

Helen Goffman

GATES PRIMARY READING TEST

For Grade 1 and Grade 2 (First Half)

TYPE PPR

FORM 1

Type PPR. Paragraph Reading

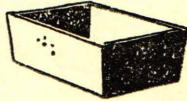


BUREAU OF PUBLICATIONS • TEACHERS COLLEGE • COLUMBIA UNIVERSITY
525 West 120th Street, New York 27, N. Y. Copyright, 1958, by Arthur I. Gates

Write your name here.....

How old are you?.....When is your birthday?.....

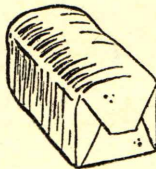
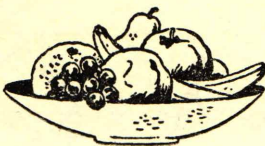
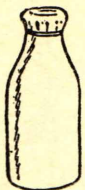
School.....Grade.....Date.....



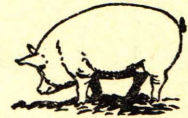
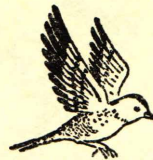
1. Put an X on the ball.



3. Draw a line under the little book.



2. Put an X on the milk bottle.



4. Draw a line from the pig to the tree.

To the teacher: Detailed instructions for administering and scoring this test are given in the Manual (included in each test package).

Number tried.....(possible 26)

Raw score (number of sentences correct).....

Reading grade.....

Reading age.....

Be sure to signal STOP at the end of 20 minutes.

Printed in U.S.A.



1. Put an X on the man.

5

2

5

2. Put an X on the little 5.



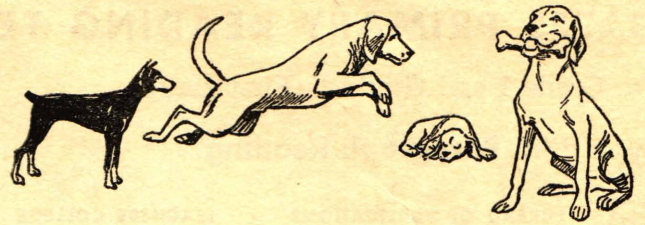
3. Draw a line under the white dress.



4. Draw a line under the dog that is sleeping.



5. Put an X on one of the kittens.



6. Put an X on the big dog with the bone.



7. Put an X on the boat.



8. Draw a line under the dark cloud in the sky.



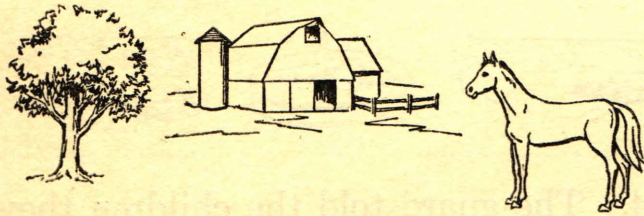
9. Draw a line under the tiny bear.



10. Put an X on the big ship at sea.



11. Put an X on the dog which is leaping through the hoop.



12. The father told the boy to put his pony in the barn. Draw a line from the pony to the barn.

drum drum drum

13. Here are three ways of writing "drum." Draw a line under the one you think is good writing.



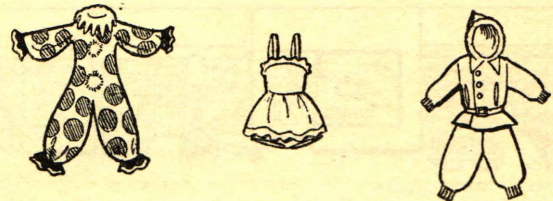
14. A teacher told the boy to jump into the water for the ball. Draw a line from the boy to the ball.



15. Here are some toys for children. Draw a line under one toy that you think most girls would like best.



16. One of these three things can take you to camp. Draw a line under it.



17. What would a little boy put on to go sledding? Put an X on what the little boy would put on.



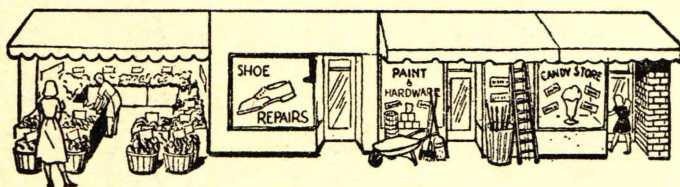
18. These boys are at their school picnic. They are running a race. Draw a line around the one who is leading in the race now.



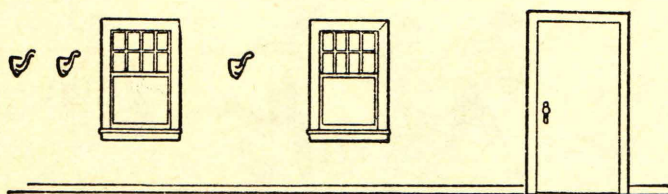
19. The campers are gathering wood. They will cook their first meal in the woods. Each night a different boy lights the fire. Draw a line under the boy who is lighting the fire.



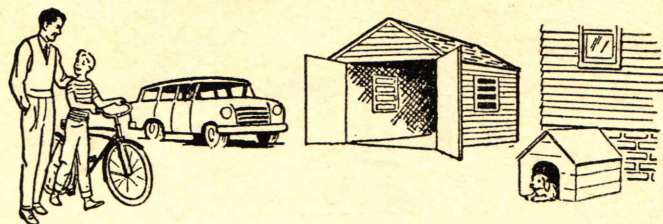
20. It is another rainy day. The children are going to school. They came in the school bus. They have umbrellas and rubber boots. Put an X on the place they are going.



21. Our house needs to be painted. My father will paint it himself in September. Make an X on the store to which he would go to buy paint.



22. A child was told to hang his coat on the hook between the windows. Look for the place where his coat should hang, and put an X on it.



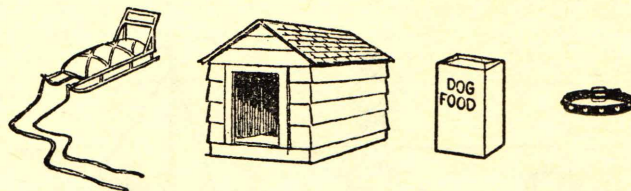
23. "Put your bicycle in the garage," said Father to the boy. Draw a line from the bicycle to the place where the bicycle may be put.



24. The guard told the children they must not go into the water when it was rough. It would not be safe. They could go swimming when it was smooth. Make an X on the picture of the water they must not go in.



25. This boy was very happy. He had saved a dollar to buy his mother a plant for her birthday. He found a store where they sold plants. Find the thing the boy had saved and mark it with an X.



26. The children had saved their pennies to build a doghouse for their puppy. While in the store, they saw some bright collars. They bought a collar instead. Draw a line under the thing the children bought.

WIDE RANGE ACHIEVEMENT TEST

COPYRIGHT, 1965 by
Guidance Associates
1526 Gilpin Avenue
Wilmington, Delaware

Reading, Spelling, Arithmetic from Pre-School to College
By J. F. Jastak, S. W. Bijou, S. R. Jastak

Printed in U.S.A.
1937, 1946, 1963
Revised Edition
1965

Name..... Birthdate..... M. F. Chron. Age.....
School..... Grade..... Reading Score..... Grade..... Stand-Sc..... %ile.....
Referred by..... Spelling Score..... Grade..... Stand-Sc..... %ile.....
Date..... Examiner..... Arithmetic Score..... Grade..... Stand-Sc..... %ile.....

Percentiles and Standard Scores corresponding to grade ratings and age may be found in the Manual.

Level I—Spelling—Grade Norms.

Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade
1	N.5	12	Kg.4	23	1.5	34	3.0	45	5.7
2	N.8	13	Kg.5	24	1.6	35	3.2	46	6.0
3	Pk.1	14	Kg.6	25	1.7	36	3.5	47	6.3
4	Pk.2	15	Kg.7	26	1.8	37	3.7	48	6.5
5	Pk.3	16	Kg.8	27	2.0	38	3.9	49	6.8
6	Pk.5	17	Kg.9	28	2.2	39	4.2	50	7.2
7	Pk.7	18	Gr.1.0	29	2.3	40	4.5	51	7.7
8	Pk.9	19	1.1	30	2.5	41	4.7	52	8.2
9	Kg.1	20	1.2	31	2.6	42	5.0	53	8.4
10	Kg.2	21	1.3	32	2.7	43	5.3	54	9.2
11	Kg.3	22	1.4	33	2.9	44	5.5	55	9.7

Level II—Spelling—Grade Norms.

Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade
0	Kg.2	11	4.0	21	6.7	31	9.0	41	12.4
1	Kg.6	12	4.3	22	6.8	32	9.3	42	12.8
2	Gr.1.0	13	4.6	23	7.0	33	9.6	43	13.2
3	1.3	14	4.9	24	7.2	34	9.9	44	13.6
4	1.6	15	5.2	25	7.4	35	10.2	45	14.0
5	1.9	16	5.5	26	7.6	36	10.5	46	14.4
6	2.2	17	5.8	27	7.8	37	10.8	47	15.0
7	2.6	18	6.1	28	8.1	38	11.2	48	15.7
8	3.0	19	6.3	29	8.4	39	11.6	49	16.4
9	3.3	20	6.5	30	8.7	40	12.0	50	17.2
10	3.7							51	18.0

Spelling Scores

Level I	Level II
Test	Cumul
Score	Score
Copying	Copying
1 point	1
per to	4-9
mark	10-17
18	18
Name	Name
1 letter	1 letter
19	4
2 letters	2 letters
20	5
Spelling	Spelling
1 point	1 point
21	6
per to	per to
word	word
65	51

-		/	\	o	x	┐	v	└	+	^	┌	Δ	□	▢	▽	◻	◻

Name..... 31.....

1..... 16..... 32.....

2..... 17..... 33.....

3..... 18..... 34.....

4..... 19..... 35.....

5..... 20..... 36.....

6..... 21..... 37.....

7..... 22..... 38.....

8..... 23..... 39.....

9..... 24..... 40.....

10..... 25..... 41.....

11..... 26..... 42.....

12..... 27..... 43.....

13..... 28..... 44.....

14..... 29..... 45.....

15..... 30..... 46.....

IT

LT

9

5

8

3 Fingers, 8 fingers.

9 or 6?

42 or 28?

3 pennies, spend 1 ? _____ ;

3 + 4 apples? _____ ;

9 marbles, lose 3? _____

Written part.

$$\begin{array}{r} 1 + 1 = \underline{\quad\quad} \\ 4 - 1 = \underline{\quad\quad} \end{array} \quad \begin{array}{r} 6 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 3 \ 2 \\ 2 \ 4 \\ + 4 \ 0 \\ \hline \end{array} \quad 4 \times 2 = \underline{\quad\quad} \quad \begin{array}{r} 2 \ 3 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 2 \ 9 \\ - 1 \ 8 \\ \hline \end{array} \quad \begin{array}{r} 7 \ 5 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \ 5 \ 2 \\ 1 \ 3 \ 7 \\ + 2 \ 4 \ 5 \\ \hline \end{array}$$

$$6 \div 2 = \underline{\quad\quad}$$

$$\begin{array}{r} \$ \ 6 \ 2 \ 0 \ 4 \\ - \ 5 \ 3 \ 0 \\ \hline \end{array}$$

$$1 \frac{1}{2} \text{ hr.} = \underline{\quad\quad} \text{ min.}$$

$$6 \overline{) 9 \ 6 \ 8}$$

$$\frac{1}{3} + \frac{1}{3} = \underline{\quad\quad}$$

$$\frac{15}{5} = \underline{\quad\quad}$$

$$\frac{7}{9} - \frac{5}{9} = \underline{\quad\quad}$$

$$\begin{array}{r} 8 \ 2 \ 3 \\ \times 9 \ 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \ \frac{5}{6} \\ 3 \ \frac{1}{3} \\ + 2 \ \frac{1}{2} \\ \hline \end{array}$$

$$\frac{2}{5} \text{ of } 3 \ 5 = \underline{\quad\quad}$$

$$\frac{1}{2} \text{ yd.} = \underline{\quad\quad} \text{ in.}$$

$$1 \frac{3}{4} = \frac{\quad}{4}$$

$$2 \ 7 \overline{) 3 \ 8 \ 4}$$

$$\frac{3}{4} \text{ yr.} = \underline{\quad\quad} \text{ mo.}$$

$$\text{Multiply: } \begin{array}{r} 7 \ 9 \ 6 \\ \times 3 \ 0 \ 8 \\ \hline \end{array}$$

$$\frac{2}{3} = \frac{\quad}{12}$$

$$\begin{array}{r} 5 \\ - 1 \ \frac{1}{3} \\ \hline \end{array}$$

$$2 \frac{1}{3} \text{ doz.} = \underline{\quad\quad}$$

Which is more?

Find the average of

Write as a percent

$$\frac{7}{8} \text{ or } \frac{13}{15} \text{ Ans. } \underline{\quad\quad}$$

$$24, 18, 21, 26, 17$$

$$4 \frac{1}{5} \times 3 \frac{1}{3} = \underline{\quad\quad}$$

$$\text{Ans. } \underline{\quad\quad}$$

$$\frac{3}{4} = \underline{\quad\quad} \%$$

$$\frac{3}{10} \div \frac{3}{4} = \underline{\quad\quad}$$

$$\frac{8}{9} \times \frac{9}{4} \times \frac{1}{2} = \underline{\quad\quad}$$

Write as decimal:

$$\frac{2}{3} = \underline{\quad\quad}$$

$$20\% \text{ of } 120 = \underline{\quad\quad}$$

$$8.2 \overline{) 6 \ 2 \ 7 \ 0 \ 3}$$

Change to familiar
numerals:

$$(-5)(+9) = \underline{\quad\quad}$$

$$6^2 = \underline{\quad\quad}$$

$$M \ C \ X \ L \ II = \underline{\quad\quad}$$

Find interest on

Solve:

Find square root: $\sqrt{3 \ 3 \ 4 \ 8 \ 9}$

\$300 at $4\frac{1}{2}\%$ for 7 mo.

$$y + (9 - 8y) = 6 \ 5$$

$$\text{Ans. } \underline{\quad\quad}$$

$$y = \underline{\quad\quad}$$

Arithmetic—Level I—Grade Norms. Percentiles and Standard Scores corresponding to grade rating and age may be found in Manual.

