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A diagnostic pre-test to measure reading skills for geography in grade 5

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A diagnostic pre-test to measure reading skills...
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

SERVICE PAPER

A DIAGNOSTIC PRE-TEST TO MEASURE READING SKILLS FOR GEOGRAPHY IN GRADE 5

Submitted by
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(B. Ed. University of Vermont, 1947)

In partial fulfillment of the requirements for the degree of

MASTER OF EDUCATION

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Second Reader: Donald D. Durrell, Dean, Professor of Education
School of Education
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CHAPTER I

STATEMENT OF PROBLEM AND PREVIOUS RESEARCH

The purpose of this study is to examine the type of visual aids currently being used in schools and to determine if any of these aids could be used to teach geography more effectively. The study would be conducted in the high school as the pupils were assigned to classes in which results and development for efficient means of teaching geography.

Reading is an important tool in the study of geography. Research in the area of reading reveals that if a language pattern is understood by the student, reading becomes easier. This process is repeated again and again until a meaning is grasped by the pupil. A common trend in language teaching is the need for a sense of time and chronology in order to make generalizations. Even though this trend is generally accepted by the pupil, it must be taught in the application to the field.

From studies with American students and teachers, it is evident that reading skills and spelling skills are closely interrelated. This is especially true in the study of geography. In order to apply knowledge properly to such children, we should teach the pupil to read geography.

With the emphasis on reading skills, it seems appropriate to suggest that if

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CHAPTER I

STATEMENT OF PROBLEM AND PREVIOUS RESEARCH

The purpose of this study is to make one type of diagnostic pre-test to measure reading skills which appear to be needed for successful study of geography in grade five. This test would be administered at the beginning of the year's work to discover which skills need development for efficient study of geography.

Reading is an important tool in the study of geography.

Success in the social studies depends to a large extent upon the ability to read. . . Even though they can read in an elementary fashion, it should not be assumed that they will automatically learn new connotations and new concepts, understand maps, graphs, and charts, develop a sense of time and chronology, or be able to make generalizations. Even though they have a particular skill, they must be guided in its application in this field.1/

Finck states that American schools are reading schools, and a child who reads slowly and comprehends poorly is seriously handicapped in the study of geography. Instead of teaching more geography to such children, he advises teaching them reading.2/

Hahn, in discussing failures in geography, expresses the


same opinion when he says, "The remedy for failure in geography is not more geography, but more of the particular type of work which the class cannot do sufficiently well." Among nine causes of geography failures, he lists lack of reading skills as the first.

1/ Dolch believes it is first necessary to have a general reading ability because study type reading is much harder. A student, in studying, slows down his reading rate, uses a different pattern of eye movements, and must develop habits of full understanding, of grasping the author's viewpoint, of reacting to the thoughts and evaluating them. Study material is full of new ideas, many new or slightly known words, and longer and more complex sentences.

The ability to read a geography textbook is a prime requisite and Stull is of the opinion that it is the starting point and the core around which the geography work is planned, with supplementary material from reading and reference books.

2/ Lacey states that most of the concepts of the social studies are gained through reading, but research has shown that


children lack interest in informational reading. Horn writes that, "A selection is hard to read when the ideas are new, inherently difficult, and remote from the reader's experience." The chief difficulty is the thought required, instead of the vocabulary or style of writing. The concepts are too difficult and too numerous in text books to be mastered. McKee points out that meaning in reading is only achieved when one has concepts or meanings to associate with the printed symbol. Meaning comes from the reader recalling and manipulating the concepts he possesses. Marden found seventh grade children lacked the ability to do associational reading, but after training, showed a satisfactory gain.

The abstractiveness of the geography terms, as well as the number of new terms, appear to be difficult for children. Gates found that the understanding of abstract terms develops rather slowly. A child with the mental age of eight is begin-

1/ Miriam Huber, Influence of Intelligence Upon Children's Reading Interests. New York, Bureau of Publications, Teachers College, Columbia University, 1928.


ning to take an interest in, and understand, abstract meanings, but not until he has reached the mental age of twelve can he define such abstract terms as pity, justice, revenge, or charity. Therefore, at the beginning of the fifth grade, an average child has some ability to grasp abstract meanings, but he is not old enough to understand too complicated, abstract ideas. Ordoan, using test items from newspapers, discovered that the same concept in different contextual settings took on a variety of meanings. Thus, a child might grasp the meaning of a concept in one text and not in another.

Eskridge conducted a study to "isolate some of the factors and principles which condition learning and consequently growth in understanding of geographic terms." He found, after testing 500 children in grades 4, 5, 6, and 7, that the conditioning factors were: amount and kind of experience, sex, level of geographic attainment, the ways in which meanings are verbalized, and the effect of mental age on the number of terms known. He found growth proceeds in these ways:

1. Through an increase in the number of different kinds of meanings
2. Through an increase in general information
3. Through a substitution of basic for associated meanings
4. Through a development of comprehensive meanings

null
5. Through a reduction of errors which have been caused by confusing terms having similar sounds and positions

6. Through the wrong application of old meanings to new situations

7. Other causes

Both Horn and Willcockson agree that children may know a word and yet fail to understand the author's viewpoint because they don't apply the correct meaning. Willcockson finds other misconceptions of fifth grade children, after reading a page in a geography text, to be the lack of seeing relationships due to word meaning and sentence structure, and the difficulty in acquiring the new concept that takes place in the transition from the printed page to his mind. She urges the enrichment of a child's experience through visual aids and reference books.

Burnham examined eight fourth grade one-cycle geography books, and found an overlapping of terms in grades and in subject matter ranging from 322 terms in the first three thousand of the Thorndike List to 29 terms in the fifth thousand. The grade level, according to the Buckingham-Dolch list, ranged from

1/ Ernest Horn, Methods of Instruction in the Social Studies. New York, Charles Scribner's Sons, 1937.


328 terms in the third grade or lower, 63 terms in the fourth grade, 29 terms in the fifth grade, to 31 terms above the fifth grade. Fourth grade children are sure to have difficulty with such a vocabulary load.

A study of mistakes in paragraph reading was made by Thorndike. He found that common failures were wrong connections with single words, giving over potency or under potency to elements of the meaning, and failure to evaluate ideas by accepting or rejecting them as they appear. A well-developed basic vocabulary of geographic terms would help to overcome these mistakes.

Children find geography a difficult type of reading, but a teacher realizes another difficulty when she examines the individual differences in mental ability and reading ability of the children in her class. She must provide for these individual differences by adapting the subject content and methods of study to individual capacities.

Schauer advises finding out why the geography textbook is too hard for the children and then presenting the material in such a way as to make the text readable. After giving standardized reading and vocabulary tests to the fourth grade, she


found that they ranged in comprehension from 2.2 to 9.4 grade level, and in vocabulary from 2.1 to 7.6 grade level. Some rather interesting individual cases were tabulated:

1. A boy reading laboriously, but with understanding, tested comprehension 2.5, vocabulary 2.2.

2. A girl reading correctly, but with no meaning, tested comprehension 4.7, vocabulary 4.5.

3. A boy, whose daily work was passing, had scattered unrelated recall and tested comprehension 4.4, vocabulary 4.1.

4. A boy who tested comprehension 2.2, vocabulary 2.1 could handle the geography concepts, but the vocabulary was a real handicap in reading the text.

5. A girl who tested high, comprehension 9.4, vocabulary 7.6, did not know the purpose for which she read geography.

The results of the reading and vocabulary tests did not correlate highly with their achievement in geography.  

Durrell found in a survey of 242 pupils in the fifth grade a range from high third to ninth grade in reading ability. Howard Anderson found that the variability of pupil and class achievement was great from the results of the Iowa Every-Pupil


Test of Basic Skills, given to 25,000 children in grades 6, 7, and 8. The best pupil in grade seven of school C only achieved to the level of the 25th percentile in school D, and the poorest sixth grade pupil of school B exceeded the eighth grade median of school E. These reports again emphasize the range of differences between grades.

In discussing reading problems at the intermediate grade level, Betts states, after examining results of a test:

1. Rate and comprehension of reading do not correlate highly
2. A wide range of reading levels is found in one grade
3. Special attention needs to be given to word perception
4. Retardation in terms of capacity exists at all levels of achievement, even though certain pupils may appear to be accelerated in terms of grade performance
5. Some tests do not discriminate among the abilities of the high achievers
6. No test showed what reading instruction should be started for low achievers.

The early discovery of reading disabilities and a description of individual differences are so important that it is desirable to give a reading test at the beginning of each year. The more descriptive the test is of all the important skills needed in the use of books, the better.

2/ Ernest Horn, op. cit., p. 205.
declares Horn.

It is the purpose of this study to build such a test to measure reading skills needed in the geography course of the fifth grade. Before attempting to devise such a test, the writer consulted reading standards that were considered necessary in the study of geography.

Wesley and Adams stress reading to get the author's meaning which is an intellectual and emotional experience, a cooperative enterprise in which the reader is the active partner of the author. They enumerate these study skills: locating information; techniques of using all parts of a textbook, such as maps, table of contents, index, etc.; appraising material; making conclusions and deductions.

Logan thinks a student's experience in geography must be vicarious and he should use reading to project himself into those regions in imagination. To do this he must be able to recognize relationships between human and natural items, both in direct and indirect statements. The student should also be able to find the main and subordinate ideas, to use the textbook, to gather statistical data, to visualize features and conditions, to be able to associate new ideas with previous experience, and to comprehend the author's point of view.


McGuire repeats these skills when she points out the need for skill in using parts of a geography book, skill in using references, the building of a basic vocabulary and concepts peculiar to social studies. She believes that these skills should be scheduled to be taught, as the Iowa Every-Pupil Test of Basic Skills showed little gain in them from grade to grade through incidental teaching.

Osburn, in discussing remedial work in reading, observes that children fall down on the ability to analyze, organize, and supplement the thought. Wiltse lists these needs for the understanding of history and civics: mastery of vocabulary, ability to form concepts of time and place, organization of facts in order to see their relationships, drawing inferences from data, testing reliability of the facts presented, and thinking critically. These skills would also be applicable to the study of geography.

After observing reading difficulties in the content subjects in grades seven and eight of the Laboratory Schools of the University of Chicago, McCallister found a need for the following types of guidance in reading:

We refer to Section 4.2 where we state that

\[ \lambda_n = \text{some value} \]

and in Section 5.3 we quote a result which is

\[ \mu_n = \text{another value} \]

However, in Section 6.1 we disagree with the

\[ \nu_n = \text{different value} \]

and in Section 7.2 we find an error in the

\[ \omega_n = \text{error} \]

We recommend that you refer to the original

\[ \xi_n = \text{citation} \]

for further details. It is clear from the

\[ \zeta_n = \text{summary} \]

that the main result is:

\[ \theta_n = \text{result} \]

This conclusion is reached by considering

\[ \phi_n = \text{analysis} \]

the data in Table 1. 

The detailed reasoning is summarized in Appendix A.

To obtain a better understanding of the

\[ \eta_n = \text{reasoning} \]

we recommend that you study the

\[ \kappa_n = \text{additional material} \]

The University of Cambridge thanks a number of

\[ \lambda_n = \text{contributors} \]

for valuable assistance in preparing this paper.
1. Method of attack
2. Recognition of relations and other forms of thinking
3. Practice of review
4. Overcoming vocabulary difficulties
5. Accurate interpretation

He believes guidance in reading could be carried out by associating it closely with the regular study activities of a course. The content subject teacher may provide training in reading without disrupting the regular activities of the course too much.

Mary Meighen built a series of tests and exercises to provide children with skills in the use of their geography textbooks. These were the skills developed:

1. Understanding of various kinds of maps and the ability to use them
2. Ability to use an index, using key words, even when not specifically stated, selecting and evaluating material found, organizing the material, and applying it to the problem at hand
3. To use diacritical marks in pronunciation
4. To interpret pictures

The basic reading skills needed for the study of geography appear to be as follows:

1. Efficient use of a geography textbook; table of contents, index, statistical data, different types of maps and graphs

2. A basic geographic vocabulary and skill in adding new words to it

3. Accurate interpretation of the geography material as found in the text, reference, and supplementary reading

4. Ability to understand the geographic concepts, and, by associating them with previous experiences, form new geographic concepts

5. Ability to organize the subject matter, to apply critical thinking in evaluating new concepts, and to draw conclusions and inferences.

Robert Lane states a familiar attitude when he says, "There is a firm conviction among teachers of the middle grades that all children who come to them should have mastered the mechanics of reading completely with the primary grades, and thereby those specific skills which make for effective reading. There are two flaws in this contention: first, as children mature, need arises for new specific skills in reading when children are exposed to new type of reading materials; second, old skills can be kept alive only through continuous practice at regular intervals."

Should the responsibility of teaching these necessary study skills be part of the reading program or of the geography program?

A well-planned reading program teaches study skills from

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the beginning, or first grade level. The study skill reading program for the intermediate grades suggested by Durrell includes thorough type reading, skimming, associational reading, and use of reference materials. These coincide with skills used for the study of geography. Therefore, we find skills needed for the study of geography appear to be taught as part of the reading course. This statement is refuted by the result of a study conducted by Thorp to find what geography tools children have. After testing 556 children in grades four through eight, she came to these conclusions,

1. Incidental teaching of methods of handling geography tools has failed to give mastery; 2. it is imperative to abandon this method for a psychological process of training directed toward precise usage.2/

DiMichael carried on an experiment to find how much a "How to Study Course" developed study skills. Notice how many of the study skills he listed could be considered study type reading skills. Listed in the order of their success rank, they are:


1. How to use a dictionary
2. How to use a library
3. Finding information in a book
4. Making and keeping notes for reference
5. Proper reading methods for comprehension
6. Outlining
7. Rate of reading
8. Knowledge of important reading books

In an analysis of 38 How-to-Study Manuals, 517 skills and habits were found. After separating them into categories, the importance of reading skills was apparent.

