

EDUCATION 424-4

Learning Disabilities: Laboratory

Summer Session, 1990
(July 3 - August 10)
Tuesdays / Thursdays
1:00 - 4:50 p.m.
Location: MPX 7506

Instructor: Sharlene Lazin

PREREQUISITE: Education 422

COURSE OUTLINE:

Through a tutorial emphasis, this course will provide:

1. An understanding of the educational difficulties encountered by learning disabled students.
2. Information about assessment, teaching methods and learning strategies.
3. Practical experience with initial and on-going assessment and the development of remedial programs.
4. An examination of various methods of reporting and record keeping.

Assignments include reports on assessment and tutoring. There is no exam. Details will be provided at the first class meeting.

ASSIGNMENTS:

- (1) Initial Assessment of Tutee (Testing and report) -- 20%
- (2) Critical Evaluation of a selected instructional approach with reference to its suitability for LD students (5-9 pg. research essay) -- 20%
- (3) IEP (Individualized Education Plan) for tutee, based upon initial assessment -- 20%
- (4) Instructional Evaluation of Tutoring, to include:
 - (a) Report on the effectiveness of teaching/tutoring strategies used during program
 - (b) Self-evaluation
 - (c) Portfolio containing samples of materials, methods used, with explanatory comments -- 30%
- (5) Final Report to Parents -- 10%

REQUIRED TEXT:

Mann, P. H., Suiter, P. A., McClung, R. H. Handbook in Diagnostic Teaching.
Allyn & Bacon.

EDUCATION 424-4: 1990-2

ASSIGNMENTS

1. INITIAL ASSESSMENT

An evaluation of the current status of your student in a specific area of learning. A report embracing:

- General evaluation of child (subject)
- Selection of tests
- Conditions of testing
- Scores
- Interpretation of scores

The major purpose of this assignment is to establish a platform for the treatment you design for the student.

Refer: evaluation-category-sheet for criteria to be used in evaluation of your report.

JULY 10: 20%

2. INDIVIDUAL EDUCATION PLAN (IEP)

The IEP is the master plan of what you, the teacher, decide to do regarding the treatment of the child. It will specify:

- skills/concepts to be developed
- instructional strategies to be employed
- materials to be used
- amount of tutoring time contracted

Warrants for your decisions will be derived from the Initial Assessment; and IEP entries should link to the information gained by assessment.

The IEP FORM will be distributed on June 29.

Criteria for evaluation of the IEP are:

- a) That it be correct and complete.
- b) Specificity of content.
- c) Feasibility of plan.
- d) That the content be logical and consistent.
- e) Overall appearance of the document.

July 17: 20%

3. BIBLIOGRAPHY AND RESOURCE FILE

Development of a resource file for the area of learning disabilities – to include annotated references from the literature and research; descriptions of activities, ideas, materials, etc.

This is your file, and I hope you will continue to maintain it after the course is concluded. Use any format with which you are comfortable. However, I do recommend a card-index system because of the flexibility it offers in terms of access, replacement, extension, and its capability for sorting according to topic, as your future needs may prescribe. Or, you might choose to use a computer, in which case you would submit a hard copy for evaluation.

Criteria for evaluation of the file are:

- a) Number of entries (MINIMUM: 20)
- b) Relevance of entries
- c) Inclusion of your evaluations of entries
- d) Difficulty level of bibliographic references
- e) Amount of WORK

If you are also taking EDUC. 422, amalgamate both Bibliographies and Resource Files.

AUGUST 3 (10 a.m. – 11 a.m.): 10%

4. INSTRUCTIONAL EVALUATION OF TUTORING

A relatively brief (e.g., 6–8 pages), but precise exploration of the effectiveness of the teaching-learning procedures you employed. The pre-post status of the child should provide the context for your assessment of treatment.

An evaluation guideline is not provided for this assignment because (surprise!) your ability to structure appropriate categories for your evaluation is an important component of what will be assessed.

AUGUST 3 (10 a.m. – 11 a.m.): 20%

5. FINAL REPORT

A summary report on the tutoring experience, to be completed on the special report form which will be provided for you, and which I shall subsequently forward to the child's parents.

