The construction of a diagnostic oral reading test

Aldrich, Mona Lillian

Boston University

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Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

THE CONSTRUCTION OF A DIAGNOSTIC
ORAL READING TEST

SERVICE PAPER

Submitted by

Lona Lillian Aldrich
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First Reader: Dr. Helen A. Murphy, Assistant Professor of Education
Second Reader: Dr. Helen Blair Sullivan, Professor of Education
Third Reader: Dr. Donald D. Durrell, Dean, School of Education
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INTRODUCTION

STATEMENT OF THE PROBLEM

This study involves the construction of an individual, diagnostic oral reading test based on the vocabulary introduced in the Revised Gates-Huber Basal Reading Series at the Pre-Primer, Primer, First and Second Reader levels. This test will attempt to serve as an instrument for discovering the number of words learned from the number of words taught, and for detecting oral reading errors at these levels.

"No stronger criticism could be made of the shortcomings of the methods of teaching reading in the past than the record of failures of children in reading achievement."¹

Through individualized reading instruction, constant appraisal of achievement and application of remedial procedures in the early grades, a great number of reading problems may be eliminated.

In a recent article, Gates² says, "A typical view is that reading is not a simple mechanical mental process of recognizing words visually, but a very complex intellectual activity which in and of itself provides for

¹ Leavell, Ullin W., "Reading Instruction in the Educational Scheme", Education, Vol. 59, p. 8 September 1938

the development as well as the enrichment and refinement of ideas, and the operation of all the subtlest types of reasoning, imagining, judging, evaluating, discriminating, problem-solving, thinking."
CHAPTER I
CHAPTER I

SUMMARY OF PREVIOUS RESEARCH EDUCATIONAL TESTS

The Development of Educational Tests

Greene, Jorgensen and Gerberich\(^1\) state that there is evidence that tests have been in existence from the beginning of historical records. Oral examinations were used in the ancient Hebrew and Greek civilization and the Chinese used written examinations as criteria for the selection of public officials as early as 2200 B.C. Primitive tribes used tests to determine prowess and achievement in certain knowledges and skills which were believed necessary for tribal protection. The Spartans, whose educational system emphasized physical development and stoicism, conducted similar tests. Oral examinations were used in the universities of the medieval period.

In America, in 1845, Horace Mann was instrumental in changing the emphasis from oral to written examinations, and in 1864, Reverend George Fisher, an Englishman, invented and used what is believed to be the first objective achievement test. Thirty years later, in this country, Dr. J. H. Rice invented a comparative test measuring the effectiveness of spelling instruction.

The first standardized test appeared in 1908 and in the next seven years several testing instruments were published, the majority of which

were scales rather than tests.

Many educators opposed the testing movement, but, in spite of this, rapid progress was made due to the discovery that school marks were inaccurate and subjective. Research bureaus were established for the promotion of test usage and certain educators, who wished to obtain a clearer picture of achievement in the various fields of learning, aroused interest in the instruction and use of objective measures.

In 1920, McCall\(^1\) suggested that teachers might construct objective tests using true and false statements. He pointed out the efficiency with which this type of examination covered an extensive field of subject matter and a wide range of ability in a short space of time.

As a result of Tyler's\(^2\) work on the steps to be followed in constructing and validating tests, it became increasingly evident that programs of achievement testing should depend upon the objectives of instruction and the recognition of pupil performance showing that these objectives had been reached.

It is apparent that educational measurement is still in the developmental stage. Teachers are becoming more interested in testing techniques and are working with specialists in the field on problems needing particular attention.


The Use of Achievement Tests

In teaching any subject it is necessary to have some method of determining progress.

Hawkes, Lindquist and Mann\(^1\) state that "A satisfactory test or examination in any subject is an instrument which gives evidence of the degree to which students are reaching the objectives of teaching."

Greene, Jorgensen and Gerberich\(^2\) refer to measures of achievement as educational tests which "have as their primary function the measurement of the results or effects of instruction and learning." They bring out the fact that a test is most valuable when it reveals the strengths and weaknesses of individuals, as well as the group as a whole. If a test functions in this manner it may be characterized as diagnostic and "intended for the separate measurement of rather specific aspects of achievement in a single subject or field."\(^3\)

Lefever\(^4\) cautions teachers of the dangers to be encountered in con-

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3. Ibid p. 18.

structing tests. He describes certain objective tests as having a multiplicity of statements but actually testing in only two of those statements. He claims the values of a teacher-made test lie in its flexibility and its propinquity to the subject matter covered in the classroom.

Greene, Jorgensen and Gerberich\textsuperscript{1} state that a complete testing program should contain teacher-made tests as well as the standardized tests which have been given to large numbers of pupils in different localities. A report of the National Committee on Reading\textsuperscript{2} states that, in order to give appropriate instruction, tests should be given frequently to determine the needs and accomplishments of pupils. "The true function of informal tests is best served when the tests are made to suit the material and the situations in which they are to be used".

Reading Achievement Tests

In his discussion of achievement in reading, Durrell\textsuperscript{3} says:

"Informal tests based upon the reading materials used in the classroom and charts of faulty habits and difficulties observed when the child is reading, provide the best basis for planning effective instruction".


3. Durrell, Donald D., The Improvement of Basic Reading Abilities, Yonkers-on-Hudson: World Book Company, 1940, p. 18
The most important requirement of any test is that it measure efficiently what it purports to measure. Betts\textsuperscript{1} states, "No test is as valid as a test which requires the child to read from materials within his grasp; hence no analysis procedure is complete until such reading is done."