McIntire evidently thought reading and study skills were closely connected, when she planned a single set of exercises to improve both thinking and reading in the social studies. Fleming and Aldrich agree with this opinion when they list among study skills and work habits which are to be developed at Horace Mann School, these things:

1. Finding and using library materials
2. Skills in interpreting and organizing material


3. Various types of reading; skimming, using tables of contents
4. Developing a vocabulary in each field of study by the teacher of that subject
5. Evaluating resources when contradictory material is found
6. Organizing for oral and written reports.

Paul McKee advocates definite lessons to improve particular reading skills and his experiments have shown it to be an effective method. Fleming studied the improvement of sixth grade children who received reading drill for skills shown to be needed by a standard test. These drills consisted of locating information, following directions, finding details, and evaluating the general significance of the details. At the end of a ten-week period they were retested and showed a gain of two years in median score, whereas the group having casual drill and the group having only classroom procedures gained .7 and .6 years respectively, in median score.

Another experiment was conducted in a seventh grade, and

1/ Paul McKee, "Developing Competence in Grasping Meaning in the Middle Grades," Reading and Relationship to Experience and Language. University of Chicago Supplementary Education Monograph #58.


again in a tenth grade, to see whether pupils left to study and analyze the content as they saw fit, or pupils in the experimental group, in which the teacher gave special training in study habits, made the most gain. At the end of the experiment, two tests were given. Both groups were about equal on the first test which consisted of organizing and abstracting material, but the experimental group did much better on the second test which consisted of drawing specific conclusions, detecting standards, and setting up general inferences. The experiment proved that special training in study habits improves the child's ability to do critical thinking.  

Paul McKee firmly places the responsibility of teaching reading in a particular field upon the teacher of that subject and suggests planning many experiences related to the content of the material to be read, such as sensible construction work, excursions, and other activities. He believes that "assignments should be concerned with the building of concepts that are required in reading."  

Anderson says,  

A pre-requisite to efficient learning is proficiency in the management of the tools to be used in the learning process. . . .Since the mastery of certain skills is basic for effective work in the social studies field, the acquisition of these skills by the pupil must be the first goal of instruction.  

1/ Paul McKee, op. cit.  
2/ Ibid. P. 283.  
Lacey believes training needed for reading social studies can be given most effectively by the social studies teacher because he is so well acquainted with the technical vocabulary, the social understandings to be learned, and the skills needed in the development of the concepts.

Drill in desired specific skills has been found productive. Rhoads tells of a study with superior seventh grade children in the teaching of literature. One class was given a diagnosis of individual difficulties and then remedial treatment, which included vocabulary work, synonyms, illustrative sentences, making and interpreting definitions, understanding words and sentences in context, and finding the central idea of a paragraph. The control group read any worthwhile books and then held a class discussion on them. At the end of two months, the children were given another form of the Stanford Achievement Test, and the experimental group showed greater gains in reading and appreciation.

A sixth grade experiment was undertaken by Hilliard and Barnes. Children were pre-tested with form 1 of Gates' Silent Reading Test, and 13 pairs were selected on the basis of com-

\(1/\) Joy Lacey, op. cit.


posite scores. The experimental group received drill exercises based on the four types of reading found in Gates' Test for 30 minutes a day for 10 consecutive weeks. The control group had their regular reading lessons. The groups were retested and the experimental group showed a substantial gain. Once more, reading drill planned to meet specific reading problems of the individual improved their reading ability.

Another reason for putting the responsibility for definite instruction of skillful geographic reading on the geography teacher is the uncertainty in the amount of transfer of training in reading skills. Gates and Alstyne found that reading in a general way does not guarantee development of all the important types of reading. Transfer of one type of reading to another is genuine, usually positive, but so small it can't be depended upon to develop desired abilities. They also call attention to the fact that a certain type of reading skill will vanish with disuse.

DiMichael studied the effects of a How-to-Study course on 192 ninth graders. Children taking the course showed improvement in study skills over children in the regular class. Children in the first quartile in intelligence did not profit noticeably from the course, but the children with a high mental ability made a gain in study skills, yet the transfer was not noticeable in other subjects.


2/ Salvatore DiMichael, op. cit.
Jacobson's statement,

Giving reading instruction in the field in which the content is to be mastered is superior to giving it in another subject matter field and expecting the ability to transfer to a content field.

is based on two experiments with work type reading in the ninth grade. In the first experiment, the experimental group received their special reading instruction as part of their English classwork. They made larger gains than the control class in general science, but the gain was not statistically significant. In the second experiment 60 work type reading drills were given to the experimental group in the latter part of the science period, while the control group studied independently. The experimental group showed greater gains than the control group. Thus, the reading drill in the science period had a more positive amount of transfer to the study of science than reading drill in the English period.

A study of the relationship of reading skills in different subjects was conducted by Shores who found that the superior readers of science and history tend to be good at reading either subject, whereas a superior reader of literature is not always skillful in reading history or science.


Arnold reported on an experiment to test the effectiveness of teaching fifth and sixth grade children to use data. The experimental group had exercises in problem discussion technique, and the control group continued the usual classroom procedures. After three months, the experimental group showed a gain of three times that of the control group when tested on the ability to recognize the following: relevancy, dependability, bias in source material, adequacy of data in regard to a particular problem, and to form questions or conclusions.

Research on the study of reading as an important tool of geography may be summarized as follows:

1. Success in the social studies depends to a large degree on the reading ability of the child

2. The reading of geographic material is difficult because:
   a. Many concepts are abstract
   b. The child has few previous experiences with which to associate the new geographic concepts
   c. The vocabulary contains many new terms
   d. The higher skills of organizing, evaluating, and summarizing the material need practice

3. There is a wide range within a class of individual ability in reading skills, geography comprehension, and intelligence

4. A well planned reading program provides for skill in study type reading which resembles study skills

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5. It is more efficient to plan to teach the special reading habits needed for geography in the geography course.

   In planning the geography work for the year, the teacher should first examine her class to discover their abilities. A standard reading test will establish the reading levels for a class, but it fails to measure all the specific reading skills needed in the study of geography. It has been shown that the same child may read narrative material on a high level and study material on a low level. To find how well they can read geographic material, they need to be tested on geographic material, for standard reading tests are frequently mislabeled, since the traits they claim to measure do not show up as independent skills. Therefore, the writer has found a genuine need for a certain type of diagnostic pre-test to measure certain reading skills that appear to be needed in the study of geography in grade five.

It is important to maintain a clean and organized work area. This
will help to improve productivity and reduce the risk of
accidents. A well-lit and tidy space can also create a
positive work environment.

To keep the workspace organized, it is recommended to use storage solutions such as
shelves or drawers. These can help to keep tools, materials, and documents
in their designated places. It is also important to regularly
review and update the workspace layout to ensure that it
remains functional and efficient.

In addition to maintaining a clean and organized workspace,
it is also important to take regular breaks to stretch and
relax. This can help to reduce the risk of
work-related injuries and improve overall health.

By following these tips, you can create a
work environment that is conducive to
effectiveness and productivity.
CHAPTER II

DETERMINING THE ITEMS FOR THE CONSTRUCTION OF THE TEST

The purpose of this study is to construct a diagnostic type of pre-test in reading skills for geography to be used in grade five. Research has shown that: (1) success in the social studies depends to a large degree on the reading ability of the child; (2) there is a wide range of individual ability in reading skills and geography comprehension within a class, and (3) it is more efficient to teach the special reading skills needed in geography. Therefore a diagnostic test at the beginning of the study of fifth grade geography should be beneficial to both teacher and children. There are standard tests to measure reading skills and tests to measure geography ability, but the writer was unable to discover a test to measure reading skills on geographic material at the fifth grade level.

A summary of research in the field of reading and social geography disclosed that these basic reading skills appear to be necessary to the study of geography at the fifth grade level.

1. Extensive use of a geography textbook: table of contents, index, statistical data, different types of maps and graphs;

2. A basic geographic vocabulary and skill in adding new words to it.
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A summary of research in the field of reading and of geography disclosed that these basic reading skills appear to be necessary in the study of geography at the fifth grade level:

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2. A basic geographic vocabulary and skill in adding new words to it.
CHAPTER

DIFFERENTIATION

The purpose of this work is to present a theoretical approach to differentiate the role of the teacher and other factors in the learning process. It is aimed to provide a focal point for teachers to focus on the learning ability of the students. It will help in creating a more active and participative learning environment, where students can engage in meaningful learning and achieve higher levels of academic excellence.

There are various factors that contribute to effective teaching, and one of the most critical is the teacher's attitude. A positive attitude on the part of the teacher can significantly impact student learning outcomes. In this chapter, we will explore the impact of the teacher's attitude on student learning and provide some strategies for fostering positive attitudes in the classroom.

In order to differentiate instruction and meet the needs of diverse learners, teacher educators must be aware of different teaching styles and strategies. This chapter will discuss various teaching methods and how they can be adapted to meet the needs of different students.

We will also examine the role of technology in the classroom and how it can be used to enhance learning and improve student outcomes.

In conclusion, this chapter will provide educators with a deeper understanding of the role of differentiation in the classroom and how it can be used to improve student learning outcomes.
3. Accurate interpretation of the geography material as found in the text, reference and supplementary reading.

4. Ability to understand the geographic concepts, and by associating them with previous experiences, form new geographic concepts.

5. Ability to organize the subject matter, to apply critical thinking in evaluating new concepts, and to draw conclusions and inferences.

Research also pointed out that reading skills taught in the content subject produced greater achievement in reading in that field than similar skills taught in the reading program. Each teacher should take the responsibility for teaching the skills needed in the subject matter that she teaches. From the research evidence, the writer decided to construct a test to measure reading skills that appear necessary for the successful study of geography.

After examining the measurability of these skills it was decided to use a battery type test with subtests to increase its diagnostic value. An objective type group test was desirable because of its ease in administering and reliability in scoring. A power, instead of speed test, was chosen as the purpose of the test was to measure the possession of the reading skill rather than the amount of development of the skill. Morse and McCune in discussing testing study skills in the social

studies stated the attention of the students is to be directed toward the process of working, not how long it takes.

The seven parts of the test to measure reading skills, with their subtests, are as follows:

Part I. Finding Geographic Material
   A. Using the parts of a geography book
   B. Finding geographic material in reference books
   C. Alphabetical order
   D. Using an index

Part II. Geographic Vocabulary
   A. Ability to get meaning from context, and definitions from content
   B. Use of diacritical marks as found in glossary of geography book

Part III. Accurate interpretation of the geographic material as found in text

Part IV. Skimming
   A. To find proper nouns and figures
   B. To answer questions using same phraseology as the text
   C. To answer questions using a different phraseology than the text

Part V. Ability to organize subject matter to evaluate new concepts
   A. Choosing a paragraph title
   B. Separating facts into two groups
C. Separating facts into major and minor items

D. Outlining

Part VI. Ability to associate geographic concepts with previous experience

Part VII. Ability to understand the geographic concepts, to draw conclusions and inferences.

The test measures reading skills that appear to be necessary in the study of geography for grade five with the exception of: (1) reading statistical data, different types of maps and graphs, (2) comprehension of reference and supplementary material. It was decided to omit a section on the ability to read statistical data, different types of maps and graphs, as that requires specifically trained skills that are usually introduced and practiced in the geography rather than the reading period. The measurement of the interpretation of geography material was limited to that found in textbooks because reference and supplementary reading would add to the length of the test and, in general, the context and content is similar to that of a textbook.

The test is to diagnose specific abilities on specific material. All the paragraph material of the test was selected from two geography textbooks, "Living in the Americas" and "Our Country Past and Present" that are widely used in the fifth


grade. The former is the textbook used by the writer's class. In a few paragraphs, such phrases as "look at figure 25" or "turn to the map of the New England States" were omitted as they didn't add to the content of the paragraph without the material to which they referred. The paragraphs are taken from the first part of the books; as the test is to be given during the first part of the geography course and that is the material that will be studied. A variety of paragraphs were chosen containing information that is descriptive, as "Growing Cranberries", or explanatory, as "Manufacturing". The subject matter is varied from simple facts of gathering oysters to abstract concepts as "Mountains and Temperature".

The entire test with manual for administering and key for scoring will be found in Chapter III. Part I measures the "Ability to Find Geographic Material". It has four subtests. Section A measures the child's knowledge of the type of information to be found in a table of contents and in an index, as well as their position in a textbook. It is a matching test, twelve questions and four possible answers. Section B is similar in form. It measures the knowledge of reference sources. To answer the questions, they match them with these items; "Your Geography Book, Atlas, Dictionary, Encyclopedia, Other Geography Books, History Books".

Section C provides for a demonstration of a child's knowledge of alphabetical order. There are four groups of five words each, to be arranged alphabetically. The groups increase
increase in difficulty from the first group in which each word has a different initial letter, to the fourth group in which all words begin with the same letter, four words having the first two letters alike, two with the first three letters alike and two with the first five letters alike. The scoring of this section, as explained in the scoring key found in Chapter III, is based on a table of deviation errors, in which the penalty for a misplaced word increases as the distance of the word from its correct position increases.

The last subtest, Section D, is to be used with the child's own textbook. The ten items are found on two facing pages in the index which will save time in locating the items. The odd numbered items are found under simple, alphabetical listing, and the even numbered ones are found by using subtopics.

Part II tests the child's ability to increase his geographic vocabulary through reading geographic material. A vocabulary test of three groups of words, a total of eighteen words, is given as a matching test. The words were selected because they were key words in a paragraph, or were frequently used in the text, or were defined in the text. The meanings for the words were checked against the definition given in the paragraph and also in "A Dictionary for Boys and Girls". The child answers the vocabulary as a pre-test, reads three

paragraphs containing the vocabulary, and retakes the vocabulary test. The increase in score from pre-test to check test will indicate the child's ability to increase his geographic vocabulary from the context.

Section B tests his ability to use diacritical marks as found in a geography glossary. This section is to be given as an individual test, as pronouncing is an oral process. The child reads the list orally, until seven unknown words are discovered. He finds the unknown words in the glossary of his textbook. After study, he pronounces them for the teacher. She checks the word right or wrong, and also marks an analysis check list on the cover of Part II which will enable the teacher to diagnose the child's difficulties. The items for the check list were suggested by the check list for word analysis on the reading test, Durrell's *Analysis of Reading Difficulty*.

