

S Ra

Corrective Reading

Comprehension Skills

Mastery Test Examiner's Manual

Comprehension B1



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Introduction

The two Corrective Reading Mastery Tests for Comprehension B1: *Comprehension Skills* assess individual student achievement in terms of specific learning objectives. This Examiner's Manual explains the procedures for administering and grading the tests. Test 1 covers the skills taught in the first half of the program. Test 2 covers the skills taught in the second half. Both tests are designed to be administered to all students in the instructional group at the same time; the students work independently on items similar to those that appear in their Comprehension B1 Student's Book.

The Mastery Tests serve two major purposes. First of all, they provide documentation of a student's performance after she or he has completed certain parts of the program. They serve as posttests 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 indicates the extent to which the objectives have been mastered.

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

Administering the Tests

SCHEDULING

Test 1 should be given to students within a week after they have completed Lesson 30. Test 2 should be scheduled within a week of program completion.

Most students will require 15 to 20 minutes to finish each test. There are, however, no strict time limits. You may find that some students take a much longer time to complete the test. Be prepared to cope with this possibility.

PREPARING FOR THE TESTS

Before giving either test, familiarize yourself with this Examiner's Manual and the test booklet for Tests 1 and 2, each of which includes a Student Profile before the beginning of each test.

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

MATERIALS

To administer the tests, you will need this Examiner's Manual, and each student will need a test booklet and a pencil with an eraser. Be sure to have extra pencils on hand.

TESTING ENVIRONMENT

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.

Comprehension B1: Mastery Test 1

(After Lesson 30)

Seat the students and make sure that each has a sharp pencil with an eraser.

(Pass out the test booklets.)

Tell the students to write their names on the covers of their booklets.)

1. **Today you're going to do some work that will show how much you've learned about comprehension.**
2. **Open your test booklet to page 2. ✓**
Write your name at the top of your worksheet.
(Wait.)
The test you'll be taking has items just like those in your comprehension Workbook. Write your answers in pencil. Write carefully. If you change your mind about an answer, erase it neatly and try again.
3. **Some of your answers will be whole sentences. Whenever you write a whole sentence, remember to begin with a capital letter and to use the right punctuation. If you don't, your answer will be counted as an error. When you're finished with the test, put your pencil down and turn your test booklet over. Are there any questions?**
(Answer any questions the students may have.)
4. **Begin the test now.**
(When all the students have completed the test, collect the booklets.)

Scoring the Tests

Use the answer key on pages 6 and 7 to score the students' tests. Count the errors in each numbered part and record the number in the box below the part number.

When scoring the tests, keep these important points in mind:

- Responses that are correct but are not in accord with test directions are errors. If, for example, the student was instructed to underline the correct rule and circled it instead, the response must be counted as an error.
- Any time the student has responded in a complete sentence, the first word must be capitalized and appropriate punctuation must appear at the end. If a sentence fails to meet either criterion, the response must be counted as an error.
- In the Sentence Combinations items, the student must use the appropriate midsentence punctuation. For example, if the student has written, "The mechanic worked all morning on your car but your car still will not start," the student has omitted the comma. The response must be counted as an error.
- Spelling mistakes should **not** be counted as errors.
- Responses that differ from those in the answer key should be examined carefully. Reasonable alternative responses should **not** be counted as errors.

RECORDING TEST 1 RESULTS

After administering the test and completing the scoring, enter the student's test results on his or her Student Profile, which appears on page 1 of the test booklet. Objectives matching each test part appear on pages 4 and 5 of this Examiner's Manual.

For each part, enter the number of errors in the Number of Errors column across from the appropriate number and indicate whether the student passed (+) or failed (0) the part. For example, if a student made one error in part 1 of Test 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 for each student, summarize the performance of the group, using the Group Summary Form which appears on page 9 of this Examiner's Manual. In order to assess the progress of the group, record the following information on the Group Summary Form: the student's name and a 1 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 11 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 B1 Student'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 firmed on all deficit skills before moving on.

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 B1 program only after you have remediated all skill deficits revealed by the mastery tests.

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.

Comprehension B1: Mastery Test 2

(After Lesson 60)

(Seat the students and make sure that each has a sharp pencil with an eraser.

Pass out the test booklets.

Make sure each student gets the correct booklet.)

1. **Today you're going to do some work that will show how much you've learned about comprehension.**
2. **Open your test booklet to page 8. ✓**
Write your name at the top of your worksheet.
(Wait.)
The test you'll be taking has items just like those in your comprehension Workbook. Write your answers in pencil. Write carefully. If you change your mind about an answer, erase it neatly and try again.
3. **Some of your answers will be whole sentences. Whenever you write a whole sentence, remember to begin with a capital letter and to use the right punctuation. If you don't, your answer will be counted as an error. When you're finished with the test, put your pencil down and turn your test booklet over. Are there any questions?**
(Answer any questions the students may have.)
4. **Begin the test now.**
(When all the students have completed the test, collect the booklets.)

Scoring the Tests

Use the answer key on pages 8 and 9 to score the students' tests. Follow the same procedure as for Test 1 on page 2.