Score Grade	Score Grade	Score Grade	Score Grade	Score Grade	Score Grade	Score Grade	Score Grade	Score Grade	Score Grade
1 N.5	8 Kg.1	15 Kg.9	22 2.1	29 3.6	36 5.3	43 6.7	50 10.0	57 14.9	
2 N.8	9 Kg.2	16 Gr.1.0	23 2.2	30 3.9	37 5.5	44 7.0	51 10.7	58 15.6	
3 Pk.1	10 Kg.3	17 1.2	24 2.4	31 4.2	38 5.7	45 7.2	52 11.4	59 16.3	
4 Pk.2	11 Kg.4	18 1.4	25 2.6	32 4.5	39 5.9	46 7.6	53 12.1		
5 Pk.4	12 Kg.5	19 1.6	26 2.8	33 4.7	40 6.1	47 8.2	54 12.8		
6 Pk.6	13 Kg.6	20 1.8	27 3.0	34 5.0	41 6.3	48 8.8	55 13.5		
7 Pk.8	14 Kg.7	21 1.9	28 3.2	35 5.2	42 6.5	49 9.4	56 14.2		

Written part.

$$\begin{array}{r} 43 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 94 \\ - 64 \\ \hline \end{array}$$

$$\begin{array}{r} \$4.95 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 726 \\ - 349 \\ \hline \end{array}$$

$$2\frac{1}{2} + 1\frac{1}{2} = \underline{\hspace{2cm}}$$

$$\frac{1}{6} \text{ of } 30 = \underline{\hspace{2cm}}$$

$$\begin{array}{r} 229 \\ 5048 \\ 63 \\ + 1381 \\ \hline \end{array}$$

17

$$9 \overline{) 4527}$$

$$1\frac{1}{3} \text{ ft.} = \underline{\hspace{2cm}} \text{ in.}$$

$$2 - \underline{\hspace{2cm}} = \frac{1}{4}$$

Add:

$$\begin{array}{r} 6\frac{1}{4} \\ 1\frac{5}{8} \\ 4\frac{1}{2} \\ \hline \end{array}$$

809

$$\begin{array}{r} 809 \\ \times 47 \\ \hline \end{array}$$

Write as percent:

$$.42 = \underline{\hspace{2cm}}\%$$

23

Subtract:

$$\begin{array}{r} 10\frac{1}{4} \\ - 7\frac{2}{3} \\ \hline \end{array}$$

Multiply: 6.23

$$\begin{array}{r} 12.7 \\ \hline \end{array}$$

Find average:

$$34, 16, 45, 39, 27$$

Write as decimal:

$$52\frac{1}{2}\% = \underline{\hspace{2cm}}$$

$$2.9 \overline{) 308.85}$$

Ans.

Write as percent:

$$\frac{3}{8} = \underline{\hspace{2cm}}\%$$

29

$$\begin{array}{r} \text{Add: } 3 \text{ ft. } 6 \text{ in.} \\ 5 \text{ ft. } 5 \text{ in.} \\ 8 \text{ ft. } 11 \text{ in.} \\ \hline \end{array}$$

$$M + 2 = 5$$

$$M = \underline{\hspace{2cm}}$$

$$2x = 3$$

$$x = \underline{\hspace{2cm}}$$

$$6 \times 3\frac{7}{8} = \underline{\hspace{2cm}}$$

$$15\% \text{ of } 175 = \underline{\hspace{2cm}}$$

Write as common fraction

$$\text{in lowest terms: } .075 = \underline{\hspace{2cm}}$$

The complement of an angle

$$\text{of } 30^\circ = \underline{\hspace{2cm}}$$

36

$$4^3 = \underline{\hspace{2cm}}$$

$$\text{If } a = 7, b = 3,$$

$$\frac{1}{4}\% \text{ of } 60 = \underline{\hspace{2cm}}$$

Solve:

$$\frac{7 - (6 + 8)}{2} = \underline{\hspace{2cm}}$$

Add:

$$-x - y - 23$$

$$x - y + 22$$

$$.25 \div 1\frac{1}{5} = \underline{\hspace{2cm}}$$

$$a^2 + 3b = \underline{\hspace{2cm}}$$

$$66 \text{ sq. ft.} = \underline{\hspace{2cm}} \text{ sq. yd.}$$

43

$$\begin{array}{l} \text{Factor:} \\ r^2 + 25 - 10r \end{array}$$

$$\frac{r^2 - 5r - 6}{r + 1}$$

Change to familiar

$$\text{numerals: MDCXC I} = \underline{\hspace{2cm}}$$

$$3p - q = 10$$

$$2p - q = 7$$

$$\sqrt{2ax} = 6$$

$$\text{Ans. } \underline{\hspace{2cm}}$$

Find interest on \$1,200

$$\text{at } 6\% \text{ for 70 days. Ans. } \underline{\hspace{2cm}}$$

$$p = \underline{\hspace{2cm}}$$

$$q = \underline{\hspace{2cm}}$$

$$\frac{7}{17} = \frac{6}{x}$$

$$x = \underline{\hspace{2cm}}$$

51

Find square root:

$$\sqrt{67081}$$

$$\log_{10} \left(\frac{1}{100} \right)$$

$$\log_5 5\sqrt{5}$$

Reduce:

$$\frac{k^2 + k}{k^2} \cdot \frac{3k - 3}{k^2 - 1}$$

Find root:

$$2x^2 - 36x = 162$$

Ans.

Ans.

Ans.

Ans.

56

Arithmetic—Level II—Grade Norms. Percentiles and Standard Scores corresponding to grade rating and age may be found in Manual.

Score Grade	Score Grade	Score Grade	Score Grade	Score Grade	Score Grade	Score Grade
0 N.9	7 Kg.8	14 3.9	21 6.5	28 8.5	35 12.3	42 15.9
1 Pk.2	8 Gr.1.0	15 4.4	22 6.7	29 9.0	36 12.8	43 16.5
2 Pk.5	9 1.5	16 4.9	23 6.9	30 9.5	37 13.3	44 17.1
3 Pk.9	10 1.9	17 5.3	24 7.1	31 10.1	38 13.8	45 17.7
4 Kg.2	11 2.3	18 5.7	25 7.4	32 10.8	39 14.4	46 18.3
5 Kg.4	12 2.9	19 6.1	26 7.7	33 11.3	40 14.9	47 18.9
6 Kg.6	13 3.4	20 6.3	27 8.0	34 11.8	41 15.4	48 19.5
						49 20.0

Percentiles and Standard Scores corresponding to grade rating and age may be found in the Manual.

Level I—Reading—Grade Norms.

Score Grade	Score Grade	Score Grade	Score Grade	Score Grade	Score Grade	Score Grade	Score Grade
1 N.5	16-17 Kg.6	36-37 1.9	53 3.3	66 5.3	79 8.1	92 12.9	
2 N.8	18 Kg.7	38 2.0	54 3.5	67 5.5	80 8.4	93 13.3	
3 Pk.1	19-20 Kg.8	39-40 2.1	55 3.6	68 5.7	81 8.7	94 13.7	
4 Pk.2	21 Kg.9	41 2.2	56 3.8	69 5.9	82 9.0	95 14.1	
5 Pk.4	22 Gr.1.0	42-43 2.3	57 3.9	70 6.1	83 9.3	96 14.5	
6 Pk.5	23 1.1	44 2.4	58 4.1	71 6.3	84 9.7	97 14.9	
7 Pk.7	24-25 1.2	45-46 2.5	59 4.2	72 6.5	85 10.1	98 15.4	
8 Pk.9	26-27 1.3	47 2.6	60 4.4	73 6.7	86 10.5	99 15.8	
9 Kg.1	28-29 1.4	48 2.7	61 4.5	74 6.8	87 10.9	100 16.2	
10-11 Kg.2	30-31 1.5	49 2.8	62 4.7	75 7.0	88 11.3		
12 Kg.3	32-33 1.6	50 2.9	63 4.8	76 7.2	89 11.7		
13-14 Kg.4	34 1.7	51 3.0	64 5.0	77 7.5	90 12.1		
15 Kg.5	35 1.8	52 3.1	65 5.1	78 7.8	91 12.5		

Level II—Reading—Grade Norms

Score Grade	Score Grade	Score Grade	Score Grade	Score Grade	Score Grade	Score Grade	Score Grade
0 Pk.5	16 1.3	29 4.4	42 6.8	55 9.3	68 13.0	81 16.8	
1 Pk.8	17 1.5	30 4.6	43 6.9	56 9.6	69 13.2	82 17.1	
2 Kg.1	18 1.7	31 4.8	44 7.1	57 9.9	70 13.5	83 17.4	
3-4 Kg.2	19 1.8	32 5.0	45 7.3	58 10.2	71 13.8	84 17.7	
5-6 Kg.3	20 2.0	33 5.2	46 7.5	59 10.5	72 14.1	85 18.0	
7 Kg.4	21 2.2	34 5.4	47 7.7	60 10.8	73 14.4	86 18.3	
8 Kg.5	22 2.4	35 5.6	48 7.9	61 11.3	74 14.7	87 18.6	
9 Kg.6	23 2.6	36 5.8	49 8.1	62 11.6	75 15.0	88 19.0	
10-11 Kg.7	24 2.8	37 6.0	50 8.3	63 11.9	76 15.3	89 19.5	
12 Kg.8	25 3.2	38 6.2	51 8.5	64 12.2	77 15.6		
13 Kg.9	26 3.5	39 6.3	52 8.7	65 12.4	78 15.9		
14 Gr.1.0	27 3.9	40 6.5	53 8.9	66 12.6	79 16.2		
15 1.1	28 4.2	41 6.6	54 9.1	67 12.8	80 16.5		

LEVEL 2

Two letters in name (2) A B O S E R T H P I U Z Q (13) 15

milk	city	in	tree	animal	himself	between	chin	split	form	25
grunt	stretch	theory	contagious	grieve	toughen	aboard	triumph			33
contemporary	escape	eliminate	tranquillity	conspiracy	image	ethics				40
deny	rancid	humiliate	bibliography	unanimous	predatory	alcove				47
scald	mosaic	municipal	decisive	contemptuous	deteriorate	stratagem				54
benign	desolate	protuberance	prevalence	regime	irascible	peculiarity				61
pugilist	enigmatic	predilection	covetousness	soliloquize	longevity	abysmal				68
ingratiating	oligarchy	coercion	vehemence	sepulcher	emaciated	evanescence				75
centrifugal	subtlety	beatify	succinct	regicidal	schism	ebullience				82
misogyny	beneficent	desuetude	egregious	heinous	internecine	synecdoche				89

LEVEL 1

cat	see	red	to	big	work	book	eat	was	him	how	36
then	open	letter	jar	deep	even	spell	awake	block	size		46
weather	should	lip	finger	tray	felt	stalk	cliff	lame	struck		56
approve	plot	huge	quality	sour	imply	humidity	urge				64
bulk	exhaust		abuse	collapse	glutton	clarify					70
recession	threshold		horizon	residence	participate	quarantine					76
luxurious	rescinded		emphasis	aeronautic	intrigue	repugnant					82
putative	endeavor		heresy	discretionary	persevere	anomaly					88
rudimentary	miscreant		usurp	novice	audacious	mitosis					94
seismograph	spurious		idiosyncrasy	itinerary	pseudonym	aborigines					100

A R Z H I Q S E B O 10

Two letters in name (2) A B O S E R T H P I U Z Q 25

Durrell Analysis of Reading Difficulty

NEW EDITION

INDIVIDUAL RECORD BOOKLET

BY Donald D. Durrell *Professor of Education and Director of Educational Clinic, Boston University*

NAME _____

DATE _____

SCHOOL _____

EXAMINER _____

AGE _____ GRADE _____

REPORT TO _____

DATE OF BIRTH _____

ADDRESS _____

Profile Chart

GRADE	READING ANALYSIS TESTS							ADDITIONAL TESTS							AGE	
	Reading		Listen- ing	Flash Words	Word Analysis	Spell- ing	Hand- writing	Durrell-Sullivan		Revised Stanford-Binet						
	Oral	Silent						Capacity		Achievement				Vocab.		M.A.
								Word	Para.	Word	Para.					
6.5 H															12-0	
6.5 M															11-8	
6.0 L															11-4	
6.0 H															11-2	
5.5 M															11-0	
5.5 L															10-8	
5.0 H															10-4	
4.5 M															10-2	
4.5 L															9-11	
4.0 H															9-8	
3.5 M															9-5	
3.5 L															9-2	
3.0 H															9-0	
2.5 M															8-8	
2.5 L															8-5	
2.0 H															8-2	
1.5 M															8-0	
1.5 L															7-9	
1.0 H															7-5	
0.5 M															7-3	
0.5 L															7-0	
0.0 H															6-9	
0.0 M															6-6	
0.0 L																
Record scores here →																

Check List of Instructional Needs

NON-READER OR PREPRIMER LEVEL

Needs help in:

1. Listening comprehension and speech
 - Understanding of material heard
 - Speech and spoken vocabulary
2. Visual perception of word elements
 - Visual memory of words
 - Giving names of letters
 - Identifying letters named
 - Matching letters
 - Copying letters
3. Auditory perception of word elements
 - Initial or final blends
 - Initial or final single sounds
 - Learning sounds taught
4. Phonic abilities
 - Solving words
 - Sounding words
 - Sounds of blends — phonograms
 - Sounds of individual letters
5. Learning rate
 - Remembering words taught
 - Use of context clues
6. Reading interest and effort
 - Attention and persistence
 - Self-directed work
7. Other

PRIMARY GRADE READING LEVEL

Needs help in:

1. Listening comprehension and speech
 - Understanding of material heard
 - Speech and spoken vocabulary
2. Word analysis abilities
 - Visual memory of words
 - Auditory analysis of words
 - Solving words by sounding
 - Sounds of blends, phonograms
 - Use of context clues
 - Remembering new words taught
3. Oral reading abilities
 - Oral reading practice
 - Comprehension in oral reading
 - Phrasing (Eye-voice span)
 - Errors on easy words
 - Addition or omission of words
 - Repetition of words or phrases
 - Ignoring punctuation
 - Ignoring word errors
 - Attack on unfamiliar words
 - Expression in reading
 - Speech, voice, enunciation
 - Security in oral reading

4. Silent reading and recall
 - Level of silent reading
 - Comprehension in silent reading
 - Attention and persistence
 - Unaided oral recall
 - Recall on questions
 - Speed of silent reading
 - Phrasing (Eye movements)
 - Lip movements and whispering
 - Head movements Frowning
 - Imagery in silent reading
 - Position of book Posture

5. Reading interest and effort
 - Attention and persistence
 - Voluntary reading
 - Self-directed work Workbooks

INTERMEDIATE GRADE READING LEVEL

Needs help in:

1. Listening comprehension and speech
 - Understanding of material heard
 - Speech and oral expression
2. Word analysis abilities and spelling
 - Visual analysis of words
 - Auditory analysis of words
 - Solving words by sounding syllables
 - Sounding syllables, word parts
 - Meaning from context
 - Attack on unfamiliar words
 - Spelling ability
 - Accuracy of copy Speed of writing
 - Dictionary skills: Location, pronunciation, meaning
3. Oral reading abilities
 - Oral reading practice
 - Comprehension in oral reading
 - Phrasing (Eye-voice span)
 - Expression in reading Speech skills
 - Speed of oral reading
 - Security in oral reading
 - Word and phrase meaning

4. Silent reading and recall
 - Level of silent reading
 - Comprehension in silent reading
 - Unaided oral recall
 - Unaided written recall
 - Recall on questions
 - Attention and persistence
 - Word and phrase meaning difficulties
 - Sentence complexity difficulties
 - Imagery in silent reading

5. Speeded reading abilities
 - Speed of reading (Eye movements)
 - Speed of work in content subjects
 - Skimming and locating information
6. Study abilities
 - Reading details, directions, arithmetic
 - Organization and subordination of ideas
 - Elaborative thinking in reading
 - Critical reading
 - Use of table of contents References
7. Reading interest and effort
 - Voluntary reading
 - Variety of reading
 - Self-directed work

General History Data

SCHOOL RECORD

Age at school entrance _____
 First-grade absences _____
 Recent absences _____
 School report (or classroom visit) _____

Onset of difficulty _____
 Schools attended _____
 Reading method used _____
 Poor discipline _____
 Discouraged _____

MEDICAL RECORD

Latest examination of eyes _____ by _____

Clinic examination suggests:

Nearsightedness _____
 Farsightedness _____
 Astigmatism _____
 Coordination difficulty _____

Hearing _____
 Auditory discrimination _____
 Pertinent medical history _____

PSYCHOLOGICAL FACTORS — HOME HISTORY

Source _____

Siblings — where in school? _____
 Handedness change _____
 Emotional reactions _____
 Special interests _____
 Tutoring possibilities _____
 Previous tutoring _____

REMEDIAL PLANS

(Individual tutoring — small group work — remedial class)

1. Level of reading materials _____
2. Motivation type — interests _____
3. Word work
 - Word analysis — level, type _____
 - Immediate recognition _____
 - Phrase work _____
4. Oral reading plans
 - Mechanics _____
 - Comprehension _____
5. Silent reading plans
 - Mechanics _____
 - Comprehension _____
6. Study skills
 - Thoroughness _____
 - Flexibility _____
 - Association _____

Oral Reading

INSTRUCTIONS. Make a record of time, errors, phrasing, and comprehension according to the directions in the Manual.

