

S Ra

Corrective Reading

Thinking Basics

**Mastery Test
Examiner's Manual**

Comprehension A



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PHOTO CREDITS

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Introduction

The two Corrective Reading Mastery Tests for Comprehension A: *Thinking Basics* assess individual student achievement in terms of specific learning objectives. This Examiner's Manual explains the procedures for administering and grading the test. Test 1 is a midprogram test to be administered when the students have completed the first thirty lessons. Test 2 covers the skills taught in the second part and is administered at the end of the program when students have completed lessons 31–60.

Both Comprehension A tests are composed of two sections: the group section and the individual section. The group section is administered to all the students in the instructional group at the same time, with the examiner giving the students oral instructions. The individual section is administered to each student individually; the examiner asks the student for information and the student responds orally.

The Mastery Tests serve two major purposes. First of all, they provide documentation of a student's performance after she or he has completed the middle and end of the program. They serve as a posttest, and are carefully designed for this purpose. (Do not use the Corrective Reading Placement Test as a posttest measure. It is not designed to evaluate progress, only to place students.)

Secondly, the mastery tests are a criterion-referenced measure that samples all the comprehension objectives in the program—something that is not done in the individual lessons. Student performance on the tests indicate the extent to which the objectives have been mastered.

To ensure accurate measurement of your student's progress, conduct the test sessions in a manner that inspires the students' confidence and minimizes anxiety. Some preparation on your part is important for each test session to run smoothly.

Administering the Test

SCHEDULING

If possible, schedule testing of students within a week after the students have completed either the first or the second part of the program.

Give the group test first. You can expect it to take fifteen to twenty minutes, and the individual tests to take about ten minutes each.

Neither Test 1 nor Test 2 has strict time limits. You may find that on the group sections some students take a much longer time to complete certain items. Be prepared to cope with this possibility.

PREPARING FOR THE TEST

Before giving the tests, familiarize yourself with this Examiner's Manual and the test booklet for Tests 1 and 2, each of which includes a Student Profile at the beginning of each test, a Group Section, and an Individual Section in which to record the student's responses.

Have the students write their names on the cover of their test booklet. Each Student Profile should have the student's and the teacher's name on it. You may want to write these in before administering the test or have the students write them in at the beginning of the test sessions.

MATERIALS

For the group section of each test, you will need this Examiner's Manual. Each student will need a test booklet and a pencil with an eraser. Be sure to have extra pencils on hand.

For the individual section of each test, you will need this Examiner's Manual, the student's test booklet, and a clipboard.

TESTING ENVIRONMENT

For the group section of each test, each student must have a desk or table space large enough for the test booklet. To discourage copying, place the students as far apart as possible.

The individual section should be administered in a quiet place, preferably away from all other students. The student taking the test should be seated comfortably at a table opposite the examiner.

RESPONDING TO THE STUDENT

From time to time during the test, praise the students for working hard, even if their performance is poor. After each part, briefly acknowledge that the task has been completed. Say, "That was fine," or the like. Do not tell a student that he or she did well following an incorrect response.

SCORING THE GROUP SECTION

Score the group section after all the students have completed it. The answer key for Test 1 appears on pages 3 and 4 of this Examiner's Manual.

Slash each incorrect response. Responses that are correct but do not strictly follow test directions are errors. If, for example, the student was instructed to underline the correct rule and circled it instead, count that response as an error.

After each part is scored, enter the number of errors for the part in the box below the part number.

Comprehension A: Mastery Test 1

(After Lesson 30)

Pass out the test booklets. Tell the students to write their names on the cover of the booklet.

THE GROUP SECTION

Today you're going to do some work that will show how much you've learned about comprehension. Be sure to mark your answers carefully. If you change your mind about an answer, erase it neatly and try again. Are there any questions? (Wait.)

Part 1 True-False

1. Open your test booklet to page 2. Write your name at the top of the worksheet. (Wait.)
2. Ready? Everybody, touch part 1. ✓ I'll say statements about the picture. Get ready to circle true, false, or maybe.
3. Item 1. There are two mammals shown in the picture. Circle the answer. (Wait.)
4. Item 2. Both animals shown in the picture are cold-blooded. Circle the answer. (Wait.)
5. Item 3: There is a reptile behind the tree. Circle the answer. (Wait.)
6. Item 4: All the things in the picture are objects. Circle the answer. (Wait.)
7. Item 5. There are no tigers shown in the picture. Circle the answer. (Wait.)