RECORDING TEST 2 RESULTS

Follow the same procedure as for Test 1 on page 2.

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 10 and tables 2 and 3 that appear on page 11.

DIAGNOSIS AND REMEDIATION

Follow the diagnosis and remediation guidelines as for Test 1, which appear on page 2 of this Examiner's Manual.

Comprehension B1 Mastery Objectives

MASTERY OBJECTIVES

Following are the mastery objectives for Comprehension B1: *Comprehension Skills*, 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 objective 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 basis for comparison, the student will write the missing parts of an analogy.	1
Basic Evidence	Given two facts, the student will write the number of the fact that explains each of a series of statements.	1
Body Rules	Given a picture of two connected bones and an arrow showing the direction in which one bone will move, the student will draw in the muscle.	2
Body Systems	Given written descriptions, the student will identify specified body systems by writing the names in the appropriate blanks.	1
	Given a diagram of a body system, the student will identify a specified part by writing its name in the appropriate blank.	1, 2
Contradictions	Given a statement, the student will identify statements that contradict the original statement and change them to mean the same thing as the original.	2
	Given two facts, the student will identify which fact relates to a statement and change any statement that contradicts its related fact into a "true" statement.	2
Deductions	Given a rule, the student will use it to answer questions involving a deduction.	1
	Given two parts of a deduction, the student will write the missing third part.	2
Definitions	Given a sentence with a word missing and a synonym or definition for the missing word, the student will write the missing word in the blank.	1, 2
	Given two root words and a sentence with a word missing, the student will write the proper form of the correct root word in the blank and then identify the word as <i>verb</i> , <i>noun</i> , or <i>adjective</i> .	2
Following Directions	Given directions for drawing a complex figure, the student will draw the figure.	1
Parts of Speech	Given a sentence, the student will underline the nouns, draw a line over the adjectives, and circle the verbs.	1, 2

Sentence Combinations	Given two sentences and one connecting word, the student will underline the common part of the sentences, and then write the combined sentence.	1
	Given the two sentences and three connecting words, the student will underline the common part of the sentences, circle the word that correctly combines the sentences, and then write the combined sentence.	2
	Given two sentences, the student will underline the common part, circle the sentence that tells <i>why</i> , and then write a combined sentence using <i>because</i> .	2
Statement Inference	Given a written sentence passage, the student will write answers to questions.	1
	Given a story, the student will write the answer to a comprehension question, circle D or W to indicate if the question was answered by a deduction or by words in the story, and, if the latter, underline those words.	2
Subject-Predicate	Given a sentence, the student will circle the subject and underline the predicate.	2
Writing Directions	Given a complex figure and an incomplete set of instructions for drawing the figure, the student will write the words that complete the instructions.	2

ANSWER KEY FOR TEST 1

TEST 1

NAME _____

1

Use the rule to answer the questions.

The hotter the air, the more water it can hold.

Air in a stove is hotter than air in a freezer.

a. Which air can hold more water?
Air in a stove

b. How do you know?
It's hotter.

Summer air can hold more water than winter air.

c. Which air is hotter?
Summer air

d. How do you know?
It can hold more water.

The air in the cave is colder than the air on the hill.

e. Which air can hold more water?
The air on the hill

f. How do you know?
It's hotter.

2

Write the number of the fact that explains why each thing happened.

1. Jim said, "Sell."
2. Bob said, "Cat."

a. He told what things do. 1
b. He said a noun. 2
c. He said a verb. 1
d. The thing he said was a pet. 2

1. A robin is a bird.
2. A perch is a fish.

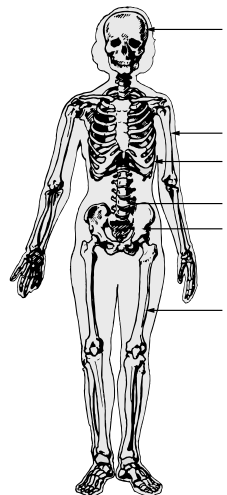
e. It lives in a pond. 2
f. It has a nest. 1
g. It lives in a tree. 1
h. It swims and swims. 2

2 LESSON 30

6

Fill in each blank.

1. femur
2. humerus
3. spine
4. ribs
5. skull
6. pelvis



4 LESSON 30

7

Fill in each blank with the word that has the same meaning as the word or words below the blank.

- a. Sue obtained a scarf at the store.
(got)
- b. The student selected the right book for his study.
(chose)
- c. Phil is constructing a wood shed for his firewood.
(building)
- d. These dogs protect houses.
(guard)
- e. Some doctors only examine eyes.
(look at)

3

Complete the analogies.

a. Tell the verb that comes from each word.

Protection is to protect
as **constructive** is to construct

b. Tell what part of speech each word is.

Protection is to noun
as **construct** is to noun

c. Tell what each word means.

Protect is to guard
as **construct** is to build

4

Answer the questions.

a. Name the body system of bones.

Skeletal system

b. Name the body system that changes food into fuel.