AUGUST 3 (10 a.m. – 11 a.m.): 20%

6. PARTICIPATION IN CLASS

This component does not imply monopolization/interruption of in-class discussion! It does imply commitment to:

- a) attendance
- b) on-time submission of work
- c) special contributions (e.g., appropriately-timed offerings of substantive information; cogent articles for LIFT file; acting as a resource for others; formal sharing of ideas re intervention).

Compliance with a + b gets you a "C". If, as well, you participate in category "c", an "A" or "B" is possible. This grade category is discretionary and may counterbalance.

GRADE CONTRIBUTION: 10%

Name _____ Date _____ Grade _____

DIFFICULTIES IN WORD RECOGNITION

- | | |
|----------------------------|------------------------|
| 1. Reversals _____ | 4. Omissions _____ |
| 2. Letter Confusions _____ | 5. Repetitions _____ |
| 3. Insertions _____ | 6. Substitutions _____ |

MOVEMENTS

- | | |
|---------------------------------|----------------------------------|
| 1. Finger Pointer _____ | 1. Eyes too Close to Page _____ |
| 2. Uses Marker _____ | 2. Eyes too Far from Page _____ |
| 3. Loses Place _____ | 3. Excessive Fixations _____ |
| 4. Can't Find Page _____ | 4. Irregular Eye Movements _____ |
| 5. Tenseness _____ | 5. Poor Eye-Voice Span _____ |
| 6. Head Movement _____ | 6. Directional Confusion _____ |
| 7. Poor Posture _____ | 7. Poor Return Sweeps _____ |
| 8. Improper Book Position _____ | 8. Mixed Dominance _____ |

WORDS CAUSING DIFFICULTY

- 1. Long Words _____
- 2. Short Words _____
- 3. Word Beginnings _____
- 4. Word Middles _____
- Word Endings _____

RATE OF COMPREHENSION

- 1. Little or No Difference Between Silent and Oral Rate _____
- 2. Poor Adjustment of Rate to Purpose and Material _____

GENERAL READING HABITS

- 1. Easily Distracted _____
- 2. Effort & Attitude Poor _____
- 3. Attitude Toward Reading _____
- 4. Self Rating of Past Effort _____
- 5. Self Rating of Present Effort _____
- 6. Ignores Own Errors _____
- 7. Not Aware of Errors _____
- 8. Insight into Difficulties _____
- 9. Size of Personal Library _____
- 10. No Library Card _____
- 11. Little or No Recreational Reading _____

VOICE

- 1. Expressionless _____
- 2. Volume Too Loud _____
- 3. Volume Too Soft _____
- 4. Strained Voice _____
- 5. Poor Rhythm & Emphasis _____
- 6. Poor Enunciation _____
- 7. Vocalizes _____
- 8. Sub-Vocalizes _____
- 9. Lacks Sentence _____
- 10. Ignores Punctuation _____
- 11. Poor Phrasing _____
- 12. Reads Haltingly _____
- 13. Eyes Rest When Voice Rests _____
- 14. Oral Reading Too Fast _____
- 15. Oral Reading Too Slow _____
- 16. Attempts to Memorize Content with little regard to word form _____

WORD ANALYSIS WEAKNESSES

- 1. Ignores Picture Clues _____
- 2. Ignores Contextual Clues _____
- 3. Ignores Configurational Clues _____
- 4. Excessive Word Analysis _____
- 5. Slowness in Word Recognition _____
- 6. Confuses Similar Words _____
- 7. Uses a Two-Stop Sound Approach _____
- 8. Inserts Letter After Consonant _____
- 9. Looks Away From Word Problems _____
- 10. Makes Little Effort to Analyze _____
- 11. Attempts to Analyze Errors thru Recreational Reading _____

RATING AND SCORES

- SIGHT VOCABULARY _____
- READING VOCABULARY _____
- UNDERSTANDING VOCABULARY _____
- FLUENCY _____
- RATE _____
- LEVEL OF COMPREHENSION _____
- AVERAGE READING SCORE _____

WEAKNESSES IN PHONETIC & STRUCTURAL ANALYSIS SKILLS

- Letter Names
- 2. Auditory Identification of Consonant Sounds
- 3. Fusing Letter Sounds
- 4. Substituting Initial Consonants
- 5. Auditory Identification of Blends, Digraphs
- 6. Substituting Blends and Digraphs
- 7. Sounding the Common Phonograms
- 8. Visually Identifying the Vowels
- 9. Auditory Identification of Vowel Sounds
- 10. Vowel Substitution
- 11. Vowel Principles Silent 'e', double vowels, open syllable, closed syllable.
- 12. Auditory Identification of the Number of Syllables
- 13. Vowel-Syllable Relationship
- 14. Perception of Largest Meaningful Units Within a word
- 15. Recognition of Prefixes and Suffixes
- 16. Understanding Syllabication Principles, twin consonants, double consonants, single consonants, 'le' words