Part III measures the ability to understand (1) the facts presented, (2) the author's viewpoint, and (3) geographic relationships. Comprehension of the facts presented in the text is a basic study skill and a mastery of it must be attained before the higher study processes can be developed. There are two sections, each measuring the same comprehension abilities, the first section using multiple choice items and the second section, using completion. In each section, the writer arranged the paragraphs in order of increasing difficulty of content.

Criteria for this arrangement was based on geographic concepts set forth and the amount of abstraction involved.

Part IV measures a child's skimming ability for accuracy and speed. Kier found in a study of different types of skimming, the order of difficulty to be:

1. Skimming to locate answers to questions which are proper names or numbers
2. Skimming to find answers to questions that have the same vocabulary as selection
3. Skimming to find answers to questions that have a different vocabulary from that of selection

The questions of the skimming test are based on these difficulties, the A items corresponding to the easiest, the B items to the next difficult, and the C items to the hardest. The time for doing each section is limited to five minutes, the only speed test in the battery. Unlimited time would change a skimming test to a comprehension test. The questions are alternated so that a child who works too slowly to finish the exercise, answers some of each type of question. There are two sections, but the total score for the skimming test is based on the sum of the A items, the B items and the C items. As a child finishes each test, he will mark the time on the test. The elapsed time will indicate his reading speed for this type of

reading. The time factor should be noted in analyzing the results.

Part V, Organization of Facts, measures some of the higher study skills. Goodykoontz made a study of teaching pupils to organize what they read. She found that children, when asked how they studied their geography lesson, said:

1. Read to know it all
2. Select from mass of detail the answers to the problem
3. Select important from unimportant detail.

She listed eighteen types of lessons to teach children to analyze what they read under three headings:

1. Finding the principal idea
2. Recognizing the relation of ideas to each other
3. Synthesizing the important ideas for future use.

Keneally studied the relative order of difficulty of several types of study skills. Out of the six skills she listed, the three that pertain to the parts of this test, with their original numerical order are:

1. Supplying minor ideas in an outline which lists major ideas
2. Selecting the statement that best summarizes a paragraph

1/ Bess Goodykoontz, "Teaching Pupils to Organize What They Read," Elementary English Review, 7:87-90, 93, April, 1930.

The little room where we met in our first class.

Part of the exhibition at Little. Remember some of the

beautiful models. Our teacher made a model of a corner

room. We learned how to make these. We had great interest

when we made our own small paper models of each other's

rooms. I was very interested in building the new school to be

completed.

Reason.

I was interested in the new school to be built.

Is there any sense of receiving any alteration to our

work, which we have been doing, during this time?

I found the treatment that we have been following to be

most interesting. I feel that I have learned a great deal.

Can you tell me why you think in this time which I have

spent so far?

We have

Specified the statement that must accompany a

question.
5. Supplying major topics in an outline, when minor ideas are given.  

1/ Catherine Sullivan found in a study of individual difficulties in reading for grades 7, 8, and 9, that over 50 per cent of the children made these errors:

1. Inability to make a complete generalization in the statement of central thought
2. Incomplete outline
3. Unacceptable headings on an outline
4. Unacceptable details on an outline
5. Inconsistent lettering on an outline
6. Inconsistent wording on an outline

Selecting detail, evaluating it, and separating it into major and minor items has been deemed important, yet at the same time, difficult.

Part V has four sections. Section A contains three paragraphs for which a title is to be chosen. Section B contains two exercises in which facts are listed under a paragraph and the child is to separate them into two groups according to subject matter. Section C is similar to section B except the items are to be separated into two groups according to major and minor ideas. Section D, with three exercises,

1/ Catherine Jane Sullivan, "Construction of the Administration and Scoring and the Evaluation of the Results of a Diagnostic Test of Individual Difficulty in Reading for Grades 7, 8, and 9", Unpublished Master's Thesis. Boston, Boston University, 1940.
tests the ability to outline a paragraph. Exercise 1 requires the minor items of the outline to be filled in, Exercise 2 both major and minor items are to be filled in with words or phrases that have been listed from the paragraph, Exercise 3 is to write a short outline having one major and three minor topics.

The Associational Reading Test, Part VI, is subjective with definite criteria for scoring. Reeder finds that children need a background before they can solve geography problems, or find problems to solve. The purpose of this part of the battery is to find how much and in what ways, a child relates a geographic reading experience to his experiential knowledge. The sample exercise is rather long and provides ample "warming up" on the part of the pupil. There are two exercises for associational reading. There is a check list on the cover of Part VI to mark the number of associations he has under the different types of associations.

The last is Part VII, Drawing Conclusions. This involves critical thinking. The child not only must understand the factual material in the paragraph, and the author's viewpoint, but must understand the relationship of the facts presented so as to be able to apply them in new situations. After each paragraph is a statement telling of a parallel circumstance, and

The essential feature here is the use of water, which is a factor not to be neglected. Water is not only a necessity for life but also a powerful tool in creating a harmonious environment. Its importance cannot be overstated. Water is a catalyst for growth, health, and well-being. It is a symbol of purity and freshness. Therefore, it is crucial to make the most of this vital resource.

The importance of water cannot be overstated. It is a fundamental aspect of life. Water is not just a physical necessity, it is also a symbol of life. Its presence is essential for the survival of all living organisms. Water is a source of hydration, a medium for chemical reactions, and a habitat for countless species.

In conclusion, water is a precious resource that should be conserved and utilized wisely. The importance of water cannot be overstated. It is a necessity for life and a key component of the Earth's ecosystems. Therefore, it is crucial to take steps to ensure its sustainability and preservation for future generations.
a question. The test items are in multiple choice form, and a child must use his relationship understanding to choose the correct item to answer the question.

The diagnostic findings in such a test as this are of prime importance. At the end of each subtest is a place to mark the raw score. On the cover of each part is a table to be filled in with the raw scores, the class mean, and the totals of both. This information is to be entered on the Profile Chart. By using two colors to make the profile, the individual score can be compared with the class mean on the seven major parts of the test, as well as on the subtests, at a glance.

The directions for administering and scoring the test are found in the manual in Chapter III. Very careful directions are given which must be followed explicitly. At the beginning of each exercise are directions to the pupil concerning the procedure he is to use. The administrator of the test is urged to be sure all children understand the directions before attempting to write the answers.
CHAPTER III

A DIAGNOSTIC PRE-TEST TO MEASURE READING SKILLS FOR GEOGRAPHY IN GRADE FIVE

TEST MANUAL

ADMINISTRATION

The test is divided into several parts, to be given as a grade test at six sittings, with the exception of the vocabulary-subtest or diagnostic chart, which is an individual test. The parts are to be given in the following order:

(1) Part IV and VII
(2) Part V
(3) Part VI

As this is a diagnostic test to be given at the beginning of fifth-grade geography study, many of the children will find difficulty in answering some of the questions. No child is expected to answer all of them. Encourage the child by your attitude, to do as well as you think him to show how much they can do.

General Directions

These directions are to be applied to every part of the test unless specific directions are given to the contrary.
III. MATERIALS
OF THE METALLIC SHELLS
FOR
FIREARMS DESIGN
MAXIMAL PRESSURE IN GUN VENT.

[Additional text not legible due to image quality]
CHAPTER III

A DIAGNOSTIC PRE-TEST TO MEASURE READING SKILLS FOR GEOGRAPHY IN GRADE FIVE

Test Manual

Administration

The test is divided into seven parts, to be given as a group test at six sittings, with the exception of the vocabulary subtest on diacritical marks, which is an individual test. The parts are to be given as follows:

(1) Part I
(2) Part II
(3) Part III
(4) Part IV and VII
(5) Part V
(6) Part VI

As this is a diagnostic test to be given at the beginning of fifth grade geography study, many of the children will find difficulty in answering some of the questions. No child is expected to answer all of them. Encourage the class by your attitude, to do as well as they can, to show how much they can do.

General Directions

These directions are to be applied to every part of the test unless specific directions are given to the contrary.
Observations of the path of the sun.

The path is divided into separate areas of interest. The area labeled IV includes an additional segment that is marked with an asterisk. The remaining areas are labeled as follows:

- Area I
- Area II
- Area III
- Area IV
- Area V
- Area VI
- Area VII
- Area VIII

These areas are delineated to provide a comprehensive view of the observed phenomena. Special attention is given to areas marked with an asterisk, indicating significant findings or anomalies.
1. Preparations. Have the class clear their desks. Each child should have a sharpened pencil and an eraser. The teacher should have several pencils in case a child breaks his during the test.

2. Timing. Except for the skimming test, there is no time limit. On the other hand, to keep the class together, it will be necessary to stop work on a test when 90 per cent of the class have finished.

3. Follow the directions of the manual exactly, and be sure that the class follows the directions. The test is to find what the children know, and also what they don't know. Be careful in answering questions for the children that you only interpret the directions for doing the test, and don't tell or give clues to the answers.

Part I

Finding Geographic Material

After the class is ready to take the test, and before you pass out the booklets, say, "YOU ARE GOING TO TAKE A READING TEST. IT IS DIVIDED INTO SEVERAL PARTS. THE FIRST PART, THAT YOU TAKE TODAY, IS TO FIND HOW WELL YOU KNOW HOW TO FIND GEOGRAPHIC INFORMATION. IT IS IMPORTANT FOR YOU TO LISTEN CAREFULLY TO THE DIRECTIONS AND TO FOLLOW THEM EXACTLY. SOME PARTS OF THE TEST WILL SEEM EASY, AND SOME PARTS MAY BE HARD. I DON'T EXPECT ANYONE TO GET EVERY ANSWER CORRECT BECAUSE SOME ARE VERY HARD, BUT I DO EXPECT EVERYONE TO DO THE BEST THAT
I have always been a big fan of the Beatles and their music. They have had a significant impact on my life and continue to inspire me today. Their ability to convey emotion and tell stories through their songs is truly remarkable. I appreciate the time and effort they put into their craft, and I hope to one day create music that has as much meaning and impact as theirs.

I think when people talk about the Beatles, they often forget about their early years. They were just starting out, trying to find their footing and figure out what kind of band they wanted to be. It was a very exciting time, and their music had a lot of raw emotion and energy. I find it fascinating to listen to their early recordings and see how they grew as musicians over the years.

Overall, I am grateful for the impact the Beatles have had on me and the world. Their music continues to resonate with people of all ages and backgrounds, and I hope they continue to inspire future generations of musicians and fans alike.
THEY CAN. FROM THE RESULTS OF THE TEST WE WILL KNOW HOW WELL
YOU CAN READ A GEOGRAPHY BOOK, AND WHAT KIND OF READING YOU DO
BEST." Pass out the booklets. Tell the class to fill in the
blanks at the top of the page with their name, the date, the
name of the school, the grade, and their age. The teacher will
fill in the M. A., when she is tabulating the scores.

"THE FIRST PART OF THE TEST HAS FOUR SECTIONS. TURN THE
PAGE TO THE FIRST TEST, SECTION A. WHAT IS ITS NAME?" Let a
child read the title from the top of the page. Ask the chil-
dren to read the directions silently as the teacher reads them
aloud. Ask a child to read the question after the word sample.

"WHAT IS THE ANSWER?" (Response). "WHAT IS THE NUMBER OF THE
ANSWER?" (Response). "WHERE DO YOU WRITE IT?" Be sure each
child understands where to find the answers and where to put
the numbers. "WHEN YOU HAVE FINISHED PUT YOUR PENCILS DOWN
AND WAIT FOR THE OTHERS. BEGIN TO WORK." When 90 per cent
have finished begin Section B.

Section B

Turn to Section B and ask some child to read the title.
Ask the children to read the directions silently as the teacher
reads them aloud. Ask a child to read the sample question.

"WHAT IS THE ANSWER?" (Response). "WHAT IS ITS NUMBER?"
(Response). "WHERE DO YOU WRITE IT?" (Response). Be sure
every child understands how to do the exercise. "WHEN YOU HAVE
FINISHED, PUT YOUR PENCIL DOWN AND WAIT FOR THE OTHERS. BEGIN
TO WORK." When 90 per cent have finished, begin Section C.

Section C

Turn to Section C and ask some child to read the title. "WHAT IS MEANT BY ALPHABETICAL ORDER?" If the children don't know, explain that it is when words are listed according to the order of the letters in the alphabet. Names in a telephone book are in alphabetical order. Don't explain how to arrange the words in alphabetical order. Ask the children to read the directions silently as the teacher reads them aloud. Ask a child to read the words in Group 1. "WHICH WILL BE THE FIRST WORD IN THE ALPHABETICAL LIST?" (coffee) "WHERE WILL YOU WRITE IT?" (on the blank after 1) Be sure each child knows where to write the word. "WHEN YOU HAVE FINISHED GROUP 1, WORK ON GROUP 2. WHEN YOU HAVE FINISHED GROUP 2, WORK ON GROUP 3. WHEN YOU HAVE FINISHED GROUP 3, WORK ON GROUP 4. THEN CLOSE YOUR BOOKLET AND WAIT FOR THE CLASS TO FINISH. BEGIN TO WORK."

Section D

For this section the children will need their geography books. Ask the class to open their test booklet to Section D. Read the directions aloud to the class. When you read, "to the Index, pages 352-353", wait for the children to do it before reading further. "LOOK AT THE SAMPLE. YOU ARE TO FIND MACON, GEORGIA, IN YOUR INDEX. RAISE YOUR HAND WHEN YOU FIND IT."
Help any child who can't find it. "WHAT NUMBERS DO YOU SEE AFTER IT?" (Response). "WHAT DO THEY STAND FOR?" (Response). "THOSE ARE THE NUMBERS YOU ARE TO WRITE IN THE BLANK ON THE TEST. SEE WHERE THEY WERE WRITTEN IN THE SAMPLE. FIND EACH WORD OF THE LIST IN THE INDEX AND WRITE DOWN THE NUMBERS YOU FIND. ARE THERE ANY QUESTIONS?" Don't explain where to find any places except the sample. "THIS IS THE LAST TEST IN PART I. WHEN YOU FINISH CLOSE YOUR BOOKS. BEGIN TO WORK." When 90 per cent of the class have finished, collect the booklets.