Johnston\textsuperscript{2} emphasizes the need to know a pupil's reading level; how well he knows the vocabulary taught; his level of comprehension and how well he reads new material at sight.

Dolch\textsuperscript{3} constructed a word recognition test for use at the end of the primer period. It consisted of 31 lines with 5 words on each line. From each line one word was called by the examiner and the pupils circled the word on their papers. Proper names, compound words and words of less than 4 letters were omitted because ease of recognition made them unsuitable for testing purposes. The results showed that some children had no word recognition on even simple words like mother.

Gates' points out that difficulty in developing standardized reading tests for use in the initial three quarters of the first year, is due to the fact that a child's performance is dependent upon the number of words in his limited reading vocabulary which are included in the test.

ORAL READING

The Case for Oral Reading

In the early days of this country, emphasis was on rote learning and oral reading. Gradually silent reading has taken on more significance and Storm¹ reports, "For the past two or three decades the superiority of the speed and comprehension attained in silent reading over that achieved through oral reading has been so widely acclaimed that in the majority of schools oral reading has become if not a lost art, at least a lost practice." She brings out the fact that this attitude may be due to the infrequent adult use for oral reading, but that the nature of modern education and the place in it for activities utilizing oral reading requires a change in emphasis.

Since beginning readers are vocal and oral language their only means of expressing ideas and experiences, oral reading is the logical approach. Hildreth² states that learning is facilitated by verbalization.

Durrell³ emphasizes the importance of oral reading as a basis for grouping for all children in the primary grades and for those pupils in the intermediate grades who are reading below level. The child who reads silently may be making many errors which are not discovered until he reads orally.

Price and Stroud report evidence of increase in the amount of silent reading at all grade levels including the first grade, and a decline in emphasis on oral reading. They inspected 1200 published investigations on reading which contained statements blaming overemphasis in oral reading for the retardation of silent reading and for the tendency in many children to subvocalize. They found that none of the statements were supported by experimental evidence and that even with the emphasis on silent reading, subvocalization continued. These authors brought out the fact that oral reading serves as effective speech practice and that good instruction in both types should be of mutual benefit.

As a result of a survey of the historical development of oral reading in the elementary program, Leary concludes that the emphasis on oral reading should be renewed. She states that the program should train the child to read intelligently and entertainingly so that his audience will feel he is speaking naturally.

Baker says, "The case for silent reading needs, of course, no defense. But when oral reading in the elementary grades is pushed by it into

an insignificant place, the pupils lose not only one of their best guides to the correct pronunciation of words but also one of their best helps to the appreciation of literature."

Gray\(^1\) points out that, "As revealed by laboratory studies, good oral reading utilizes all the basic attitudes and habits involved in efficient silent reading and in addition, those that are essential in interpreting the content of a passage to others."

**Oral Reading Errors**

Swanson\(^2\) reports substitution as the most frequent error at both levels of ability and that inaccurate perception, poor comprehension and slow rate of reading are elements common to both silent and oral reading among poor readers.

Daw\(^3\) states that errors found in the early stages of reading re-appear on higher reading levels. From his study of reading errors in Grades four and five, he reports the five outstanding errors found were:

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1. poor enunciation
2. inadequate word mastery
3. errors on small words
4. inadequate phrasing
5. lack of expression.

Inadequate word mastery was the most common difficulty.

These same errors were present and recurred to a high degree in a survey of third grade difficulties reported by Duffy and Durrell. Ignoring punctuation marks was the most common error found in the results of this study.

Pearson investigated sex differences in achievement, and the distribution and frequency of oral reading errors in the second grade and found word-by-word reading to be most common, followed by inadequate word mastery. There appeared to be significant differences in the reading achievement of boys and girls with the girls excelling in nearly every instance. She concluded that if the right material were given until fluency was established the confusions would be fewer for many oral reading difficulties occurred when the material was beyond the pupil's ability.

Tinker reports that in isolating causes of reading difficulty, physiological handicaps and eye movement rhythm are two points which have

been overemphasized. He states that reading should be considered as made up of a number of somewhat independent skills and that progress is contingent on the central processes of perception and assimilation.

The Effect of Sentence Structure on Comprehension

McClusky chose six passages of reading material, one for each of six books written in the field of fiction, psychology, physics, political science, sociology and economics. True-false statements were constructed, covering the contents of these passages.

Following the administration of this material to a small group of college students, an analysis of the passages and scores obtained on them was made.

Easy material was characterized by short, simple sentence structure and easy, familiar vocabulary. The difficult material contained complex sentence structures and technical unfamiliar words.

Halpin composed paragraphs containing different sentence structures and followed them with completion statements. These silent reading selections were administered to six fifth grades.


The results indicate that sentence length is an important factor in comprehension difficulty of sentences, in some cases. Short simple sentences seem to produce no confusions and the difference shown between the difficulty of short and long complex sentences does not appear significant. The kind of sentence used, declarative, imperative, interrogative, or exclamatory, had no effect on comprehension.

Burk also found this to be evident and reports that stories with long complex or compound sentences produce the highest rate of reading, while stories containing short, simple sentences produce the lowest rate score. There was some evidence that pupils prefer stories containing direct conversation or stories written in play form and that the average comprehension score resulting from such stories was higher than the average comprehension score on stories containing indirect conversation.

Kearney analyzed sentence length in 42 pre-primers, 38 primers and 41 first readers, published during the years 1930 to 1939. Shorter sentences were used in the pre-primers than in the primers, and the sentences of the primers were shorter than those of the first readers.

