Module
    55. This is a unique method involving a book with specially pre-
    pared tapes. The tapes have a beep sound at varying speeds. The
    entire procedure is well explained on the Introduction tape.

    Once the O. R. A. materials are concluded, the Instructor and the
Student should plan together other reading and study techniques. Such
a plan should include more advanced O. R. A. or Purdue III programs.
How to conduct such a planning conference is covered in another Mod-
ule.

    Now go to Checkpoint 12.

25

Once you have concluded the Checkpoint 12, you should be ready to
take the Mastery Test for this complete Module. It is suggested that
you review your work in the Checkpoint Manual as you review this
Module booklet itself BEFORE you take the Mastery Test. You will
not be able to use the Module booklet, nor the Checkpoint Manual,
while taking the Mastery Test.

▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲

● THE END ●

THE CHECKPOINT MANUAL

FOR THE

O. R. A. MODULE

CHECKPOINT No. 1 for Step 1

A. Using the figures supplied, compute the Comprehension Rate below:

Step 1	Step 2	Step 3	Drop the decimal
Comprehension .80			fraction and the
Vocabulary + .90	2⟌	325 WPM	CR=
		X	

B. Using the figures supplied, compute the Comprehension Rate below:

$$\frac{\text{Comprehension } .60 + \text{Vocabulary } .70}{2} = \underline{\hspace{1cm}} \text{ "} \underline{\hspace{1cm}} X\ 325 = \underline{\hspace{1cm}}$$

Then, drop the decimal fraction and the CR = _____

C. Using the data supplied, compute the CR for each of the following.

1. Vocabulary 75	2. Comprehension 90	3. Comprehension 50
Comprehension 85	Vocabulary 70	Vocabulary 40
WPM 350	WPM 750	WPM 110
CR=_____	CR=_____	CR =_____

See the answers on Page __10__ Then return to Module, Step 2.
If errors occur, recheck math and
also recheck the Module, Step 1.

CHECKPOINT No. 2 for Step 2

A. Using the figures supplied, compute the Comprehension Improvement

Step 1:   Comprehension Rate of Essay 10   350
            Subtract Comp. Rate of Essay 1   - .90

Step 2:   Divide the answer at ▲ by the CR of Essay 1

_____   The Comprehension Improvement
                            is _____ %

See the Answers on P. 10.   If errors, recheck math and Step 2 in the Module.

CHECKPOINT MANUAL -continued

B. Using the data below, compute the CI for each of the following:

1. CR of Essay 10   780
    CR of Essay 1   250

    CI = _____ %

2. CR of Essay 10   340
    CR of Essay 1   80

    CI = _____ %

3. CR of Essay 10   440
    CR of Essay 1   55

    CI = _____ %

4. CR of Essay 10   550
    CR of Essay 1   125

    CI = _____ %

See the Answers on Page 10   Then return to Step 3
If errors occur, recheck math
and recheck Module, Step 2

CHECKPOINT No. 3 for Reference B

A. Directions: Fill in the blank in the statement below:

Speed reading involves maintaing the (1)_____ and thus maintaining

the (2) _____ process. The material is simpler than the student

can read because the difficulty is built into the (3) _____. The

objective of the first 10 essays is to find a student's (4)_____

speed. The last 10 essays effects a (5)_____ of new skills to non-ORA

type materials.

B.   Complete the diagram below to illustrate how comprehension and
     speed are related.

```
                              7
    200 wpm      (6)       /
    copy 70%  _____/
               (7)

                    (8)   wpm
```

C. Mark the following either T for True, F for False or N for-not-applicable:

(9)_____   In speed reading 70% comprehension is a satisfactory criterion.

(10)_____   The transfer of ORA skills to other materials must be built into
                   the speed reading program.

See Page _____ for the answers.   Then go to page 8 of the Manual.
In case of errors, recheck Ref. B.

CHECKPOINT MANUAL continued

CHECKPOINT No. 4, for Step 3

Directions: Fill in the missing word below:

Check (1)_____ information on the book cover.

Check Essay 1 for Box (2)_____ and (3)_____ being correctly used.

Check the answer pages for (4)_____ and (5)_____ questions being answered in the proper area, etc.

Check the answer pages to be sure incorrect answers are (6)_____.

Check to see if the (7)_____ is consistent to comprehension percentage.

Check the correct usage of the (8)_____ Chart.

Check to be sure the (9)_____ were followed 100% correctly.

Check that the student understands the (10)_____ for Essay 2.

See Answers on Page __10__. If errors occur, recheck Step 3. Then go to Step 4.

CHECKPOINT No. 5, for Step 4

Compute CR and CI	Essay	1		2		3		4		5		6	
		C	V	C	V	C	V	C	V	C	V	C	V
	Score	7	7	7	8	7	7	9	9	7	8	8	8
	Speed	180		230		280		330		380		220	
	CR (1)____											(2)____	
	CI											(3)____	

Check the Answers as applicable.

CHECKLIST for Essay 6   Yes Higher Lower No ?
A. Is E1 wpm consistent with C score? (4)
B. Is C score in range of 7-10 . (5)
C. Is V score in range of 7-10? (6)
D. Is V score generally higher than E1 ?(7)
E. Is E6 wpm equal or higher than E1? (8)
F. Is there over-all progress? (9)

(10) This is the pattern of a _____ student.

(continued on next page)

3

CHECKPOINT MANUAL continued

CHECKPOINT No. 5, for Step 4 continued

For the following items, fill in the blank, or circle the correct statement:

(11) At Essay 1 the student has a speed of 300 or over and the comprehension score is low. In such a case the student may need instruction about reading for _____ and not only for speed.

(12) In speed reading the criterion for comprehension is not lower than _____%.

(13) If a student continues to have a low vocabulary score after Essay 1 or 2, he may need instruction in the use of the _____ _____ machine.

(14) The reading speed at Essay 6 may at times be nearly the same as that of Essay 1. Is this a serious concern?   Yes   No

15. The scores in Essays 1 to 6 may fluctuate. What are some possible causes for this apparent inconsistency? _____

SEE PAGE __10__ for the correct answers.
If you have errors, review Step 4 and correct your answers. If you have no errors, continue with Step 5.

CHECKPOINT NO. 6, for Step 5

Essay	1		2		3		4		5		6	
	C	V	C	V	C	V	C	V	C	V	C	V
Score	6	6	6	7	8	5	5	4	5	6	6	7
Speed	240		290		340		390		440		200	

Compute CR and CI

CR (1)____   (2)____
CI   (3)____

Essay 6 Checklist   Yes Higher Lower No ?
A. Is E1 wpm consistent with C score? (4)
Check the   B. Is C score in range of 7-10?   (5)
Answers as   C. Is V score in range of 7-10?   (6)
applicable.   D. Is V score generally higher than E1 ?(7)
                 E. Is E6 wpm equal or higher than E1? (8)
                 F. Is there over-all progress?   (9)

(10) This is the pattern of an _____ student.
(continued next page)

4

CHECKPOINT MANUAL CONTINUED

CHECKPOINT No. 6, for Step 5 continued

Insert the proper word in the blank spaces below:
Here are some items to investigate with a student who has this Pattern:
Were the(11)_____ in the Student Record Book understood and followed?
The negative check for Question A (in the Essay 6 Checklist) may indicate
he was placed in too (12)_____ material. The student may
not have had a (13) _____ after Essay 1.