PART II

Section A

There are two sections to the vocabulary test, the first is a group test, the second, an individual test. Have the class get ready to take the test, pass out the booklets, and let them fill in the information at the top as they did for Part I.

"THE PART OF THE READING TEST YOU ARE TO DO TODAY WILL TELL HOW WELL YOU KNOW THE MEANING, AND CAN PRONOUNCE CERTAIN WORDS. LISTEN CAREFULLY TO THE DIRECTIONS AND FOLLOW THEM EXACTLY. TURN TO SECTION A." Ask the children to look at the directions while you read them aloud. "LOOK AT THE FIRST WORD IN THE FIRST COLUMN. WHAT IS IT?" (Response). "WHICH WORD IN THE SECOND COLUMN HAS THE SAME MEANING?" (get) "WHAT IS ITS NUMBER? WHERE DO YOU WRITE IT?" Be sure each child understands how to do it. "IN THIS WAY, MATCH THE WORDS OF GROUP 1 TO THEIR MEANINGS IN COLUMN 2. WHEN YOU HAVE FINISHED, WORK
IT MAY

A REPLY.

There are no possibilities for the accommodation you've
made for the wood shop, and there's no indication that
there's any wood shop space available. The
30th of May is the deadline for the publication of
the proposal, and we need to secure some space
before then. Please let me know if you need
any further information or if there's anything
else I can do to assist you. Thank you for your
time and consideration.
WITH GROUP 2 IN THE SAME WAY. THEN GO ON AND WORK WITH GROUP 3.

MANY OF THE WORDS WILL BE STRANGE TO YOU. DON'T GUESS AT THE
MEANINGS. IF YOU ARE NOT SURE OF THE MEANING, DON'T PUT ANY
NUMBER DOWN. WHEN YOU HAVE FINISHED CLOSE YOUR BOOKLET. BEGIN
TO WORK." When 90 per cent of the class have finished, ask all
the children to open their booklets to the paragraphs. The
children read the directions silently while the teacher reads
them aloud. "READ THE PARAGRAPHS CAREFULLY BECAUSE WHEN YOU
START TO WORK ON THE VOCABULARY TEST, YOU WON'T BE ABLE TO TURN
BACK. ARE THERE ANY QUESTIONS? BEGIN TO READ." When 90 per
cent of the class have finished, collect the booklets.

Section B

This section of the test is to be given individually.
The directions on the test page are adequate, they need not be
read by the child. If the child can't find the words in the
Index, the teacher may help him as this test is only measuring
how well he can pronounce new words with the aid of a glossary.
As the child pronounces the words after studying, check his
difficulties on the analysis chart on the cover.

Part III

Section A

Have the class ready to take the test. "THE PART OF THE
READING TEST YOU WILL TAKE TODAY IS CALLED A COMPREHENSION TEST.
Part III

A mole

Eat the food. Be healthy.
WHO KNOWS WHAT A COMPREHENSION TEST IS?" If the right answer isn't given, explain that it is a test to show how well you understand what you have read. Pass out the booklets and have them fill in the necessary information at the top. "SECTION A OF PART III CONTAINS PARAGRAPHS WITH QUESTIONS ABOUT THEM. TO ANSWER THE QUESTIONS YOU WILL UNDERLINE THE CORRECT ANSWER AND PUT ITS NUMBER IN THE LITTLE BOX." Let the children look at the first two or three pages. "TURN BACK TO THE COVER AND WE WILL ALL DO SAMPLE 1." Ask a child to read the sentence. Ask another child to read the question and the multiple choice answers. "WHICH IS THE CORRECT ANSWER?" Point out that numbers 1, 2, and 4 are right, but number 4 is the best answer, so that is the one to underline. When you are sure they understand how to find the answers, say, "AS YOU TAKE THE TEST, YOU MAY REREAD THE PARAGRAPHS AS MANY TIMES AS YOU NEED TO. TURN TO THE FIRST PAGE, READ ABOUT CRANBERRIES, AND ANSWER THE QUESTIONS. TURN TO THE NEXT PAGE AND ANSWER THE QUESTIONS ABOUT THE FALL LINE. WHEN YOU HAVE FINISHED #11 (put figure on board) PUT YOUR PENCILS DOWN. BEGIN TO WORK." When 90 per cent of the class have finished, have all the children stop.

"TURN TO THE NEXT PAGE. THIS PAGE AND THE NEXT CONTAIN EXERCISES LIKE THOSE YOU HAVE JUST DONE. WHEN YOU HAVE FINISHED THROUGH #20, CLOSE YOUR BOOKLETS." When 90 per cent of the class have finished, begin Section B.
Section B

"THE PARAGRAPHS IN SECTION B ARE MUCH LIKE SECTION A, BUT TO ANSWER THE EXERCISE YOU MUST COMPLETE A SENTENCE BY FILLING IN A BLANK." Suggest that they glance through the next pages. "TURN TO THE COVER AND WE WILL DO SAMPLE 2 TOGETHER." Ask a child to read the sentence. Ask another child to read the statement containing the blank. Be sure the children understand where they are to write their answers. "OPEN YOUR BOOKLET TO THE PARAGRAPH ABOUT THE GROWING SEASON. ANSWER THE EXERCISE ON THIS PAGE AND ON THE NEXT TWO PAGES. WHEN YOU HAVE FINISHED #13 (put figure 13 on the board and have the children turn the pages of their booklet so that they know where it is) PUT YOUR PENCILS DOWN. BEGIN TO WORK."

When 90 per cent of the class have finished, ask everyone to turn to the next page, "Altitude and Occupations." Call attention to the exercise for it is a little different. Teacher will read the directions aloud, while the children read silently. Be sure the children understand what they are to write in the first blank, and that they are to give the reason for their answers in the second blank. If the class seems to be having difficulty in understanding it, work out the answer to number 14 together. "WHEN YOU FINISH THIS PAGE GO ON TO THE NEXT. WHEN YOU HAVE FINISHED #23, CLOSE YOUR BOOKLETS. BEGIN TO WORK." When 90 per cent of the class have finished, collect the booklets.
Part IV

Skimming

Materials needed by the teacher: stop watch, and a set of 30 3 x 6 inch oak tag cards. The cards are to be used to tell the minutes and seconds that have elapsed during the test. The cards should have figures on them to indicate minutes and seconds, beginning with 0:10 through 5:00, with a card for each ten second interval. Hold the cards so that they can easily be seen by the class. When you give the direction, "Begin to work," start the stop watch. Keep careful check of the time, and turn over a card every ten seconds. Thus, a child can always tell, within ten seconds, the length of time he has been taking the test.

Have the class ready to take the test. Say "TODAY THE PART OF THE TEST YOU WILL TAKE IS CALLED A SKIMMING TEST. DO YOU KNOW WHAT WE MEAN BY SKIMMING IN READING?" Discuss the meaning so that the children understand it is an exercise for quick reading to find definite facts. Pass out the booklets and have the children fill in the necessary information at the top. Ask the class to turn to the first page and read the directions silently as the teacher reads them aloud. Be sure they understand where to write time. "WHEN YOU FINISH CLOSE THE BOOKLET. BEGIN TO WORK." Start the stop watch, and carefully check the time. When the five minutes are up, have everyone put down their pencils.
EXTRAPOLATION

This is a continuation of the previous discussion. It is important to note that the information provided is only an estimation and should not be taken as absolute. The data used for this analysis was collected from various sources and may not be completely accurate. However, it provides a useful insight into the trends observed.

In conclusion, the extrapolation method allows for a deeper understanding of future trends. Further research into this topic is recommended to validate the findings and to develop more accurate models for prediction.

The results obtained from this study can be utilized in various fields such as economics, social sciences, and environmental studies. They provide valuable inputs for policy makers and researchers to make informed decisions.
"TURN TO THE SECOND PAGE. READ THE DIRECTIONS SILENTLY."

"DOES ANYONE HAVE A QUESTION? THIS EXERCISE IS DONE LIKE THE ONE YOU HAVE JUST FINISHED. CLOSE YOUR BOOKLET WHEN YOU ARE FINISHED. BEGIN TO WORK." Start the stop watch, and as before, turn a card over every ten seconds. At the end of five minutes collect all the booklets.

Part VII

Drawing Conclusions

This part is to be given next, at the same sitting as Part IV. "YOU ARE GOING TO TAKE ANOTHER PART OF THE READING TEST TODAY. THIS PART IS CALLED 'DRAWING CONCLUSIONS'." Pass out the booklets and ask the class to put the necessary information on the blanks at the top of the page. "THE DIRECTIONS FOR THIS TEST ARE ON THE COVER. READ THEM SILENTLY AS I READ THEM ALOUD." Teacher will read the directions. Ask a child to read the paragraph. Ask another child to read statement A. "WHICH ANSWER DO YOU THINK BEST?" Discuss the judgment needed, that drawing conclusions means using common sense with information you have. "THERE ARE 3 PARAGRAPHS IN THIS PART WITH 5 CONCLUSIONS. READ THE PARAGRAPH CAREFULLY, AND WITH THAT INFORMATION, YOU SHOULD BE ABLE TO DRAW A SENSIBLE CONCLUSION. WHEN YOU HAVE FINISHED BOTH PAGES OF THE TEST, CLOSE THE BOOKLET. BEGIN TO WORK." When 90 per cent of the class have finished, collect the booklets.
Part V

Section A

Have the class ready to take the test. Pass out the booklets. Let the class fill in the necessary information at the top of the cover. "THIS TEST IS CALLED, 'ORGANIZATION OF FACTS'. IT HAS 4 SECTIONS. TURN TO SECTION A." Ask a child to read the title of section A. Ask another child to read the paragraph orally. Teacher reads exercise under the paragraph. Discuss why "United States is a land of many regions," is the best title. "THERE ARE 3 PARAGRAPHS FOR YOU TO READ, ONE ON THIS PAGE AND TWO ON THE NEXT. AFTER EACH ONE IS AN EXERCISE IN WHICH YOU ARE TO CHOOSE THE BEST TITLE FOR THAT PARAGRAPH. WHEN YOU HAVE FINISHED, PUT YOUR PENCIL DOWN. BEGIN TO WORK." When 90 per cent of the class have finished, have everyone stop.

Section B

Turn to section B. "TO DO THIS SECTION, YOU WILL READ THE PARAGRAPH, AND THEN DECIDE HOW TO SEPARATE THE FACTS INTO TWO GROUPS. LOOK AT THE DIRECTIONS, PARAGRAPH 2, WHILE I READ THEM ALOUD.—LOOK AT THE FIRST ITEM '2 FEET HIGH'. IN WHICH COLUMN DOES IT BELONG?" (Response). "WHAT SHALL WE PUT IN COLUMN 1 TO SHOW IT BELONGS THERE?" Be sure the class understands what they are to do. "WHEN YOU HAVE FINISHED THIS PAGE, GO ON TO THE NEXT EXERCISE ABOUT OYSTER FARMS. WHEN YOU FINISH, LAY YOUR PENCILS DOWN. BEGIN TO WORK." When 90 per cent of the
class have finished, have everyone stop.

Section C

Put the words "Major Items and Minor Items" on the board. "IN THE TEST YOU ARE TO DO NEXT, YOU WILL NEED TO KNOW THE DIFFERENCE BETWEEN A MAJOR ITEM (point) AND A MINOR ITEM (point). A MAJOR ITEM IS A VERY IMPORTANT IDEA. A MINOR ITEM IS LESS IMPORTANT, OR YOU MIGHT THINK OF IT AS A DETAIL. OPEN YOUR BOOKLETS TO SECTION C." Ask the class to read silently while the teacher reads the paragraph of directions. "LOOK AT THE FIRST ITEM, 'THE LOGS REACH THE MILL'. AFTER YOU HAVE READ THE FIRST PARAGRAPH YOU WILL BE ABLE TO TELL IF THAT IS AN IMPORTANT ITEM OR ONLY A DETAIL. IF IT IS A DETAIL, WHERE WILL YOU PUT IT? IF IT IS A MAJOR ITEM, WHERE WILL YOU PUT IT? ARE THERE ANY QUESTIONS? WHEN YOU FINISH, LAY YOUR PENCILS DOWN. REMEMBER TO READ THE PARAGRAPH THOUGHTFULLY. YOU MAY REREAD IT AS MANY TIMES AS YOU NEED TO. BEGIN TO WORK." When 90 per cent of the class have finished ask everyone to put down their pencils.

Section D

Ask the class to turn to Section D. "THE PURPOSE OF THIS SECTION IS TO SHOW HOW WELL YOU CAN MAKE AN OUTLINE OF A PARAGRAPH. ON THIS PAGE, THE MAJOR ITEMS HAVE BEEN GIVEN. WHAT ARE THEY? HOW MANY DETAILS, OR MINOR ITEMS, ARE YOU TO LIST UNDER A?, UNDER B?" This is apt to be rather difficult, but
encourage the children to try to do it. Don't teach them how to write an outline, but explain that they are to find the minor items in the paragraph and put them in the proper place in the outline. "WHEN YOU FINISH, LAY YOUR PENCILS DOWN. BEGIN TO WORK." When 90 per cent of the class have finished, ask everyone to stop.

Ask the class to turn to the next page. Read the directions aloud while the class reads them silently. Call attention to the outline form and the list of items chosen from the paragraph. "LOOK AT THE OUTLINE AND TELL ME HOW MANY MAJOR ITEMS THERE ARE. FIRST YOU WILL NEED TO READ THE PARAGRAPH THOUGHTFULLY AND DECIDE WHICH ARE THE THREE MOST IMPORTANT IDEAS. LOOK AT THE LIST, FIND HOW THEY ARE WORDED, AND PUT THEM IN THE PROPER PLACE IN THE OUTLINE. IN THE SAME WAY, CHOOSE THE MINOR ITEMS. REREAD THE PARAGRAPH IF YOU NEED TO. WHEN YOU FINISH, LAY DOWN YOUR PENCILS. BEGIN TO WORK." If the class does this exercise slowly, and you feel there has been ample time to finish, if they knew how to outline, ask the class to stop.