SPELLING ANALYSIS

- 1. Excessive Phonetic Approach
- 2. Excessive Visual Approach
- 3. Phonetically Weak
- 4. Poor Visual Memory
- 5. Letter Name Approach
- 6. Adds Sounds and Syllables
- 7. Omits Sounds & Syllables
- 8. Weak in Spelling Principles
- 9. Written Letter Confusions
- 10. Poor Letter & Word Formation
- 11. No Syllables Division
- 12. Spells too Hurriedly
- 13. Spells too Slowly
- 14. Transposes Letters or Parts

DICTIONARY SKILLS

- 1. Doesn't Know Alphabet
- 2. Weak in Alphabetical Order
- 3. Weak in Use of Guide Words
- 4. Weak in Substituting Synonyms
- 5. Weak in Phonetic Symbols
- 6. Weak in Accent
- 7. Difficulty in Finding Correct Definition in Light of Context

COMPREHENSION

- 1. Weak in Getting Main Ideas
- 2. Weak in Getting Details
- 3. Diff. with Sequence
- 4. Diff. with Printed Direction
- 5. Diff. with Visualizing
- 6. Poor Use of Headings
- 7. Weak in Summarizing
- 8. Avoids Oral Use of New Words
- 9. Weak in Outlining
- 10. Weak in Predicting Outcomes
- 11. Poor Inferential Reading
- 12. Diff. in Determining if Material Contains Information Relevant to Topic or Question

USE OF INDEX, TABLE OF CONTENTS, AND REFERENCE MATERIAL

- 1. Doesn't Know Purpose, Value, or Use of Table of Contents
- 2. Doesn't Know Purpose, Value, or Use of Index
- 3. Difficulty in Finding Key Word in Sentence for Index Use
- 4. Poor at Reading Maps _____ Graphs _____ Tables
- 5. Poor Knowledge of Types of Materials Found in Reference Books
- 6. Can't Categorize Words for Use in Headings, Index, or Table of Contents

WEPMAN AUDITORY DISCRIMINATION TEST

Instructions:

"I am going to say two words. I want you to tell me whether I say the same word twice or whether I say two different words. Try this: hand - sand. Did I say the same word twice? You're right, I said two different words: 'hand' is not the same as 'sand'. Now try this: month - month. You're right, I said the same word two times. Now listen to the words I'm going to say and tell me if they sound the same or different. Turn your chair around so you cannot see me. I want to see how well you can listen.

- | | |
|-------------------|--------------------|
| 1. tub - tug | 11. cat - cap |
| 2. web - wed | 12. lath - lash |
| 3. chap - chap | 13. clothe - clove |
| 4. bale - gale | 14. shack - sack |
| 5. vow - thou | 15. king - king |
| 6. zest - zest | 16. pork - cork |
| 7. thread - shred | 17. shoal - shawl |
| 8. bass - bath | 18. par - par |
| 9. pat - pack | 19. muff - muss |
| 10. coast - toast | 20. lease - leash |

Score: The child's score, from 0-15, is the number of errors on dissimilar pairs.

DOLCH BASIC 220 WORD LIST

These 220 words comprise 50 - 68% of all reading material at the elementary level.

<u>Pre-Primer</u>	<u>Primer</u>	<u>First Grade</u>	<u>Second Grade</u>	<u>Third Grade</u>
a	all	after	always	about
and	am	again	around	better
away	are	an	because	bring
at	ate	any	been	carry
big	be	as	before	clean
blue	black	ask	best	cut
can	brown	by	both	done
come	but	could	buy	draw
down	came	every	call	drink
find	did	fly	cold	eight
for	do	from	does	fall
funny	eat	give	don't	far
go	far	going	fast	full
help	get	had	first	got
here	good	has	five	grows
I	have	his	found	held
in	he	him	gave	hot
is	into	her	goes	hurt
it	like	how	green	if
jump	must	just	its	keep
little	new	know	made	kind
look	no	let	many	laugh
make	now	live	off	light
me	on	may	or	long
my	our	of	pull	much
not	out	old	read	myself
one	please	once	right	never
play	pretty	open	sing	only
red	ran	over	sit	own
run	ride	put	sleep	pick
said	saw	round	tell	seven
see	say	some	their	shall
the	she	stop	these	show
three	so	take	those	six
to	soon	thank	upon	small
two	that	them	us	start
up	there	then	use	ten
we	they	think	very	today
where	this	walk	wash	together
yellow	too	were	which	try
you	under	when	why	warm
	want		wish	
	was		work	
	well		would	
	went		write	
	what		your	
	white			
	who			
	will			
	with			
	yes			