What recommendation should be made for this type of a performance?

(14)_____

_____

See Page __11__ for the correct answers. If you have errors, review Step 5
and correct your answers. If you have no answers, go to Step 6.

CHECKPOINT NO. 7, for Step 6

	Essay	1		2		3		4		5		6	
		C	V	C	V	C	V	C	V	C	V	C	V
Compute	Scores	4	5	5	6	6	7	5	4	4	6	5	5
CR and CI	Speed	100		150		200		250		300		120	
	CR	(1)____											
	CI									(2)____			
										(3)____			

Essay 6 Checklist   Yes Higher Lower No ?

A. Is E 1 wpm consistent with C score?(4)
Check the   B. Is C score in range of 7-10?   (5)
Answers as   C. Is V score in range of 7-10?   (6)
applicable.   D. Is V score generally higher than E1? (7)
   E. Is E6 wpm equal or higher than E1? (8)
   F. Is there over-all progress?   (9)

(10) This is the pattern of a _____ student.

Further inquiry might include:

(11)_____

_____

(12)_____

_____

(13) Recommendation for this student should be:_____

_____

_____

For Answers See Page __11__. If errors occur, recheck Step6, then go Step 7.

5

CHECKPOINT MANUAL CONTINUED

CHECKPOINT No. 8, for Step 7

Essay	1		2		3		3		5		6	
	C	V	C	V	C	V	C	V	C	V	C	V
Scores	8	7	8	9	8	8	9	9	8	10	8	9
Speed	400		450		500		550		600		540	

Compute
CR and CI

CR (1)_____   (2)_____

CI   (3)_____

Essay 6 Checklist   Yes Higher Lower No ?

Check the
Answers as
applicable,

A. Is E1 wpm consistent with C score? (4)
B. Is C score in range of 7-10? (5)
C. Is V score in range of 7-10? (6)
D. Is V score generally higher than E1? (7)
E. Is E6 wpm equal or higher than E1? (8)
F. Is there over-all progress? (9)

(10) This is a Pattern of a _____ student who is an _____

(11) The _____ wpm(speed) with 80% comprehension is one indicator.

Also the (12) _____ and _____ scores are consistently high.

Also the fact that at (13) _____ he could achieve high C and V scores

when (14) _____ .

(15) The recommendation for this type of Pattern is _____

_____

_____

CHECKPOINT 9, for Step 8

Essay	1		2		3		4		5		6	
	C	V	C	V	C	V	C	V	C	V	C	V
Scores	7	7	6	7	7	8	6	7	7	7	7	6
Speed	100		150		200		250		300		140	

Compute the
CR and CI

CR (1)____   (2)_____

CI   (3)_____

Essay 6 Checklist   Yes Higher Lower No ?

A. Is E1 wpm consistent with C score? (4)
B. Is C score in range of 7-10? (5)
C. Is V score in range of 7-10? (6)
D. Is V score generally higher than E1? (7)
E. Is E6 wpm equal or higher than E1? (8)
F. Is there over-all progress (9)

(10) The is a Pattern of the _____

6

CHECKPOINT MANUAL CONTINUED

Checkpoint 9 for Step 8 continued
Following each Question from the Essay 6 Checklist, give a brief analysis of the Chart:

Question A(11) _____

Question B (12) _____

Question C (13) _____

Question D(14) _____

Question E (15) _____

Question F(16) _____

In the space below, list some of the main items to investigate concerning a student who has this type of Pattern:
(17)

(18) Give a general procedure for this type of Pattern. _____

For Answers See Page 11 . If errors occur, recheck Step 8. The go to p.16 of
the O.R.A. Module itself.

CHECKPOINT 10 for Step 9

The purpose of the ORAL is to predict a speed for success at not less than
(1)_____% comprehension.

It is during the last (2)_____ that the student develops a habit,
or "set" for his new reading skills.

The chief function of the conference at Essays(3)___ and(4)___ is to assit
the student in his (5)_____ skills.

The final terminal conference at Essay 20 is twofold: One (6)_____

Two (7)_____

Explain the formula for the ORAL computed at the end of Essay 10:
(8)_____
and citer it in Box(9)_____ on the Progress Chart.

7

CHECKPOINT MANUAL CONTINUED

Checkpoint 10 for Step 9 continued

Below is given an excerpt from a Progress Chart for a Successful Pattern.
Compute the CR, CI and ORAL figures:

```
Essay      1         6        10
         C   V    C    V    C    V
Scores   9   7    8    8    6    8
Speed    170      250      570
CR    (10)_____(11)_____(12)_____
CI                      (13)____%
ORAL                   (14)____
```

For Answers see Page _____. If errors occur, recheck Step 9, then go to Step 10.

CHECKPOINT 11 for Step 10

Below is given an excerpt from a Progress Chart for a Underachiever Pattern.
Compute the CR, CI and ORAL figures:

```
Essay      1         6        10
         C   V    C    V    C    V
Scores   8   9    8    8    7    8
Speed    300      450      700
CR    (1)_____  (2)____  (3)_____
CI                      (4)____%
ORAL                   (5)_____
```

For Answers see Page_____. If errors occur, recheck Step 10, then go to Step 11.

CHECKPOINT 12 for Step 11

Below is given an excerpt from a Progress Chart for   Struggling Student Pattern.
Compute the CR, CI and ORAL figures.

```
Essay      1         6        10
         C   V    C    V    C    V
Scores   7   6    7    8    4    7
Speed    125      140      475
CR    (1)____   (2)____  (3)_____
CI                      (4)____%
ORAL                   (5)_____
```

For Answers see Page____. If errors occur, recheck Step 11, then go to Step 12.

8

CHECKPOINT MANUAL CONTINUED

CHECKPOINT 13 for Step 12

Circle the correct answer:-

1. The ORAL speed the student uses is only for this specific type of material.   YES   NO

2. When a student stops using a machine for training, he should use a speed of:
   200 wpm   20% less   100 wpm higher   100 wpm lower

3. The student MUST read at exactly the same speed for each Essay 11-19 ?
                    YES   NO

4. The student is instructed in the O.R.A. Student Record Book that he will be reading:-
   a. All films for essays 11-20 at the same speed as on the Shadowscope.
   b. At a different rate on some films that as on the Shadowscope
   c. No films for any of the Essays 11-20.

5. The student is instructed in the O.R.A. Student Record Book that at Essay 14, 17:-
   a. No matter how his wpm changes, he reads at the ORAL speed only.
   b. That if his wpm is the same, or lower, than in Box L, to stay at the O.R.A. speed.
   c. That if his wpm is higher than in Box L, to read at the higher speed

6. At Essay 20 the Instructor computes the CR and CI figures: YES   NO

Supply the proper answer for the following:

7. What is the general concurrent activity a student uses with Essays 11-20?

_____

8. Why is the general concurrent activity named in Question 7 above, so important to the student's future reading activity?