"TURN TO THE LAST PAGE. THIS EXERCISE WILL SHOW IF YOU COULD MAKE AN OUTLINE ALL BY YOURSELF." Ask the class to read the directions silently as the teacher reads them aloud. "LET'S SEE WHAT A GOOD OUTLINE YOU CAN MAKE. CLOSE YOUR BOOKLET WHEN YOU ARE FINISHED. BEGIN TO WORK." When 90 per cent of the class have finished, or when you think those who haven't finished don't know how to outline, collect the booklets.
Part VI

Associational Reading

Have the class ready to take the test. Pass out the booklets and ask the class to put the necessary information in the blanks at the top of the page. Ask the class to turn to the first page and read the directions silently while the teacher reads them aloud. The first page is to be done together, so let the discussion be rather free. Try to get every child to realize what images he has while reading a paragraph of geographic material. Many children do very little associational thinking, and this test is to find out how much, and what kinds they do. The class is to read the paragraph silently. Take up each question separately, asking for ideas the class has, and letting the children write down their images. Do not spell words, but encourage children to spell words phonetically. Move about the class giving suggestions. Try to get every child to have at least one item under each question.

"AFTER THIS PRACTICE, I AM SURE YOU CAN DO A SIMILAR EXERCISE BY YOURSELF. TURN TO THE NEXT PAGE. HAVE YOU ANY QUESTIONS? WHEN YOU FINISH THIS EXERCISE, GO ON TO THE NEXT PAGE. WHEN YOU HAVE FINISHED BOTH EXERCISES, CLOSE YOUR BOOKLET. BEGIN TO WORK." When 90 per cent of the class have finished, or when you think everyone has had a reasonable length of time, collect the booklets.
I have the cause today to come to your place and in connection may refer to the recent news of the war and the need to come to the aid of the poor and the stricken. The time has come to be of some importance and to let the information be known among us so that the situation is as far as possible to be of help.
Cover Chart

After each test is scored and marked, put the totals on each cover. Find the class mean for each part, and put that on the cover. From class records, fill in the M. A.

Profile Chart

Figure the deviation of each score from the class mean, plus or minus, and put it on the profile chart. Interpolation may be necessary, as the dots signify .5 of a point. Use red pencil for the Part Scores, and blue pencil for the Subtest Scores. Connect the red points with red, and the blue points with blue.

Scoring

The test is for the most part objective. Mark the objective sections exactly as directed. Definite criteria have been set up for the parts to be scored subjectively. Marking should be done with colored pencil. The totals should be carefully marked. It is well to recheck your figures.

Part I

Section A. Each answer counts 1 point.

Score Key

2
3
1

3 1
2 4
3 4
2 4
4 4
Section B. 1 point is given if a blank has a correct number. No credit is taken off if a child writes two numbers, one right and one wrong on the same blank.

Score Key

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>2</th>
<th>6,3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>6,4</td>
<td></td>
</tr>
<tr>
<td>1,4,6,2</td>
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<td>1,3,6,4</td>
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<tr>
<td>5,1</td>
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<td></td>
</tr>
<tr>
<td>1,6,4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section C. As you correct the lists, put a colored figure beside each word to correspond to the number beside that word on the score sheet. 10 credits are given if they are in the right order. To obtain the penalty score for the errors, consult the diagram of Deviation Errors. Notice in which space the wrong figure would appear. Look at the penalty assigned to that column. That is the penalty for that error. Add the penalties for each error and subtract from 10. That is the score for the group. If a minus score results, the score is 0.

Deviation Errors

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<tr>
<th></th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>-4</th>
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</tbody>
</table>
Section 1. It being given if a plane were a square complex and a point were a plane, then an argument is taken to be a point! The argument is said to include two variables, one of which may be the same plane.

\[
\begin{array}{cccccc}
0 & 0 & 0 & 0 & 0 & 0 \\
1 & 2 & 3 & 4 & 5 & 6 \\
7 & 8 & 9 & 10 & 11 & 12 \\
13 & 14 & 15 & 16 & 17 & 18 \\
19 & 20 & 21 & 22 & 23 & 24 \\
25 & 26 & 27 & 28 & 29 & 30 \\
31 & 32 & 33 & 34 & 35 & 36 \\
37 & 38 & 39 & 40 & 41 & 42 \\
43 & 44 & 45 & 46 & 47 & 48 \\
49 & 50 & 51 & 52 & 53 & 54 \\
55 & 56 & 57 & 58 & 59 & 60 \\
\end{array}
\]
Group 1 | Group 2 | Group 3 | Group 4
---|---|---|---
2. Fir woods | 2. Factories | 2. Newark | 2. Evansville

Section D. 1 point of credit is given if a blank contains one or more correct page numbers. Possible score 10.

Score Key
1. 289
2. 346-347
3. 217
4. 67, 88, 96, 100, 102, 247, 250
5. 109-110
6. 33-35, 50, 52-57, 58, 62
7. 56, 62, 63
8. 259
9. 141
10. 60

Part II

Section A. The vocabulary test is given twice, as a pre-test and as a check up test. It will be scored the same. Mark each wrong number, and give it a value of one. Subtract from number of items to get raw score.

Group 1 | Group 2 | Group 3
---|---|---
2 | 2 | 3
6 | 7 | 1
7 | 3 | 6
1 | 1 | 2
4 | 9 | 4

Section B. Use the pronunciation markings in the glossary of the Geography book for authority. Check his errors on the analysis chart on the cover.
Part III

Section A. Mark the wrong answers, counting 1 point for each mistake.

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

Section B. Mark each wrong response with an X and put another X in the margin beside the number of the item. As some items have more than one blank, there may be more than one X. Count the number of X’s for the score of "number wrong".

1. growing season
2. last, first (2 items)
3. frost-free
4. warm
5. doesn’t
6. mixed
7. dairy
8. horses, mules (mules, horses)
9. stock
10. grain of sand
11. valves
12. fish, plant life (plants, fish)
13. closes his shell
14. mountains—minerals are found there
15. lowlands—land is level
16. lowlands—land is level
17. mountains, lowlands—there are raw materials near by
18. lowlands—seacoast has harbors

In marking the reasoning answers, consider the answer right if the reason is right. The exact phrasing doesn’t need to be the same as the score sheet.
III.

...
19. New England
20. shoes, clothing, furniture, tools (4 answers, any order)
21. seamen
22. raw materials, manufactured articles (2 items, exact order)
23. manufacturing

Part IV

Mark each correct answer. The questions measure separate skills and are marked A, B, C. After the paper is scored, count the correct A responses and put that figure on the blank at the bottom of the page. Do the same for B and C responses. Each response counts 1 point. Correct the second page in the same way. Combine the two A scores, the two B scores, and the two C scores, before putting the results on the cover.

Page 1
A. New England     Newfoundland
B. Grand Banks
B. many weeks
C. dory
C. winter

A. 211
A. Grand Banks
B. coal
B. rapidly
C. 10  35

Page 2
A. Boston Harbor
B. cotton
B. quarter of a mile
C. coastwise trade

A. Europe
B. largest
C. islands
Part V

Section A. The number correct is the raw score.

Section B. The score is the number of items correctly placed. Put a check mark beside each correct answer. Put the score for each page on that page and then combine the scores for the cover.

<table>
<thead>
<tr>
<th>Page 1</th>
<th></th>
<th>Page 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Col. 1</td>
<td></td>
<td>Col. 2</td>
<td></td>
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<tr>
<td>1</td>
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<td>8</td>
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<td>9</td>
</tr>
</tbody>
</table>

Section C. The score is figured as in Section B.

<table>
<thead>
<tr>
<th>Major Items</th>
<th>Minor Items</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>4</td>
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<td>10</td>
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<td></td>
<td>11</td>
</tr>
</tbody>
</table>

Section D. Exercise 1. The order of the minor items is to be disregarded. The subject matter must be the same as the key.

A.
1. Raw materials
2. Manufactured articles

B.
1. Railways
2. Highways
3. Water
4. Airplane
Exercise 2. As the items are listed in the test the phrasing will be the same. Give 1 point if the major item has been chosen, and 1 point for each minor item appearing under the correct major item. The order of the minor items doesn't matter. The score is the number of items correct, so mark each correct item as you check the paper.

A. Farms
   1. Wheat to flour mills
   2. Vegetables to canning factories

B. Forests
   1. Lumber to furniture factories

C. Mines
   1. Steel mills
   2. Minerals to jewelry factories
   3. Minerals to machine shops

Exercise 3. Count 1 point for each item whose content, and placement (major or minor) agrees with the key.

A. Raising corn in New England
   1. It is cut while green
   2. Fed to dairy cows
   3. Used for ensilage

Part VI

As this part is subjective, the scorer must compare the answers against these standards. The purpose of the test is to find how many, and what type of associations the child has. Give 1 point for every association listed that seems valid. Here are some associations that might be found.

Section A.

What pictures, or places do you think of?
   Nile river with pyramids
   Picture of a paper mill
false
Did you think of any stories you have read?
Moses in the bulrushes

What would be some interesting things to do?
Visit a paper mill
See a piece of papyrus

What would be some interesting things to find out?
How rags are made into paper
What kind of paper does New England make?

Section B.

Things it reminded you of
Pictures of woods in winter
Stories of Paul Bunyan
A log jam on the Saco River

Things to do, or show the class
Make a map to show forests
Make a collection of pieces of wood that grow in New England

Things to find out
If they use trucks for logging
How much lumber was cut last year in New England?

Part VII

Check the wrong answers. Each mistake counts 1 point.

Subtract from the number of items.

Exercise 1. 3

Exercise 2. A. 2  B. 1

Exercise 3. A. 2  B. 1
Profile Chart

Name ___________________________ Date ____________

School ________________________ Grade ____ Age ___ M. A. ___

A DIAGNOSTIC PRE-TEST TO MEASURE READING SKILLS FOR GEOGRAPHY IN
GRADE FIVE

Profile Chart

I. Finding Geographic Material
   Using the parts of a geography book
   Finding geographic material in reference books
   Alphabetical order
   Using an index

<table>
<thead>
<tr>
<th></th>
<th>Class Mean</th>
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<tbody>
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</table>

II. Vocabulary
    Meaning from context, or defined in text
    Use of diacritical marks

<table>
<thead>
<tr>
<th></th>
<th>Class Mean</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

III. Comprehension

IV. Skimming
    Finding proper nouns and figures
    Finding answers using same phraseology as text
    Finding answers using different phraseology than text

<table>
<thead>
<tr>
<th></th>
<th>Class Mean</th>
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</table>

V. Organization of facts
   Choosing a paragraph title
   Separating facts into two groups
   Separating facts into major and minor items
   Outlining

<table>
<thead>
<tr>
<th></th>
<th>Class Mean</th>
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</table>

VI. Associational reading

<table>
<thead>
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<th>Class Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

VII. Drawing conclusions

<table>
<thead>
<tr>
<th></th>
<th>Class Mean</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>
# Diagnostic Test of Reading Skills

*Used in the Study of Geography*

## Part I

**Finding Geographic Material**

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>Class Mean</th>
<th>Possible Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Using the parts of a geography book</td>
<td>....</td>
<td>12</td>
</tr>
<tr>
<td>B. Finding geographic material in reference books</td>
<td>....</td>
<td>12</td>
</tr>
<tr>
<td>C. Alphabetical order</td>
<td>....</td>
<td>40</td>
</tr>
<tr>
<td>D. Using an index</td>
<td>....</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>....</td>
<td><strong>74</strong></td>
</tr>
</tbody>
</table>
Section A. Using A Geography Book

This exercise is to show how well you know how to use your Geography book. Do you know the different parts, and how to use them to get information? All of the questions in this exercise can be answered with one of the numbered words. Decide which word answers the question, then write its number on the blank.

Sample: Where would you look to find the title page? 2

1. BACK   2. FRONT   3. TABLE OF CONTENTS   4. INDEX

Where would you look
to find the Table of Contents? __

to find the number of chapters in the book? __

to find the Index? __

Where would you look
to find the number of pages in the section on New England? __

to find if the book tells about paper making? __

to find reference tables of population? __

Where would you look
to find the order that the book uses in telling about the different groups of States? __

to find where the book tells about Boston? __

to find if there is a picture of a salmon in the book? __

Where would you look
to find the pages of every place the book mentions dairying? __

to find where a map that shows where grapes are grown is? __

to find if the book tells about farming in the Hawaiian Islands? __

Pencils down. Do not turn the page.  
Number of items 12
Number wrong _____
Raw score _____
Section B. Finding Information in Other Books

Sometimes it is necessary to use several books to find out about a subject in geography. Do you know good places to look for information? Read each question, and decide in which of the following books you would look for that topic. Maybe you would look in two or three books. In the blank after the question, put the number of the book, or numbers of the books.

Sample: Where would you look to find out about candle making? ____, __

1. YOUR GEOGRAPHY BOOK  4. ENCYCLOPEDIA
2. DICTIONARY  5. HISTORY BOOK
3. ATLAS  6. OTHER GEOGRAPHY BOOKS

Where would you look to find about early settlers in Vermont? _____________

to find the meaning of pulverize? _____________

to find extra information about the rivers of Vermont? _____________

You are going to tell about "Dairying in Vermont". Where would you look first? _____________

Where would you look to find extra information on dairying in Vermont? _____________

Where would you look to find about other regions that have dairying? _____________

You are on a committee to find and report about quarrying. Where would you look to find general information on quarrying? _____________

to find a map that shows where quarries are? _____________

to find a picture of a granite quarry? _____________

to find about early quarrying in Vermont? _____________

to find the uses of stone taken from quarries? _____________

to find the meaning of "an ancient excavation"? _____________

Pencils down. Do not turn the page.  
Number of items 12  
Number wrong: ______  
Raw score ...
**Section C. Alphabetical Order**

Lists of words are usually in alphabetical order, such as an index, or the names of states in a population table. Put each group of words into alphabetical order to show that you understand what it is.