1. Time _____ Errors _____ Comprehension _____

GRADE	1			L	2		
	L	M	H		L	M	H
TIME	50	38	30		27	20	15

Muff is a little yellow kitten.

She drinks milk.

She sleeps on a chair.

She does not like to get wet.

- ___ 1. What color was the kitten?
- ___ 2. What does she drink?
- ___ 3. Where does she sleep?
- ___ 4. Why doesn't Muff like to go out on rainy days?

2. Time _____ Errors _____ Comprehension _____

GRADE	1			L	2		
	L	M	H		L	M	H
TIME	90	75	60		55	41	30

A little black dog ran away from home. He played with two big dogs. They ran away from him. It began to rain. He went under a tree. He wanted to go home, but he did not know the way. He saw a boy he knew. The boy took him home.

- ___ 1. Who ran away from home?
- ___ 2. How many other dogs did he play with?
- ___ 3. Why did the dog go under the tree?
- ___ 4. What did the dog want then?
- ___ 5. Whom did he see?
- ___ 6. How did he get home?

3. Time _____ Errors _____ Comprehension _____

GRADE	2			L	3		
	L	M	H		L	M	H
TIME	65	50	40		35	25	20

Six boys put up a tent by the side of the river. They took things to eat with them. When the sun went down, they went into the tent to sleep. In the night, a cow came and began to eat grass around the tent. The boys were afraid. They thought it was a bear.

- ___ 1. How many boys went camping?
- ___ 2. Where did they put up their tent?
- ___ 3. What did they take with them besides their tent?
- ___ 4. What did the boys do when the sun went down?
- ___ 5. What came around their tent in the night?
- ___ 6. What was the cow doing?
- ___ 7. What did the boys think the cow was?

4. Time _____ Errors _____ Comprehension _____

GRADE	3			L	4		
	L	M	H		L	M	H
TIME	70	40	32		30	27	24

Henry goes to a large lake in summer. Last summer, a motorboat sank near his house. The boat had ten men in it. The man who was running the boat brought it very close to the shore when the water was low. He hit a big rock under water. It made a hole in the bottom of the boat. The water came in very fast. All of the men swam to shore.

- ___ 1. Where does Henry go in summer?
- ___ 2. What happened near his house?
- ___ 3. What kind of boat was it?
- ___ 4. What did the boat hit?
- ___ 5. How fast did the water come in?
- ___ 6. How many men were on the boat?
- ___ 7. What happened to the men on the boat?

5. Time _____ Errors _____ Comprehension _____

GRADE	3			L	4			L	5		
	L	M	H		L	M	H		L	M	H
TIME	70	50	42		40	35	30		27	25	22

In 1807, Robert Fulton took the first long trip in a steamboat. He went one hundred and fifty miles up the Hudson River. The boat went five miles an hour. This was faster than a steamboat had ever gone before. Crowds gathered on both banks of the river to see this new kind of boat go by. The fishermen did not like the boat. They were afraid that its noise and splashing would drive away all the fish.

- ___ 1. What did Robert Fulton do in this story?
- ___ 2. What kind of boat was it?
- ___ 3. What river was the trip made on?
- ___ 4. How far did the boat go?
- ___ 5. How fast did it go?
- ___ 6. Who did not like the boat?
- ___ 7. What were the fishermen afraid would happen?

6. Time _____ Errors _____ Comprehension _____

GRADE	4			5	6	7
	L	M	H	L	M	H
TIME	90	75	65	60	55	52

The richest diamond field in the world is in South Africa. Deep pits yield a hard substance called "blue ground" which contains the diamonds. The blue ground is spread over the drying fields for a year. The weather gradually crumbles it. Then it is taken up and run through washing machines which sort out the stones and the diamonds. The value of the diamonds is determined by color, size, and purity. Blue, yellow, orange, brown, and green diamonds have been discovered. The most valuable ones are pure white. The largest diamond ever found weighed almost two pounds.

- ___ 1. In what country is the richest diamond field of the world?
- ___ 2. What is the substance containing the diamonds called?
- ___ 3. Why is the blue ground spread over the drying fields?
- ___ 4. What do the washing machines do?
- ___ 5. What are some of the colors of diamonds?
- ___ 6. Which diamonds are the most valuable?
- ___ 7. How heavy was the largest diamond ever found?

7. Time _____ Errors _____ Comprehension _____

GRADE	5			6	7	8
	L	M	H	L	M	H
TIME	80	72	65	60	55	42

Golf originated in Holland as a game played on ice. The game in its present form first appeared in Scotland. It became unusually popular and kings found it so enjoyable that it was known as "the royal game." James IV, however, thought that people neglected their work to indulge in this fascinating sport so that it was forbidden in 1457. James relented when he found how attractive the game was, and it immediately regained its former popularity. Golf spread gradually to other countries, being introduced in America in 1890. It has grown in favor until there is hardly a town that does not boast of a private or public course.

- ___ 1. Where did golf originate?
- ___ 2. How was it first played?
- ___ 3. Where did it first appear in its present form?
- ___ 4. Why was golf forbidden by James IV?
- ___ 5. Why did he change his mind?
- ___ 6. When was golf first introduced in America?
- ___ 7. What evidence have we of its popularity?

8. Time _____ Errors _____ Comprehension _____

GRADE	6		
	L	M	H
TIME	90	65	50

Between 1865 and 1900, the northern part of the United States enjoyed great prosperity. Many new industries developed, among them the making of thread and ready-made clothes. The invention of machinery revolutionized methods of manufacture. For example, the introduction of the McKay sewing machine permitted the manufacture of shoes in big factories. Radical changes in steel-making allowed enormous expansion of the iron and steel industries. The Bessemer process of smelting was introduced into the country in 1864 and the open-hearth process in 1867. As a result, more machinery could be built, and factories became more productive.

- ___ 1. What great development is described here?
- ___ 2. When did this industrial growth take place?
- ___ 3. What were some of the industries that arose?
- ___ 4. In which part of the United States did this take place?
- ___ 5. What invention increased the production of shoes?
- ___ 6. What processes of steel making were used?
- ___ 7. What effect did increased steel production have on industry?

CHECK LIST OF DIFFICULTIES

PHRASE READING

- ___ Word-by-word reading
- ___ Inadequate phrasing
- ___ Incorrect phrasing
- ___ Eye-voice span too short

WORD SKILLS IN ORAL READING

- ___ Low sight vocabulary
- ___ Word-analysis ability inadequate
- ___ Errors on easier words
- ___ Guesses at unknown words from context

VOICE, ENUNCIATION, EXPRESSION

- ___ Strained, high-pitched voice
- ___ Monotonous tone
- ___ Volume too loud
- ___ Volume too soft
- ___ Poor enunciation in all reading
- ___ Poor enunciation of difficult words
- ___ Ignores punctuation
- ___ Habitual repetition of words
- ___ Habitual addition of words
- ___ Omits words
- ___ Marked insecurity evident

- ___ Ignores word errors and reads on
- ___ Poor enunciation of prompted words

GENERAL READING HABITS

- ___ Head movements; marked
- ___ Loses place easily
- ___ Uses finger or pointer
- ___ Holds book too close or incorrectly
- ___ Frowns and shows signs of tension
- ___ Poor posture
- ___ Effort and attention low
- ___ Easily distracted

ORAL READING TIME		COMPREHENSION
Paragraph No.	Grade Level	
_____	_____	___ Good
_____	_____	___ Fair
_____	_____	___ Poor
Median Grade	_____	

Silent Reading

INSTRUCTIONS. Make a record of time, errors, number of unaided memories, inaccurate memories, and prompted memories according to the directions in the Manual.

1. Time _____ Memories _____

GRADE	1			2		
	L	M	H	L	M	H
TIME	45	35	27	24	18	13
MEMORIES	4			5		

Peter is
 a big white rabbit.
 He has long ears.
 He has a little tail.
 He can jump and hop.

2. Time _____ Memories _____

GRADE	1			2		
	L	M	H	L	M	H
TIME	81	60	53	47	37	28
MEMORIES	7			10		

A hen had
 six little yellow chickens.
 One morning
 she took them for a walk.
 They looked for
 something to eat.
 They found some seeds and
 sand.
 A dog came.
 to play with them.
 The hen.
 did not like the dog.
 She flew at the dog.
 and made him run away.

3. Time _____ Memories _____

GRADE	2			3		
	L	M	H	L	M	H
TIME	62	50	35	30	23	16
MEMORIES	7			10		

Three boys
 built a house.
 in the woods.
 They put a table
 and two old chairs in it.
 There was a basket
 full of apples.
 under the table.
 One afternoon
 they went away
 and left the door open.
 When they came back,
 they found two little pigs.
 eating the apples.

4. Time _____ Memories _____

GRADE	3			4		
	L	M	H	L	M	H
TIME	45	35	30	26	23	18
MEMORIES	12			15		

A little girl
 got off the train
 all alone.
 There was nobody
 at the station.
 to meet her.
 She asked the man
 inside the station.
 where her mother was.
 He said that her mother
 could not get the car started.
 A man was trying to fix it.
 The little girl sat down.
 to wait.
 A few minutes later
 a big car
 came around the corner.
 with her mother in it.
 The little girl got in.
 and they drove home.

5. Time _____ Memories _____

GRADE	3			4			5		
	L	M	H	L	M	H	L	M	H
TIME	62	40	36	34	30	28	26	23	18
MEMORIES	10			12			15		

About one hundred and fifty
 years ago,
 in France,
 the first man
 went up in a balloon.
 His balloon was made of
 paper.
 covered with strips of cloth.
 to make it strong.
 A long rope kept it
 from going too high.
 Later this man took a friend
 up in the balloon with him.
 On this trip they rose
 over five hundred feet.
 The trip lasted
 thirty minutes.
 They came down
 several miles.
 from where they started.

Imagery Questions (OPTIONAL)

PARAGRAPH 3

1. Did you see in your mind the three boys who built the house in the woods? Tell me how they looked to you. Then ask: How old were they? How were they dressed? etc.
2. Did you see the house in your mind? Tell me about how it looked to you. Then ask: How big was it? Did it have any windows? How many? What kind of roof did it have? Could you draw a picture of how the house looked to you? etc.

PARAGRAPH 4

1. Did you see in your mind the little girl who got off the train? Tell me how she looked. (How dressed; various articles of clothing; color; hair; age; size; luggage; etc.)
2. Did you see any other people? Tell me how they look.
3. Did you see the station and the surroundings? Tell me what you saw.

RESPONSE TO IMAGERY QUESTIONS

- ____ Rich flow of imagery
 ____ Hesitant, indefinite

6. Time _____ Memories _____

GRADE	4			5			6		
TIME	L	M	H	L	M	H	L	M	H
MEMORIES	70	55	47	43	38	30	27	24	18

Early settlers.....
in America.....
found that Indians.....
would sell skins and land.....
for glass beads.....
Many men earned their liv-
ing.....
by making glass beads.....
and bottles.....
In 1827.....
a man invented a way.....
to press molten glass.....
into iron molds.....
The most famous glass works.....
was in the town of Sand-
wich in Massachusetts.....
The Sandwich glass had.....
a bright silvery appearance.....
and it could be molded into.....
very elaborate and attractive
patterns.....
Beautiful lamps and candle-
sticks.....
as well as all sorts of dishes.....
were made from this glass.....
In many New England homes.....
pieces of Sandwich glass.....
are still found on display.....

CHECK LIST OF DIFFICULTIES

MECHANICS OF SILENT READING

- ___ Low rate of silent reading
- ___ High rate at the expense of mastery
- ___ Lip movements; constant — occasional
- ___ Whispering; constant — occasional
- ___ Lacks persistence in hard material
- ___ Marked insecurity evident
- ___ Poor attention necessitates rereading

RECALL

- ___ Unaided recall scanty
- ___ Poorly organized recall
- ___ Inaccurate memories and guesses
- ___ Response labored and slow
- ___ Avoids use of new words in recall
- ___ Recalls details badly in questions
- ___ Very scanty recall on hard material

7. Time _____ Memories _____

GRADE	5			6		
TIME	L	M	H	L	M	H
MEMORIES	60	46	40	37	33	24

Basketball.....
is one of the more recent
games.....
It was devised.....
by a college instructor.....
who desired a game to inter-
pose.....
between the football.....
and baseball seasons.....
The game demands.....
precision of movement.....
concentration.....
and great endurance.....
It is more popular.....
in those localities where.....
it does not compete with
hockey.....
Opinion differs as to whether
it is a satisfactory game.....
for girls.....
It has been modified.....
to make it less strenuous.....
for them.....
by restricting the playing
area.....
of each player.....
Some of the large Western.....
universities.....
have audiences.....
of over twenty thousand.....
at their conference games.....