_____

_____

9. Give the names only of the 5 types of concurrent activities that may be used by the student while reading Essays 11-20:

_____   _____
_____   _____
_____

10. After the O.R.A. materials are completed at Essay 20, what should the Instructor do next? (If more room is required, use the back of this sheet.)

          See Page 12 for Answers.

9

ANSWERS FOR Checkpoint No. 1, Step 1

A. Step 1   Step 2   Step 3
Comprehension .80   .85%   325 WPM   Drop the decimal
Vocabulary   + .90   2/ 1.70   X .85%   fraction and the
              1.70   276.25.   CR = 276

B.
Comprehension .60 + Vocabulary .70 = 1.30 - = .65 X 325 "= 211.25
          2   2

Then drop the decimal fraction and the CR " = 211 WPM

C.1. CR=280   2. CR = 600   3. CR = 49

ANSWERS FOR Checkpoint 2, Step 2
        Step 1   Step 2
A.   350
        - 90   2.88   CI = 288%
          260   90/260.000

B. 1. CI = 212%   2. CI = 325%   3. CI = 70 %   4. CI = 340%

ANSWERS FOR Checkpoint 3, Reference B

A. (1) comprehension   (2) thinking (3) films   (4) potential   (5) transfer

B.   C. (9) T   (10) T

(6) speed
(7) compre- hension
(8) 400 wpm
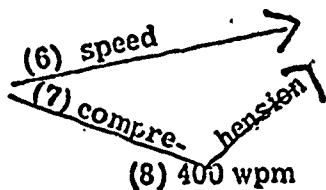
ANSWERS FOR Checkpoint 4, Step 3

(1) identifying, (2) A, (3) B, (4) C, or comprehension, (5) V, or vocabulary,
(6) circled, (7) speed or wpm, (8) Reading Rate, (9) directions, (10) directions

CR (1) 126, (2) 278. CI (3) 120%. (4) yes, (5) yes, (6) yes, (7) yes or higher
(8) higher, (9) yes, (10) successful

ANSWERS FOR CHECKPOINT No. 5, Step 4

(1) 126, (2) 176, (3) 39% , (4) yes, (5) yes, (6) yes, (7) yes, (8) Higher, (9) yes
(10) successful, (11) understanding or comprehension, (12) 70%, (13) Language
Master, (14) No, (15) interest in the subject, emotional and physical health, etc.

10

ANSWERS FOR CHECKPOINT 6, for Step 5

(1) 144, (2) 130, (3) −9%, (4) No, (5) No, (6) No, (7) No, (8) No, (9) No,
(10) unsuccessful, (11) directions, (12) difficult, (13) conference,
(14) re-evaluation and reassignment in alternate materials.

ANSWERS FOR CHECKPOINT 7, for Step 6

(1) 45, (2) 60, (3) 33%, (4) Yes, (5) No, (6) No, (7) ? or No, (8) Yes,
(9) Yes, but very minimal, (10) barely successful, more nearly unsuccessful,
(11) Is he using the Language Master correctly? May need personal help in
this part of the work., (12) May be confused with directions. procedures or
machines., (13) Needs much personal help from the Instructor. Should use
alternate materials until ready for a speed program.

ANSWERS FOR CHECKPOINT 8, for Step 7

(1) 300, (2) 459, (3) 53%, (4) Yes, (5) Yes, (6) Yes, (7) Higher, (8) Higher,
(9) Yes. (10) successful student who is an overachiever., (11) E1 or initial.
(12) Comprehension and Vocabulary, (13) E6, (14) self-timed, or off machines,
(15) Give him a challenge, shift to a higher level of ORA at Essay 7.

ANSWERS FOR CHECKPOINT 9, for Step 8

(1) 70, (2) 91, (3) 30% (4) Yes, (5) ?, (6) Yes, (7) No, (8) Higher, (9) Yes, even
though it is minimal. (10) struggling student. (11) Even though CI is low, some
progress made. (12) somewhat questionable, but more 7s in general., (13) He
does generally alright, (14) No, he is having some difficulty, (15) Higher, even
though low, some progress., (16) There is progress. although it is minimal.
(17) See the 6 items at bottom of p. 15 in the O. R. A. Module itself.

(18) First check to see if his O. R. A. level material is too high, if so lower it.
If not, continue it. But keep wpm(speed) for E7 the same as E5.

ANSWERS FOR CHECKPOINT 10, for Step 9

(1) 70%, (2) 10 essays. (3) 14, (4) 17, (5) new, or speed, (6) assess over-all
improvement using the CI comparing E20 to E1, (7) plan a future program
to expand his adult efficiency level. (8) add 50 wpm to the CR score, (9) L
(10) 136, (11) 200, (12) 399, (13) 193%, (14) round off to 450. wpm.

ANSWERS FOR CHECKPOINT 11 for Step 10

(1) 255, (2) 360, (3) 525, (4) 105%, (5) 575 wpm

ANSWERS FOR CHECKPOINT 12 for Step 11

(1) 81, (2) 105, (3) 261, (4) 222%, (5) add 25 wpm = 284 or round off to 285.

11

ANSWERS FOR CHECKPOINT 13 for Step 12 ·

(1) Yes, (2) 100 wpm less, (3) No, (4) b, (5) b, c, (6) Yes, (7) materials
to assist in transferring his new speed to non--ORA program, (8) to be
able to maintain his new speed skills even a year later, (9) The Alarm Clock,
or Timer, Acitity, The Speed Reading in Books-Module, Paperback Book
Reading, Reading in other class textbooks, The Techniques of Speed Reading.
(10) He should compute the CR and CI data, then plan with the student
further reading and study technique training.

● The End ●

MASTERY TEST FOR O. R. A. MODULE

1. Given below are the names of different check lists, or items to investigate at specific student conferences. Match these up with the actual items themselves given below them. Use the correct letter in the blank space before each item. More than one letter may be required for some items.

    A. The Conference Checklist for Essay 1
    B. The Conference points to investigate for the Unsuccessful Pattern at Essay 6
    C. The Conference points to investigate for the Struggling Student Pattern at Essay 6

_____ Has the student filled in the identifying information on the record book cover?

_____ The student may need more instruction in the process for Essays 7-10.

_____ Has the student had an eye-check for possible visual problems?

_____ Is the speed apparently consistent with the number of correct questions?

_____ Are there any physical or emotional problems of recent date?

_____ Check that the Reading Rate Chart for wpm was correctly utilized.

_____ Has the student followed the directions correctly?

_____ Is the student working with the Language Master correctly for Essays 1-6?

_____ The student may NOT have had a conference after doing Essay 1.

_____ Has he circled incorrect answers and re-read to find out why a question was incorrect?

2. Name the five suggested activities used to help a student make the transfer of his new speed skills to non-O. R. A. materials. Also briefly describe the essential contents of each activity. (If you need more room, use the reverse side of this page.)