Instructional Level

Pre-Primer	- 8 errors or less
Primer	-10 errors or less
First Grade	- 8 errors or less
Second Grade	-9 errors or less
Third Grade	-8 errors or less

5

SCHONELL WORD RECOGNITION TEST

Name Grade

Date Age: Years Month

<u>TREE</u>	<u>LITTLE</u>	<u>MILK</u>	<u>EGG</u>	<u>BOOK</u>
<u>SCHOOL</u>	<u>SIT</u>	<u>FROG</u>	<u>PLAYING</u>	<u>BUN</u>
<u>FLOWER</u>	<u>ROAD</u>	<u>CLOCK</u>	<u>TRAIN</u>	<u>LIGHT</u>
<u>PICTURE</u>	<u>THINK</u>	<u>SUMMER</u>	<u>PEOPLE</u>	<u>SOMETHING</u>
DREAM	DOWNSTAIRS	BISCUIT	SHEPHERD	THIRSTY
CROWD	SANDWICH	BEGINNING	POSTAGE	ISLAND
SAUCER	ANGEL	CEILING	APPEARED	GNOME
CANARY	ATTRACTIVE	IMAGINE	NEPHEW	GRADUALLY
SHOULDER	APPLAUD	DISPOSAL	NOURISHED	DISEASED
UNIVERSITY	ORCHESTRA	KNOWLEDGE	AUDIENCE	SITUATED
physics	campaign	choir	intercede	fascinate
forfeit	siege	recent	plausible	prophecy
colonel	soloist	systematic	slovenly	classification
genuine	institution	pivot	conscience	heroic
pneumonia	preliminary	antique	susceptible	enigma
oblivion	scintillate	satirical	sabre	beguile
terrestrial	belligerent	adamant	sepulchre	statistics
miscellaneous	procrastinate	tyrannical	evangelical	grotesque
ineradicable	judicature	preferential	homonym	fictitious
rescind	metamorphosis	somnambulist	bibliography	idiosyncrasy

Number of words correctly pronounced

Reading Age = 10 + 5 years,

thus 49 words right = R.A. of $\frac{49}{10} + 5 = 9.9$ years.

* Reading Age score can be converted to a Grade Level score.
Eg: Reading Age = 9.9 = Grade Level of 4.9

ROSWELL-CHALL TEST - PUPIL RESPONSE RECORD

Each item on the Roswell-Chall should be printed on a separate note card.
It is these note cards the student is given to read.

I

Letters & Consonant Blends

s p m c h b

(a) Have the student name each letter (code-N)

i n k j w z

(b) Have the student recite the sound each letter has (code-S)

d g l f v y t

ch fl th st tr

(c) Have the student say a word that begins with each letter (code-W)

cr sh wh str scr

II

Name the words

Write down student response

let rim nap cot hut

sip mad tub beg mob

Read the sentences

He took a sip of milk from the top of the jug.

Sam let him take a nap on the cot in the hut.

What do these letters say?

Probe the student for both a long and short sound of the vowels

i o a u c

(a) Code - short sound S

Code - long sound I

III

Read the words

Write down student response (III, IV, or V)

If student misses three items go to the next section

pin cut dim mat rob

pine cute dime mate robe

IV

Read the words

Write down student response

seek pail coast harm good yawn bout

gain boil load cart nor fern cool

meal coin leaf peel haunt curl firm

V

Read the words

Write down student response

daytime overcome invented

enjoyment expansion contribution

departmental permanently

WIDE RANGE WORD LIST

1. Before administration print each letter and each word up till the end of the 3rd row of words on individual cards. It is these cards the student is given to read.
2. Each correctly read letter or word counts as one point. The test is discontinued when 3 word sequentially are missed.
3. With intermediate age students begin with the first word and give the student 25 points bonus for scoring purposes.