The average number of words per line were 4 words for pre-primers;


5 for primers and 7 for first readers.

Beal\(^1\) chose twenty selections of 300 words each and arranged them in order of difficulty. These selections were read orally by the second grade and silently by the third grade. Each reading was followed by a comprehension check.

Although the study was limited by the small number of children participating, the effect of simple and complex sentences upon oral reading time was marked. The results showed almost no effect upon comprehension but compound sentences were found to retard understanding in oral reading.

Kenley\(^2\) selected the constructions of the highest frequency according to the Thorndike list and make original silent reading tests containing true-false and completion statements. These tests were administered to children in four third grades and four fourth grades.

Short sentences and simple sentences were found to be elements which were easy to comprehend. The elements related to the greatest comprehension difficulty were:

---


1. long sentences
2. compound-complex sentences
3. compound subjects
4. two objects, indirect before direct
5. infinitives used as nouns
6. nouns in opposition

The kind of sentence used, the position of a phrase in a statement, and the order of the subject and predicate seemed to have no relationship to comprehension difficulty.

Artley\(^1\) brings out the fact that there is not adequate correlation between related elements in general and specific reading comprehension, to say that a child who works competently in one type can work as successfully in another. He points out that there is need for diagnostic tests which will represent the reading needs in the various fields of instruction.

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CHILDREN'S READING INTERESTS

Dunn's investigation of characteristics in literature which were appealing to children in the first three grades, influenced the character of primary reading material to a great degree. She found the elements of surprise, plot, narrativeness, animalness and conversation most productive of interest. Familiarity and humor solicited little interest and sex differences were found to be of little significance.

Ten years later a similar study was made by Gates in which the literary characteristics were more completely defined. Liveliness, narrativeness, conversation, plot and animalness were found to arouse the greatest interest. There was general agreement with Dunn on the elements stimulating interest but the quantity of interest differed.

In her study of voluntary reading interests, Leistikow reports that animal stories are the favorites of the young children; that child experience stories increase in importance at the third grade level; that

1. Dunn, Fennie W., "Interest Factors in Primary Reading", Teachers College Contributions to Education No. 113, Teachers College Bureau of Publications, Columbia University, 1921.


folk tales and fables are not read extensively and that informational nature books are not read as much as are nature books written in story form.

Huber\(^1\) compared the reading interests of 1,000 children having intelligence quotients of 135 or higher with the reading interests of an equal number of unselected children.

Adventure and informational fiction were found to be the leading interest factors for both the gifted boys and the control group although the reading of the gifted boys showed a larger percentage of science, history and biography. The gifted girls and the control group preferred stories of home, school life and adventure, although the control group showed a definite tendency toward emotional fiction. All four groups showed interest in fairy tales and animal stories.

Boland's\(^2\) study of the interests of first grade children reveals that all types of stories are popular and that child experience stories are liked but not enthusiastically. The types of stories enthusiastically preferred by boys were, old tales, animal, child experience, nature and science stories. Animal stories were found to be the least popular and any story concerning work was disliked.

From an investigation of the reading interests of second grade pupils, Woodward\(^1\) concludes that fairy stories were preferred to informational material. Those fairy stories including boy and girl characters led in popularity. Folklore followed and animated animal stories were the least popular with both boys and girls. Child experience stories ranked second in popularity to the fairy tale types and was followed by stories of workers and helpers. Of all story types, science material was the least popular although boys expressed a slightly greater interest than girls.

2. Harrington made a study of comic books and reading interests of children in grades four, five and six. He reports that in general reading the adventure story is the favorite type for both sexes. Aviation stories are preferred by boys while mystery stories appeal to the girls. The reasons given for liking comic books were that this type of reading was funny, thrilling and solved crimes.

3. Jordan found interests of boys, 10\(\frac{1}{2}\) to 13\(\frac{1}{2}\) years of age, follow


war and scouting; school and sports; strenuous adventure. Girls of the same age are interested in stories of home life, school, fairy tales and love stories.

1 Rankin emphasizes the need for considering the child's viewpoint and states, "a child's potential interest in book reading may be blocked or destroyed by the insistence of adults that he read books which he does not find interesting". In her study of characteristics appealing to the adolescent she reports that both sexes prefer the element of adventure. Boys particularly enjoy stories of physically strenuous adventure.

Rankin's findings are corroborated by Matchow 2 and Johnson 3 who point out that animal stories also rank high in popularity and that girls of all grades are especially interested in stories about home, school and children.

Grant and White 4 made a study of the reading of 1500 children over

1. Rankin, Marie, "Children's Interests in Library Books of Fiction", Teachers College Contributions to Education No. 906, New York: Teachers College, Columbia University, 1944, p. 4.


a period of nine months. They report the following fields of interest in order of importance: animal, fairy, folk, poetry, miscellaneous, informational, historical, child experience, Bible, nature fables, humor, riddles, myths and special days. They found a need for more informational material, humorous stories, riddles and nature stories based on fact. More material in the fields of poetry, nature, fables and myths was offered than there were choices from children.

Children's preferences are valuable guides for writers of reading materials. Grant and White\(^1\) state that "by connecting right subject matter with the child's interests we can strengthen his bonds and thus make his interests more lasting".

Research has shown the growing importance of tests in measuring achievement and in evaluating instruction. Educators have indicated a desire for renewed emphasis on the oral aspect of reading and the need for diagnostic tests, which closely follow the subject matter taught, is evident.