1

O.R.A. MASTERY TEST continued

3. This question consists of 5 Patterns of typical responses on the Progress Chart for the first 6 Essays. You are expected to compute the CR and CI formulas for Essays as indicated by the blank lines. You are then expected to complete the Essay 6 Checklist, to identify the type of Pattern, and provide a recommendation concerning a student represented by such a pattern.

A.

Essay	1		2		3		4		5		6	
	C	V	C	V	C	V	C	V	C	V	C	V
Score	5	6	5	6	6	7	5	7	5	5	6	7
Speed	280		330		380		430		450		170	
CR												
CI	____										____%	

Essay 6 Checklist Yes High Low No ?
A. Is E1 wpm consistent with C score?
B. Is C score in range of 7-10?
C. Is V score in range of 7-10
D. Is V score generally higher than E1?
E. Is E6 wpm equal or higher than E1?
F. Is there over-all progress?.

Type of Pattern: _____

Recommendation: _____

B.

Essay												
	C	V	C	V	C	V	C	V	C	V	C	V
Score	7	7	7	8	8	9	7	8	7	8	7	8
Speed	160		210		260		310		360		290	
CR												
CI	____										____%	

Essay 6 Checklist Yes High Low No ?
A. Is E1 wpm consistent with C score
B. Is C score in range of 7-10?
C. Is V score in range of 7-10
D. Is V score generally higher than E1?
E. Is E6 wpm equal or higher than E1?
F. Is there over-all progress?

Type of Pattern _____

Recommendation _____

O.R.A. MASTERY TEST continued

C. Essay

	1		2		3		4		5		6	
	C	V	C	V	C	V	C	V	C	V	C	V
Score	7	7	8	8	8	9	7	8	8	9	8	8
Speed	325		375		425		475		525		480	
CR												
CI												%

Essay 6 Checklist Yes Higher Lower No ?

A. Is 31 wpm consistent with C score?
B. Is C score in range of 7-10?
C. Is V score in range of 7-10?
D. Is V score generally higher than E1?
E. Is E6 wpm equal or higher than E1?
F. Is there over-all progress?

Type of Pattern: _____

Recommendation _____

D. Essay

	C	V	C	V	C	V	C	V	C	V	C	V
Score	7	6	7	8	8	8	7	8	8	8	7	7
Speed	135		185		235		285		335		305	
CR												
CI												%

Essay 6 Checklist Yes Higher Lower No ?

A. Is E1 wpm consistent with C score
B. Is C score in range of 7-10?
C. Is V score in range of 7-10?
D. Is V score generally higher than E1?
E. Is E6 wpm equal or higher than E1?
F. Is there over-all progress?

Type of Pattern _____

Recommendation _____

O.R.A. MASTERY TEST continued

E. . Essay

	C	V	C	V	C	V	C	V	C	V	C	V
Score	7	7	6	7	7	7	6	7	5	8	7	7
Speed	90		140		190		240		290		130	
CR												
CI												%

Essay 6 Checklist   ·Yes Higher Lower No ?

A. Is E1 wpm consistent with C score? .
B. Is C score in range of 7-10?
C. Is V score in range of 7-10? .
D. Is V score generally higher than E1?
E. Is E6 wpm equal or higher than E1?
F. Is there over-all progress? .

Type of Pattern _____

Recommendation _____
_____

4. This question will present 3 different patterns of Progress Charts at the conclusion of Essay 10. The CR and CI have been filled in. You are to supply the ORAL figure, name the pattern, and make a recommendation for Essays 11 through 20.

F. Essay

	1		2		3		4		5		6		7		8		9		10	
	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V
Score	7	7	7	8	8	8	8	9	7	7	7	7	8	8	8	8	7	7	6	7
Speed	145		175		225		275		325		250		375		425		475		525	
CR	101																		341	
CI																			237%	
ORAL																				

Type of Pattern: _____ Recommendation _____

G. Essay

	1		2		3		4		5		6		7		8		9		10	
	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V
Score	8	9	8	9	8	9	8	9	8	7	8	9	8	8	7	8	8	6	7	8
Speed	300		350		400		450		500		450		550		600		650		700	
CR	255																		525	
CI																			105%	
ORAL																				

Type of Pattern: _____ Recommendation _____

H. Essay

	1		2		3		4		5		6		7		8		9		10	
	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V
Score	7	8	7	8	7	7	7	8	6	6	8	7	7	7	8	7	5	1	4	8
Speed	120		165		215		265		315		150		315		365		415		465	
CR	90																		205	
CI																			133%	
ORAL																				

Type of Pattern: _____ Recommendation _____

THE END
Please fill out the information on the next sheet.

4

PLEASE PROVIDE THE FOLLOWING INFORMATION:

YOUR NAME: _____
            (First)   (Initial)   (Last)

MAILING ADDRESS: _____
               (Number) or (RR)   (Street)

TELEPHONE NO. _____   _____
          (Area Code)

Subject Area in which you Teach _____ Grade Level_____
Approximate Number of Years Teaching Experience_____
Have you had either graduate or post-graduate classes in reading: ___Yes ___No.
Give the highest degree you hold_____and in what subject area_____

Please mail this completed Test, the Tape and any other materials for this Module
directly to:

          MR. ARTHUR J. BATCHELDER
          P.O. BOX 27
          NEW CARLISLE, IN. 46552

Stamped, addressed, envelope has been provided you.

5.

Moducls Nos. 23, 24, 25 - O. R. A. Reading Systems - Levels I, II, III

YOUR GOAL:-
You will improve your speed reading and thinking by demonstrating your ability to follow with 100% accuracy the training procedures given in the Optimum Reading Achievement (O. R. A.) Student Record Book for 20 Essays. You are expected to score 70% or higher, in each of the Comprehension and Vocabulary tests for each of the Essays 11 through 20. The amount of increase in speed depends upon individual ability of each student, therefore no exact percentage of increase is expected.

RATIONALE:-

You are not being taught how to read. You already know that. You will be trained in how to read efficiently as an adult should. You will using special machines and films to train yourself in efficient, modern methods of reading and thinking. When you finish this work you will know what you have read better, and you will read faster.

MATERIALS TO USE:-
1. Purchase the Student Record Book from the book store.
2. Use the O. R. A. reading book of essays as given on the assignment form.
3. Use the special projector in your Learning Console.
4. Use a time clock for Essays 1, 6, 14, 17, 20.
5. Use the Language Master flash cards for vocabulary study.
6. Use the Shadowscope reading pacer.

ACTIVITIES:-

1. See the videotape titled "How to Use the O. R. A. Program".
2. Follow the directions in the Student Record Book very closely.
3. Use the time clock for Essays 1, 6, 14, 17, and 20.
4. Starting with Essay 2, use the Language Master vocabulary cards, if this Module was also circled on your assignment form.
5. Do at least 1 essay for Essays 1 through 10 each day.
6. Do at least 2 essays for Essays 11 through 20 each day.
7. See the Instructor when you finish Essays 1, 6, 10, and 20.
8. When you finish your O. R. A. materials, also work on other Modules.

REMEMBER TO REMEMBER - The Instructor is always ready to help you when needed!