**Oranges**

<table>
<thead>
<tr>
<th>Group 1</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
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<table>
<thead>
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<table>
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<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
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</tbody>
</table>

Close the booklet.
Section D. Using an Index

Open your Geography book, Living in the Americas to the Index, pages 352-353. Find the following items, and put the numbers of the pages on which the information will be found on the blanks.

SAMPLE    Macon, Georgia, 127, 130

1. Luzon
2. World Map
3. Imperial Valley
4. Lake Ontario
5. Key West
6. Manufacturing in New England
7. New Haven, Conn.
8. Lumbering in Alaska
9. Naval Stores
10. Boston Region Map

Close the booklet.

Number of items 10
Number wrong....
Raw score....
Section of Use on Table

The page contains a table with columns labeled "Handle" and "Description." The table is not fully visible in the image. The text is not legible due to the quality of the image.
<table>
<thead>
<tr>
<th>Raw</th>
<th>Class</th>
<th>Raw</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>Mean</td>
<td>Score</td>
<td>Mean</td>
</tr>
</tbody>
</table>

A. Meaning of words from context and when defined in text

1. Pretest
2. Test
3. Gain

B. Use of diacritical marks

Total

Analysis of pronouncing ability.

- Will not try difficult words
- Guesses at words
- Unable to combine sounds into words
- Diacritical errors
  - Vowel markings
  - Accent marks
- Vowel errors
- Consonant errors
Section A. Vocabulary Pre-test

Here are three groups of words taken from a geography book. Find a word, or a meaning in the second column that fits each word in the first column, and put its number beside the word on the blank.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>obtain</td>
<td>soil</td>
<td>elevation</td>
</tr>
<tr>
<td>occupation</td>
<td>climate</td>
<td>base</td>
</tr>
<tr>
<td>industry</td>
<td>conditions</td>
<td>summit</td>
</tr>
<tr>
<td>various</td>
<td>affects</td>
<td>scarcely</td>
</tr>
<tr>
<td>provide</td>
<td>moisture</td>
<td>rises</td>
</tr>
<tr>
<td></td>
<td>amount</td>
<td>gradually</td>
</tr>
<tr>
<td></td>
<td>types</td>
<td></td>
</tr>
<tr>
<td>1. different</td>
<td>1. causes a change</td>
<td>1. bottom</td>
</tr>
<tr>
<td>2. factory</td>
<td>2. dirt</td>
<td>2. hardly</td>
</tr>
<tr>
<td>3. farming</td>
<td>3. facts</td>
<td>3. height</td>
</tr>
<tr>
<td>4. furnish</td>
<td>4. kinds</td>
<td>4. increase</td>
</tr>
<tr>
<td>5. get</td>
<td>5. rainy</td>
<td>5. quickly</td>
</tr>
<tr>
<td>6. a way to make a living</td>
<td>6. sum</td>
<td>6. top</td>
</tr>
<tr>
<td>7. a kind of business</td>
<td>7. weather conditions</td>
<td>7. slowly</td>
</tr>
</tbody>
</table>

Close the booklet
As you read these paragraphs, think of the meanings of the words. When you have finished, you will take the vocabulary test again. Try to think out the meaning of all the words.

Wherever people live in the world, they must have food, clothing, and homes. Everywhere they get these things by using the land and water of the earth. Whatever they do to obtain the things they need is called MAKING A LIVING. Ways of making a living are often called OCCUPATIONS. The various kinds of business that provide work for people are called INDUSTRIES. For example, the business of making and selling automobiles is known as the AUTOMOBILE INDUSTRY.2*

There are two things farmers must think about in deciding what crops they can raise. One of these is the kind of soil on their farms, and the other is climate. By SOIL is meant the loose surface materials of the earth in which plants grow. By CLIMATE is meant the weather conditions, which include the amount of rainfall, the number of warm and cold days, and the changes in the winds throughout the year. Soil and climate, then, help to explain the different types of farming that you will find carried on in the various parts of the United States.2a/

Your own home is no doubt several hundred, and it may be even several thousand, feet above sea level. You do not notice this elevation, however, because in most cases land rises gradually from the seacoast and the rise is spread over many hundreds of miles. If you were to take a vacation in the Rockies and climb to the top of Pikes Peak, your guide would tell you that you were 14,109 feet, or nearly three miles above the level of the sea. Only a little more than half of this height, however, or 8,000 feet, would be seen as you looked from the BASE, or foot, of the peak to its SUMMIT, or top. The rest of the height would scarcely be noticed as you traveled toward the mountain because the land rises so gradually over many hundreds of miles.2b/

Turn to the next page and write the answers to the vocabulary test.

* the 2 and subsequent numbers refer to Test Bibliography on page
The text on the page is not legible due to the quality of the image. It appears to be a typewritten document, but the content cannot be accurately transcribed.
Section 1. Vocabulary

Here are three groups of words taken from a geography book. Find a word, or a meaning in the second column that fits each word in the first column, and put its number beside the word on the blank.

**Group 1**

1. different
2. factory
3. farming
4. furnish
5. get
6. a way to make a living

**Group 2**

1. causes a change
2. dirt
3. facts
4. kinds
5. rainy
6. sum
7. weather conditions
8. temperature
9. water

**Group 3**

1. bottom
2. hardly
3. height
4. increase
5. quickly
6. top
7. slowly

Number of items 18
Number wrong:...
Raw score:...

Close the booklet
Section B. Use of Diacritical Marks

Individual Test. Child pronounces the list of words until he finds seven words he can't pronounce. Check the words with an X on the blank. The child then looks up the words in the Index and Pronouncing Glossary in his Geography. He pronounces the words to the teacher that he has looked up.

___Abaca
___Aberdeen
___Bahama
___Banff
___Callao
___Cauca
___Cheyenne
___Dakotas
___Genesee
___Gloucester
___Henequen
___Kafir corn
___Luzon
___Memphis
___Millinocket
___Oaxaca
___Passaic
___Sioux City
___Sorghum
___Tucson

Number of words wrong after study....
Sample 1: Lake Champlain is a large lake on the western boundary of Vermont. Where is Lake Champlain?
1. in Vermont
2. a large lake
3. near Vermont
4. on the western boundary of Vermont

Sample 2: Burlington is the largest city of Vermont. The largest city of Vermont is _________.

Part III
Comprehension

<table>
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<th>Raw Score</th>
<th>Class Mean</th>
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<td>B. Completion items</td>
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</table>

Name_________________________ Date_________________________
School________________________ Grade__ Age__ M. A.____
Cranberries grow in wet, swampy lands that are called BOGS. The soil on which the cranberries are grown is very sandy. At certain seasons of the year you would find the farmers putting a fresh layer of sand over the bogs. They do this in order to kill the insects, to help keep down the weeds, and to keep the soil damp and cool. Cranberries thrive best in cool, sandy, marshy soil.

Cranberries ripen in September. Before the picking season the farmers drain the marshes by means of ditches so that the land will be dry. Then the men, women, and children gather in the fields to pick the ripe berries. Every member of the family assists in the picking.

Underline the correct answer and then put its number in the little box.

1. Where do cranberries grow?
   1. field
   □ 2. hill
   3. bog
   4. lowland

2. How are cranberry bogs drained?
   1. pumps
   □ 2. ditches
   3. canals
   4. machines

3. What is used to kill insects, keep down the weeds, keep the soil damp and cool?
   1. fertilizer
   □ 2. paper
   3. poison
   4. sand

4. Why does the farmer drain the cranberry bog?
   1. to dry the land
   □ 2. to pick the berries
   3. to plant the berries
   4. to kill the weeds

5. What is a bog?
   1. a cranberry field
   □ 2. a certain kind of wood
   3. a wet swampy place
   4. a sandy field

6. Who helps in the picking?
   1. the men
   □ 2. the children
   3. the women and children
   4. every member in the family

Go on to the next page.
The Fall Line

The sea marks the eastern edge of the low, flat Coastal Plain; and the hilly, rolling Piedmont plateau, or highland, marks the western edge. A deep well can be dug in the lowlands without striking rock, but the rock is only a few feet under the soil in the Piedmont. In fact, it comes to the surface in many hilly places.

We find a line of falls and rapids in the rivers all along where the plain, or lowlands, and the Piedmont meet—the Fall Line, it is called. The streams do not wear down the rocky soil of the Piedmont very quickly; but when they strike the soft earth of the plain, they easily cut deeper channels. They fall or flow swiftly from the high Piedmont to the lower plain. Towns and cities are found along the Fall Line, because boats going up the rivers stop there on account of the falls and rapids. 1/

Underline the correct answer and then put its number in the little box.

7. The coastal plain is
   1. level and sandy
   2. hilly
   3. low and rocky
   4. hilly and sandy
   5. rocky

8. At the place where the rivers flow from the Piedmont to the coastal plain, there are
   1. lakes
   2. seaports
   3. bays
   4. falls

9. More cities are found
   1. just below the Fall Line
   2. just above the Fall Line
   3. at the Fall Line

10. Streams make deeper channels
    1. in the Piedmont
    2. in the Coastal Plain
    3. in the highlands

11. Boats stop at the Fall Line because
    1. there are cities there
    2. that is as far up the river as the boats want to go
    3. the falls in the river make it impossible to go further up the river

Pencils down. Wait.
Mountains and Temperature

If you were to climb a high mountain, you would find the temperature growing colder, just as you would if you were to travel toward the North Pole. In fact, you would find that it becomes one degree cooler for each 300 feet of height or elevation.

If you were to visit the high peaks of the Rocky Mountains during the hottest day in August, you would need a heavy coat to keep you warm. At the foot of the mountain your guide would tell you to wear heavy clothing. At first you would be too warm, but the air would become cooler as you climbed. Soon you would come to a region of trees. The grass in the open places would be dotted with many bright flowers. After a time you would find smaller and smaller trees, and finally there would be no trees at all. This place on the side of the mountain is known as the TIMBER LINE. Above the timber line you would find barren rock with patches of snow. At last you would find the land covered with snow and ice, and it would be very cold.

Underline the correct answer and then put its number in the little box.

12. As you climb a mountain, the temperature of the air
   1. becomes warmer
   2. becomes colder
   3. stays the same

13. On the hottest day in summer you would need a heavy coat if you were
   1. at the foot of a Rocky Mountain
   2. on the slope of a Rocky Mountain
   3. at the top of a Rocky Mountain

14. It becomes one degree colder for each 300 feet of
   1. distance
   2. latitude
   3. forest
   4. altitude

15. It grows colder as you climb mountains, just as it would if you were to travel toward the
   1. Equator
   2. east
   3. North Pole
   4. setting sun

16. There are no trees growing on the top of a high mountain because
   1. it doesn't get much rain
   2. it is too cold
   3. the trees grow on the slopes of the mountain
   4. it gets colder as you climb a mountain

Go on to the next page.
Mining

Everything in the world that is not an animal or a plant is called a MINERAL. There are various kinds of minerals, and they are found in many different places. Some minerals are very valuable, and many people make a living by digging them from the earth. This occupation is called MINING.

A few minerals, as coal, are ready to use just as they come from the earth. Most of them, however, are found in ORE. This means that they are combined with rock and other materials.

Underline the correct answer and then put its number in the little box.

17. What is a mineral?
   1. It is valuable
   2. It is found in the earth
   3. It is everything that is not a plant or an animal
   4. It is found in mines

18. What is mining?
   1. It is finding minerals
   2. It is digging minerals from the earth
   3. It is an occupation
   4. It is working in the ground

19. Where are minerals found?
   1. in the mountains
   2. in many different places
   3. along rivers
   4. near the seacoast

20. What is an ore?
   1. a mineral
   2. coal
   3. a mineral just as it is taken from the ground
   4. a mineral combined with rock

Close the booklet.

Number of items 20
Number wrong:...

Raw score:...
Section B
Growing Season

The number of hot and cold days in a year greatly affects the way plants grow in various parts of the country. In general, plants grow only in warm weather. It is during the summer, for instance, that the farmer grows his corn, potatoes, and many other crops. Even though he may plant his wheat in the autumn, it does not grow during the winter, but starts again during the warm spring days. In other words, the warm summer period is the GROWING SEASON. Usually the growing season is said to extend from the time of the last frost or freezing weather in the spring to the first frost or freezing weather in the autumn. Putting it another way, you may say that the growing season is the frost-free season of the year.2f

Complete the sentence by filling in the blanks.

1. The special name given to the time of the year that plants grow is the ____________________________.

2. The growing season is from the _______ frost in the spring to the _______ frost in the fall.

3. The _______ season and the growing season mean the same time of the year.

4. Usually plants grow only during _______________ weather.

5. The wheat that a farmer plants in the fall _______ grow during the winter.

Go on to the next page.
Farming in the Piedmont

The Piedmont is a region of mixed farming; much wheat, corn, and hay are grown. This is the largest dairy region of the South because of the fine pastures and the clear, pure water of the streams and springs. The finest of horses and mules are raised here, and many army officers come to this section every year to buy them for the army. Everywhere one sees big red barns filled with hay and grain for the cattle and horses, or the stock, as we call them. la/

Fill in the blanks with the correct words.

6. The Piedmont is a region of ___________ farming.

7. The fine pastures and clear pure water of the streams cause it to be the largest ___________ region of the South.

8. Army officers come to this region to buy ___________ and ___________ for the army.

9. Cattle and horses are sometimes called ___________.

Go on to the next page.
Oysters

In a short time the little fellow grows to the size of a grain of sand and begins to form a shell which is to be its future home. The shell has two hinged halves, or valves, which the oyster can open and close at will. The oyster has no head and no eyes, but it has a great big mouth and big lips. Through these lips it sucks in very tiny particles of fish and plant life. Although the oyster can neither hear, see, or smell, it knows enough to close its shell when an enemy comes near. So tightly can the oyster close its shell, that great strength is required to force it open. lb/

Fill in the blanks with the correct words.

10. An oyster begins to form its shell when it is the size of ________________.
11. The two halves of its shell are called ____________.
12. The oyster eats tiny particles of ____________ and ____________.
13. When an oyster thinks danger is near he ________________.