It is apparent that material containing short, simple sentences is easiest to comprehend while long, complex sentences tend to retard understanding.

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Adventure, action, anima,Jness and conversation have proved to be elements which arouse interest in children of all ages. Boys interests incline toward stories of outdoor life and sports while girls show enthusiasm for stories of home, school and children.

Being aware of these findings, the author has endeavored to incorporate this evidence in a diagnostic oral reading test.
CHAPTER II
CHAPTER II

CONSTRUCTION OF THE TEST

The purpose of this study was to construct an oral reading test based on the vocabulary of the Revised Gates-Iruber Basal reading series from the Pre-Primer through the Second Reader.

The books included in the series are:

<table>
<thead>
<tr>
<th>Level</th>
<th>Title</th>
<th>Number of Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Primer</td>
<td>Come and Ride</td>
<td>30</td>
</tr>
<tr>
<td>Primer</td>
<td>Tags and Twinkle</td>
<td>129</td>
</tr>
<tr>
<td>First Reader</td>
<td>Good Times On Our Street</td>
<td>168</td>
</tr>
<tr>
<td>Second Reader</td>
<td>Friends and Workers</td>
<td>322</td>
</tr>
</tbody>
</table>

The battery includes seven tests, one for the Pre-Primer and two for each of the Primer, First and Second Reader levels.

The vocabulary contained in each book was listed alphabetically, then printed on 1 1/2" x 1" cards and placed in envelopes indicating the title of the book, the reading level and the number of words to be tested.

In preparation for the writing of a test at a particular level, the cards were arranged according to parts of speech in order to facilitate placing the words in context.
In composing the Primer, First Reader and Second Reader stories, words introduced in previous levels were used so that the stories might be interesting and easily constructed.

Pre-Primer Vocabulary

1. end
2. at
3. calf
4. come
5. farm
6. farmer
7. Father
8. fun
9. get
10. go
11. hay
12. here
13. I
14. is
15. Jim
16. Judy
17. laughed
18. like
19. look
20. Mother
21. ride
22. right
23. said
24. Tags
25. the
26. this
27. to
28. we
29. went
30. which
At the Pre-Primer level 30 words or 100% were used in context.

In order to maintain coherency, it was necessary to have some repetition so that the Pre-Primer test included 43 words. The test follows:

Father said, "Mother, Jim and Judy. Get Tags. Come ride to the farm. Here we go".

Judy said, "Which calf is this"? The calf went right to Judy.

Jim said, "Look at the hay. This is fun. I like this".

The farmer laughed.

Primer Vocabulary - Level I

1. a
2. airplane
3. all
4. are
5. sway
6. big
7. birthday
8. bow-wow
9. box
10. boys
11. but
12. cake
13. call
14. cen
15. cat
16. city
17. did
18. do
19. down
20. eat
21. for
22. girls
23. going
24. good
<table>
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<tr>
<th>Number</th>
<th>Word</th>
<th>Number</th>
<th>Word</th>
<th>Number</th>
<th>Word</th>
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<td>25</td>
<td>good-bye</td>
<td>43</td>
<td>not</td>
<td>61</td>
<td>tomorrow</td>
</tr>
<tr>
<td>26</td>
<td>got</td>
<td>44</td>
<td>of</td>
<td>62</td>
<td>too</td>
</tr>
<tr>
<td>27</td>
<td>happy</td>
<td>45</td>
<td>oh</td>
<td>63</td>
<td>toys</td>
</tr>
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<td>28</td>
<td>have</td>
<td>46</td>
<td>on</td>
<td>64</td>
<td>Twinkle</td>
</tr>
<tr>
<td>29</td>
<td>he</td>
<td>47</td>
<td>out</td>
<td>65</td>
<td>up</td>
</tr>
<tr>
<td>30</td>
<td>home</td>
<td>48</td>
<td>painted</td>
<td>66</td>
<td>wagon</td>
</tr>
<tr>
<td>31</td>
<td>house</td>
<td>49</td>
<td>pilot</td>
<td>67</td>
<td>want</td>
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<tr>
<td>32</td>
<td>in</td>
<td>50</td>
<td>played</td>
<td>68</td>
<td>was</td>
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<tr>
<td>33</td>
<td>into</td>
<td>51</td>
<td>ran</td>
<td>69</td>
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<td>saw</td>
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<td>36</td>
<td>know</td>
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<td>37</td>
<td>little</td>
<td>55</td>
<td>she</td>
<td>73</td>
<td>will</td>
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<tr>
<td>38</td>
<td>looked</td>
<td>56</td>
<td>something</td>
<td></td>
<td></td>
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<tr>
<td>39</td>
<td>make</td>
<td>57</td>
<td>surprises</td>
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<td></td>
</tr>
<tr>
<td>40</td>
<td>man</td>
<td>58</td>
<td>thank</td>
<td>74</td>
<td>with</td>
</tr>
<tr>
<td>41</td>
<td>my</td>
<td>59</td>
<td>there</td>
<td>75</td>
<td>yes</td>
</tr>
<tr>
<td>42</td>
<td>no</td>
<td>60</td>
<td>they</td>
<td>76</td>
<td>you</td>
</tr>
</tbody>
</table>
Of the Primer Level I vocabulary, 100% of the words were tested. In testing these 76 words, 115 words were used. The additional words were those which had already been introduced at the Pre-Primer level. The word *I* was used three times; *a* and *the* were each used five times; and was used four times.

The remainder of the tests will be found in Chapter III.