A R Z H I Q S E B O 10
A B O S E R T H P I U Z Q 25

Level 1

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

Level 1 - Reading - Grade Norms

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

(2)

FROM KOTTMEYER'S "TEACHERS' GUIDE FOR REMEDIAL READING"

DIRECTIONS FOR DIAGNOSTIC SPELLING TEST

Give List 1 to any pupil whose placement is second or third grade.

Give List 2 to any pupil whose placement is above Grade 3.

Grade Scoring, List 1:

Below 15 correct

15 - 22

23 - 29

Below second grade

Second Grade

Third Grade

Any pupil who scores above 29 should be given the List 2 test

Grade Scoring List 2:

Below 9 correct

9 - 19 correct

20 - 25

26 - 29

Over 29 correct

Below third grade

Third Grade

Fourth Grade

Fifth Grade

Sixth Grade or better

Any pupil who score below 9 should be given the List 1 test.

DIAGNOSTIC SPELLING TEST

List 1

not

but

get

sit

man

boat

train

time

like

found

down

soon

good

very

happy

kept

come

what

those

show

much

sing

will

doll

after

sister

toy

say

little

one

would

pretty

List 2

flower

mouth

shoot

stood

while

third

each

jump

jump's

jumped

jumping

hit

hitting

bite

biting

study

studies

dark

darker

darkest

afternoon

grandmother

can't

doesn't

night

brought

apple

again

laugh

because

through

THE FRY READABILITY FORMULA

Teachers and librarians frequently want to know the reading difficulty of a selection or a book. Sometimes they read it themselves, and make a guess. Sometimes they try it out on children. A few may be familiar with more detailed methods, such as the Dale-Chall, or Spache Formulas. They will know that these methods are so time-consuming that they are seldom used in schools. The Fry Formula is simpler.

To use this formula you follow these directions:

1. Select three one-hundred-word passages from near the beginning, middle and end of the book. Skip all proper nouns.
2. Count the total number of sentences in each hundred-word passage (estimating to nearest tenth of a sentence). Average these three numbers.
3. Count the total number of syllables in each hundred-word sample. There is a syllable for each vowel sound; for example: cat (1), blackbird (2), continental (4). Don't be fooled by word size; for example: polio (3), through (1). Endings such as -y, -ed, -el, or -le usually make a syllable, for example: ready (2), bottle (2). I find it convenient to count every syllable over one in each word and add 100. Average the total number of syllables for the three samples.
4. Plot on the graph the average number of sentences per hundred words and the average number of syllables per hundred words. Most plot points fall near the heavy curved line. Perpendicular lines mark off approximate grade level areas.

Example:

	<u>Sentences per 100 words</u>	<u>Syllables per 100 words</u>
100-word sample Page 5	9.1	122
100-word sample Page 89	8.5	140
100-word sample Page 160	7.0	129
	3)24.6	3)391
Average	<u>8.2</u>	<u>130</u>