Figure 4

PROGRAM 3 FLOW CHART (STUDENT)
LABORATORY MANAGEMENT

242

Student
Record Book

Levels 1, 2, 3

Arthur J. Batchelder
Reading Specialist
For use with the O.R.A. Reading Program

_____

Student's Name

● ● ● PROGRESS CHART ● ● ●

Essay	1		2		3		4		5		6		7		8		9		10	
	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V
Score																				
Speed																				

Essay	11		12		13		14		15		16		17		18		19		20	
	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V	C	V
Score																				
Speed	L																			

O. R. A.
Level

HOW TO SET THE TACHOMATIC MACHINE FOR STEP 2

A. For the gray Tachomatic 500 (Using the Chart inside the lid of the machine.)

Essays 2-6 : Use the 3 fix column.

Essays 7-11: Use the 2 fix column.

Essays 12-17: First add 50 WPM to the ORA Level. Then use the 1 fix column

Essays 18-20: Use the 1 fix column.

B. For the new x500 (wood grained) Tachomatic Machine
Set the Dial in the center for the speed (WPM) at which you are to read.
Then set the small dial to the left for Words Per Frame as follows:

Level I Essays	Dial Setting		Level II Essays	Dial Setting		Level III Essays	Dial Setting
1-6	2.6		1-6	2.2		1-6	3.1
7-11	3.3		7-11	3.7		7-11	3.6
12-17	4.8		12-17	4.3		12-17	4.6
18-20	6.7		18-20	7.0		18-20	6.1

This book has been designed to be used with the Optimum Reading Achievement
program as published by Psychotechnics, Inc., Glenview, Illinois. It will make
the use of the program more self-instructional for the student in reading centers.

1st Edition Copyrighted 1972 •Publisher•
2nd Edition Copyrighted 1975 EXECUTIVES SERVICES
by Post Office Box 27
Arthur J. Batchelder. New Carlisle, In. 46552

Printed in the
United States of America

244

CONTENTS

Dear Fellow Student:

I was one of the first students that tried out this <u>Student Record Book</u>
when the author first wrote it. I told him I wished I could tell every student how
much this book and speed reading had helped me. He told me to go ahead and
he would put it in this book for you.

You probably have some of the same ideas I used to have about
reading. I thought I knew how to read O. K. The thing was I just did not like
to read very much. It always took me so long that I put it off. I thought I could
read good, the thing was I just forgot what I was reading. I also had lots of
trouble following directions.

Since I worked at this speed reading system, I've found I can read
lots faster. I get through reading assignments quicker and even get better grades
with less time spent on homework. I even like to read and actually pick up
books and magazines to read just for fun. This speed reading seems to have
helped me remember what I read better and longer. I even found out that by
following the directions in this book I could follow directions a lot better. This
helped me even in the jobs I had.

Take a tip from me, as a fellow student. Really work at this speed
reading material and follow the directions carefully. You'll most likely even get
better grades and you will even like to read on your own more.

Good luck to you,

Bill McNulty

ESSAY 1

1.   Preview the Student Record Book itself. Using the
      Contents on page 1, find the different parts of this
      book.   Then look at the O. R. A. reading book. Find
      Essay 1.   Read the title and the section under it
      titled FOCUS.   Do this work now.

2.   Time your reading of Essay 1.   Start timing as you
      begin to read.   Stop timing when you finish the Essay.
      Do not include answering of the questions in the timing.

3.   Enter the number of minutes and seconds it took to read here ☐ A

4.   Locate the Words and Minute Chart in this Record
      book.   Use the minutes and seconds from Box A
      to find the Words Per Minute (WPM).   This is the
      rate, or speed, at which you have read Essay 1.
      Enter the WPM here————————————————————→ ☐ B
      Enter the WPM on the Progress Chart on the Cover.

5.   After reading the Essay, answer the Comprehension
      and Vocabulary Questions.   Use the form on page 19.
      Do this now.

6.   The correct answers for the questions are on page 21.
      Check your answers.   Circle any question you did
      NOT answer correctly.   Enter the number correct
      on your Progress Chart on the front cover of this
      Record Book for Essay 1.

7.   Review the Essay to understand why you missed any
      Comprehension or Vocabulary Questions. Use the
      dictionary to check any vocabulary words you got
      wrong. If you are not sure why your answer is
      wrong, ask the Instructor.

8.   Show this book to your Instructor.

9.   During each class period you are to do different types
      of work as assigned by your Instructor.

-2-

1. Add 50 WPM to the numbers in Box B on page 2 of this Record Book. Enter the new WPM here ⟶ ☐ C

2. BEFORE YOU READ ESSAY 2, do the following
   First read the film for Essay 1.
   See the Chart on the inside of the front cover for the way to set the machine for the film.
   Use the speed (WPM) as shown in Box C.

3. Turn to Essay 2. Read the title. Read the Focus section under the title. Do this now. (See NOTE at bottom of page.)

4. Now read Essay 2 on a reading pacer. Read at the WPM as shown in box C above. Keep up with the light, or the shutter. If necessary, skip words and even entire lines to keep up with the speed of the machine. If you have too much trouble, or read faster than the machine is going, ask the Instructor for help. Read Essay 2 now.

5. After reading the Essay, answer the Comprehension and Vocabulary Questions. Do not look back at the Essay. Then using the answer key at the end of this book, correct your work. Enter the number correct on your Progress Chart on the front cover of this book for Essay 2. Also enter the WPM as given in Box C on the Progress Chart.

6. Read the Essay as necessary to understand why you might have missed any questions. Use a Dictionary to check any vocabulary words you got wrong. If you are not sure why your answer is wrong, ask the Instructor.

7. During each class period you should do different types of work. See your Assignment Sheet for this work.

NOTE: You should use the Language Master machine to review your vocabulary words BEFORE you read the new Essay. Do this at Step 3 each time. Also, it is a good idea to read over the Comprehension Questions BEFORE you read the new Essay so you know what to read for.

-3-

1. Add 50 WPM to the numbers in Box C, page 3.
    Enter the new WPM here ————————————————➤ ☐ .D

2. Read the film for Essay 2. Use the Speed in Box D.
    See the Chart on the inside of the front cover for the
    way to set the machine for the film.

3. Now read the Title and Focus for Essay 3. See the
    Note on page 3.

4. Now read Essay 3 on the reading pacer. Use the
    WPM given in Box D.

5. Now answer the Comprehension and Vocabulary
    Questions. Do not re-read the Essay as you do this.

6. Now check your answers. Circle incorrect answers.
    Enter the number correct on your Progress Chart on
    the front cover of this Record Book for Essay 3.

7. Review the Essay to understand any question or word
    you might have gotten wrong. Use the dictionary to
    study missed vocabulary words. If you do not under-
    stand why you missed a question or a word, ask the
    Instructor.

8. During each class period you are to do different types
    of work. See your Assignment Sheet.

-4-

1. Add 50 WPM to the numbers in Box D, page 4.
   Enter the new WPM here ──────────────────▶ ☐ E

2. Read the film for Essay 3. Use the Speed in Box E.
   See the Chart on the inside of the front cover for the
   way to set the machine for the film.