**Primer Vocabulary - Level II**

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<td>34.</td>
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<td>35.</td>
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</table>
100% of the Primer Level II vocabulary was used. In testing, 53 words, 115 words were used. I was used twice; a three times; and, once; the, thirteen times; to and said were each used five times.

At the First and Second Reader levels a random sampling was taken. Every fourth word was omitted. If a proper name fell in the group to be tested, it was omitted and the following word chosen to replace it.

Below are four words as they appeared in the First Reader vocabulary list:

- circus
- clowns
- Bobby
- liked

In taking out every fourth word, liked would be the one to be omitted. As the third word was a proper name, it was omitted and liked chosen to replace it.

First Reader Vocabulary - Level I

1. about  
2. again  
3. always  
4. an  
5. another

6. around  
7. baby  
8. back  
9. baskets

10. bear

11. beavers
12. bed
13. bicycle
14. called
15. cap
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<td>20</td>
<td>day</td>
<td>42</td>
<td>many</td>
<td>64</td>
<td>tail</td>
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<td>feel</td>
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<td>may</td>
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<td>22</td>
<td>fine</td>
<td>44</td>
<td>merry-go-round</td>
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<td>help</td>
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<td>pull</td>
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<td>her</td>
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<td>35</td>
<td>if</td>
<td>57</td>
<td>push</td>
<td>79</td>
<td>your</td>
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<tr>
<td>36</td>
<td>kitchen</td>
<td>58</td>
<td>push</td>
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<tr>
<td>37</td>
<td>kitten</td>
<td>59</td>
<td>run</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. be
2. best
* 3. Bobby
* 4. cried
* 5. Dick
6. dinner
* 7. elephants
8. from
9. hill
* 10. his
11. Jingo
12. just
13. let
14. money
15. never
* 16. parade
17. please
18. pulled
19. squirrels
* 20. them
21. things
22. Topsy
23. very
24. water

* - words omitted in the random sampling which were used in the test.

25. why
26. window
27. wobble
At Level I of the First Reader 207 words were used to test 86 words. 81.3% of the entire Level I vocabulary was tested. I was used once; and, ten times; a and the were used nine times. The singular form of the word airplanes introduced in Primer Level I, was used in this test.

The words omitted in the random sampling and not used in the test were placed on a tachistoscopic list to be tested by flash recognition method.

First Reader Vocabulary - Level II

1. after 17. geese 33. pocket
2. asked 18. grocery 34. rain
3. bees 19. holes 35. robins
4. birds 20. honk 36. spring
5. blanket 21. jack-o-lantern 37. stay
6. build 22. jumped 38. sting
7. bump 23. log 39. take
8. buttons 24. lunch 40. think
9. buy 25. made 41. three
10. clouds 26. men 42. use
11. every 27. milk 43. warm
12. feather 28. much 44. winter
13. fly 29. mud 45. wish
14. fog 30. old 46. year
15. four 31. others 47. z-zing
16. friend 32. over
First Reader Vocabulary - Level II

1. Bill
2. bread
3. corn
4. could
5. cut
6. grow
7. Hank
8. neat
9. pumpkin
10. river
11. snow
12. Tom
13. twelve
14. were
15. woman

* - words omitted in the random sampling which were used in the test.

At First Reader Level II, 183 words were used to test 53 words. 85.48% of the entire Level II vocabulary was tested. I and the were each used eight times; a and and were each used nine times.
Second Reader Vocabulary - Level I

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<td>air</td>
<td>24. Captain</td>
</tr>
<tr>
<td>2.</td>
<td>airports</td>
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<tr>
<td>3.</td>
<td>almost</td>
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<tr>
<td>4.</td>
<td>any</td>
<td>27. children</td>
</tr>
<tr>
<td>5.</td>
<td>arms</td>
<td>28. climb</td>
</tr>
<tr>
<td>6.</td>
<td>as</td>
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<tr>
<td>7.</td>
<td>bad</td>
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<td>8.</td>
<td>bags</td>
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<td>because</td>
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<td>before</td>
<td>33. cook</td>
</tr>
<tr>
<td>11.</td>
<td>behind</td>
<td>34. country</td>
</tr>
<tr>
<td>12.</td>
<td>bell</td>
<td>35. cover</td>
</tr>
<tr>
<td>13.</td>
<td>blows</td>
<td>36. dancing</td>
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<td>14.</td>
<td>boat</td>
<td>37. don't</td>
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<td>both</td>
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<td>39. ears</td>
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<td>bowls</td>
<td>40. elves</td>
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<td>18.</td>
<td>breakfast</td>
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<td>bring</td>
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<td>heard</td>
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<td>himself</td>
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<td>65.</td>
<td>island</td>
<td>66. ivy</td>
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<td>67.</td>
<td>keeper</td>
<td>68. kind</td>
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<td>know</td>
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<td>last</td>
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<td>82.</td>
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<td>86.</td>
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<td>115.</td>
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<td>* 1. along</td>
<td>26. mail</td>
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<tr>
<td>2. ask</td>
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<td>3. beam</td>
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<td>4. been</td>
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<td>5. believe</td>
<td>30. plants</td>
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<td>* 6. Bingo</td>
<td>* 31. queer</td>
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<td>24. keep</td>
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<td>25. land</td>
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* - Words omitted in the random sampling which were used in the test.
At Second Reader Level I, 431 words were used to test 159 words. 81.96% of the entire Level I vocabulary was tested. I was used twelve times; a eleven times; and fifteen times and the twenty-one times.