EYE MOVEMENTS

- Range of eye movements per line ___ to ___
- ___ Irregular pauses
- ___ Regressive movements

COMPARISON WITH ORAL READING (Underline)

- Speed: higher — same — lower
- Recall: better — same — poorer
- Security: better — same — poorer

8. Time _____ Memories _____

GRADE	6		
TIME	L	M	H
MEMORIES	60	45	35

Railroad communication.....
developed rapidly.....
just after the Civil War.....
Between 1865 and 1873.....
thirty-five thousand.....
miles of track were laid.....
This doubled the distance.....
people could travel.....
by railroad.....
Some of the new roads.....
connected important cities.....
and some extended westward.....
beyond populated regions.....
Congress.....
favored this sudden.....
development.....
by granting land to com-
panies.....
interested in furthering.....
the expansion.....
Grants included territory.....
lying within twenty miles.....
of the proposed roadbed.....
Alternate sections.....
were allotted to the railroad;
those in between were.....
reserved for homesteaders.....
The sale of sections of land.....
owned by the railroad.....
was made easier.....
through this checkerboard.....
arrangement.....

SILENT READING TIME		COMPREHENSION
Paragraph No.	Grade Level	
_____	_____	___ Good
_____	_____	___ Fair
_____	_____	___ Poor
_____	_____	
Median Grade	_____	

Listening Comprehension

INSTRUCTIONS. Make a record of the comprehension questions answered correctly according to the directions in the Manual.

GRADE 1 READING LEVEL

The Cat and the Dog

- ___ 1. What did the boy have?
- ___ 2. What was he going to give her?
- ___ 3. What happened when he called to her?
- ___ 4. Where was the cat?
- ___ 5. What was she doing?
- ___ 6. What did the boy do then?
- ___ 7. What happened next?

GRADE 2 READING LEVEL

Dick's Birthday Present

- ___ 1. What did Dick do when he woke up?
- ___ 2. What day was it?
- ___ 3. What did he find on his chair?
- ___ 4. What did Dick hear?
- ___ 5. What did Dick do then?
- ___ 6. What was in the basket?
- ___ 7. What did the dog do?

GRADE 3 READING LEVEL

The Accident

- ___ 1. What was this story about?
- ___ 2. What had the boy been doing?
- ___ 3. What was he riding?
- ___ 4. What came down the road?
- ___ 5. Why didn't he see the car coming?
- ___ 6. How fast was the car going?
- ___ 7. What happened to the boy?
- ___ 8. What happened to the bicycle?

GRADE 4 READING LEVEL

Peter Cooper's Engine

- ___ 1. What did Peter Cooper build?
- ___ 2. What was it used for?
- ___ 3. How far away was the town?
- ___ 4. What was the engine hooked to?
- ___ 5. How fast did it go?
- ___ 6. How long did the trip take?
- ___ 7. What surprised the people?

Norms for Word Recognition and Word Analysis

GRADE *	FLASH			ANALYSIS		
	L	M	H	L	M	H
1	5	12	20	7	17	29
2	2	5	8	4	8	13
3	11	14	17	17	21	25
4	21	25	28	29	34	38
5	32	34	36	41	43	45
6	38	41	44	46	47	50

* Grade 1 — Lists A & B; Grades 2-6 — Lists 1 & 2.

GRADE 5 READING LEVEL

Uses of Kites

- ___ 1. What was this story about?
- ___ 2. What have kites been used for in war?
- ___ 3. What did one general use kites for?
- ___ 4. What was he going to build?
- ___ 5. What do some people in China make?
- ___ 6. What are these kites supposed to do?
- ___ 7. What has the weather bureau used kites for?
- ___ 8. How high has a string of kites gone?
- ___ 9. How much can some kites lift?

GRADE 6 READING LEVEL

History of Baseball

- ___ 1. What is called the national sport?
- ___ 2. What were some of its early names?
- ___ 3. When was it first played in colleges?
- ___ 4. What is said about its equipment?
- ___ 5. What was responsible for its growth?
- ___ 6. What happened to baseball after the Civil War?
- ___ 7. What happened in the countries where the soldiers were stationed?
- ___ 8. Who is said to welcome the baseball season?

ABOVE GRADE 6 READING LEVEL

General St. Clair's Defeat

- ___ 1. What accounted for defeat in the first war waged by the United States?
- ___ 2. How many men did General St. Clair have?
- ___ 3. What were they going to do?
- ___ 4. What did they neglect to do?
- ___ 5. Where did the Indians attack?
- ___ 6. What did General St. Clair do then?
- ___ 7. How many men escaped uninjured?
- ___ 8. How did President Washington feel about it?

LISTENING COMPREHENSION LEVEL EQUAL TO
SILENT READING LEVEL OF GRADE _____.

CHECK LIST OF DIFFICULTIES IN WORD RECOGNITION AND WORD ANALYSIS

WORD RECOGNITION SKILLS (FLASHED WORDS)

- ___ Low sight vocabulary
- ___ Will not try difficult words
- ___ Can spell but not pronounce
- ___ Ignores word endings
- ___ Guesses at word from general form

WORD ANALYSIS

- ___ Word-analysis ability poor
- ___ Will not try difficult words
- ___ Has no method of word analysis
- ___ Sounds aloud by: single letters — blends — syllables
- ___ Unable to combine sounds into words
- ___ Looks away from word after sounding
- ___ Sounding slow or inaccurate
- ___ Spells words: successful — inadequate
- ___ Silent word study: successful — inadequate
- ___ Enunciates badly when prompted
- ___ Systematic errors (See tabulation)
- ___ Names of letters not known
- ___ Sounds of letters not known
- ___ Blends not known

Word Recognition and Word Analysis

INSTRUCTIONS. Make a record of correct responses and mispronunciations according to the directions in the Manual.

GRADE 1 READING LEVEL — LIST A

Flash		Analysis
_____	1. you	_____
_____	2. look	_____
_____	3. little	_____
_____	4. me	_____
_____	5. day	_____
_____	6. tree	_____
_____	7. all	_____
_____	8. come	_____
_____	9. away	_____
_____	10. are	_____
_____	11. run	_____
_____	12. father	_____
_____	13. children	_____
_____	14. morning	_____
_____	15. sleep	_____
_____	16. fish	_____
_____	17. around	_____
_____	18. name	_____
_____	19. chair	_____
_____	20. live	_____

GRADE 1 READING LEVEL — LIST B

_____	21. rain	_____
_____	22. seen	_____
_____	23. breakfast	_____
_____	24. other	_____
_____	25. hole	_____
_____	26. cry	_____
_____	27. love	_____
_____	28. sister	_____
_____	29. lost	_____
_____	30. joy	_____
_____	31. bark	_____
_____	32. blow	_____
_____	33. please	_____
_____	34. sand	_____
_____	35. tall	_____
_____	36. cover	_____
_____	37. dark	_____
_____	38. afraid	_____
_____	39. place	_____
_____	40. chimney	_____

GRADES 2-6 READING LEVEL — LIST 1

Flash		Analysis
_____	1. road	_____
_____	2. ground	_____
_____	3. know	_____
_____	4. drink	_____
_____	5. turkey	_____
_____	6. elephant	_____
_____	7. different	_____
_____	8. inch	_____
_____	9. strong	_____
_____	10. stamp	_____
_____	11. fair	_____
_____	12. quickly	_____
_____	13. believe	_____
_____	14. handle	_____
_____	15. bridge	_____
_____	16. speed	_____
_____	17. battle	_____
_____	18. cleaned	_____
_____	19. either	_____
_____	20. quarter	_____
_____	21. guard	_____
_____	22. forgotten	_____
_____	23. crawl	_____
_____	24. tongue	_____
_____	25. single	_____

GRADES 2-6 READING LEVEL — LIST 2

_____	26. drawn	_____
_____	27. chapter	_____
_____	28. broadcast	_____
_____	29. invent	_____
_____	30. photograph	_____
_____	31. blunt	_____
_____	32. imagine	_____
_____	33. disturb	_____
_____	34. carpenter	_____
_____	35. provide	_____
_____	36. battery	_____
_____	37. ceiling	_____
_____	38. delayed	_____
_____	39. pretend	_____
_____	40. freight	_____
_____	41. championship	_____
_____	42. crowned	_____
_____	43. advertisement	_____
_____	44. prairie	_____
_____	45. blundering	_____
_____	46. shingle	_____
_____	47. wrenches	_____
_____	48. circumstances	_____
_____	49. triumphant	_____
_____	50. thorough	_____

LIST	FLASH		ANALYSIS	
	SCORE	GRADE	SCORE	GRADE
A & B	_____	_____	_____	_____
1 & 2	_____	_____	_____	_____

Letters (Naming Letters — Identifying Letters Named — Matching Letters)

INSTRUCTIONS. Make a record of errors according to the directions in the Manual.

Letters Named — Identified by Name — Matched

1. D	F	J	H	t	m	s	c
2. S	W	G	O	f	j	w	d
3. M	L	B	T	p	n	l	k
4. C	A	K	V	r	h	g	x
5. N	Y	E	R	u	e	o	i
6. I	U	P	X	a	y	b	v
7. Q	Z	A	C	z	q	o	p

Errors in

1. Naming Letters

CAPITAL _____

SMALL _____

2. Identifying Letters Named

CAPITAL _____

SMALL _____

3. Matching Letters

CAPITAL _____

SMALL _____

4. Writing Letters

CAPITAL _____

SMALL _____

Visual Memory of Words — Primary

INSTRUCTIONS. Ask the child to draw circles around certain letters and words according to the directions in the Manual.

1. y b d g f
2. m h n r t
3. no on imp in nip
4. saw war as was waste
5. girl dog boy dig day
6. won no now mow was
7. lack clock black block dark
8. frost first fast firm trust
9. slat last lost lot blast
10. jump jest just jot must
11. clear clean close climb lean
12. par park trap party quart dark part
13. quiet quick quack point quite question quit
14. state elation tasted station stationed started skating

15. nomination notion mention mountain mountains motion mentioned
16. quarter portion bracelet particle practice practical poultice
17. obscure advice above advise advances dance advance
18. sure obscure scare secure second server cure
19. contact contain contract contracts contacts capital convict
20. immediate meditates mediate mistake meditate material meditative

SCORE _____

GRADE _____

Norms for Visual Memory of Words — Primary

SCORE	12	15	18
GRADE	1.5	2.5	3.5

Sounds (Hearing Sounds in Words — Sounds in Letters)

Hearing Sounds in Words — Primary

INSTRUCTIONS. Ask the child to draw circles around certain words according to the directions in the Manual.

A. padlock	vegetable	bacon
1. tranquil	familiar	vagabond
2. matter	rapidity	separated
3. geyser	capitulate	petal
4. deck	temperature	highway
5. wisdom	yacht	volcano
6. gasoline	kaolin	lariat
7. fault	vein	weight
8. thorough	favor	tattered
9. broadcast	blizzard	domestic
10. choice	confer	classic
11. thistles	whirled	wisdom
12. senator	department	stimulant
13. specimen	caravan	suffer
14. roster	diamond	drydock
15. document	poster	plentiful
B. forehead	crimson	different
16. crowd	grasp	job

17. flutter	blood	tug
18. loss	bantam	lynx
19. locust	hearty	grief
20. piccolo	fantastic	benefit
C. figure	fault	helmet
21. water	workbench	lurch
22. frontier	frozen	tradition
23. davenport	disease	protect
24. claimed	glistened	glee
25. bullet	farewell	bushel
26. helium	happiness	loomed
27. rusty	radish	foolish
28. noodles	margin	measles
29. dreamed	transfer	trampled

SCORE _____ GRADE _____

Norms for Hearing Sounds in Words — Primary

SCORE	17	22	28
GRADE	1.5	2.5	3.5

Learning to Hear Sounds in Words

m s f
t b ch
l p r

LEARNS SOUNDS

____ Easily
____ Slowly
____ None

NEEDS HELP ON

____ Initial Sounds
____ Final Sounds

LEARNING RATE

Number of Words Learned _____

Sounds of Letters

INSTRUCTIONS. Ask the child to give the sounds of the letters (small) in the list on the opposite page. Point to each letter in turn and say: "What does this say?"

Errors in Sounds _____

Ask the child to give the sounds of the phonograms below. Point to each phonogram in turn and say: "What does this say?"

st ch th wh sh dr tr cl
fr sm pl tw fl sk sw gr

Errors in Sounds _____

Visual Memory of Words, Spelling, and Handwriting

INSTRUCTIONS. For these tests ask the child to write certain words according to the directions in the Manual.

Visual Memory of Words — Intermediate

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

SCORE _____ GRADE _____

Phonic Spelling of Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

SCORE _____ GRADE _____

Spelling Test

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

SCORE _____ GRADE _____

Norms for Visual Memory and Phonic Spelling of Words

GRADE	VISUAL MEMORY	PHONIC SPELLING
4	5	7
5	7	9
6	9	11

Norms for Spelling Test

GRADE	LIST	
	1	2
2	8	—
3	12	6
4	16	9
5	—	12
6	—	15

Norms for Handwriting

GRADE	2	3	4	5	6
LETTERS PER MINUTE	25	35	45	55	65

CHECK LIST OF DIFFICULTIES

VISUAL MEMORY

- ___ Omits letters; syllables
- ___ Adds letters; syllables
- ___ Marked insecurity

PHONIC SPELLING

- ___ Omits sounds; syllables
- ___ Adds sounds; syllables
- ___ Incorrect sounds used
- ___ Marked insecurity

CHECK LIST OF DIFFICULTIES IN SPELLING

- ___ Omits sounds; syllables
- ___ Adds sounds; syllables
- ___ Incorrect sounds
- ___ Slow handwriting

CHECK LIST OF DIFFICULTIES IN HANDWRITING

- ___ Speed too slow
- ___ Poor letter formation
- ___ Poor position: hand, pencil, paper, body
- ___ Irregular: height, spacing, slant

HAND USED _____ Right _____ Left

STANDARDIZED ORAL READING PARAGRAPHS

By William S. Gray

Name..... Age Today.....
Years Months
Race..... Sex..... Grade.....
City..... State..... Date.....
School..... Teacher.....

Directions to the Teacher

Each child should be tested apart from the others in a room by himself. Give him an unused folder. Take another folder and fill in the above blanks before beginning the reading. As the child reads, record his efforts, using the marks presented on the class record sheet, and following the directions printed there as accurately as possible.

1

A boy had a dog.
The dog ran into the woods.
The boy ran after the dog.
He wanted the dog to go home.
But the dog would not go home.
The little boy said,
"I cannot go home without my dog."
Then the boy began to cry.

2

Once there was a little pig.
He lived with his mother in a pen.
One day he saw his four feet.
"Mother," he said, "what can I do with my feet?"
His mother said, "You can run with them."
So the little pig ran round and round the pen.

3

Once there was a cat and a mouse. They lived in the same house. The cat bit off the mouse's tail. "Pray puss," said the mouse, "give me my long tail again."
"No," said the cat, "I will not give you your tail till you bring me some milk."