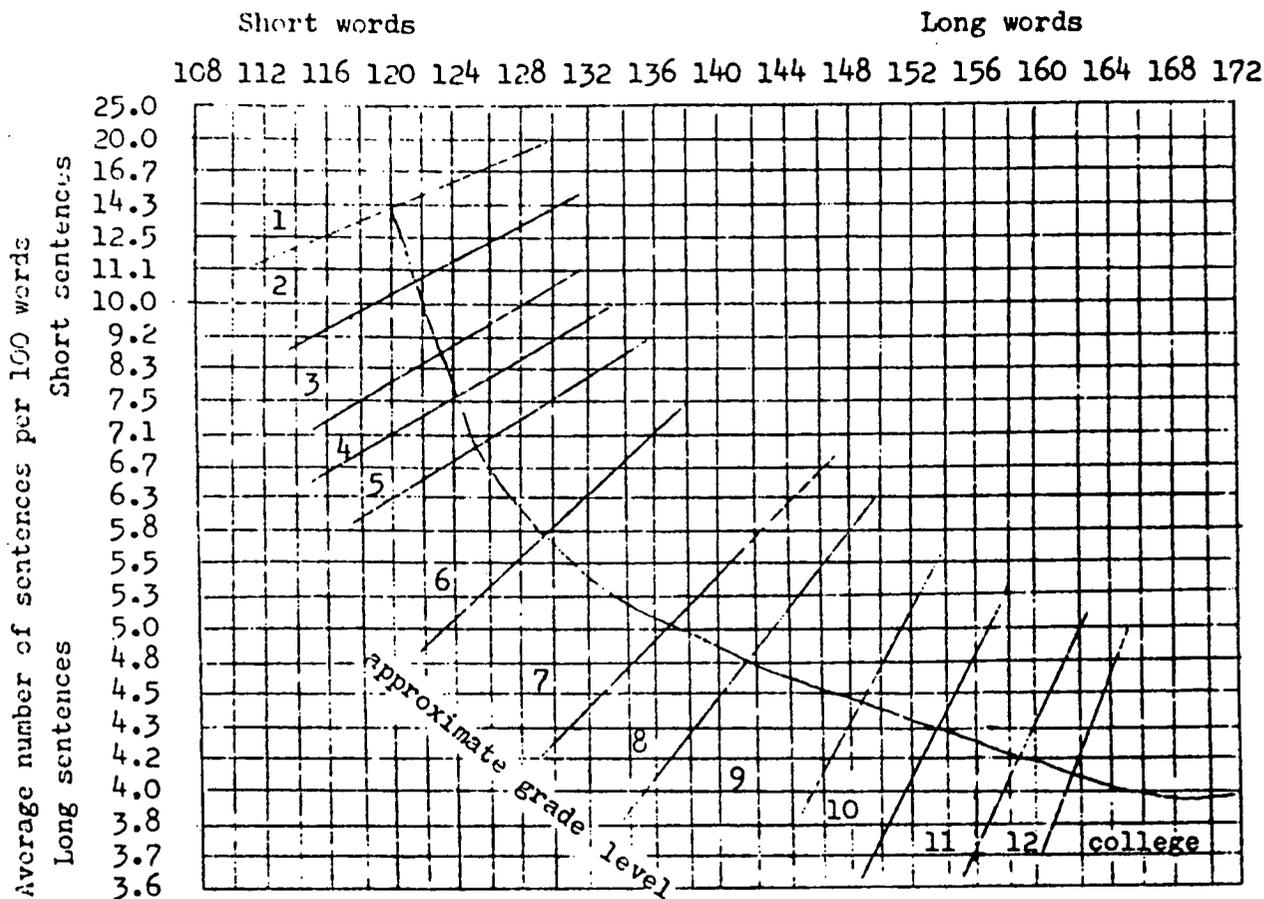
Plotting these averages on the graph we find they fall in the 5th grade area; hence the book is about 5th grade difficulty level. If great variability is encountered either in sentence length or in the syllable count for the three selections, then randomly select several more passages and average them in before plotting.

LANGUAGE ARTS cont'd.

Graph for Estimating Readability

by Edward Fry, Rutgers University Reading Center

Average number of syllables per 100 words



A few remarks concerning Reading Difficulty Formulas.

1. Any readability formula is only one guide to the difficulty of any material.
2. This Formula does not pretend to place books exactly. There is a margin of error.
3. The Dale-Chall Scores, used for instance in the manuals for Happy Highways, etc., are not expressed in Grade levels. The authors note this.

Dale-Chall	Grade
4.9 and below	4 and below
5.0 - 5.4	5
5.5 - 5.9	6

4. We offer to run through a sample

THE "CLOZE" TECHNIQUE

I. Definition

- A. "Clozure - one of the principles emphasized by gostalt psychologists, describing the process by which percepts, memories, actions, etc. attain stability, viz. the subjective closing of gaps, or completion of incomplete forms, so as to constitute wholes."

James, Drever - A Dictionary of Psychology, revised
by Harry Wallenstein, Penjuin Books,
Baltimore, 1964, p. 41.

- B. "The Cloze" procedure is based on the gostalt idea of closure - the impulse to complete a structured whole by supplying a missing element. The test is composed of passages from which certain words are omitted. The individual taking the test fills in the blanks left by the missing words. The score comprises the number of correctly filled spaces."

Strang, Ruth, et. al. The Improvement of Reading,
Fourth Edition, McGraw Hill, New York,
1967, p. 249-50.