The word from, introduced in First Reader Level I but not selected to be tested, was used in this section.

Second Reader Vocabulary - Level II

1. afraid 13. carrots 25. field
2. ants 14. cents 26. fish
3. babies 15. clay 27. fisherman
4. balk 16. cocoon 28. fishermen
5. balls 17. creatures 29. grandfather
6. bay 18. cry 30. grass
7. beautiful 19. dig 31. great
8. began 20. digging 32. hair
9. bright 21. drink 33. hands
10. brothers 22. drive 34. held
11. butterfly 23. fall 35. hide
12. carried 24. few 36. hot
| 37. | hunt | 57. | regged | 77. | straw |
| 38. | hurt | 58. | rags | 78. | such |
| 39. | Indian | 59. | ranch | 79. | sure |
| 40. | jer | 60. | real | 80. | sweet |
| 41. | late | 61. | roll | 81. | swim |
| 42. | leaves | 62. | ropes | 82. | taking |
| 43. | machine | 63. | rubber | 83. | teacher |
| 44. | making | 64. | running | 84. | thresh |
| 45. | mittens | 65. | sand | 85. | threshers |
| 46. | most | 66. | scales | 86. | told |
| 47. | mouth | 67. | sell | 87. | tried |
| 48. | move | 68. | sheep | 88. | turtles |
| 49. | mule | 69. | sisters | 89. | ugly |
| 50. | nine | 70. | smell | 90. | war |
| 51. | only | 71. | snapping | 91. | warriors |
| 52. | own | 72. | soft | 92. | wet |
| 53. | pile | 73. | soon | 93. | wharf |
| 54. | plow | 74. | south | 94. | wings |
| 55. | pool | 75. | splash | 95. | wool |
| 56. | pot | 76. | stopped | | |
Second Reader Vocabulary - Level II

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<td>Lewis</td>
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<td>Nancy-Belle</td>
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<td>19.</td>
<td>neck</td>
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<td>Tommy</td>
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<td>wake</td>
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<td>32.</td>
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</table>

* Words omitted in the random sampling, which were used in the test.

At Second Reader Level II, 354 words were used to test 103 words. 80.47% of the entire Level II vocabulary was tested. I was used fifteen times; the thirteen times; and and w each had twelve repetitions.
The words be and things, introduced in First Reader Level I but not selected to be tested, were used in this test. The word cut, introduced in First Reader Level II but not tested, was used in this section.

Following the construction of the test stories, oral comprehension checks were made to accompany each test story.

Three questions accompany the Pre-Primer test; four questions for each level of the Primer test; five questions for each level of the First Reader; six questions for each level of the Second Reader.

Finally, the writer constructed a manual of directions, an individual score card for checking oral reading difficulties and a group profile chart for recording progress, strengths, and weaknesses discovered through the use of the individual tests. Space was provided in this chart for recording reading rate and data collected from other reading tests. Further description of the group profile chart may be found in the Manual of Directions, Chapter III.
CHAPTER III
CHAPTER III
A DIAGNOSTIC ORAL READING TEST

Manual of Directions

The test should be administered as a lesson. The room should be quiet so that the pupil may give full attention to the story he reads.

Place the book in the child's hands saying, "Here is a new story. Read it out loud as well as you can".

As the child reads, the teacher checks, on the examiner's copy, the errors made. This manner of checking is adapted from the Durrell Analysis of Reading Difficulty.

1. addition of a word - A the word inserted may be written above the mark.
2. omission - A line drawn through the word or words.
3. repetition - R This mark may be written over the word or words repeated.
4. words pronounced for the child - P If a child hesitates too long, tell him the word and urge him to continue.

5. punctuation ignored - O make a circle around the mark of punctuation.

The following is a section of a test illustrating the manner in which a teacher may check the errors, as the pupil reads.

He saw the farmer's wife find some eggs. The chickens in the barn said to him, "Peep, see me." Two little rabbits came out of the woods to play.

At the end of each test in the space entitled the Remarks, teacher may write her comments on the child's general reading habits. These comments should cover:

1. word-by-word reading
2. eye-voice span
3. phrasing
4. use of a printer
5. voice tone
6. enunciation
7. pronunciation
8. manner of holding book
9. posture.

The comprehension check questions should be given as soon as a selection is read and + may be written if the answer is correct; O, if the answer is not correct.
The administration of the tachistoscopic lists, which accompany the First and Second Reader tests, should follow the comprehension checks.

The performance of the individual pupil may be plotted on the Group Profile Chart. If a story was read satisfactorily, a ✔ may be placed in the allotted space. If the reading was not successful, the unrecognized words may be written in this space. Performance in comprehension may be recorded as follows: G - good; F - fair; and P - poor.

Space is provided for information on the child's outstanding reading difficulty and for observations on skills in which he shows strength.

The reading rate, or number of words read per minute, may be placed in the next section near the top. As successive tests are administered, the rate of reading should be recorded below this. By this method the instructor may easily see how much progress has been made in this area.

The final space is provided for the listing of data gained from other reading tests. Results of silent reading progress may be inserted here.
<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Pre-Primer Comprehension</th>
<th>Primer Level I Comprehension</th>
<th>Primer Level II Comprehension</th>
<th>First Reader Level I Comprehension</th>
<th>Second Reader Level I Comprehension</th>
<th>Second Reader Level II Comprehension</th>
<th>Outstanding Difficulty</th>
<th>Best Feature</th>
<th>Reading Rate</th>
<th>Data from other Reading Tests</th>
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</table>


Pre-Primer

Father said, "Mother, Jim and Judy. Get Tags. Come ride to the farm. Here we go."