4

Once there lived a king and a queen in a large palace. But the king and queen were not happy. There were no little children in the house or garden. One day they found a poor little boy and girl at their door. They took them into the beautiful palace and made them their own. The king and queen were then happy.

5

One of the most interesting birds which ever lived in my bird-room was a blue-jay named Jackie. He was full of business from morning till night, scarcely ever still. He had been stolen from a nest long before he could fly, and he had been reared in a house long before he had been given to me as a pet.

6

The part of farming enjoyed most by a boy is the making of maple sugar. It is better than blackberrying and almost as good as fishing. One reason why a boy likes this work is that someone else does most of it. It is a sort of work in which he can appear to be very industrious and yet do but little.

7

It was one of those wonderful evenings such as are found only in this magnificent region. The sun had sunk behind the mountains, but it was still light. The pretty twilight glow embraced a third of the sky, and against its brilliancy stood the dull white masses of the mountains in evident contrast.

8

The crown and glory of a useful life is character. It is the noblest possession of man. It forms a rank in itself, an estate in the general good will, dignifying every station and exalting every position in society. It exercises a greater power than wealth, and is a valuable means of securing honor.

9

He was approximately six feet tall and his body was well proportioned. His complexion inclined to be florid; his eyes were blue and remarkably far apart. A profusion of hair covered the forehead. He was scrupulously neat in his appearance; and, although he habitually left his tent early, he was well dressed.

10

Responding to the impulse of habit Josephus spoke as of old. The others listened attentively but in grim and contemptuous silence. He spoke at length, continuously, persistently, and ingratiatingly. Finally exhausted through loss of strength he hesitated. As always happens in such exigencies he was lost.

11

The attractions of the American prairies as well as of the alluvial deposits of Egypt have been overcome by the azure skies of Italy and the antiquities of Roman architecture. My delight in the antique and my fondness for architectural and archaeological studies verges onto a fanaticism.

12

The hypotheses concerning physical phenomena formulated by the early philosophers proved to be inconsistent and in general not universally applicable. Before relatively accurate principles could be established, physicists, mathematicians, and statisticians had to combine forces and work arduously.

Sandy will you
try to order
this + give
this back to
me when
finished?

Ordered HJ 6/1/67

Kuth - Do you

know this list?

Any good?

May I have it
back please

HG

First I've seen of it,
but am most interested.
Do you have a manual
or other info?

K

WECHSLER MEMORY SCALE FORM I

NAME _____ AGE _____ SEX _____ DATE _____

I. PERSONAL AND CURRENT INFORMATION Score Referred for _____

1. Age _____
2. When born. _____
3. President of the U.S. _____
4. Before him. _____
5. Governor. _____
6. Mayor. _____

Total Raw Score _____
 Score Correction for Age _____
 Corrected Score _____
 MQ (Table 3) _____

Score _____

Examined by: _____

NOTES: _____

II. ORIENTATION

1. Year _____
2. Month. _____
3. Day _____
4. Where now. _____
5. City in. _____

Score _____

III. MENTAL CONTROL Time Errors Score

1. 20 to 1 (30 sec.) _____
2. Alphabet (30 sec.) _____
3. Counting by 3's (45 sec.) _____
 (1 - 4 - 7 - up to 40)

Score _____

V. (A) DIGITS FORWARD

Draw a line through any series failed

- | | |
|--------------------|------------------|
| 4) 6 4 3 9 | 5) 4 2 7 3 1 |
| 7 2 8 6 | 7 5 8 3 6 |
| 6) 6 1 9 4 7 3 | 7) 5 9 1 7 4 2 3 |
| 3 9 2 4 8 7 | 4 1 7 9 3 8 6 |
| 8) 5 8 1 9 2 6 4 7 | |
| 3 8 2 9 5 1 7 4 | Score _____ |

(B) DIGITS BACKWARD

- | | |
|------------------|----------------|
| 3) 2 8 3 | 4) 3 2 7 9 |
| 4 1 5 | 4 9 6 8 |
| 5) 1 5 2 8 6 | 6) 5 3 9 4 1 8 |
| 6 1 8 4 3 | 7 2 4 8 5 6 |
| 7) 8 1 2 9 3 6 5 | |
| 4 7 3 9 1 2 8 | Score _____ |

- IV. (A)** Anna Thompson/ of South/ Boston/ employed/ as a scrub woman/ in an office building/ reported/ at the City Hall/ Station/ that she had been held up/ on State Street/ the night before/ and robbed/ of fifteen dollars/. She had four/ little children/ the rent/ was due/ and they had not eaten/ for two days/. The officers/ touched by the woman's story/ made up a purse/ for her/.

Number of Memories _____

- (B)** The American/ liner/ New York/ struck a mine/ near Liverpool/ Monday/ evening/. In spite of a blinding/ snowstorm/ and darkness/ the sixty/ passengers including 18/ women/, were all rescued/, though the boats/ were tossed about/ like corks/ in the heavy sea/. They were brought into port/ the next day/ by a British/ steamer/.

Number of Memories _____

VI. VISUAL REPRODUCTION

A _____ B _____ C-1 _____ C-2 _____

Score _____

Average Score = $\frac{(A+B)}{2}$ = _____

VIC-1. C-2

Fold Part VII under before giving paper to subject for drawing in Part VI

VII. ASSOCIATE LEARNINGFirst Presentation

Metal - Iron
Baby - Cries
Crush - Dark
North - South
School - Grocery
Rose - Flower
Up - Down
Obey - Inch
Fruit - Apple
Cabbage - Pen

Second Presentation

Rose - Flower
Obey - Inch
North - South
Cabbage - Pen
Up - Down
Fruit - Apple
School - Grocery
Metal - Iron
Crush - Dark
Baby - Cries

Third Presentation

Baby - Cries
Obey - Inch
North - South
School - Grocery
Rose - Flower
Cabbage - Pen
Up - Down
Fruit - Apple
Crush - Dark
Metal - Iron

<u>First Recall</u>	<u>Easy</u>	<u>Hard</u>	<u>Second Recall</u>	<u>Easy</u>	<u>Hard</u>	<u>Third Recall</u>	<u>Easy</u>	<u>Hard</u>	<u>Easy</u>	1) _____
North	___		Cabbage		___	Obey		___		2) _____
Fruit	___		Baby	___	___	Fruit	___	___		3) _____
Obey	___		Metal	___		Baby	___		(A) Total	_____
Rose	___	___	School	___		Metal	___		A + 2	_____
Baby	___		Up	___	___	Crush	___		Hard	1) _____
Up	___		Rose	___		School	___	___	2) _____	
Cabbage	___		Obey	___	___	Rose	___		3) _____	
Metal	___	___	Fruit	___		North	___		(B) Total	_____
School	___		Crush	___	___	Cabbage	___	___		
Crush	___	___	North	___		Up	___		SCORE	
<u>Total</u>	___	___	<u>Total</u>	___	___	<u>Total</u>	___	___	$\frac{A + B}{2} =$	_____

READING APTITUDE TESTS

*For Prediction and Analysis of
Reading Abilities and Disabilities*

BY MARION MONROE

FORMERLY SPECIALIST IN REMEDIAL INSTRUCTION, PITTSBURGH PUBLIC SCHOOLS

Name..... Birthdate..... Age..... Date.....

Grade..... School..... Intelligence Test..... I. Q.....

Summary of Scores:

VISUAL 1.
2.
3. Total. Percentile.

AUDITORY 1.
2.
3. Total. Percentile.

MOTOR 1.
2.
3. Total. Percentile.

ARTICULATION 1.
2. Total. Percentile.

LANGUAGE 1.
2.
3. Total. Percentile.

Average Percentile.

PROFILE OF ABILITIES

Percentiles	I. Q.	Visual	Auditory	Motor	Articulation	Language	Average Percentiles
100							
90							
80							
70							
60							
50							
40							
30							
20							
10							
0							

Hand Preference. R. L

Eye Preference. R. L

Foot Preference. R. L

Total. R. L

READING APTITUDE.....

Visual defect.....

Hearing defect.....

Speech defect.....

Physical defect.....

Foreign language.....

Comments:

COPYRIGHT, 1935, BY MARION MONROE
COPYRIGHT © RENEWED 1963 BY MARION MONROE COX

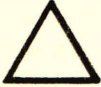
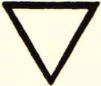
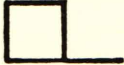
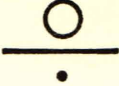
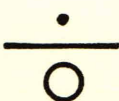
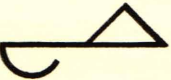
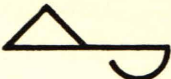
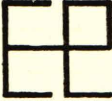
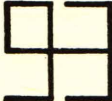
HOUGHTON MIFFLIN COMPANY

The Riverside Press Cambridge

PRINTED IN THE U.S.A.

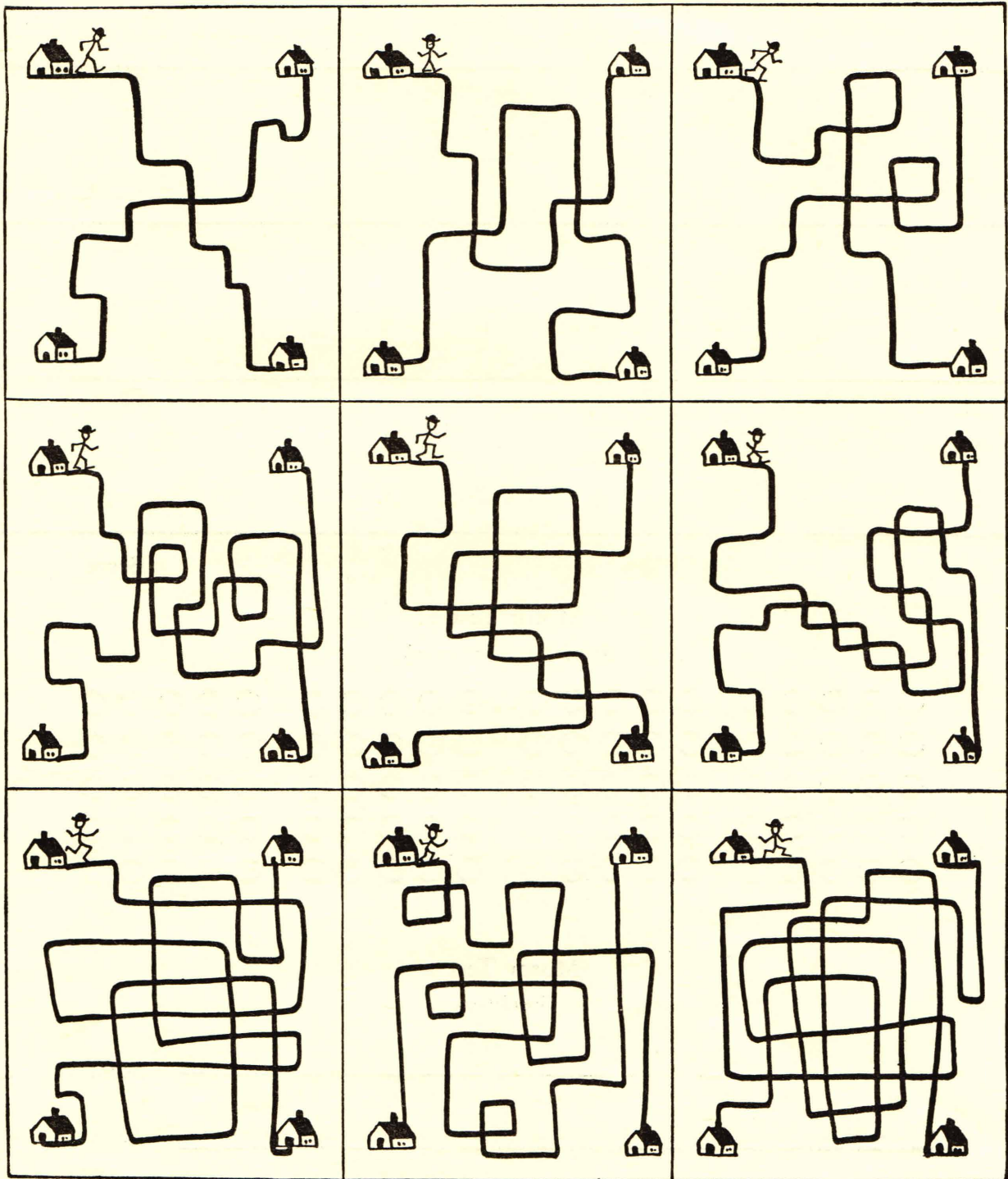
GROUP TESTS

Visual Test 1
Memory of Orientation of Forms

Score.....

Visual Test 2
Ocular-Motor Control and Attention



Score.....

Visual Test 3
Memory (*Expose cards 10 seconds*)

Score.....

Motor Test 1
Speed (*Allow 60 seconds*)

○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○

Score.....

Motor Test 2
Steadiness

..... Score.....

..... Score.....

Average Score.....