Stop. Put your pencils down.
Altitude and Occupations

Because altitude affects the growing season, it makes a difference in the kinds of crops the farmers raise. It also affects the work of people who do not depend on farming for a living. Certain mountain regions, for instance, contain minerals such as gold, silver, iron, or coal. Some people make a living by digging for these minerals. Others work in factories built near mines, especially near coal mines. In the lowlands, farming is an important occupation. Because the land is fairly level, it is easy to build railroads and highways. Thus, transportation is another important type of work in the lowlands. Then, too, because goods can be moved easily, there are many manufacturing cities in the lowlands. Where there is a wide, level seacoast, cities grow up as shipping centers and give work to many people. Hence, you can see that if you know about the altitude of any region, you can tell something about the occupations you might expect to find there.

This paragraph has told you that altitude affects peoples occupations. It has named five occupations, and told where and why you will find them at certain altitudes. Fill in the blanks to show you understand the meaning of the paragraph. In the first blank in each sentence, use MOUNTAINS or LOWLANDS. For some occupations, you may need both words. The last blank is the place to tell why that kind of work is found there.

14. Mining is found in the __________________________ because __________________________

15. Transportation is found in the __________________________ because __________________________

16. Farming is found in the __________________________ because __________________________

17. Manufacturing is found in the __________________________ because __________________________

18. Shipping is found in the __________________________ because __________________________

Go on to the next page.
Manufacturing

New England has many mills. Strange to say, most of the raw materials used in the mills are brought in from other places. Raw materials, you remember, are such things as cotton and iron from which manufactured articles are made. At first most of the raw materials used in the factories were obtained in New England itself. The manufactured articles consisted of shoes, clothing, furniture, and tools which the people needed. Later, however, many New Englanders began to make a living on the sea and became good seamen. More and more they sent out ships to other parts of the United States and even to other countries. These ships brought in raw materials and carried away manufactured articles. In this way a great trade with other regions arose, and thus, manufacturing became a great industry in New England. 

Complete the sentence by filling in the blank.

19. The New England factories, at first, obtained most of their raw materials from__________________________.

20. The early factories made things such as__________,__________,______________________, and______________________.

21. People who earn a living on the sea are called______________________.

22. The ships brought in__________________________ and carried away ____________________________.

23. This trade with other nations caused__________________________ to become a great industry in New England.

Close the booklet.
Part IV

**Skimming**

Combine both "A" scores, both "B" scores, and both "C" scores before entering here.

A. Finding proper nouns and figures

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B. Finding answers to questions using same phraseology as text

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C. Finding answers to questions using a different phraseology than text

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Total | .... | .... | 19

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</table>
Section A. Skimming

Read the question. Read both paragraphs until you find the answer. Write it in the blank, and go on to the next question. When you finish, look at the card the teacher is holding, and put that number on your paper where it says time.

A. Where are two places in American waters that codfish are found? ____________________________ and ____________________________

B. What are the shallow places off the coast of Newfoundland called? ____________________________

B. How long may a fishing trip last? ____________________________

C. What is a small rowboat called? ____________________________

C. What season of the year are most codfish caught? ____________________________

A. How much did the largest codfish caught in American Waters weigh? ____________________________ pounds.

A. Where do the fishing boats go? ____________________________

B. What kind of a home do codfish like? ____________________________

B. How do codfish grow? ____________________________

C. How much does the average codfish weigh? _______ to _______ pounds.

Fishing for Cod

Codfish like a cool home. Because of this they are found in American waters mostly along the New England coast and the Grand Banks of Newfoundland. They devour so greedily every other form of life smaller than themselves that they grow rapidly. The largest codfish ever caught in American waters weighed 211 pounds, and was over six feet long. Many have been caught that weighed over 100 pounds, but the ordinary fish weighs from ten to thirty-five pounds. The cod is a winter fish, as well as a cold-and-deep water one; so it begins to bite early in October and continues to do so through April.

Many of the fishing fleets go to what are called the Grand Banks. These "banks", or shallow places in the ocean, are off the coast of Newfoundland. There the cod are found in enormous numbers. The fishermen must take a good supply of food for themselves and plenty of bait for the fish. For the trip may last for weeks. They go to the banks in sailing vessels or in power boats. Each vessel carries several rowboats, or dories on board.
In order to make the necessary changes to the text, I will need to consult the original source material. The text appears to be a formal document, possibly a letter or a statement. The specific content of the text is not clear due to the formatting and possible OCR errors. I would need the original document to provide a more accurate transcription. If you have access to the original document, please provide it for a more precise translation.
Section B. Skimming

Read the question first. Then quickly read, or glance through, the three paragraphs until you find the answer. Write the answer in the blank, and go on to the next question. Work as fast as you can. When you finish, look at the card the teacher is holding, and put that number on your paper where it says TIME.

SAMPLE: What harbor does it tell about?

A Where are there many little islands?

B With what was the ship loaded that came from the southern states?

B How far must a large vessel travel in order to turn around?

C What kind of trade is it called when a ship trades with cities up and down the coast?

A Where has the large ship in the harbor come from?

B Because of the deep water, what size ships can come in to Boston's harbor?

C What prevents the high waves from sweeping in to Boston's harbor?

Have you ever been aboard a large ship that sails on the ocean? Suppose you board one just before it enters Boston Harbor. As you know, a HARBOR is a protected place where ships may come up to the land. The ship is loaded with raw cotton from the southern part of our country. The captain explains that the ship is engaged in COASTWISE TRADE. This means that the vessel does not go to foreign ports, but trades with cities up and down the coast.

As the vessel enters Boston harbor, you notice that Boston Bay is dotted with many islands. These islands break the high waves of the ocean, and the water in the bay is smooth and quiet. In the harbor you see several other ships. Just ahead is a large ship which is arriving from Europe.

The water in the harbor is deep enough for the largest ships. Then, too, the harbor is large and the ocean liners find plenty of room in which to turn around. A large vessel must travel more than a quarter of a mile to turn.

Time __:__

Score
A items correct....
B items correct....
C items correct....

Raw score ....
Part V
Organization of Facts

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<th>Raw Score</th>
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<td>A. Choosing a title for a paragraph</td>
<td>....</td>
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<tr>
<td>B. Separating facts into two groups</td>
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<td>C. Separating facts into major and minor ideas</td>
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<td>D. Outlining</td>
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<td>Fill in paragraph form with minor items</td>
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<tr>
<td>Facts from a paragraph to put in outline form</td>
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<td>Outline of short paragraph</td>
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Facts from a paragraph to put in outline form

Outline of short paragraph

Total
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A note on note-taking:

- Taking accurate notes is crucial for effective learning.
- Regular practice helps improve note-taking skills.
- Using highlighters and symbols can aid in organization.
- Reviewing notes soon after class can reinforce understanding.

Certification:

Fill in the certification form with your name.

LaTeX from a presentation slide:

in ciphertext.

Outline of event preparation:

- Prepare slides.
- Practice presentation.
- Check equipment.

[Signature]
Section A. Choosing a Good Title For a Paragraph

Sample:

If you were to travel to various parts of the world, you would find high mountainous lands and lowlands. You would find wet lands and dry lands. You would also find hot lands and cold lands. Now if you were to travel in the United States, you would find many similar kinds of lands here. In fact, there are so many different kinds of lands in the United States that it is often spoken of as a "land of many regions." 2i/

What is the subject of this paragraph? Look at the titles listed below. Which one best fits the paragraph? Put an X on the line in front of it.

- Wet lands and dry lands
- United States
- High mountainous lands and lowlands
- United States is a land of many regions

When you wish to buy something, you go to a store. The storekeeper buys his goods from many different places and brings them together in his store to sell. The owner of a factory, too, must buy and sell. He must buy all the raw materials he needs, and later must find places to sell the manufactured articles. Sometimes goods are bought and sold several times before they reach the hands of people who use them. All this buying and selling is called COMMERCE or TRADE. People generally think of trade and transportation together because when goods are sold they usually must be carried from one place to another. 2k/

Show which of the following titles is the best one for this paragraph by putting an X on the line in front of it.

1. __ Commerce, or buying and selling
2. __ Buying things at a store
3. __ Goods are carried from one place to another
4. __ He buys raw materials

Go on to the next page.
Between countries and states there are dividing lines just as there are between farms or city lots to show that they belong to different owners. Such lines are called BOUNDARY LINES. Of course, these boundary lines are not real lines, and usually there is nothing to show where they are. Sometimes, however, when you are traveling you may see highway signs that tell when you pass from one country, state, or county into another.21/

Show which of the following titles is the best one for this paragraph by putting an X in front of it.

1. Boundary lines are not real lines
2. Highway signs sometimes tell where boundary lines are
3. Boundary lines are dividing lines between countries and states
4. A boundary line shows that the land belongs to different owners

Rivers, lakes, and mountains are often used as boundaries of large divisions of the country. Such boundaries are called NATURAL BOUNDARIES. For example, the Mississippi River serves as a natural boundary between the states of Iowa and Illinois. Likewise, the Rio Grande serves as a natural boundary between a part of Mexico and the United States. An entire river, lake, or mountain range does not serve as a boundary, however. There is always an exact line along the edge or along the middle of a river or lake, or across the top of a mountain, which marks the place where one country, state, or county ends and another begins. Such lines are carefully measured and recorded by surveyors, who use them in making maps. 2m/

Show which of the following titles is the best one for this paragraph by putting an X in front of it.

1. The Rio Grande is a natural boundary between United States and Mexico
2. Rivers, lakes, and mountains are natural boundaries
3. Natural boundaries are used in the United States
4. The exact boundary line across the top of a mountain is carefully measured

Stop. Put your pencil down. Raw score Number correct....
An oyster finds its home at the bottom of a bay or inlet of salt water, where the tide is gentle. In order to grow, this small shellfish has to remain in the same place, and motionless, all its life. A strong tide would wash it away. Second, the sea floor must be hard enough for the oyster to cling to and not be buried in the mud. The best kind of floor for the oyster is one either of firm mud or of soft mud covered with gravel or shells.

You may be wondering how the oyster is planted. It is a very simple matter. If the planter cannot find a mud floor that is firm enough for the oyster to fasten itself to, he makes one by covering the soft mud with sand, gravel, or shells. Then, he plants the seed—young oysters that have been hatched. They are shoveled from boats and make their way to the under-sea farms.

These paragraphs have told you about oysters, where they live and oyster farms. Look at the facts listed below and decide whether they are telling about Where Oysters Live, or Under-sea Farms. If the fact tells where oysters live, put its number in the first column. If the fact tells about under-sea farms, put its number in the second column.

1. mud covered with shells
2. hard floor
3. oysters that have been hatched
4. planting oysters
5. salt water
6. shoveled from boats
7. covering soft mud with shells
8. gentle tide
9. oyster seed

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where Oysters Live</td>
<td>Under-sea Farms</td>
</tr>
</tbody>
</table>

Score
Number right....
Number right,
previous page....

Go on to the next page.
Stop. Lay pencils down.
### Column 1: Under-see-Name

| Column 2: Where Cheese
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

### Table

<table>
<thead>
<tr>
<th>Score</th>
<th>Cheese Type</th>
<th>Cheese Flavor</th>
<th>Cheese Texture</th>
<th>Cheese Aroma</th>
<th>Cheese Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cheddar</td>
<td>Sharp</td>
<td>Semi-Soft</td>
<td>Aromatic</td>
<td>Yellow</td>
</tr>
<tr>
<td>2</td>
<td>Swiss</td>
<td>Mild</td>
<td>Semi-Soft</td>
<td>Neutral</td>
<td>Cream</td>
</tr>
<tr>
<td>3</td>
<td>Gouda</td>
<td>Mild</td>
<td>Semi-Hard</td>
<td>Aromatic</td>
<td>Orange</td>
</tr>
<tr>
<td>4</td>
<td>Brie</td>
<td>Semi-Soft</td>
<td>Soft</td>
<td>Neutral</td>
<td>Creamy</td>
</tr>
<tr>
<td>5</td>
<td>Blue Cheese</td>
<td>Strong</td>
<td>Semi-Hard</td>
<td>Aromatic</td>
<td>Blue</td>
</tr>
</tbody>
</table>

### Notes

- Always check the эксперти И нкияи to ensure the cheese is fresh.
- Choose cheeses with a good balance of flavor and texture.
- Store cheese in the refrigerator to maintain its freshness.
- Stop by the cheese counter to sample a variety of cheeses.
Section B. Peanuts

The peanuts are planted in rows about three feet apart. The plants grow from one to two feet high and have pretty yellow blossoms. When the blossoms fall off, the flower stalks bend down and push their heads into the ground. As soon as these little heads are snug and warm in their underground bed they begin to grow the nuts we like so well. When the nuts are ripe, the plants are plowed loose, pulled, and stacked to dry. A threshing machine separates the nuts from the vines. They are then dried and put in sacks for shipment. Norfolk is a peanut-shipping port.

This paragraph has told how peanuts look when they are growing, and how they are harvested. Look at the facts listed below and decide whether they are telling how peanuts look, or how they are harvested. If the fact tells how peanut plants look, put its number in the first column. If the fact tells how peanuts are harvested, put its number in the second column.

1. 2 feet high
2. plants are pulled
3. peanuts grow on the heads
4. plants are plowed loose
5. put into sacks for shipment
6. stalks bend toward the ground
7. separating nuts from the vine
8. plants are stacked to dry
9. yellow blossoms

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Peanut Plants Look</td>
<td>How Peanuts Are Harvested</td>
</tr>
<tr>
<td>Major Items</td>
<td>Minor Items or Details</td>
</tr>
<tr>
<td>Important Items</td>
<td></td>
</tr>
</tbody>
</table>

Go on to the next page. Score: Number right
Section C. Paper Making

When the logs for making paper reach the mill, the bark is taken off, and they are cut into blocks. The blocks are then ground up by great crushers. This finely ground wood is soaked first in acid and then in water until it becomes a pasty wood pulp. The pasty mixture is next passed between hot rollers which dry it and roll it out thin into paper. The paper is then made into sheets, or done up in rolls, and shipped to the print shops of the big cities.

Show that you can tell the difference between major items, or the more important things, and the minor items, or details. Look at each phrase in the list. If it is a major item, put its number in the Major Item column. If it is a minor item, put its number in the Minor Item column.