Judy said, "Which calf is this?" The calf went right to Judy.

Jim said, "Look at the hay. This is fun. I like this."

The farmer laughed.

1. Where did Father say they would go?
2. What did the calf do?
3. How do you know that Jim was having a good time?

Remarks:

Primer Level I

Surprises on Jim's Birthday

Mother said, "Where are the boys and girls, Jim? Come into the house and see what we got for you."

Jim looked and saw toys. There was a red wagon with wheels painted white.

"Oh, thank you. I have a little man! A pilot to go up in my airplanes! I know I can make something out of the big box tomorrow. A happy home for Twinkle the cat. Call Tags. He said bow-wow."

Tags ran away and played.
"Mother, did you make a good cake too?"

"Yes," she said, "But they will want to eat it for we are all going down to the city. No Tags. Do not go. Good-by."

1. What did Jim see that had white wheels?
2. What was Jim going to do with the big box?
3. Where were they all going?
4. Why did Jim have all these nice things given to him?

Remarks:

Primer Level II

Black Train had wanted to see a farm, so he said, "Now I must go. How happy I am!"

He saw the farmer's wife find some eggs. The brown chickens in the barn door said to him, "Peep, see me." Two rabbits came out of the woods to play. The biggest gray horses took Jim to the store and to school. The rooster on the roof said, "Cock-a-doodle-doo." He was bigger than the hens. Then, Miss Judy, with the pet dog, put a letter in the blue box.

The train said, "What is this?"

Judy said, "This animal is one of the yellow cows. She lives here. Can you tell us a story, Black Train?"

1. Why was Black Train happy?
2. Where were the chickens?
3. How did Jim go to school?
First Reader Level I

Grandmother called, "Bobby, would you give Dick your bicycle? He has to help me with my work again this morning. The kitten and the puppy may go walking with you if you will not push and pull them. They will run when they are ready. Wear your new coat and cap, if you feel like it. They are in our kitchen."

Bobby was glad to go. He ran, for he thought it was time for the circus parade, and he lived a long way up the street. He liked clowns and he had always wanted to see them do tricks. He sat on a clean box and looked about. Kitten played with her tail. The puppy ran around with a stick.

"Hello," said Mr. Policeman, "This is a fine day for a parade. Once, in another circus I saw some beavers in an airplane. At night a funny baby monkey played he was a fireman and washed first his back and head, then a tree, and next, a bear. The clowns gave him many nuts and he lost them in the tar on the street. He went to sleep in one of their merry-go-round baskets. That was his bed."

Bobby cried, "Here come the elephants! What fun!"

1. What was Dick going to do for Grandmother?
2. How did Grandmother want Bobby to treat the animals?
3. Why did Bobby run down the street?
4. What did the kitten and puppy do after Bobby sat down on the box.

5. What did the monkey do when he played fireman?

Remarks:

Tachistoscopic List - First Reader Level I

1. be
2. best
3. dinner
4. from
5. hill
6. Jingo
7. just
8. let
9. money
10. never
11. please
12. pulled
13. squirrels
14. things
15. Topsy
16. very
17. water
18. why
19. window
20. wobble

First Reader Level II

A pumpkin sat on a log next to a river. He said, "I wish I were a jack-o-lantern. Then some boys could use me and I would not have to stay here in the fog, mud and rain."

An old woman, with a blanket and some buttons in her pocket, saw him and said, "I will take you home and eat you for lunch." At once some bees said, "Z-zing, we will sting you!" and made her run away.
After that, four men came to build a barn. Then the pumpkin asked three birds what they were. One said, "Honk! We are geese and robins! Every winter we fly over the clouds. We come back in the warm spring."

Bill was going to the grocery to buy milk when bump, down he went into some holes. He said, "I do that every day! I think I could use a feather bed!"

The pumpkin laughed and Bill jumped up. "Hello! Here is a much bigger pumpkin than the others. This year I will have a fine jack-o-lantern."

The pumpkin said, "Bill is my friend."

1. Why did the pumpkin want to be a jack-o-lantern?  
2. What was the old woman going to do with the pumpkin?  
3. When did the bird say he would come back?  
4. Where was Bill going?  
5. How did he happen to see the pumpkin?

Remarks:

Tachistoscopic List - First Reader Level II

1. bread  
2. corn  
3. cut  
4. grow  
5. Hank  
6. nest  
7. snow  
8. Tom  
9. twelve

Second Reader Level I

One Saturday, as Jean and Charlie were walking slowly to the country village, a summer storm came up. Jean said, "We will catch cold if we stop
under this boat. It is a small cover and not much bigger than my sled. Watch how the wind blows! What is that noise? Really I can hear a bell ring through the air."

"My eyes and ears are open and it is nothing. If a brownie went by, you would call it a pony!" said Charlie.

Before long they both heard feet coming near. A man said, "My name is Captain Jack and I am living near the ocean. You children should come with me until the storm goes. It is five o'clock and Mrs. Jupie, my cook, has a pretty tablecloth on the supper table."

Off they went together riding behind two ponies. They went fast and in ten minutes they had gone two miles.

Charlie said, "The sun is almost gone. You are kind to bring us to your place. We are tired and hungry."