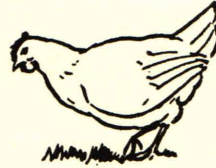
Auditory Test 1
Word - discrimination



1
2
3



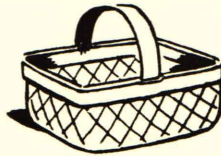
1
2
3



1
2
3



1
2
3



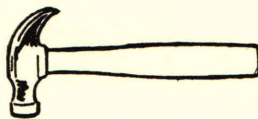
1
2
3



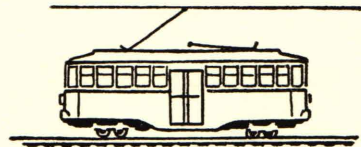
1
2
3



1
2
3



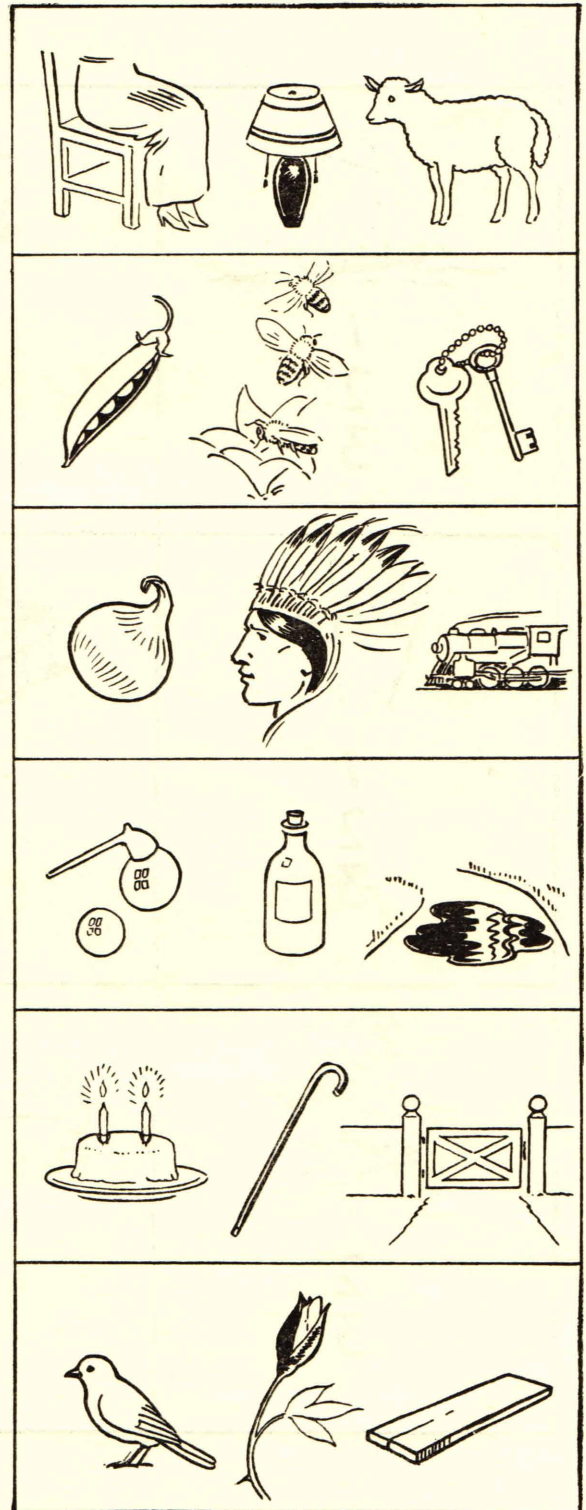
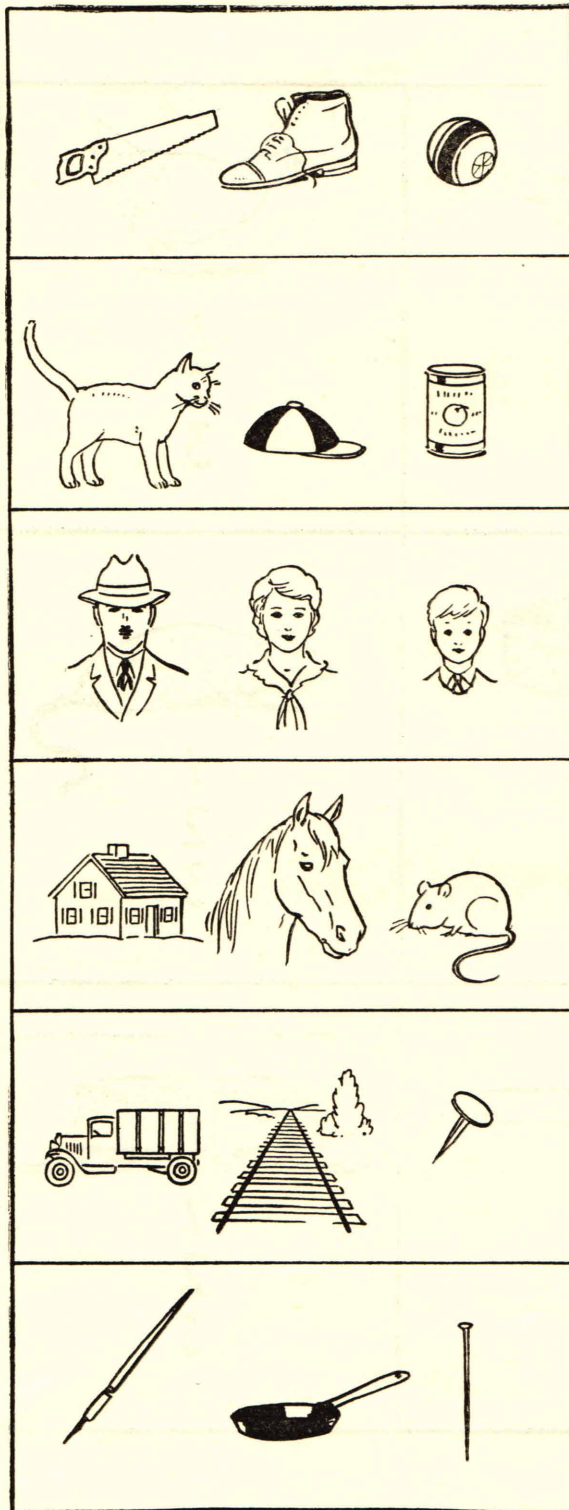
1
2
3



1
2
3

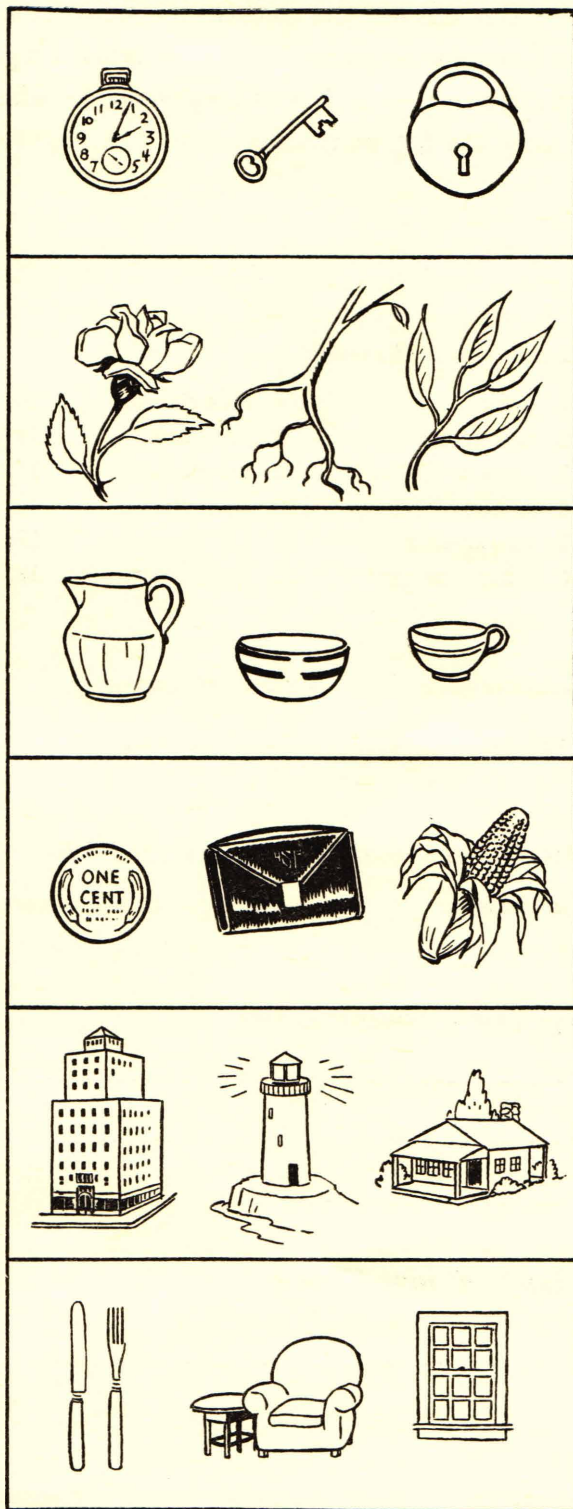
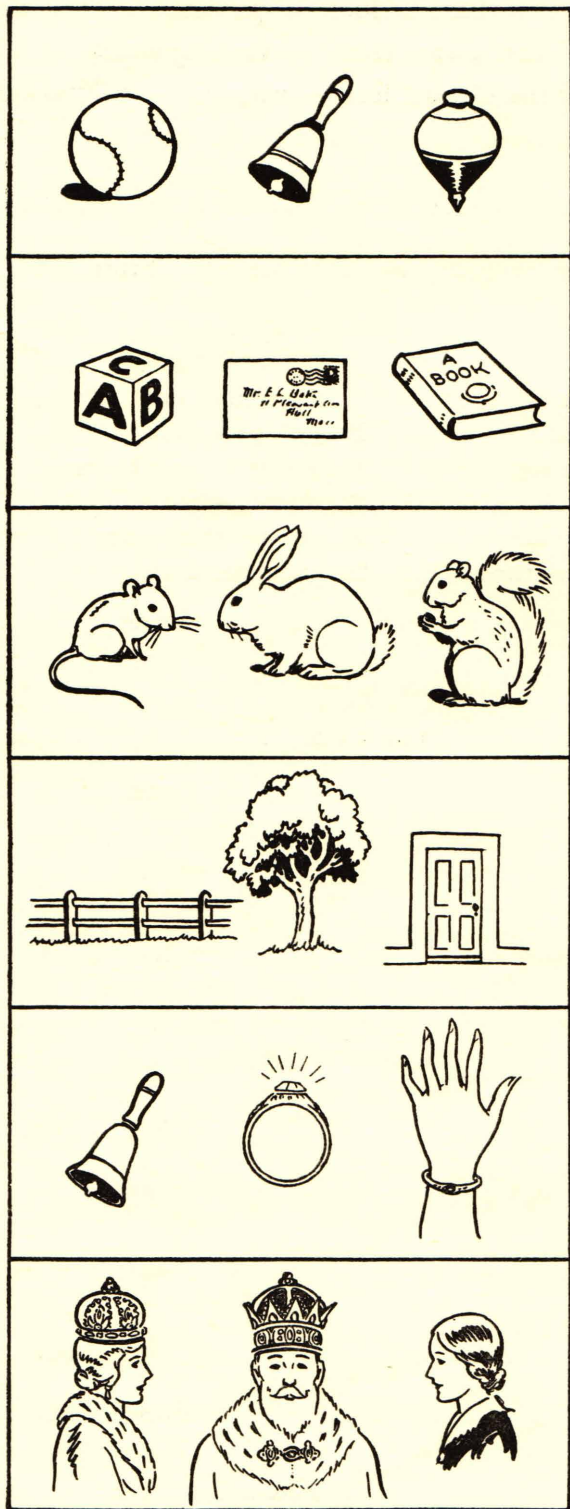
Score:

Auditory Test 2
Sound - blending



Score.....

Language Test 1
Vocabulary



Score.....

INDIVIDUAL TESTS

Auditory Test 3, Auditory Memory

A mother hen — had three — baby chicks. — Their names were Scratchy — Patchy — and Chick-Chick. — One day — the chickens — went for a walk — in Farmer Joe's — garden. — They were having a fine time — eating lettuce — when a big dog — ran toward them — barking loudly. — The chickens ran home — as fast as they could, — all except little Chick-Chick — who hid — behind a big leaf — until the dog went away.

.....
Score.....

Articulation Test 1, Reproduction

- | | | | |
|-----------------|-----------------|-----------------------|----------------------------|
| 1. baby | 7. this thumb | 13. quick kick | 19. stop Sam's sled |
| 2. tick tock | 8. very fine | 14. pink pig | 20. pick peck pack |
| 3. see saw | 9. green glass | 15. big bag beg | 21. Bobby's better blotter |
| 4. so busy | 10. sly sister | 16. come cub cup | 22. mythological |
| 5. run around | 11. few flew | 17. she sells silk | 23. incomprehensibility |
| 6. what weather | 12. quite white | 18. try three threads | 24. transcontinental |

Score

Articulation Test 2, Speed (Allow 15 seconds)

banana.....long ago.....take a bite.....

Score

Language Test 2, Classification (Allow 30 seconds)

animals.....things to eat.....toys.....

Score

Language Test 3, Sentence-Length

.....

Score.....

Motor Test 3, Writing Name

.....
Score.....

Handedness:

Writing	R L	Needle	R L
Throwing	R L	Winding	R L
Combing hair	R L	Fold hands	R L
Batting	R L	Fold arms	R L

Eyedness:

Cone	R L	R L	R L
Cardboard	R L	R L	R L

Footedness:

Hopping	R L
Kicking	R L
Climbing	R L

Durrell Analysis of Reading Difficulty

NEW EDITION

INDIVIDUAL RECORD BOOKLET

BY Donald D. Durrell *Professor of Education and Director of Educational Clinic, Boston University*

NAME _____

DATE _____

SCHOOL _____

EXAMINER _____

AGE _____ GRADE _____

REPORT TO _____

DATE OF BIRTH _____

ADDRESS _____

Profile Chart

GRADE	READING ANALYSIS TESTS							ADDITIONAL TESTS								AGE									
	Reading		Listen- ing	Flash Words	Word Analysis	Spell- ing	Hand- writing	Durrell-Sullivan				Revised Stanford-Binet													
	Oral	Silent						Capacity		Achievement		Vocab.	M.A.												
								Word	Para.	Word	Para.														
6.5 H																12-0									
6.5 M																11-8									
6.0 L																11-4									
6.0 H																11-2									
5.5 M																11-0									
5.5 L																10-8									
5.0 H																10-4									
5.0 M																10-2									
4.5 L																9-11									
4.5 H																9-8									
4.0 M																9-5									
4.0 L																9-2									
3.5 H																9-0									
3.5 M																8-8									
3.0 L																8-5									
3.0 H																8-2									
2.5 M																8-0									
2.5 L																7-9									
2.0 H																7-5									
2.0 M																7-3									
1.5 L																7-0									
1.5 H																6-9									
1.5 M																6-6									
1.5 L																									
Record scores here →																									

Check List of Instructional Needs

NON-READER OR PREPRIMER LEVEL

Needs help in:

1. Listening comprehension and speech
 - Understanding of material heard
 - Speech and spoken vocabulary
2. Visual perception of word elements
 - Visual memory of words
 - Giving names of letters
 - Identifying letters named
 - Matching letters
 - Copying letters
3. Auditory perception of word elements
 - Initial or final blends
 - Initial or final single sounds
 - Learning sounds taught
4. Phonic abilities
 - Solving words
 - Sounding words
 - Sounds of blends — phonograms
 - Sounds of individual letters
5. Learning rate
 - Remembering words taught
 - Use of context clues
6. Reading interest and effort
 - Attention and persistence
 - Self-directed work
7. Other

PRIMARY GRADE READING LEVEL

Needs help in:

1. Listening comprehension and speech
 - Understanding of material heard
 - Speech and spoken vocabulary
2. Word analysis abilities
 - Visual memory of words
 - Auditory analysis of words
 - Solving words by sounding
 - Sounds of blends, phonograms
 - Use of context clues
 - Remembering new words taught
3. Oral reading abilities
 - Oral reading practice
 - Comprehension in oral reading
 - Phrasing (Eye-voice span)
 - Errors on easy words
 - Addition or omission of words
 - Repetition of words or phrases
 - Ignoring punctuation
 - Ignoring word errors
 - Attack on unfamiliar words
 - Expression in reading
 - Speech, voice, enunciation
 - Security in oral reading
4. Silent reading and recall
 - Level of silent reading
 - Comprehension in silent reading
 - Attention and persistence
 - Unaided oral recall
 - Recall on questions
 - Speed of silent reading
 - Phrasing (Eye movements)
 - Lip movements and whispering
 - Head movements Frowning
 - Imagery in silent reading
 - Position of book Posture
5. Reading interest and effort
 - Attention and persistence
 - Voluntary reading
 - Self-directed work Workbooks