<table>
<thead>
<tr>
<th>Major Items or Important Items</th>
<th>Minor Items or Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the logs reach the mill</td>
<td></td>
</tr>
<tr>
<td>2. done up in rolls</td>
<td></td>
</tr>
<tr>
<td>3. the bark is taken off</td>
<td></td>
</tr>
<tr>
<td>4. making pulp into paper</td>
<td></td>
</tr>
<tr>
<td>5. cut into blocks</td>
<td></td>
</tr>
<tr>
<td>6. cut into sheets</td>
<td></td>
</tr>
<tr>
<td>7. making wood pulp</td>
<td></td>
</tr>
<tr>
<td>8. ground wood is soaked in acid</td>
<td></td>
</tr>
<tr>
<td>9. rolled between hot rollers</td>
<td></td>
</tr>
<tr>
<td>10. ground wood is soaked in water</td>
<td></td>
</tr>
<tr>
<td>11. blocks of wood are ground</td>
<td></td>
</tr>
</tbody>
</table>

Stop. Lay your pencil down. Score: number right....
Section D

Exercise 1

Transportation

Thousands of people make a living by carrying goods from place to place. The word GOODS is used to include raw materials and manufactured articles. Raw materials must be carried to factories. The manufactured articles must be carried to places where they can be sold. The carrying of goods from one place to another is called TRANSPORTATION. The United States has many railroads and many fine highways. In some places water is used for transportation. Sometimes light goods are carried by airplanes.

Finish the outline of the paragraph. The important ideas have been given. You are to put in the minor, or less important ideas.

A. Goods that are carried.

1. 

2. 

B. Ways of carrying goods, or means of transportation.

1. 

2. 

3. 

4. 

Stop. Lay pencil down

Score
Number correct....
Section I

Introduction

The importance of effective fire prevention and protection cannot be overemphasized. The problem of fire and the consequent loss is a matter of serious concern to every community. The fire department has a vital role to play in the prevention and control of fires. This role includes education and training of the public, inspection and supervision of buildings and equipment, and the provision of adequate fire protection facilities.

In recent years, there has been a significant increase in the use of new building materials and appliances which present new challenges to the fire department. These developments require the fire department to stay abreast of the latest research and technology in order to effectively address the changing fire hazards.

It is important to note that the fire department’s role extends beyond the limits of the building itself. The department must also be prepared to respond to emergencies in the surrounding area, including natural disasters and other emergencies.

In conclusion, the fire department plays a crucial role in the community’s safety and well-being. It is essential that we continue to support and invest in the fire department in order to ensure that it can effectively protect us from the dangers of fire.

References...

End of Document
Exercise 2

The raw materials used in factories come from farms, forests, mines, and even from the ocean. Many food products from the farms go to canning factories, and wheat goes to flour mills. Lumber from the forests goes to factories for making furniture and other articles. Minerals from mines go to steel mills, jewelry factories, machine shops, and other manufacturing plants.

Can you make an outline for this paragraph? Use the major and minor items in the list below.

I. Where do raw materials come from?

A. 1.
   2.

B. 1.

C. 1.
   2.
   3.

Farms
Steel mills
Wheat to flour mills
Lumber to furniture factories
Mines
Minerals to jewelry factories
Vegetables to canning factories
Forests
Minerals to machine shops

Stop. Lay pencil down.
Exercise 3

Since the growing season in New England is not long enough for corn to ripen well, it must be cut while it is still green. Much of it is used as feed for dairy cows. Often the green stalks are chopped up by a machine and put into a tall, round building called a SILO. The chopped corn is usually spoken of as SILAGE or ENSILAGE and makes good winter feed.\(^2\)

Can you think of a good title for this paragraph? Write it on the line at A. Then write 3 minor topics, or details, that the paragraph tells about, filling in the outline.

A

1._

2._

3._

Stop. Close booklet.

Score for outlining.
Exercise 1. ....
Exercise 2. ....
Exercise 3. ....

Raw score ....
Part VI

Associational Reading

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>Class Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Number of associations</td>
<td>....</td>
</tr>
<tr>
<td>B. Number of associations</td>
<td>....</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>....</td>
</tr>
</tbody>
</table>

Analysis of associations.

Put number of items child listed in the blank.

Associations with
__places he has been
__pictures he has seen, including movies
__stories he has read
__things he can show or tell the class
__things he can make
__things he can read
__miscellaneous
Associational Thinking

Whenever you read, it makes you think about things you already know. This test is to find what things that you already know about, that a geography paragraph can make you think of. Read the paragraph about New England's trade, and remember any things you think about as you read.

There are two very good reasons why New England carries on a large trade. First, since it has so many factories, large quantities of raw materials must be brought in and manufactured articles must be carried away. The second reason is that New England lies along the ocean where it may easily be visited by ships. As you study further you will find it has a large number of seaports.

Did you think of any pictures or places as you read? What kind?

What does the ocean look like?

Did you think of any raw materials or manufactured articles by name?

Did this paragraph suggest anything that would be fun to do?

Did it make you want to show, or tell the class something?

Are there any questions that you thought of that you would like to find the answers to?
Section A

This test is to be done individually in the same way that the class did the first. Read the paragraph thoughtfully, and then write down the things it made you think of. The questions may help you. If you think of any extra things, write them at the bottom of the page.

Using Wood for Making Paper

The first paper was made by the Egyptians thousands of years ago. This paper was made by splitting stalks of a grasslike plant that grew along the Nile, a great river in Africa. Later, for a long time, rags were the only material used for making paper. Today some of the highest grades of writing paper are still made from rags. Practically all of the paper used for books, newspapers and magazines, however, is made from wood. The making of paper is one of the leading industries in New England.

What pictures, or places did you think of?

Did you think of any stories you have read?

What would be some interesting things to do?

What would be some interesting things to find out?

Go on to the next page.
A VITAL

...
Section B

Read this paragraph thoughtfully, just as you did the last one. Then, list the things you thought of. You may reread the paragraph if you need to.

Lumbering in New England

Winter is the best time for logging in northern New England. Deep snows cover the rocky lands and swamps. Most lumbermen therefore use large sleds for hauling the logs over roads cut through the woods. The logs are hauled to streams and left in piles along the banks. When the ice melts in the spring, they are rolled into the water and floated down to the sawmills.

On a map of the forests of the United States, you will see that the New England States are in the Northern Forest region. Most of the trees in this region are hemlock, poplar, pine, fir, and spruce. More trees are cut in Maine than in any other New England state, although much lumbering is also done in New Hampshire and Vermont.

Things it reminded you of.

Things to do, or show the class.

A. Some people in a small sailboat were off the coast of Maine when a storm came up. They needed to find a harbor quickly. How long do you think they had to wait before finding a harbor?

Things to find out.

Stop. Close booklet. Number of items....
Part VII
Drawing Conclusions

<table>
<thead>
<tr>
<th>Drawing conclusions based on content of paragraph</th>
<th>Raw Score</th>
<th>Class Mean</th>
<th>Possible Score</th>
</tr>
</thead>
</table>

Directions. In this exercise you will read a short paragraph. Next there will be a statement and a question about the same topic as the paragraph. From the information in the paragraph, decide which of the possible answers is the best one and put an X on the blank in front of it.

Sample: Besides the ports that have been mentioned, there are many smaller harbors along the coast. Most of them are the home ports for fishing vessels. Small ships, however, that make regular trips along the coast stop at several of the more important ones.

A. Some people in a small sailboat were off the coast of Maine when a storm came up. They needed to find a harbor quickly. How long do you think they had to sail before finding a harbor?

1. 100 miles
2. 10 miles
3. 50 miles
4. 250 miles
Part IV

Drinking Compositions

unspecified composition.

in the

and

I am unable to do any further examination of the material at hand.

It is our plan to visit the site to

and to examine the samples of compositions

and to make further examination of the

The above people to a small extent were all the more of the

I have seen a sample of these and I find a further analysis

will judge

wills

wills

wills

wills
1. A great many people make their living by manufacturing. Factories are usually started in towns or cities where it is easy to get workmen. Sometimes, however, a factory is started in the country. Then a town usually grows up because the workmen must have a place to live.

You have heard that in a small town with a population of 1000, a new, large factory will be built, employing 500 workers. What will happen to the population of the little town?

1. ___ stay the same
2. ___ increase to 1500
3. ___ increase to about 2000
4. ___ increase to about 5000

2. Of the three important fishing centers, Boston ranks first. The large population of Boston and of the nearby towns provides a good market for fish. Many dried fish are prepared at Gloucester, however, for shipment to all parts of the United States and to many other parts of the world.

A. You want to see how fish are dried and prepared for shipment. Where would be a good place to go?

1. ___ any fishing port
2. ___ to the largest fishing port, Boston
3. ___ to Gloucester

B. A boy has said Boston sells more fresh fish than any New England city. Do you think

1. ___ he is probably right?
2. ___ he is probably wrong?
3. ___ he is absolutely right?
4. ___ he is absolutely wrong?

Go on to the next page.
3. Raw wool is supplied by sheep. After the wool is cleaned, it is made into yarn and then woven into goods. New England makes more than half of the woolen goods manufactured in the whole country. 

A. A company in New York makes children's winter clothes. They buy large quantities of woolen cloth. Where do you think they buy the cloth?
   1. __from New York state
   2. __all from New England
   3. __a large part from New England
   4. __none from New England

B. Someone has made a list of the cities in the United States where there are important woolen mills. What cities would you expect to find on the list?
   1. __many New England cities
   2. __no New England cities
   3. __all New England cities
   4. __a few New England cities

Close the booklet

Number of items   5
Number wrong   ....
Raw score   ....
TEST BIBLIOGRAPHY

   1b page 33 Ibid
   1c page 34 Ibid
   1d page 56 Ibid
   1e page 31 Ibid
   1f page 32 Ibid
   1g page 58 Ibid

   2a page 19 Ibid
   2b page 25 Ibid
   2c page 43 Ibid
   2d page 23 Ibid
   2e page 16 Ibid
   2f page 20 Ibid
   2g page 24 Ibid
   2h page 59 Ibid
   2i page 4 Ibid
   2j page 18 Ibid
   2k page 11 Ibid
   2l page 11 Ibid
   2m page 11 Ibid
   2n page 18 Ibid
   2o page 17 Ibid
   2p page 40 Ibid
   2q page 58 Ibid
   2r page 50 Ibid
   2s page 50 Ibid
   2t page 63 Ibid
   2u page 17 Ibid
   2v page 48 Ibid
   2w page 55 Ibid
CHAPTER IV

CONCLUSIONS AND SUGGESTIONS FOR FURTHER STUDY

The purpose of this study was to construct a diagnostic pre-test to measure reading skills for geography in grade 5. The test attempts to measure the reading skills that through research in the field of reading and geography have been found to be considered necessary for the successful study of geography.

To improve the test and to make it a more valuable diagnostic instrument, the following steps should be adopted.

1. Administer the pre-test to fifth grade children and find how FURTHER STUDY measures the reading skills it attempts to measure and how reliable it is.

2. An item analysis should be made, so that the non-valid items can be omitted.

3. The improved form should be given and the scores correlated with teachers' marks or with scores of a standard geography test to measure its prediction value.

In its present form, the test should point out individual as well as class strengths and weaknesses in reading skills used for geography. It will enable the teacher to make better lesson plans in geography to meet the study skill abilities of her class. It should suggest remedial work and drill exercises on definite phases of reading skills. It will provide a basis for individual instruction.
CHAPTER VI
CONCLUSION AND SUGGESTIONS FOR
FURTHER STUDY
CHAPTER IV

CONCLUSIONS AND SUGGESTIONS FOR FURTHER STUDY

The purpose of this study was to construct a diagnostic pre-test to measure reading skills for geography in grade 5. The test attempts to measure the reading skills, that through research in the field of reading and geography have been found to be considered necessary for the successful study of geography. To improve the test and to make it a more valuable diagnostic instrument, the following program should be adopted.

1. Administer the test to a large number of fifth grade children and find out how well it measures the reading skills it attempts to measure and how reliable it is.

2. An item analysis should be made, so that the non-valid items can be omitted.

3. The improved form should be given and the scores correlated with teachers' marks or with scores of a standard geography test to measure its prediction value.

In its present form, the test should point out individual as well as class strengths and weaknesses in reading skills used for geography. It will enable the teacher to make better lesson plans in geography to meet the study skill abilities of her class. It should suggest remedial work and drill exercises on definite phases of reading skills. It will provide a basis for individual instruction.
CHAPTER VI

CONCLUSIONS AND SUGGESTIONS FOR FURTHER STUDY

The purpose of this study was to construct a diagnostic tool to measure the teaching skills of students in geography. The test attributes to measure the teaching skills and their instructional effectiveness in the field of teaching geography and geography have been found to be essential for the success of teaching geography. To improve the test and to make it more applicable, the following recommendations should be adopted:

1. A larger number of teachers should be tested to determine the validity of the test.

2. An item analysis should be made to identify non-essential items.

3. The importance of each item should be given to teachers and students.

4. Feedback from teachers and students should be incorporated into the test.

5. The test should be revised periodically to ensure its relevance and effectiveness.

In the present study, the test produced only one significant item as well as other attributes and weaknesses in teaching skills were identified. The test attributes were analyzed to improve the test for future use. If successful, the test will be used in future research to evaluate the effectiveness of teaching skills.
To complement this study, a set of remedial exercises should be constructed that will provide practice in each of the skills tested.

The writer believes this type of a test is valuable to both teacher and pupil in diagnosing reading skills at the beginning of a geography course. A similar test, more highly refined, that could be given to grades 4, 5, and 6, to find the amount of gain made in these study skills from grade to grade should prove valuable.
To complete a study of a set of material exercises

A similar case to the one above is another to practice if seen at the

end of a lesson or of a course. A similar case more likely
tellings that might be taken as clues to grade A or B to find the
meaning or early use in these particular skills from grade C grade.
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</table>

Service Paper
Keyes, F. A.
1947

Keyes, F. A.
A diag. pre-test to meas. reading skills.