Part 2 Analogies

1. Touch part 2. ✓
This analogy shows what goes with tools. What does the analogy show?
What goes with tools.
2. Look at the pictures. Name the tools that are in the analogy. *A rake and a hammer.*
3. Remember, the analogy shows what goes with these tools. Circle the picture that completes the analogy. (Wait.)

Part 3 Analogies

1. Touch part 3. ✓
This analogy shows where you find animals. What does the analogy show?
Where you find animals.
2. Look at the pictures and name the animals that are in the analogy. *A bird and a fish.*
3. Remember, the analogy shows where you find animals. Circle the picture that completes the analogy. (Wait.)

Part 4 Description


1. Touch part 4. ✓
Figure out which object I describe.
Listen. You see a vok outside.
A vok flies. A vok is an animal.
Write a 1 on the object I'm calling a vok. (Wait.)
2. Listen. A wub is a tool.
A wub is used to play ball.
Write a 2 on the object I'm calling a wub. (Wait.)
3. Listen. A lish is an appliance.
A lish is usually found in the kitchen.
A lish is used to cook food.
Write a 3 on the object I'm calling a lish. (Wait.)

Part 5 Same

1. Touch part 5. ✓
Some of the objects in box 1 are found in the same place. Underline all the objects that are found in the same place. (Wait.)
2. Some of the objects in box 2 are tools used for measuring. Circle the objects that are measuring tools. (Wait.)
3. Some of the objects in box 3 are in the same class. Draw a line over all the objects that are in the same class. (Wait.)






ANSWER KEY FOR GROUP SECTION

Mid-Program Test
TEST 1
NAME _____







1. ☒ true false maybe
2. ☒ true false maybe
3. true false ☒ maybe
4. ☒ true false maybe
5. ☒ true false maybe

2. ☐

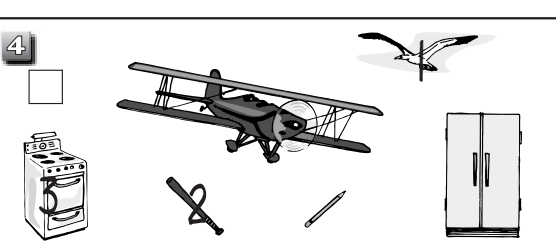

is to

AS

is to



3. ☐

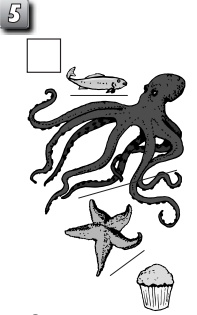

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AS

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2 GROUP/LESSON 30

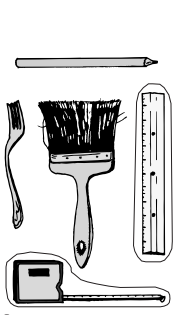
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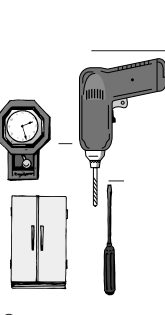
5



①



②



③

6

A B C D

7

A B C D E

GROUP/INDIVIDUAL/LESSON 30 3

At this time, administer the Individual Section of the test to each student.

THE INDIVIDUAL SECTION

As soon as the student is comfortably seated, place his or her test booklet on the clipboard. Make sure that responses can be recorded unobtrusively. Once the desired rapport has been established, give the student a clean copy of the test booklet and begin the testing.

SCORING THE INDIVIDUAL SECTION

All responses preceded by a letter are to be scored. If the student gives the answer specified in the script, circle the appropriate letter in the student's test booklet. If the student does not give the specified response, slash the appropriate letter and proceed to the next item. Responses not preceded by a letter are not to be scored.

From time to time during the testing, praise the students for working hard. Do not, however, tell the student whether a response was right or wrong.

When the student has completed an individual section, count the errors in each test part, and record the number in the box below the part number.

Part 6 Same

You're going to name at least four ways that a desk and a table are the same. Think about their parts, what material they can be made of and where you find them. Now name four ways a desk and a table are the same.