II. Uses

- A. Measurement of Comprehension
- B. Instruction Technique in Sentence Comprehension
- C. Measurement of Readability

III. Construction of Cloze Materials

- A. Select reading selection of about 275 to 300 words.
- B. Delete words in a consistent pattern substituting 15 type spaces in length and treating the spaces the same in punctuation.
 - 1. For measure of comprehension - delete every fifth or every eighth word. e.g. word 1, 6, 11, etc., or words 1, 9, 17, 25, etc.
 - 2. For instructional techniques -
 - a. for factual comprehension - delete every 8th or every 10th noun or every 8th or every 10th verb.
 - b. for relationship comprehension - delete every 8th or every 10th word.
 - 3. For measurement of readability - delete every fifth word.

27.
12

IV. Procedures for Using Cloze Materials

A. Measurement of Comprehension:

1. Select 2 or 3 passages from the material the measurement of comprehension is to be made.
2. Delete every 5th or every 8th word in each passage. The pattern for passage #1 should be words 2, 7, 12, 17, 22, etc. The pattern for passage #2 should be words 3, 8, 13, 18, 23, etc. The pattern for passage #3 should be words 4, 9, 14, 19, 24, etc. Other consistent variations are acceptable but generally should not begin with a deletion of word 1.
3. Administer the test under untimed conditions.
4. Indicate that students can guess on all items where they do not know the correct answers.
5. Correct the test using exact words only and express the results in percentage of correct responses.
6. The following percentages indicate whether the material used in the test is at the student's independent, instructional or frustration levels:

<u>CLOZE TEST PERCENTAGE SCORE</u>	<u>READING LEVEL</u>
31% to 0%	Frustration Level Material
35% to 46%	Instructional Level Material
50% to 100%	Independent Level Material

7. If a grade level approximation of comprehension is desired the selections should be from graded material.

<u>SAMPLE:</u>	<u>GRADE LEVEL OF MATERIAL</u>	<u>STUDENTS % SCORE OF CLOZE</u>	<u>LEVEL</u>
Article 1	6.0	62%	Independent
Article 2	7.0	51%	Independent
Article 3	8.0	38%	Instructional
Article 4	9.0	15%	Frustration

B. Instruction technique in sentence comprehension

1. Select three sources of materials;
 - a. Basal reading materials graded from level 2 to level 6 or 8
 - b. Science reading materials from level 4 to level 8
 - c. Social science reading materials from level 4 to level 8
2. Construct cloze passages with 8 to 10 word deletions (noun, verb, or regular words depending upon desired comprehension instruction).
3. Construct 15 to 20 exercises at each level.
4. Instructional Approaches:
 - a. (1) Each student is to start at lowest level and completes one exercise.

- (2) The student corrects his exercise with a student's key that contains only correct words. The student converts score to percentage.
 - (3) The teacher discusses exercise with student and re-corrects with teacher's key that also contains synonyms that are acceptable without changing the meaning.
 - (4) Criterion for passing from level to level
 - (a) 2 errors or 96% correct - according to instructor's correction.
 - (b) If after 5 tries the student did not make 96% correct - he moves to the next level of materials automatically.
- b.
- (1) Each student is to start at the lowest level and completes one exercise. (The exercises should have the deleted words in mixed up order at the bottom of the exercise.)
 - (2) The student should be instructed to decide upon a word to complete the blank and then check the mixed-up list at the bottom of the exercise to see if the word is there. If it is not, the student should re-read and decide upon another word.
 - (3) The student corrects his exercise with an exact word key and converts the score to percentage.
 - (4) Criterion for passing from level to level
 - (a) 2 errors or 96% correct on two consecutive passages at one level.
 - (b) If after 5 tries the student did not make 96% correct on two consecutive passages - he moves to the next level automatically.
- c. Distribute the same cloze passages to a small group and discuss each word in relation to its sentence clues, context clues, etc.
- C. Measurement of Readability
1. Select 6 to 9 passages from the material that you wish to measure the readability of.
 2. Construct a fifth word deletion pattern.

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3. Administer the test to the group under untimed conditions.
4. Correct the tests using exact words only.
5. Find the average raw score of all of the students on all of the passages.
6. Convert the average raw score to percent.
7. If the average percent correct is between 35 to 46 percent then the material is within the instructional readability of the group and can be used successfully by the group.

(NOTE: You may divide the group according to their reading levels and compare their scores to their cloze scores.)