3. Now read the Title and Focus for Essay 4. See the
   Note on page 3.

4. Now read Essay 4 on the reading pacer. Use the
   WPM given in Box E.

5. Now answer the Comprehension and Vocabulary
   Questions. Do not re-read the Essay as you do this.

6. Now check your answers. Circle incorrect answers.
   Enter the number correct on your Progress Chart on
   the front cover of this Record Book for Essay 4.

7. Review the Essay to understand any question or word
   you might have gotten wrong. Use the dictionary to
   study missed vocabulary words. If you do not under-
   stand why you missed a question or a word, ask the
   Instructor.

8. During each class period you are to do different types
   of work. See your Assignment Sheet.

ESSAY 5

1. Add 50 WPM to the numbers in Box E, page 5.
   Enter the new WPM here————————————————→ ☐ F

2. Read the film for Essay 4. Use the Speed in Box F.
   See the Chart on the inside of the front cover for the
   way to set the machine for the film.

3. Now read the Title and Focus for Essay 5. See the
   Note on page 3.

4. Now read Essay 4 on the reading pacer. Use the
   WPM given in Box F.

5. Now answer the Comprehension and Vocabulary
   Questions. Do not re-read the Essay as you do this.

6. Now check your answers. Circle incorrect answers.
   Enter the number correct on your Progress Chart on
   the front cover of this Record Book for Essay 5.

7. Review the Essay to understand any question or word
   you might have gotten wrong. Use the dictionary to
   study missed vocabulary words. If you do not under-
   stand why you missed a question or a word, ask the
   Instructor.

8. During each class period you are to do different types
   of work. See your Assignment Sheet.

-6-

ESSAY 6

1. Add 50 WPM to the numbers in Box F, page 6.
Enter the new WPM here ⟶ [ ] G

2. Read the film for Essay 5. Use the Speed in Box G.
See the Chart on the inside of the front cover for the
way to set the machine for the film. (See Note p. 3.)

3. STOP! DO NOT USE THE READING PACER!
Use a Time Clock to time your Essay 6 now!

4. Enter the reading TIME here: _____

5. Use the Time Chart at the back of this book.
Enter the WPM here ⟶ [ ] X

6. Now answer the Comprehension and Vocabulary
Questions. Do not re-read the Essay as you do this.

7. Now check your answers. Circle incorrect answers.
Enter the number correct on your Progress Chart on
the front cover of this Record Book for Essay 6.
Also enter the WPM from Box X above on the Progress
Chart.

8. Read the Essay as necessary to understand why you
might have missed any questions. Use a Dictionary
to check any vocabulary words you got wrong. If you
are not sure why your answer is wrong, ask the
Instructor.

9. Show this Record Book to the Instructor NOW.

10. During each class period you should do different types
of work. See your Assignment Sheet for this work.

-7-

ESSAY 7

1. Add 50 WPM to the figure in Box G, page 7.
    Enter the new WPM here   ————————→ ☐ H

2. Read the film for Essay 6. Use the Speed in Box H.
    See the Chart on the inside of the front cover for the
    way to set the machine for the film.

3. Now read the Title and Focus for Essay 7. See the
    Note on page 3.

4. Now read Essay 7 on the reading pacer. Use the
    WPM given in Box H.

5. Now answer the Comprehension and Vocabulary
    Questions. Do not re-read the Essay as you do this.

6. Now check your answers. Circle incorrect answers.
    Enter the number correct on your Progress Chart
    on the front cover of this Record Book for Essay 7.

7. Review the Essay to understand any question or word
    you might have gotten wrong. Use the dictionary to
    study missed vocabulary words. If you do not under-
    stand why you missed a question or a word, ask the
    Instructor.

8. During each class period you are to do different types
    of work. See your Assignment Sheet.

-8-

ESSAY 8

1. Add 50 WPM to the figure in Box H, page 8.
   Enter the new WPM here ————————————→ [ ] I

2. Read the film for Essay 7. Use the speed in Box I.
   See the Chart on the inside of the front cover for the
   way to set the machine for the film.

3. Now read the Title and Focus for Essay 8. See the
   Note on page 3.

4. Now read Essay 8 on the reading pacer. Use the
   WPM given in Box I.

5. Now answer the Comprehension and Vocabulary
   Questions. Do not re-read the Essay as you do this.

6. Now check your answers. Circle incorrect answers.
   Enter the number correct on your Progress Chart on
   the front cover of this Record Book for Essay 8.

7. Review the Essay to understand any question or word
   you might have gotten wrong. Use the dictionary to
   study missed vocabulary words. If you do not under-
   stand why you missed a question or a word, ask the
   Instructor.

8. During each class period you are to do different types
   of work. See your Assignment Sheet.

-9-

ESSAY 9

1.   Add 50 WPM to the figure in Box I, page 9.
     Enter the new WPM here ————————————————————→ [ ] J

2.   Read the film for Essay 8.   Use the speed in Box J.
     See the Chart on the inside of the front cover for the
     way to set the machine for the film.

3.   Now read the Title and Focus for Essay 9.   See the
     Note on page 3.

4.   Now read Essay 8 on the reading pacer.   Use the
     WPM given in Box J.

5.   Now answer the Comprehension and Vocabulary
     Questions.   Do not re-read the Essay as you do this.

6.   Now check your answers.   Circle incorrect answers.
     Enter the number correct on your Progress Chart on
     the front cover of this Record Book for Essay 9.

7.   Review the Essay to understand any question or word
     you might have gotten wrong.   Use the dictionary to
     study missed vocabulary words.   If you do not under-
     stand why you missed a question or a word, ask the
     Instructor.

8.   During each class period you are to do different types
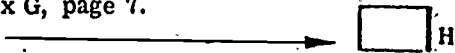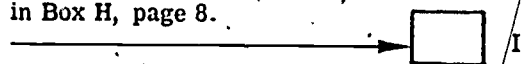   of work.   See your Assignment Sheet.

-10-

ESSAY 10

1. Add 50 WPM to the figure in Box J, page 10.
   Enter the new WPM here ———————————————→ ☐ K

2. Read the film for Essay 9. Use the speed in Box K.
   See the Chart on the inside of the front cover for the
   way to set the machine for the film.

3. Now read the Title and Focus for Essay 10. See the
   Note on page 3.

4. Read Essay 10 on the reading pacer. Use the
   WPM given in Box K.

5. Now answer the Comprehension and Vocabulary
   Questions. Do not re-read the Essay as you do this.

6. Now check your answers. Circle incorrect answers.
   Enter the number correct on your Progress Chart on
   the front cover of this Record Book for Essay 10.

7. Go over the Essay to understand any question or word
   you might have gotten wrong. Use the dictionary to
   study missed vocabulary words. If you do not under-
   stand why you missed a question, or a word, ask the
   Instructor.

8. **STOP** Turn this Record Book into the Instructor.
   Go no further in the O.R.A. material until
   the Instructor returns this material to you.