(Accept reasonable responses A, B, C, and D in any order: They are furniture, objects; take up space; are found in some place; can be made of wood; can be the same color; can be used to write at; can be used to sit at; have legs and a top; and so on. Circle all 4 letters for 4 correct responses, 3 letters for 3 correct responses, and so on.)

Part 7 Classification

1. **Turn to page 4 in your test book. (Wait.)**
You're going to work on classification.
One of the boxes shows the class of reptiles.
One of the boxes shows the class of animals.
One of the boxes shows the class of objects.
 - Tell me which box shows the class of animals, box X, box Y, or box Z. Box X.** (Circle A on page 3 if correct.)
 - Now tell me which box shows the class of objects, box X, box Y, or box Z. Box Z.** (Circle B if correct.)
 - Tell me which box shows the class of reptiles, box X, Y, or Z. Box Y.** (Circle C if correct.)
 - Now let's figure out which of these classes is the biggest. What's the rule about the biggest class?**
If a class has more kinds of things it is bigger.
 (Circle D if correct.)
 - Look at box X, box Y, and box Z.**
Which box has more kinds of things than the others? Box Z. (Circle E if correct.)

Part 8 Statement Inference

1. **New item. Listen.**
The large canine ignored the howling cats.
Say that statement.
The large canine ignored the howling cats.
 (Repeat until firm.)
 - What kind of cats did the canine ignore? Howling cats.** (Circle A if correct.)
 - What ignored the howling cats? The large canine.**
 - What kind of canine ignored the howling cats?**
Large.
 - What did the canine ignore? Cats.**

Part 9 Deductions

1. **I'll say rules with *no* and *don't*.**
You say them the other way.
What two words are we going to use?
No and don't.
2. **Listen. Mammals don't lay eggs. Say that.**
Mammals don't lay eggs.
 - Now say it the other way.**
No mammals lay eggs.
3. **Listen. No appliances eat bananas. Say that.**
No appliances eat bananas.

3

- B. **Now say it the other way.**
Appliances don't eat bananas.

Part 10 Basic Evidence

1. **Now you're going to use two facts to explain things that happened. These are the only facts you can use.**
First fact. Colleen hated to clean her room. Say it.
Colleen hated to clean her room.
Second fact. Leah was kind to her pets. Say it.
Leah was kind to her pets.
2. **Here's what happened.**
Her mother was embarrassed when her friends came over.
- A. **Tell me the fact that explains why that happened.**
Colleen hated to clean her room.
3. **Listen. First fact. Colleen hated to clean her room. Second fact. Leah was kind to her pets.**
4. **Here's what happened.**
Her cat followed her everywhere.
- B. **Tell me the fact that explains why that happened.**
Leah was kind to her pets.
5. **Here's what happened.**
There was always food in the rabbit's bowl.
- C. **Tell me the fact that explains why that happened.**
Leah was kind to her pets.

Part 11 Calendar Facts

- A. **Tell me how many seasons are in a year. Four**
- B. **Name the seasons in a year.**
Winter, spring, summer, fall (Accept any order)
- C. **Tell me how many months are in a year. Twelve**
- D. **Name the months in a year.**
January, February, March, April, May, June, July, August, September, October, November, December

Part 12 Poem

Say the poem we learned about the beautician and the tailor.

- A. *A beautician fixes hair,*
- B. *A tailor can mend a tear.*
- C. *An exposition is a fair,*
- D. *And one plus one is a pair.*

RECORDING TEST 1 RESULTS

After administering the entire test and completing the scoring, enter the student's test results on his or her Student Profile, which appears in the test booklet on page 1. The objectives of the test on pages 9 and 10 of this manual are keyed to the items on the tests and on the Student Profile.

For each part, enter the number of errors in the Number of Errors column across from the appropriate part number, and indicate whether the student passed (+) or failed (0) each part. For example, if a student made one error in part 1,

record a 1 in the Number of Errors column across from part 1. Next, determine whether the student passed or failed the part by comparing the number of errors with the criterion for passing. In this case, record a + in the Pass-Fail column.

GROUP SUMMARY

After completing the Student Profile of each student in the group, summarize the performance of the group, using the Group Summary Form on page 11. In order to assess the progress of the group, record the following information on the Group Summary Form: the student's name and a + or 0 indicating whether the student passed or failed the skill labeled at the top of the column. Then fill in the columns labeled "Percentage of Skills Passed by Student" and "Percentage of Students Mastering Each Skill."