INTERMEDIATE GRADE READING LEVEL

Needs help in:

1. Listening comprehension and speech
 - Understanding of material heard
 - Speech and oral expression
2. Word analysis abilities and spelling
 - Visual analysis of words
 - Auditory analysis of words
 - Solving words by sounding syllables
 - Sounding syllables, word parts
 - Meaning from context
 - Attack on unfamiliar words
 - Spelling ability
 - Accuracy of copy Speed of writing
 - Dictionary skills: Location, pronunciation, meaning
3. Oral reading abilities
 - Oral reading practice
 - Comprehension in oral reading
 - Phrasing (Eye-voice span)
 - Expression in reading Speech skills
 - Speed of oral reading
 - Security in oral reading
 - Word and phrase meaning
4. Silent reading and recall
 - Level of silent reading
 - Comprehension in silent reading
 - Unaided oral recall
 - Unaided written recall
 - Recall on questions
 - Attention and persistence
 - Word and phrase meaning difficulties
 - Sentence complexity difficulties
 - Imagery in silent reading
5. Speeded reading abilities
 - Speed of reading (Eye movements)
 - Speed of work in content subjects
 - Skimming and locating information
6. Study abilities
 - Reading details, directions, arithmetic
 - Organization and subordination of ideas
 - Elaborative thinking in reading
 - Critical reading
 - Use of table of contents References
7. Reading interest and effort
 - Voluntary reading
 - Variety of reading
 - Self-directed work

General History Data

SCHOOL RECORD

Age at school entrance _____	Onset of difficulty _____
First-grade absences _____	Schools attended _____
Recent absences _____	Reading method used _____
School report (or classroom visit) _____	Poor discipline _____
_____	Discouraged _____

MEDICAL RECORD

Latest examination of eyes _____	Source _____
Clinic examination suggests:	by _____
Nearsightedness _____	Hearing _____
Farsightedness _____	Auditory discrimination _____
Astigmatism _____	Pertinent medical history _____
Coördination difficulty _____	_____

PSYCHOLOGICAL FACTORS — HOME HISTORY

Source _____

Siblings — where in school? _____

Handedness change _____

Emotional reactions _____

Special interests _____

Tutoring possibilities _____

Previous tutoring _____

REMEDIAL PLANS

(Individual tutoring — small group work — remedial class)

1. Level of reading materials _____
2. Motivation type — interests _____
3. Word work
 - Word analysis — level, type _____
 - Immediate recognition _____
 - Phrase work _____
4. Oral reading plans
 - Mechanics _____
 - Comprehension _____
5. Silent reading plans
 - Mechanics _____
 - Comprehension _____
6. Study skills
 - Thoroughness _____
 - Flexibility _____
 - Association _____

Oral Reading

INSTRUCTIONS. Make a record of time, errors, phrasing, and comprehension according to the directions in the Manual.

1. Time _____ Errors _____ Comprehension _____

GRADE	1			2	L	M	H
	L	M	H				
TIME	50	38	30	27	20	15	

Muff is a little yellow kitten.
She drinks milk.
She sleeps on a chair.
She does not like to get wet.

- ___ 1. What color was the kitten?
- ___ 2. What does she drink?
- ___ 3. Where does she sleep?
- ___ 4. Why doesn't Muff like to go out on rainy days?

2. Time _____ Errors _____ Comprehension _____

GRADE	1			2	L	M	H
	L	M	H				
TIME	90	75	60	55	41	30	

A little black dog ran away from home. He played with two big dogs. They ran away from him. It began to rain. He went under a tree. He wanted to go home, but he did not know the way. He saw a boy he knew. The boy took him home.

- ___ 1. Who ran away from home?
- ___ 2. How many other dogs did he play with?
- ___ 3. Why did the dog go under the tree?
- ___ 4. What did the dog want then?
- ___ 5. Whom did he see?
- ___ 6. How did he get home?

3. Time _____ Errors _____ Comprehension _____

GRADE	2			3	L	M	H
	L	M	H				
TIME	65	50	40	35	25	20	

Six boys put up a tent by the side of the river. They took things to eat with them. When the sun went down, they went into the tent to sleep. In the night, a cow came and began to eat grass around the tent. The boys were afraid. They thought it was a bear.

- ___ 1. How many boys went camping?
- ___ 2. Where did they put up their tent?
- ___ 3. What did they take with them besides their tent?
- ___ 4. What did the boys do when the sun went down?
- ___ 5. What came around their tent in the night?
- ___ 6. What was the cow doing?
- ___ 7. What did the boys think the cow was?

4. Time _____ Errors _____ Comprehension _____

GRADE	3			4	L	M	H
	L	M	H				
TIME	70	40	32	30	27	24	

Henry goes to a large lake in summer. Last summer, a motorboat sank near his house. The boat had ten men in it. The man who was running the boat brought it very close to the shore when the water was low. He hit a big rock under water. It made a hole in the bottom of the boat. The water came in very fast. All of the men swam to shore.

- ___ 1. Where does Henry go in summer?
- ___ 2. What happened near his house?
- ___ 3. What kind of boat was it?
- ___ 4. What did the boat hit?
- ___ 5. How fast did the water come in?
- ___ 6. How many men were on the boat?
- ___ 7. What happened to the men on the boat?

5. Time _____ Errors _____ Comprehension _____

GRADE	3			4	L	M	H	5	L	M	H
	L	M	H								
TIME	70	50	42	40	35	30	27	25	22		

In 1807, Robert Fulton took the first long trip in a steamboat. He went one hundred and fifty miles up the Hudson River. The boat went five miles an hour. This was faster than a steamboat had ever gone before. Crowds gathered on both banks of the river to see this new kind of boat go by. The fishermen did not like the boat. They were afraid that its noise and splashing would drive away all the fish.

- ___ 1. What did Robert Fulton do in this story?
- ___ 2. What kind of boat was it?
- ___ 3. What river was the trip made on?
- ___ 4. How far did the boat go?
- ___ 5. How fast did it go?
- ___ 6. Who did not like the boat?
- ___ 7. What were the fishermen afraid would happen?

6. Time _____ Errors _____ Comprehension _____

GRADE	4			5			6		
	L	M	H	L	M	H	L	M	H
TIME	90	75	65	60	55	52	45	40	32

The richest diamond field in the world is in South Africa. Deep pits yield a hard substance called "blue ground" which contains the diamonds. The blue ground is spread over the drying fields for a year. The weather gradually crumbles it. Then it is taken up and run through washing machines which sort out the stones and the diamonds. The value of the diamonds is determined by color, size, and purity. Blue, yellow, orange, brown, and green diamonds have been discovered. The most valuable ones are pure white. The largest diamond ever found weighed almost two pounds.

- ___ 1. In what country is the richest diamond field of the world?
- ___ 2. What is the substance containing the diamonds called?
- ___ 3. Why is the blue ground spread over the drying fields?
- ___ 4. What do the washing machines do?
- ___ 5. What are some of the colors of diamonds?
- ___ 6. Which diamonds are the most valuable?
- ___ 7. How heavy was the largest diamond ever found?

7. Time _____ Errors _____ Comprehension _____

GRADE	5			6		
	L	M	H	L	M	H
TIME	80	72	65	60	55	42

Golf originated in Holland as a game played on ice. The game in its present form first appeared in Scotland. It became unusually popular and kings found it so enjoyable that it was known as "the royal game." James IV, however, thought that people neglected their work to indulge in this fascinating sport so that it was forbidden in 1457. James relented when he found how attractive the game was, and it immediately regained its former popularity. Golf spread gradually to other countries, being introduced in America in 1890. It has grown in favor until there is hardly a town that does not boast of a private or public course.

- ___ 1. Where did golf originate?
- ___ 2. How was it first played?
- ___ 3. Where did it first appear in its present form?
- ___ 4. Why was golf forbidden by James IV?
- ___ 5. Why did he change his mind?
- ___ 6. When was golf first introduced in America?
- ___ 7. What evidence have we of its popularity?

8. Time _____ Errors _____ Comprehension _____

GRADE	6		
	L	M	H
TIME	90	65	50

Between 1865 and 1900, the northern part of the United States enjoyed great prosperity. Many new industries developed, among them the making of thread and ready-made clothes. The invention of machinery revolutionized methods of manufacture. For example, the introduction of the McKay sewing machine permitted the manufacture of shoes in big factories. Radical changes in steel-making allowed enormous expansion of the iron and steel industries. The Bessemer process of smelting was introduced into the country in 1864 and the open-hearth process in 1867. As a result, more machinery could be built, and factories became more productive.

- ___ 1. What great development is described here?
- ___ 2. When did this industrial growth take place?
- ___ 3. What were some of the industries that arose?
- ___ 4. In which part of the United States did this take place?
- ___ 5. What invention increased the production of shoes?
- ___ 6. What processes of steel making were used?
- ___ 7. What effect did increased steel production have on industry?

CHECK LIST OF DIFFICULTIES

PHRASE READING

- ___ Word-by-word reading
- ___ Inadequate phrasing
- ___ Incorrect phrasing
- ___ Eye-voice span too short

WORD SKILLS IN ORAL READING

- ___ Low sight vocabulary
- ___ Word-analysis ability inadequate
- ___ Errors on easier words
- ___ Guesses at unknown words from context

VOICE, ENUNCIATION, EXPRESSION

- ___ Strained, high-pitched voice
- ___ Monotonous tone
- ___ Volume too loud
- ___ Volume too soft
- ___ Poor enunciation in all reading
- ___ Poor enunciation of difficult words
- ___ Ignores punctuation
- ___ Habitual repetition of words
- ___ Habitual addition of words
- ___ Omits words
- ___ Marked insecurity evident

- ___ Ignores word errors and reads on
- ___ Poor enunciation of prompted words

GENERAL READING HABITS

- ___ Head movements; marked
- ___ Loses place easily
- ___ Uses finger or pointer
- ___ Holds book too close or incorrectly
- ___ Frowns and shows signs of tension
- ___ Poor posture
- ___ Effort and attention low
- ___ Easily distracted

ORAL READING TIME		COMPREHENSION
Paragraph No.	Grade Level	
_____	_____	___ Good
_____	_____	___ Fair
_____	_____	___ Poor
_____	_____	
Median Grade	_____	

Silent Reading

INSTRUCTIONS. Make a record of time, errors, number of unaided memories, inaccurate memories, and prompted memories according to the directions in the Manual.

1. Time _____ Memories _____

GRADE	1			2		
	L	M	H	L	M	H
TIME	45	35	27	24	18	13
MEMORIES	4			5		

Peter is
 a big white rabbit.
 He has long ears.
 He has a little tail.
 He can jump and hop.

2. Time _____ Memories _____

GRADE	1			2		
	L	M	H	L	M	H
TIME	81	60	53	47	37	28
MEMORIES	7			10		

A hen had
 six little yellow chickens.
 One morning
 she took them for a walk.
 They looked for
 something to eat.
 They found some seeds and
 sand.
 A dog came.
 to play with them.
 The hen
 did not like the dog.
 She flew at the dog.
 and made him run away.

3. Time _____ Memories _____

GRADE	2			3		
	L	M	H	L	M	H
TIME	62	50	35	30	23	16
MEMORIES	7			10		

Three boys
 built a house.
 in the woods.
 They put a table
 and two old chairs in it.
 There was a basket
 full of apples.
 under the table.
 One afternoon
 they went away
 and left the door open.
 When they came back,
 they found two little pigs
 eating the apples.

4. Time _____ Memories _____

GRADE	3			4		
	L	M	H	L	M	H
TIME	45	35	30	26	23	18
MEMORIES	12			15		

A little girl
 got off the train
 all alone.
 There was nobody
 at the station.
 to meet her.
 She asked the man
 inside the station.
 where her mother was.
 He said that her mother
 could not get the car started.
 A man was trying to fix it.
 The little girl sat down
 to wait.
 A few minutes later
 a big car
 came around the corner.
 with her mother in it.
 The little girl got in.
 and they drove home.

5. Time _____ Memories _____

GRADE	3			4			5		
	L	M	H	L	M	H	L	M	H
TIME	62	40	36	34	30	28	26	23	18
MEMORIES	10			12			15		

About one hundred and fifty
 years ago,
 in France,
 the first man
 went up in a balloon.
 His balloon was made of
 paper.
 covered with strips of cloth.
 to make it strong.
 A long rope kept it
 from going too high.
 Later this man took a friend
 up in the balloon with him.
 On this trip they rose
 over five hundred feet.
 The trip lasted
 thirty minutes.
 They came down
 several miles.
 from where they started.

Imagery Questions (OPTIONAL)

PARAGRAPH 3

1. Did you see in your mind the three boys who built the house in the woods? Tell me how they looked to you. Then ask: How old were they? How were they dressed? etc.
2. Did you see the house in your mind? Tell me about how it looked to you. Then ask: How big was it? Did it have any windows? How many? What kind of roof did it have? Could you draw a picture of how the house looked to you? etc.

PARAGRAPH 4

1. Did you see in your mind the little girl who got off the train? Tell me how she looked. (How dressed; various articles of clothing; color; hair; age; size; luggage; etc.)
2. Did you see any other people? Tell me how they look.
3. Did you see the station and the surroundings? Tell me what you saw.

RESPONSE TO IMAGERY QUESTIONS

- Rich flow of imagery
 — Hesitant, indefinite

6. Time _____ Memories _____

GRADE	4			5			6		
	L	M	H	L	M	H	L	M	H
TIME	70	55	47	43	38	30	27	24	18
MEMORIES	10			13			16		

Early settlers.....
in America.....
found that Indians.....
would sell skins and land.....
for glass beads.....
Many men earned their liv-
ing.....
by making glass beads.....
and bottles.....
In 1827.....
a man invented a way.....
to press molten glass.....
into iron molds.....
The most famous glass works.....
was in the town of Sand-
wich in Massachusetts.....
The Sandwich glass had.....
a bright silvery appearance.....
and it could be molded into
very elaborate and attractive
patterns.....
Beautiful lamps and candle-
sticks.....
as well as all sorts of dishes.....
were made from this glass.....
In many New England homes
pieces of Sandwich glass.....
are still found on display.....