NOTE TO STUDENT: You are half-way through your special
ORA material. You have been learning new skills and habits.
The Instructor will now determine a new speed for you to use
for the next ten Essays.

-11-

ESSAY 11

SPECIAL INFORMATION FOR THE STUDENT

The first 10 Essays were to help you achieve new reading habits.
After completing Essay 10, the Instructor gave you an O.R.A.
Level. This is the WPM you should now successfully use for your
reading. You should be able to obtain at least 70 percent compre-
hension as you read at this new speed.

For the next 10 Essays you will be reading at your new speed.
You will discover that these reading exercises will be imprint-
ing upon you the habits and skills necessary to read continually at
your new speed and still keep satisfactory comprehension. It is
important that you practice reading quickly all materials you read.

1. Enter the new ORA Level reading rate which is in Box L
    on the front cover here───────────────→ [ ] L

2. Read the film for Essay 10. Use the speed in Box L.
    See the Chart on the inside of the front cover for the
    way to set the machine for the film.

3. Now read the Title and Focus for Essay 11. See the
    Note on page 3.

4. Now read Essay 11 on the reading pacer. Use the
    speed in Box L. This is your new O.R.A. rate.

5. Now answer the Comprehension and Vocabulary Ques-
    tions. Do not re-read the Essay as you do this.

6. Now check your answers. Circle incorrect answers.
    Enter the number correct on your Progress Chart on
    the front cover of this Record Book for Essay 11.

7. Go over the Essay to understand any question or word
    you might have gotten wrong. Use the dictionary to
    study missed vocabulary words. If you do not under-
    stand why you missed a question, or a word, ask the
    Instructor.

8. Remember that during each class period you should do
    different types of work. See your Assignment Sheet.

-12-

ESSAY 12

1. Read the film for Essay 11. Use the speed in Box L on the Progress Chart. See the Chart on the inside of the front cover for the way to set the machine for the film.

2. Read the Title and Focus for Essay 12. See the Note on page 3.

3. Read Essay 12 on the reading pacer. Use the WPM in Box L on the Progress Chart.

4. Now answer the Comprehension and Vocabulary Questions. Do not re-read the Essay as you do this.

5. Check your answers. Circle incorrect answers. Enter the number correct and the WPM on your Progress Chart.

6. Re-read the Essay to understand any question or word you might have gotten wrong. Use the dictionary to study any missed vocabulary words. If you do not understand why you missed a question, or a word, ask the Instructor.

▲▲▲▲▲▲▲▲▲▲▲▲

ESSAY 13

1. Read the film for Essay 12. Use the speed in Box L on the Progress Chart. See the Chart on the inside of the front cover for the way to set the machine for the film.

2. Read the Title and Focus for Essay 13. See the Note on page 3.

3. Read Essay 13 on the reading pacer. Use the WPM in Box L on the Progress Chart.

4. Now answer the Comprehension and Vocabulary Questions. Do not re-read the Essay as you do this.

5. Check your answers. Circle incorrect answers. Enter the number correct and the WPM on your Progress Chart.

6. Re-read the Essay to understand any question or word you might have gotten wrong. Use the dictionary to study any missed vocabulary words. If you do not understand why you missed a question, or a word, ask the Instructor.

ESSAY 14

1. Read the film for Essay 13. Use the speed in Box L on the Progress Chart. See the Chart on the inside of the front cover for the way to set the machine for the film.

2. Read the Title and Focus for Essay 14. See the Note on page 3. Read Essay 14.

3. DO NOT USE THE READING PACER! Use a Time Clock. Time:_____

4. Refer to the Time Chart. Enter the WPM here............WPM_____
    Enter this WPM on your Progress Chart for Essay 14.
    SPECIAL NOTE: If this WPM is higher than that given in Box L, then in the future use this higher speed. If this WPM is lower than that given in Box L, see the Instructor. Remember:-- Even when you do not use a reading pacer, push yourself to read at your new higher speed.

5. Now answer the Comprehension and Vocabulary Questions. Do not re-read the Essay as you do this.

6. Check your answers. Circle incorrect answers. Enter the number correct and the WPM on your Progress Chart.

7. Re-read the Essay to understand any question or word you might have gotten wrong. Use the dictionary to study any missed vocabulary words. If you do not understand why you missed a question, or a word, ask the Instructor.

▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲

ESSAY 15

1. Read the film for Essay 14. Use the speed in Box L on the Progress Chart. See the Chart on the inside of the front cover for the way to set the machine for the film.

2. Read the Title and Focus for Essay 15. See the Note on page 3.

3. Read the Essay 15 on the reading pacer. Use the WPM in Box L on the Progress Chart.

4. Now answer the Comprehension and Vocabulary Questions. Do not re-read the Essay as you do this.

5. Check your answers. Circle incorrect answers. Enter the number correct and the WPM on your Progress Chart.

6. Re-read the Essay to understand any question or word you might have gotten wrong. Use the dictionary to study any missed vocabulary words. If you do not understand why you missed a question, or a word, ask the Instructor.

-14-

ESSAY 16

1.   Read the film for Essay 15. Use the speed in Box L on the
     Progress Chart. See the Chart on the inside of the front
     cover for the way to set the machine for the film.

2.   Read the Title and Focus for Essay 16. See Note on p. 3.

3.   Read Essay 16 on the reading pacer. Use the WPM in Box L.

4.   Now answer the Comprehension and Vocabulary Questions.
     Do not re-read the Essay as you do this.

5.   Check your answers. Circle incorrect answers. Enter the
     number correct and the WPM on your Progress Chart.

6.   Re-read the Essay to understand any question or word you
     might have gotten wrong. Use the dictionary to study any
     missed vocabulary words. If you do not understand why
     you missed a question, or a word, ask the Instructor.

▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲

ESSAY 17

1.   Read the film for Essay 16. Use the speed in Box L on the
     Progress Chart. See the Chart on the inside of the front
     cover for the way to set the machine for the film.

2.   Read the Title and Focus for Essay 17. See Note on p. 3. Read Essay 17.

3.   DO NOT USE THE READING PACER! Use a Time Clock. Time:_____

4.   Refer to the Time Chart. Enter the WPM here............WPM_____
     Enter this WPM on your Progress Chart for Essay 14.
     SPECIAL NOTE: If this WPM is higher than that given in Box L, then
     in the future use this higher speed. If this WPM is lower than that
     given in Box L, see the Instructor. Remember:-- Even when you do
     not use a reading pacer, push yourself to read at your new higher speed.

5.   Now answer the Comprehension and Vocabulary Questions.
     Do not re-read the Essay as you do this.

6.   Check your answers. Circle incorrect answers. Enter
     the number correct and the WPM on your Progress Chart.

7.   Re-read the Essay to understand any question or word you
     might have gotten wrong. Use the dictionary to study any
     missed vocabulary words. If you do not understand why
     you missed a question, or a word, ask the Instructor.

-15-

ESSAY 18

1. Read the film for Essay 17. Use the Speed in Box L on the Progress Chart. See the Chart on the inside of the front cover for the way to set the machine for the film.