To find the percentage passed for each student, use table 1 on page 13 of this manual. Count the number of skills mastered and look below that number to find the percentage passed by the student.

Use table 3 to determine the percentage of students mastering each skill. First locate the total number of students in the group in the first column on the left; then determine the number of students who mastered each skill and locate this number along the bottom. The point of intersection of the two rows gives the percentage of students who mastered the skill. Enter these percentages along the bottom row of the Group Summary Form.

DIAGNOSIS AND REMEDIATION

The Student Profile is designed so that if remediation is required for a particular skill, a prescription is provided in the far right column. The prescriptions suggested are exercises from the Comprehension A Teacher's Book. The first number designates the lesson; the second designates the exercise.

Students are expected to pass 85 to 90 percent of the test parts. If a student's overall performance, as indicated in the column next to her or his name on the Group Summary Form, is below 85 to 90 percent, it is recommended that the student be firm on all deficit skills before moving on in the program.

If the entire group is weak in a skill, as indicated by a percentage below 80 to 85 in the bottom row of the Group Summary Form, all students should be taken through the remediation exercises specified on the Student Profile.

Present these exercises to the student or students until they have mastered the skill. We strongly recommend that you consider students to have successfully completed the Comprehension A mid-program and the end of the program only after you have remediated all skill deficits revealed by the mastery test.

The Comprehension Mastery Tests do not thoroughly test the vocabulary introduced throughout the program.

Therefore, before exiting the program, review the students on critical vocabulary using the word lists or other vocabulary lists you have developed for the areas in which the Mastery Tests results reveal the students to be deficient.

SCORING THE GROUP SECTION FOR TEST 2

Follow the same procedure as for Test 1 which appears on page 1 of this Examiner's Manual. The answer key appears on page 6.

Comprehension A: Mastery Test 2

(After Lesson 60)

Pass out the test booklets.

Make sure each student gets the correct booklet.

THE GROUP SECTION

Today you're going to do some work that will show how much you've learned about comprehension. Be sure to mark your answers carefully. If you change your mind about an answer, erase it neatly and try again. Are there any questions? (Wait.)

Part 1 Deductions

1. Open your test booklet to page 6.
Write your name at the top of your worksheet. (Wait.) Ready? Everybody, touch part 1. ✓
2. Read the instructions with me.
Write true, false, or maybe.
Now read the sentences in dark type with me.
Here's the only thing we know about Tom.
Tom did not write with the fat pencils.
What's the only thing we know about Tom?
Tom did not write with the fat pencils.
3. Read item 1 with me.
Tom wrote with object 1.
Write true, false, or maybe. (Wait.)
4. Read item 2 with me.
Tom wrote with object 2.
Write the answer. (Wait.)
5. Read item 3 with me.
Tom wrote with object 3.
Write the answer. (Wait.)

Part 2 Classification

1. Touch part 2. ✓
Touch box A and get ready to tell me the name of the class. (Pause three seconds.)
What class? *Shoes.*

2. Touch box B and get ready to tell me the name of the class. (Pause.)
What class? *Objects.*
3. Touch box C and get ready to tell me the name of the class. (Pause.)
What class? *Clothing.*
4. Write 1 for the biggest class, 2 for the next-biggest class, and 3 for the smallest class. Write the numbers in the circles. Then write the name of the class under the box. (Wait.)

Part 3 Description

1. Touch part 3. ✓
Figure out which hat I describe.
Item 1. This hat has a wide brim and flowers. This hat is short. Listen again.
This hat has a wide brim and flowers. This hat is short.
Write the letter for item 1. (Wait.)
2. Item 2. This hat has a black band.
This hat is tall and wide. Listen again.
This hat has a black band.
This hat is tall and wide.
Write the letter for item 2. (Wait.)
3. Item 3. This hat is wide and short.
This hat has fruit on it.
Listen again. This hat is wide and short.
This hat has fruit on it.
Write the letter for item 3. (Wait.)

Part 4 Same

1. Touch part 4. ✓
You're going to circle the answer at the end of each row. I'll read the possible answers.
Objects, actions, tell what kind.
2. Now I'll read the words in each row.
You circle the answer.
3. Row 1. Vehicles, appliance, animal.
Circle the answer. (Wait.)
4. Row 2. Pitcher, stove, bread.
Circle the answer. (Wait.)
5. Row 3. Climb, shout, spell.
Circle the answer. (Wait.)
6. Row 4. Thin, purple, plastic.
Circle the answer. (Wait.)
7. Row 5. Real, hard, soft.
Circle the answer. (Wait.)