CHECK LIST OF DIFFICULTIES

MECHANICS OF SILENT READING

- ___ Low rate of silent reading
- ___ High rate at the expense of mastery
- ___ Lip movements; constant — occasional
- ___ Whispering; constant — occasional
- ___ Lacks persistence in hard material
- ___ Marked insecurity evident
- ___ Poor attention necessitates rereading

RECALL

- ___ Unaided recall scanty
- ___ Poorly organized recall
- ___ Inaccurate memories and guesses
- ___ Response labored and slow
- ___ Avoids use of new words in recall
- ___ Recalls details badly in questions
- ___ Very scanty recall on hard material

7. Time _____ Memories _____

GRADE	5			6		
	L	M	H	L	M	H
TIME	60	46	40	37	33	24
MEMORIES	9			14		

Basketball.....
is one of the more recent
games.....
It was devised.....
by a college instructor.....
who desired a game to inter-
pose.....
between the football.....
and baseball seasons.....
The game demands.....
precision of movement.....
concentration.....
and great endurance.....
It is more popular.....
in those localities where.....
it does not compete with
hockey.....
Opinion differs as to whether
it is a satisfactory game.....
for girls.....
It has been modified.....
to make it less strenuous.....
for them.....
by restricting the playing
area.....
of each player.....
Some of the large Western.....
universities.....
have audiences.....
of over twenty thousand.....
at their conference games.....

EYE MOVEMENTS

- Range of eye movements per line _____ to _____
___ Irregular pauses
___ Regressive movements

COMPARISON WITH ORAL READING (*Underline*)

- Speed: higher — same — lower
Recall: better — same — poorer
Security: better — same — poorer

8. Time _____ Memories _____

GRADE	6		
	L	M	H
TIME	60	45	35
MEMORIES	12		

Railroad communication.....
developed rapidly.....
just after the Civil War.....
Between 1865 and 1873.....
thirty-five thousand.....
miles of track were laid.....
This doubled the distance.....
people could travel.....
by railroad.....
Some of the new roads.....
connected important cities.....
and some extended westward
beyond populated regions.....
Congress.....
favored this sudden.....
development.....
by granting land to com-
panies.....
interested in furthering.....
the expansion.....
Grants included territory.....
lying within twenty miles.....
of the proposed roadbed.....
Alternate sections.....
were allotted to the railroad;
those in between were.....
reserved for homesteaders.....
The sale of sections of land.....
owned by the railroad.....
was made easier.....
through this checkerboard.....
arrangement.....

SILENT READING TIME		COMPREHENSION
Paragraph No.	Grade Level	
_____	_____	___ Good
_____	_____	___ Fair
_____	_____	___ Poor
_____	_____	
Median Grade	_____	

Listening Comprehension

INSTRUCTIONS. Make a record of the comprehension questions answered correctly according to the directions in the Manual.

GRADE 1 READING LEVEL

The Cat and the Dog

- ___ 1. What did the boy have?
- ___ 2. What was he going to give her?
- ___ 3. What happened when he called to her?
- ___ 4. Where was the cat?
- ___ 5. What was she doing?
- ___ 6. What did the boy do then?
- ___ 7. What happened next?

GRADE 2 READING LEVEL

Dick's Birthday Present

- ___ 1. What did Dick do when he woke up?
- ___ 2. What day was it?
- ___ 3. What did he find on his chair?
- ___ 4. What did Dick hear?
- ___ 5. What did Dick do then?
- ___ 6. What was in the basket?
- ___ 7. What did the dog do?

GRADE 3 READING LEVEL

The Accident

- ___ 1. What was this story about?
- ___ 2. What had the boy been doing?
- ___ 3. What was he riding?
- ___ 4. What came down the road?
- ___ 5. Why didn't he see the car coming?
- ___ 6. How fast was the car going?
- ___ 7. What happened to the boy?
- ___ 8. What happened to the bicycle?

GRADE 4 READING LEVEL

Peter Cooper's Engine

- ___ 1. What did Peter Cooper build?
- ___ 2. What was it used for?
- ___ 3. How far away was the town?
- ___ 4. What was the engine hooked to?
- ___ 5. How fast did it go?
- ___ 6. How long did the trip take?
- ___ 7. What surprised the people?

Norms for Word Recognition and Word Analysis

GRADE *	FLASH			ANALYSIS		
	L	M	H	L	M	H
1	5	12	20	7	17	29
2	2	5	8	4	8	13
3	11	14	17	17	21	25
4	21	25	28	29	34	38
5	32	34	36	41	43	45
6	38	41	44	46	47	50

* Grade 1 — Lists A & B; Grades 2-6 — Lists 1 & 2.

GRADE 5 READING LEVEL

Uses of Kites

- ___ 1. What was this story about?
- ___ 2. What have kites been used for in war?
- ___ 3. What did one general use kites for?
- ___ 4. What was he going to build?
- ___ 5. What do some people in China make?
- ___ 6. What are these kites supposed to do?
- ___ 7. What has the weather bureau used kites for?
- ___ 8. How high has a string of kites gone?
- ___ 9. How much can some kites lift?

GRADE 6 READING LEVEL

History of Baseball

- ___ 1. What is called the national sport?
- ___ 2. What were some of its early names?
- ___ 3. When was it first played in colleges?
- ___ 4. What is said about its equipment?
- ___ 5. What was responsible for its growth?
- ___ 6. What happened to baseball after the Civil War?
- ___ 7. What happened in the countries where the soldiers were stationed?
- ___ 8. Who is said to welcome the baseball season?

ABOVE GRADE 6 READING LEVEL

General St. Clair's Defeat

- ___ 1. What accounted for defeat in the first war waged by the United States?
- ___ 2. How many men did General St. Clair have?
- ___ 3. What were they going to do?
- ___ 4. What did they neglect to do?
- ___ 5. Where did the Indians attack?
- ___ 6. What did General St. Clair do then?
- ___ 7. How many men escaped uninjured?
- ___ 8. How did President Washington feel about it?

LISTENING COMPREHENSION LEVEL EQUAL TO
SILENT READING LEVEL OF GRADE _____.

CHECK LIST OF DIFFICULTIES IN WORD RECOGNITION AND WORD ANALYSIS

WORD RECOGNITION SKILLS (FLASHED WORDS)

- ___ Low sight vocabulary
- ___ Will not try difficult words
- ___ Can spell but not pronounce
- ___ Ignores word endings
- ___ Guesses at word from general form

WORD ANALYSIS

- ___ Word-analysis ability poor
- ___ Will not try difficult words
- ___ Has no method of word analysis
- ___ Sounds aloud by: single letters — blends — syllables
- ___ Unable to combine sounds into words
- ___ Looks away from word after sounding
- ___ Sounding slow or inaccurate
- ___ Spells words: successful — inadequate
- ___ Silent word study: successful — inadequate
- ___ Enunciates badly when prompted
- ___ Systematic errors (See tabulation)
- ___ Names of letters not known
- ___ Sounds of letters not known
- ___ Blends not known

Word Recognition and Word Analysis

INSTRUCTIONS. Make a record of correct responses and mispronunciations according to the directions in the Manual.

GRADE 1 READING LEVEL — LIST A

Flash		Analysis
_____	1. you	_____
_____	2. look	_____
_____	3. little	_____
_____	4. me	_____
_____	5. day	_____
_____	6. tree	_____
_____	7. all	_____
_____	8. come	_____
_____	9. away	_____
_____	10. are	_____
_____	11. run	_____
_____	12. father	_____
_____	13. children	_____
_____	14. morning	_____
_____	15. sleep	_____
_____	16. fish	_____
_____	17. around	_____
_____	18. name	_____
_____	19. chair	_____
_____	20. live	_____

GRADE 1 READING LEVEL — LIST B

_____	21. rain	_____
_____	22. seen	_____
_____	23. breakfast	_____
_____	24. other	_____
_____	25. hole	_____
_____	26. cry	_____
_____	27. love	_____
_____	28. sister	_____
_____	29. lost	_____
_____	30. joy	_____
_____	31. bark	_____
_____	32. blow	_____
_____	33. please	_____
_____	34. sand	_____
_____	35. tall	_____
_____	36. cover	_____
_____	37. dark	_____
_____	38. afraid	_____
_____	39. place	_____
_____	40. chimney	_____

GRADES 2-6 READING LEVEL — LIST 1

Flash		Analysis
_____	1. road	_____
_____	2. ground	_____
_____	3. know	_____
_____	4. drink	_____
_____	5. turkey	_____
_____	6. elephant	_____
_____	7. different	_____
_____	8. inch	_____
_____	9. strong	_____
_____	10. stamp	_____
_____	11. fair	_____
_____	12. quickly	_____
_____	13. believe	_____
_____	14. handle	_____
_____	15. bridge	_____
_____	16. speed	_____
_____	17. battle	_____
_____	18. cleaned	_____
_____	19. either	_____
_____	20. quarter	_____
_____	21. guard	_____
_____	22. forgotten	_____
_____	23. crawl	_____
_____	24. tongue	_____
_____	25. single	_____

GRADES 2-6 READING LEVEL — LIST 2

_____	26. drawn	_____
_____	27. chapter	_____
_____	28. broadcast	_____
_____	29. invent	_____
_____	30. photograph	_____
_____	31. blunt	_____
_____	32. imagine	_____
_____	33. disturb	_____
_____	34. carpenter	_____
_____	35. provide	_____
_____	36. battery	_____
_____	37. ceiling	_____
_____	38. delayed	_____
_____	39. pretend	_____
_____	40. freight	_____
_____	41. championship	_____
_____	42. crowned	_____
_____	43. advertisement	_____
_____	44. prairie	_____
_____	45. blundering	_____
_____	46. shingle	_____
_____	47. wrenches	_____
_____	48. circumstances	_____
_____	49. triumphant	_____
_____	50. thorough	_____

LIST	FLASH		ANALYSIS	
	SCORE	GRADE	SCORE	GRADE
A & B	_____	_____	_____	_____
1 & 2	_____	_____	_____	_____

Letters (Naming Letters — Identifying Letters Named — Matching Letters)

INSTRUCTIONS. Make a record of errors according to the directions in the Manual.

Letters Named — Identified by Name — Matched

Errors in

1. D	F	J	H	t	m	s	c
2. S	W	G	O	f	j	w	d
3. M	L	B	T	p	n	l	k
4. C	A	K	V	r	h	g	x
5. N	Y	E	R	u	e	o	i
6. I	U	P	X	a	y	b	v
7. Q	Z	A	C	z	q	o	p

1. Naming Letters

CAPITAL _____

SMALL _____

2. Identifying Letters Named

CAPITAL _____

SMALL _____

3. Matching Letters

CAPITAL _____

SMALL _____

4. Writing Letters

CAPITAL _____

SMALL _____

Visual Memory of Words — Primary

INSTRUCTIONS. Ask the child to draw circles around certain letters and words according to the directions in the Manual.

1. y b d g f
2. m h n r t
3. no on imp in nip
4. saw war as was waste
5. girl dog boy dig day
6. won no now mow was
7. lack clock black block dark
8. frost first fast firm trust
9. slat last lost lot blast
10. jump jest just jot must
11. clear clean close climb lean
12. par park trap party quart dark part
13. quiet quick quack point quite question quit
14. state elation tasted station stationed started skating

15. nomination notion mention mountain
mountains motion mentioned

16. quarter portion bracelet particle
practice practical poultice

17. obscure advice above advise
advances dance advance

18. sure obscure scare secure
second server cure

19. contact contain contract contracts
contacts capital convict

20. immediate meditates mediate mistake
meditate material meditative

SCORE _____ GRADE _____

Norms for Visual Memory of Words — Primary

SCORE	12	15	18
GRADE	1.5	2.5	3.5

Sounds (*Hearing Sounds in Words — Sounds in Letters*)

Hearing Sounds in Words — Primary

INSTRUCTIONS. Ask the child to draw circles around certain words according to the directions in the Manual.

A. padlock	vegetable	bacon
1. tranquil	familiar	vagabond
2. matter	rapidity	separated
3. geyser	capitulate	petal
4. deck	temperature	highway
5. wisdom	yacht	volcano
6. gasoline	kaolin	lariat
7. fault	vein	weight
8. thorough	favor	tattered
9. broadcast	blizzard	domestic
10. choice	confer	classic
11. thistles	whirled	wisdom
12. senator	department	stimulant
13. specimen	caravan	suffer
14. roster	diamond	drydock
15. document	poster	plentiful
B. forehead	crimson	different
16. crowd	grasp	job

17. flutter	blood	tug
18. loss	bantam	lynx
19. locust	hearty	grief
20. piccolo	fantastic	benefit
C. figure	fault	helmet
21. water	workbench	lurch
22. frontier	frozen	tradition
23. davenport	disease	protect
24. claimed	glistened	glee
25. bullet	farewell	bushel
26. helium	happiness	loomed
27. rusty	radish	foolish
28. noodles	margin	measles
29. dreamed	transfer	trampled
SCORE _____ GRADE _____		

Norms for Hearing Sounds in Words — Primary

SCORE	17	22	28
GRADE	1.5	2.5	3.5

Learning to Hear Sounds in Words

m s f
t b ch
l p r

LEARNS SOUNDS

____ Easily
____ Slowly
____ None

NEEDS HELP ON

____ Initial Sounds
____ Final Sounds

LEARNING RATE

Number of Words Learned _____

Sounds of Letters

INSTRUCTIONS. Ask the child to give the sounds of the letters (small) in the list on the opposite page. Point to each letter in turn and say: "What does this say?"

Errors in Sounds _____

Ask the child to give the sounds of the phonograms below. Point to each phonogram in turn and say: "What does this say?"

st ch th wh sh dr tr cl
fr sm pl tw fl sk sw gr

Errors in Sounds _____

Visual Memory of Words, Spelling, and Handwriting

INSTRUCTIONS. For these tests ask the child to write certain words according to the directions in the Manual.

Visual Memory of Words — Intermediate

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

SCORE _____ GRADE _____

Phonic Spelling of Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

SCORE _____ GRADE _____

Spelling Test

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

SCORE _____ GRADE _____

Norms for Visual Memory and Phonic Spelling of Words

GRADE	VISUAL MEMORY	PHONIC SPELLING
4	5	7
5	7	9
6	9	11

Norms for Spelling Test

GRADE	LIST	
	1	2
2	8	—
3	12	6
4	16	9
5	—	12
6	—	15

Norms for Handwriting

GRADE	2	3	4	5	6
LETTERS PER MINUTE	25	35	45	55	65

CHECK LIST OF DIFFICULTIES

VISUAL MEMORY

- Omits letters; syllables
- Adds letters; syllables
- Marked insecurity

PHONIC SPELLING

- Omits sounds; syllables
- Adds sounds; syllables
- Incorrect sounds used
- Marked insecurity

CHECK LIST OF DIFFICULTIES IN SPELLING

- Omits sounds; syllables
- Adds sounds; syllables
- Incorrect sounds
- Slow handwriting

CHECK LIST OF DIFFICULTIES IN HANDWRITING

- Speed too slow
- Poor letter formation
- Poor position: hand, pencil, paper, body
- Irregular: height, spacing, slant

HAND USED _____ Right _____ Left