STUDENT'S PERCEPTION OF ABILITY SCALE

Frederic J. Boersma and James W. Chapman

Name _____ Birth Date _____

Boy _____ Girl _____ Grade _____ School _____

IMPORTANT DIRECTIONS FOR MARKING ANSWERS

Use black soft lead pencil only.
Circle each answer completely.
Erase clearly any answer you wish to change.
Make no stray marks on this answer sheet.
Answer each item Yes or No.

DO NOT MARK BELOW THIS LINE

STUDENT I.D.

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Col 1 2 3 4

SEX

--

5

GRADE

--

6

AGE IN MONTHS

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7 8 9

DIRECTIONS

This booklet has a list of statements about how you feel about school. Some of these are true and some are not. Circle the YES if the statement is usually true of you. Circle the NO if the statement is not usually true of you. Read each question carefully and answer every item, even if it is hard to decide which answer is most like you. Do not circle both YES and NO. Just circle one answer for each statement. This is not a test so there are no right or wrong answers. Please mark exactly how you really feel inside about school.

1. I always understand everything I read	YES	NO
2. My school work is usually untidy	YES	NO
3. All new words are easy for me to spell	YES	NO
4. I find it hard to understand what I have to do	YES	NO
5. I think my school work is really good	YES	NO
6. I usually have problems understanding what I read	YES	NO
7. I am one of the smartest kids in the class	YES	NO
8. I have neat printing	YES	NO
9. I usually finish my schoolwork	YES	NO
10. I am unhappy with how I read	YES	NO
11. I like reading	YES	NO
12. My printing is perfect	YES	NO
13. I am good at spelling	YES	NO
14. I make many mistakes in school	YES	NO
15. I have problems in spelling	YES	NO
16. I like to read to my parents	YES	NO
17. I am happy with the way I spell	YES	NO
18. I like making up endings to stories	YES	NO
19. My teacher thinks I write poor stories	YES	NO
20. I am poor at subtraction	YES	NO

21. I like to answer questions	YES	NO
22. Working with my hands is hard	YES	NO
23. I like doing printing	YES	NO
24. I have trouble drawing pictures	YES	NO
25. I am poor at silent reading	YES	NO
26. I have problems printing neatly	YES	NO
27. I am good with my times tables	YES	NO
28. I am good at drawing	YES	NO
29. When school gets tough I give up	YES	NO
30. I like to do story problems	YES	NO
31. My friends read better than I do	YES	NO
32. I am good at printing	YES	NO
33. I always do neat work	YES	NO
34. I have difficulty getting my arithmetic finished on time	YES	NO
35. I have difficulty working with numbers	YES	NO
36. I like spelling	YES	NO
37. I like arithmetic	YES	NO
38. I am a messy writer	YES	NO
39. Tests are easy for me to take	YES	NO
40. I like to sound out words	YES	NO
41. My teacher often makes me write my work again	YES	NO
42. I have difficulty looking up words in the dictionary	YES	NO
43. I like to use big words when I talk	YES	NO
44. I like telling my friends about school work	YES	NO
45. My teacher thinks I am dumb in arithmetic	YES	NO

46. I like going to school	YES	NO
47. I like playing spelling games	YES	NO
48. I have difficulty thinking up good stories	YES	NO
49. My spelling is always right	YES	NO
50. Saying new words is hard for me	YES	NO
51. I am unhappy with how I do arithmetic	YES	NO
52. I am a smart kid	YES	NO
53. I have difficulty doing what my teacher says	YES	NO
54. I find spelling hard	YES	NO
55. I usually get my arithmetic right	YES	NO
56. I find reading hard	YES	NO
57. I am unhappy with my printing	YES	NO
58. I am a good reader	YES	NO
59. I am slow at spelling	YES	NO
60. I am a slow reader	YES	NO
61. In school I find new things difficult to learn	YES	NO
62. I usually spell words right	YES	NO
63. My teacher thinks I am good at printing	YES	NO
64. All new words are hard for me to understand	YES	NO
65. I have trouble telling others what I mean	YES	NO
66. I am good at arithmetic	YES	NO
67. I like to tell stories in class	YES	NO
68. I feel I often say the wrong things	YES	NO
69. I find multiplication fun	YES	NO
70. I always get everything in arithmetic right	YES	NO