Part 5 Analogies

1. Touch part 5. ✓
I'll read the first analogy.
Don't say the answer. Just listen.
A zebra is to mammals as a snake is to blank.
The words you'll choose from are birds, reptiles, and fish.
2. Listen to the analogy again and get ready to copy the right word in the blank.

A zebra is to mammals as a snake is to blank.

Copy the right word in the blank. (Wait.)

3. Now I'll read the second analogy. Listen.

A pencil is to wood as a nail is to blank.

The words you'll choose from are metal, plastic, and paper.

4. Listen to the analogy again and get ready to copy the right word in the blank.

A pencil is to wood as a nail is to blank.

Copy the right word in the blank. (Wait.)

Part 6 Inductions

1. Touch part 6. ✓
2. Figure out the rule and draw in the missing objects. Do it. (Wait.)

ANSWER KEY FOR GROUP SECTION

End of Program Test
TEST 2

NAME _____

1 Write true, false, or maybe.

☐ Here's the only thing we know about Tom.
Tom did not write with the fat pencils.

1. Tom wrote with object 1. false
2. Tom wrote with object 2. maybe
3. Tom wrote with object 3. false

2

a shoes b objects c clothing

objects clothing shoes

6 GROUP/LESSON 60

3

1. d
2. a
3. c

4

1. vehicles, appliance, animal	objects	actions	tell what kind
2. pitcher, stove, bread	objects	actions	tell what kind
3. climb, shout, spell	objects	actions	tell what kind
4. thin, purple, plastic	objects	actions	tell what kind
5. real, hard, soft	objects	actions	tell what kind

5 Complete the analogies.

A zebra is to mammals as a snake is to reptiles.

A pencil is to wood as a nail is to metal.

birds
reptiles
fish
metal
plastic
paper

6

GROUP/LESSON 60 7

At this time, administer the Individual Section of the test to each student.

THE INDIVIDUAL SECTION

As soon as the student is comfortably seated, place his or her test booklet on the clipboard. Make sure that responses can be recorded unobtrusively. Once the desired rapport has been established, begin the testing.

SCORING THE INDIVIDUAL SECTION

Follow the same procedure as for Test 1, which appears on page 3 of this Examiner's Manual.

Part 7 Inductions

1. **I'm going to tell you facts about food and customers. See if you can figure out the rules. At the Snack Shack the food is greasy and none of the customers come back.**
2. **At Mr. Pizzas the food is delicious and all the customers come back.**
3. **At Sam's Seafood Restaurant the food is delicious and all the customers come back.**
4. **At Doug's Dugout Restaurant the food is greasy and none of the customers come back.**
- A. **Tell me the rule about what happens when the food is delicious.**
When the food is delicious, all the customers come back. (Circle A if correct.)
- B. **Tell me the rule about what happens when the food is greasy.**
When the food is greasy, none of the customers come back. (Circle B if correct.)

Part 8 Statement Inference

1. **Listen. Next year, the price of clothing may increase or decrease. Say that statement.**
Next year the price of clothing may increase or decrease.
2. **Listen again. Next year, the price of clothing may increase or decrease.**
- A. **What may happen to the price of clothing next year? It may increase or decrease.**
- B. **When may the price of clothing increase or decrease? Next year.**
- C. **What may happen next year? The price of clothing may increase or decrease.**
- D. **Will the price of clothing increase next year? Maybe.**
- E. **Will the price of clothing go down next year? Maybe.**

Part 9 Definitions

- A. **Ignore. What does ignore mean?**
Pay no attention to.
- B. **Skinny. What's a synonym for skinny?**
Thin.
- C. **Modify. What's a synonym for modify?**
Change.
- D. **Descend. What does descend mean?**
Go down.
- E. **Examine. What does examine mean?**
Look at.