2. Read the Title and Focus for Essay 18. See Note on p. 3.

3. Read Essay 18 on the reading pacer. Use the WPM in Box L.

4. Now answer the Comprehension and Vocabulary Questions. Do not re-read the Essay as you do this.

5. Check your answers. Circle incorrect answers. Enter the number correct and the WPM on your Progress Chart.

6. Re-read the Essay to understand any question or word you might have gotten wrong. Use the dictionary to study any missed vocabulary words. If you do not understand why you missed a question, or a word, ask the Instructor.

▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲

ESSAY 19

1. Read the Film for Essay 18. Use the speed in Box L on the Progress Chart. See the Chart on the inside of the front cover for the way to set the machine for the film.

2. Read the Title and Focus for Essay 19. See Note on p. 3.

3. Read Essay 19 on the reading pacer. Use the WPM in Box L.

4. Now answer the Comprehension and Vocabulary Questions. Do not re-read the Essay as you do this.

5. Check your answers. Circle incorrect answers. Enter the number correct and the WPM on your Progress Chart.

6. Re-read the Essay to understand any question or word you might have gotten wrong. Use the dictionary to study any missed vocabulary words. If you do not understand why you missed a question, or a word, ask the Instructor.

-16-

ESSAY 20

1.   Read the film for Essay 19.   Use the speed in Box L on the
     Progress Chart.. See the Chart on the inside of the front
     cover for the way to set the machine for the film.

2.   Read the Title and Focus for Essay 19.   See Note on p. 3.

3.   DO NOT USE THE READING PACER TO READ THIS ESSAY!
     Use a time clock.   Time _____

4.   Refer to the Time Chart.   Enter the WPM here............ WF I _____
     Then enter this WPM on your Progress Chart.

5.   Now answer your Comprehension and Vocabulary Questions.

6.   Now check your answers.   Circle incorrect answers.   Enter
     the number correct and the WPM on your Progress Chart.
     Use the dictionary to study missed words.   If you do not under-
     stand why you missed a question, or a word, ask the Instructor.

7.   READ THE FILM FOR ESSAY 20.   Use the FINAL WPM you
     got when you timed your work.   For a challenge, try a higher
     WPM.

8.   CONGRATULATIONS!

     You have now finished your O. R. A. program of Rapid Reading.
     Look at the progress you have made since Essay 1!
     Please give this material to your Instructor.

THE   END

READING RATE (WPM) CHART

Elapsed Reading Time	Reading Rate (WPM)
1:00–1:14	1000
1:15–1:29	800
1:30–1:44	665
1:45–1:59	570
2:00–2:14	500
2:15–2:29	445
2:30–2:44	400
2:45–2:59	365
3:00–3:14	335
3:15–3:29	300
3:30–3:44	285
3:45–3:59	265
4:00–4:14	250
4:15–4:29	230
4:30–4:44	220
4:45–4:59	210
5:00–5:14	200
5:15–5:29	190
5:30–5:44	180
5:45–5:59	175
6:00–6:14	165
6:15–6:29	160
6:30–6:44	155
6:45–6:59	150
7:00–7:14	140
7:15–7:29	135
7:30–7:44	130
7:45–7:59	125
8:00–8:14	120
8:15–8:29	117
8:30–8:44	114
8:45–8:59	110

-18-

RECORD YOUR COMPREHENSION QUESTIONS BELOW

Ques. No.	Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10	Ques. No.
1											1
2											2
3											3
4											4
5											5
6											6
7											7
8											8
9											9
10											10

RECORD YOUR VOCABULARY QUESTIONS BELOW

Ques. No.	Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10	Ques. No.
1											1
2											2
3											3
4											4
5											5
6											6
7											7
8											8
9											9
10											10

-19-

RECORD YOUR COMPREHENSION QUESTIONS BELOW

Ques. No.	Essay 11	Essay 12	Essay 13	Essay 14	Essay 15	Essay 16	Essay 17	Essay 18	Essay 19	Essay 20	Ques. No.
1											1
2											2
3											3
4											4
5											5
6											6
7											7
8											8
9											9
10											10

RECORD YOUR VOCABULARY ANSWERS BELOW

Ques. No.	Essay 11	Essay 12	Essay 13	Essay 14	Essay 15	Essay 16	Essay 17	Essay 18	Essay 19	Essay 20	Ques. No.
1											1
2											2
3											3
4											4
5											5
6											6
7											7
8											8
9											9
10											10

-20-

COMPREHENSION ANSWER KEY

Ans. No.	Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10	Essay 11	Essay 12	Essay 13	Essay 14	Essay 15	Essay 16	Essay 17	Essay 18	Essay 19	Essay 20	Essay Ans. No.
1	B	D	C	C	C	B	C	D	B	B	A	A	C	C	D	A	D	D	D	D	1
2	B	C	B	B	B	D	B	B	B	A	C	B	A	A	A	C	A	B	B	C	2
3	D	B	C	D	D	A	D	D	A	D	D	D	C	D	B	C	A	A	C	A	3
4	C	D	B	B	A	C	A	C	D	A	B	D	D	A	A	B	B	C	A	C	4
5	B	C	D	A	C	C	C	A	C	B	A	C	D	C	D	B	D	B	B	A	5
6	A	B	A	C	B	B	A	B	B	C	D	C	C	C	C	C	C	C	D	D	6
7	B	D	D	A	C	B	B	D	D	D	D	B	B	D	B	D	C	D	A	B	7
8	A	B	B	D	A	D	D	C	B	B	A	A	C	B	C	A	A	A	B	A	8
9	A	B	C	B	D	A	A	B	C	C	C	C	A	C	D	B	D	D	D	C	9
10	B	D	D	B	B	B	C	B	B	D	B	D	D	B	B	A	B	C	C	D	10

VOCABULARY ANSWER KEY

Ans. No.	Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10	Essay 11	Essay 12	Essay 13	Essay 14	Essay 15	Essay 16	Essay 17	Essay 18	Essay 19	Essay 20	Essay Ans. No.
1	B	B	A	B	A	D	D	B	A	C	C	D	D	D	B	C	C	C	C	B	1
2	D	A	B	D	C	A	C	C	D	A	B	B	C	C	D	D	A	B	A	C	2
3	A	D	D	C	B	B	C	D	B	A	A	C	A	B	A	B	D	C	D	A	3
4	D	D	C	A	B	C	A	A	D	D	D	B	C	B	B	A	C	D	D	C	4
5	C	C	C	D	D	B	A	D	A	C	D	B	B	C	A	A	B	A	A	D	5
6	B	A	A	C	C	D	D	C	C	C	D	A	B	A	C	C	D	B	A	A	6
7	B	B	B	C	B	A	D	D	D	D	A	C	D	A	C	A	D	A	C	D	7
8	C	D	D	A	D	D	B	B	B	A	C	D	C	C	A	D	C	C	D	D	8
9	A	D	D	A	C	C	C	A	B	C	C	C	A	D	D	B	A	D	B	C	9
10	D	C	B	D	A	A	A	D	C	B	C	A	A	D	C	B	B	B	C	B	10

-21-

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 2 1976

274