Captain Jack said, "The shining spots along the road are stones around my poor garden. I don't have any flowers but I have bought bags of bulbs to put in the ground. The ivy has roots and can climb up to the top of the high pole where I tie my flags. Come in and I will show you my radio and some bowls with scenes on the front of them. I brought them from a far away island. Here is Mrs. Jupie with flour on her face, her arms and on one thumb! What are we having to eat and have you seen Bingo?"

Laughing hard, Mrs. Jupie said, "Bad Bingo is hiding in the cellar because his paws left tracks on my rug. You might close the door and tell me where you found these people, while I put on another potato."

When they had enough to eat, they sat still so Mrs. Jupie could tell about the queer shoemaker who gave breakfast to each of the dancing elves,
who made him a pair of leather shoes.

Jean said, "Tell us more. I knew that story well."

Captain Jack said, "There goes Frank, the keeper of the lights. He must turn them on himself so that airplanes can come into airports."

Charlie said, "We have had a nice talk and at last we must be getting home. Are these your clothes, Jean? How she throws them around the room! I am glad I met you Mrs. Jupie. I will send you a letter. Good-by."

1. Why were Jean and Charlie under a boat?
2. How long did it take to get to Captain Jack's house?
3. What did Captain Jack want to show the children?
4. Why was Bingo in the cellar?
5. What story did Mrs. Jupie tell?
6. Why did Frank have to put on the lights?

Remarks:

Tachistoscopic List - Second Reader Level I

1. ask 6. buzz
2. beam 7. chair
3. been 8. coal
4. believe 9. dance
5. Blackie 10. dark
Lewis and Johnny went to the south field to watch the threshers thresh the wheat by machine. Lewis said, "My grandfather wanted some sheep on his ranch, so he could sell the wool but the grass is not sweet. It is more like straw and we must plow it under."

Johnny said, "I want to be a great fisherman, and own a wharf in a bay and have rubber boots and mittens."

Lewis laughed, "I can see you and some ragged fishermen digging off wet fish scales! They smell terrible!"

Johnny held a cocoon in his hands and said, "My teacher told us that soon this caterpillar will be a butterfly. They are such beautiful
creatures with soft, bright wings. I am sure there are ants near here making food balls for the babies."

Then he stopped and said, "See that mule roll in the leaves!"

"I tried to drive him once," said Lewis, "he carried me to the garden and off I went into the carrots! He is real ugly! How he can balk!"

"For two cents I will ride him. I am not afraid. I rode when I was only nine but now I don't have ropes."

"Don't cry when you fall!" said Lewis.

In a few minutes off Johnny went into a pile of hot sand. Lewis began running to him. He called, "Are you hurt? Can you move?"

"I cut my mouth a little. If I had gone splash into the pool, I would have had a swim, a drink and clean hair all at once."

"Yes and the snapping turtles would have had a good supper!"

Johnny said, "I sat on something hard. Is it a clay pot? Dig here."

"I can see most of it now. It is an old jar," said Lewis, taking off the rags around it. "Indian warriors would hide nice things when they were at war and then the brothers and sisters had to hunt for them. This may be one jar that was not found."

Johnny cried, "It is late. Let us run home and have Grandfather tell us if we are right."

-------------------------
1. Why did Lewis' Grandfather want some sheep?
2. What did Johnny want to be when he grew older?
3. What had Johnny's teacher told him about a cocoon?
4. What happened when Lewis had tried to drive the mule?
5. What did Johnny say would have happened if the mule had tossed him into the pool?

6. How did Lewis think the jar became hidden in the sand?

Remarks:

Tachistoscopic List - Second Reader Level II

1. bottom
2. care
3. cutting
4. enemies
5. feast
6. fires
7. Gruff
8. herder
9. hold
10. Huff
11. lobster
12. Mary
13. Nancy-Belle
14. neck
15. penguin
16. pies
17. Puff
18. soup
19. stories
20. string
21. tiny
22. Tommy
23. wake
24. wash
25. Zeb
Pre-Primer

Father said, "Mother, Jim and Judy. Get Tags. Come ride to the farm. Here we go."

Judy said, "Which calf is this?" The calf went right to Judy.

Jim said, "Look at the hay. This is fun. I like this."

The farmer laughed.

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Tags ran away and played.
"Mother, did you make a good cake too?"
"Yes, she said, "But they will want to eat it for we are all going down to the city. No tags. Do not go. Good-by."

Primer Level II

Black Train had wanted to see a farm, so he said, "Now I must go. How happy I am!"

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The pumpkin said, "Bill is my friend."

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3. cut  6. nest  9. twelve

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<table>
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<tbody>
<tr>
<td>1. ask</td>
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<tr>
<td>34. wait</td>
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Johnny cried, "It is late. Let us run home and have Grandfather tell us if we are right."

Tachistoscopic List - Second Reader Level II

1. bottom
2. care
3. cutting
4. enemies
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<td>5. feast 15. penguin</td>
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<td>10. Huff 20. string</td>
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<td>11. lobster 21. tiny</td>
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<td>13. Nancy-Belle 23. wake</td>
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<td>14. neck 24. wash</td>
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CHAPTER IV
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SUGGESTIONS FOR FURTHER STUDY

The purpose of this study was to construct a diagnostic oral reading test. Since the test was not administered, several possibilities for investigation follow:

1. Administer the test. After a period of instruction, administer the test again to determine the effectiveness of instruction.

2. Administer the test to a large population. Study the results and evaluate the vocabulary at the different levels according to difficulty. Study the results to find words most difficult for children from homes where a foreign language is spoken.

3. Construct another form of this test using the same vocabulary.

4. Construct a silent reading test using the same vocabulary.
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