Part 10 Basic Evidence

1. **You're going to have to use two facts to explain things that happened.**
First fact. There was danger of a forest fire. Say that. *There was danger of a forest fire.*
2. **Second fact. Most of the trees were very tall. Say that. *Most of the trees were very tall.***
3. **Here's what happened.**
The bear cub took a long time climbing to the top of the tree.
- A. **Tell me the fact that explains why that happened.**
Most of the trees were very tall.
4. **Listen. First fact.**
There was danger of a forest fire.
Second fact. Most of the trees were very tall.
5. **Here's what happened.**
Campers were not allowed to burn campfires.
- B. **Tell me the fact that explains why that happened.**
There was danger of a forest fire.
6. **Here's what happened.**
The ranger spent hours looking at the forest through binoculars.
- C. **Tell me the fact that explains why that happened.**
There was danger of a forest fire.

Part 11 Opposites

- A. **Went down. What's the opposite of went down?**
Went up.
- B. **Dullest. What's the opposite of *dullest*? *Shiniest*.**
- C. **Winning. What's the opposite of winning? *Losing*.**
- D. **Longer. What's the opposite of longer? *Shorter*.**
- E. **Healthy. What's the opposite of healthy? *Sick*.**

Part 12 Information: Animals

Accept the facts in either order.

- A. **You learned two facts about all reptiles.**
Tell me those two facts.
All reptiles are born on land. All reptiles are cold-blooded.
- B. **You learned two facts about all mammals.**
Tell me those two facts.
All mammals have hair. All mammals are warm-blooded.

- C. **You learned two facts about all fish.**
Tell me those two facts.
All fish have gills. All fish are cold-blooded.

Part 13 Information: Animals

(The student may name the classes in any order.)

- A. **You learned about five classes of animals that have a backbone. Name those five classes.**
Mammals, reptiles, birds, fish, amphibians.
- B. **Some animals eat only plants. What do we call those animals?** *Herbivorous (Herbivores).*
- C. **Some animals eat only meat. What do we call those animals?** *Carnivorous (Carnivores).*
- D. **What are all members of the cat family called?**
Felines.
- E. **What are all members of the dog family called?**
Canines.

Part 14 Calendar Facts

- A. **Tell me how many months are in a year.**
Twelve.
- B. **Name the months in a year.**
January, February, March, April, May, June, July, August, September, October, November, December.
- C. **Halloween. What month is Halloween in?**
October.
- D. **Tell me the date of Halloween.**
October 31.

Part 15 Poems

- A. **Say the poem you learned about the mechanic and the astronomer.**
*A mechanic fixes cars,
An astronomer looks at stars,
A captain has two bars,
And a boxer spars and spars.*
- B. **Say the poem that tells about the five American Indian tribes.**
*American Indians were what they saw.
Some were Creek and some Choctaw.
American Indians were what they saw.
Cherokee, Seminole, and Chickasaw.*
- C. **Say the poem you learned about the beautician and the tailor.**
*A beautician fixes hair,
A tailor can mend a tear,
An exposition is a fair,
And one plus one is a pair.*

RECORDING TEST 2 RESULTS

Follow the same procedure as for Test 1 which appears on page 4 of this Examiner's Manual. The Student Profile appears on page 5 of the test booklet. The objectives of the Comprehension Mastery Test 2 are keyed to the items on the tests and on the Student Profile.

GROUP SUMMARY

Follow the same procedure as for Test 1, but be sure to use the Group Summary Form for Test 2, which appears on page 12, and the tables that appear on page 13.

DIAGNOSIS AND REMEDIATION

Follow the diagnosis and remediation guidelines as for Test 1, which appear on page 4 of this Examiner's Manual.

Comprehension A Mastery Objectives

MASTERY OBJECTIVES

Following are the mastery objectives for Comprehension A: Thinking Basics, Test 1 and Test 2. Each part of the mastery tests has been designed to test a particular skill area which can be found on the objectives chart. The first column lists the skill area, the middle column specifies in detail the student behavior required, and the last column lists the test numbers in which the skill is tested.

Skill	Mastery Objective	Test
Analogies	Given the first three parts of a picture analogy, the student will circle the picture that completes the analogy.	1
	Given the first three parts of a written analogy, the student will write the word that completes the analogy.	2
Basic Evidence	Given two facts and an outcome, the student will identify which of the facts explains the outcome.	1, 2
Calendar Facts	Given a request for information about the calendar, the student will respond to the request.	1, 2
Classification	Given a picture of three groups of objects, the student will identify which group shows a specified class by stating <i>box X</i> , <i>box Y</i> , or <i>box Z</i> . Next the student will state the rule about the biggest class and figure out which of the classes is the biggest.	1
	Given a picture of three groups of objects, the student will write 1, 2, or 3 to indicate which group represents the biggest, the next-biggest, and the smallest class and then will write the name under each group.	2
Deductions	Given a rule statement, the student will complete a deduction involving <i>no</i> and <i>don't</i> .	1
	Given a sentence for the first part of a deduction and a picture for the second part, the student will write <i>true</i> , <i>false</i> , or <i>maybe</i> for a given conclusion.	2
Definitions	Given a word, the student will define it or name its synonym.	2

Skill	Mastery Objective	Test
Description	Given a description of an object, using a nonsense word for the name of the object, the student will mark the object according to an instruction.	1
	Given a picture of four objects and an oral description, the student will mark the object described according to the instruction.	2
Inductions	Given a picture of two rows of objects, the student will demonstrate induction of the rule by drawing the missing objects in each row.	2
	Given a series of facts about four events, the student will orally induce the rule from a series of examples.	2
Information: animals	Given a vertebrate category, the student will name its two critical characteristics.	2
	Given a request for information about animals, the student will respond to the request.	2
Opposites	Given a word, the student will name its opposite.	2
Poems	Given a few key words from a previously memorized poem, the student will recite the poem.	1, 2
Same	Given pictures of four objects, the student will determine which objects are the same in a specified way and mark them according to an instruction.	1
	Given two objects, the student will be able to identify at least four ways they are the same, in respect to class, object characteristics, parts, material, location, and color.	1
	Given a group of words, the student will indicate if they are nouns, verbs, or adjectives by circling <i>objects</i> , <i>actions</i> , or <i>tell what kind</i> .	2
Statement Inference	Given an oral statement, the student will answer five oral comprehension questions based on the statement.	1, 2
True-false	Given a picture, the student will circle <i>true</i> , <i>false</i> , or <i>maybe</i> for statements about the picture.	1

Test 1 **GROUP SUMMARY FORM**

CORRECTIVE READING MASTERY TESTS

COMPREHENSION A : Thinking Basics

Teacher _____ **Group** _____ **Date** _____

[illegible]

Test 2

CORRECTIVE READING MASTERY TESTS

Group

[illegible]

PERCENTAGE OF SKILLS PASSED BY STUDENTS

TABLE 1 (for Test 1)

Number of Skills Mastered	1	2	3	4	5	6	7	8	9	10	11	12
Percentage Passed	8	17	25	33	42	50	58	67	75	83	92	100

TABLE 2 (for Test 2)

Number of Skills Mastered	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Percentage Passed	7	13	20	27	33	40	47	53	60	67	73	80	87	93	100

PERCENTAGE OF STUDENTS MASTERING EACH SKILL

TABLE 3 (for Tests 1 and 2)

PERCENTAGE OF STUDENTS MASTERING EACH SKILL																				
Number of Students in Group	TABLE 3 (for Tests 1 and 2)																			
	1	100																		
	2	50	100																	
	3	33	67	100																
	4	25	50	75	100															
	5	20	40	60	80	100														
	6	17	33	50	67	83	100													
	7	14	29	43	57	71	86	100												
	8	13	25	38	50	63	75	88	100											
	9	11	22	33	44	55	67	78	89	100										
	10	10	20	30	40	50	60	70	80	90	100									
	11	9	18	27	36	45	55	64	73	82	91	100								
	12	8	17	25	33	42	50	58	67	75	83	92	100							
	13	8	15	23	31	38	46	54	62	69	77	85	92	100						
	14	7	14	22	29	36	43	50	57	64	71	79	86	93	100					
	15	7	13	20	27	33	40	47	53	60	67	73	80	87	93	100				
	16	6	13	19	25	31	38	44	50	56	63	69	75	81	88	94	100			
	17	6	13	18	24	29	35	41	47	53	59	65	71	76	82	88	94	100		
	18	6	11	17	22	28	33	39	44	50	55	61	67	72	77	83	88	94	100	
	19	5	11	16	21	26	32	37	42	47	53	58	63	68	74	79	84	89	95	100
20	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Number of Students Who Mastered the Skill																				

Comprehension A

Mastery Test Examiner's Manual



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