Digestive system

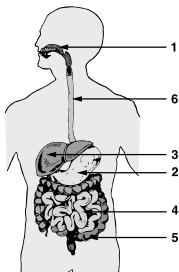
c. Name the body system that is made up of muscles.

Muscular system

5

Fill in each blank.

1. mouth
2. stomach
3. liver
4. small intestine
5. large intestine
6. esophagus



LESSON 30 3

8

Underline the common part. Then combine the sentences with **and**.

- a. Larry goes swimming for fun.
Barbara goes swimming for fun.
Larry and Barbara go swimming for fun.
- b. Jennifer constructed a castle.
Jennifer made dolls to go on it.
Jennifer constructed a castle and made dolls to go on it.
- c. Our dog eats cat food.
Their rabbit eats cat food.
Our dog and their rabbit eat cat food.

- d. Mom drinks milk.
Dad drinks milk.
Mom and Dad drink milk.

9

Underline the nouns.
Draw a line over the adjectives.
Circle the verbs.

- a. Five bugs bit the boy.
- b. Five bugs and two bees hurt the girl.
- c. A small fish ate a big bug.
- d. That fox is a wild animal.
- e. Some animals swim.

10

Read the sentences and answer the questions.

Andy is shorter than Nathan.
Nathan is thinner than Andy.

- a. Which person is fatter?
Andy
- b. Which person is taller?
Nathan
- c. Who is thinner than Andy?
Nathan
- d. Is Nathan taller than Andy? Yes

LESSON 30 5

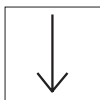
ANSWER KEY FOR TEST 1

11



Follow the directions.

- | | |
|--|---|
| a. Draw a vertical line in the box below. | a. Write an X in the box below. |
| b. Draw a line that slants up to the right from the bottom of the vertical line. | b. Draw 3 vertical lines to the left of the X. |
| c. Draw a line that slants up to the left from the bottom of the vertical line. | c. Draw a line from the bottom of a vertical line to the X. |



ANSWER KEY FOR TEST 2

TEST 2

NAME _____

1 ☐

Write the missing part of each deduction.

- a. Most people have hair.
Bob is a person.
 So, maybe Bob has hair.
- b. The dentist examined some teeth.
Molars are teeth.
 So, maybe the dentist examined molars.
- c. Some people who eat a lot get fat.
 Harry is a person who eats a lot.
So, maybe Henry will get fat

2 ☐

Make each statement mean the same thing as the statement in the box.

The digestive system modifies food.

The respiratory system modifies food.
~~digestive~~
 Food is ~~not~~ changed by the digestive system.

X

That artist is a productive worker.

That artist produces a lot of things.
~~many~~
 That artist makes ~~very few~~ things.

8 LESSON 60

3 ☐

Tell which fact each statement relates to. Make each contradiction true.

1. The stick was burning.
 2. The man had great pain in his chest.
- above
 It was ~~below~~ the pelvis. 2
 It was producing ~~carbon dioxide~~ 1
 He probably broke his ribs. 2

6 ☐

Underline the common part. Circle the word that combines the sentences correctly. Combine the sentences with that word.

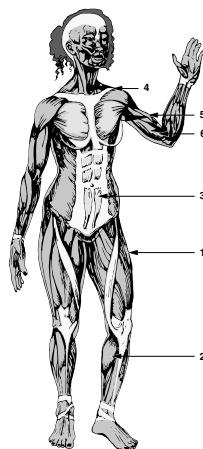
- a. The wall protected the city.
 The city had many battles.
and who (which)
The wall protected the city,
which had many battles.
- b. Len has ten books.
Len has five pens.
(and) who which
Len has ten books
and five pens.
- c. Mary was not feeling well.
 Ted talked to Mary.
and (who) which
Ted talked to Mary, who
was not feeling well.

10 LESSON 60

4 ☐

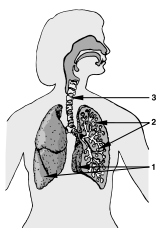
Write abdominal muscle, biceps, gastrocnemius, quadriceps, trapezius, or triceps for each blank.

- quadriceps
- gastrocnemius
- abdominal muscle
- trapezius
- biceps
- triceps



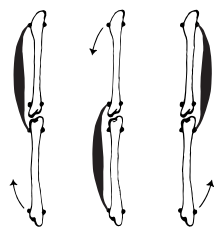
Write bronchial tubes, lungs, or trachea in each blank.

- lungs
- bronchial tubes
- trachea



5 ☐

Draw in the muscles.



LESSON 60 9

7 ☐

Underline the common part. Circle the sentence that tells why. Combine the sentences with because.

- Fred's house was robbed.
 Fred wants protection.
Fred wants protection
because his house was
robbed.
- The man rubbed his arm.
 The man had a sore triceps.
The man rubbed his arm
because he had a sore
triceps.

9 ☐

Circle the subject and underline the predicate.

- (Drinking milk) is good for people.
- (To make bread) takes a lot of work.
- (The movie) starts at four o'clock.

10 ☐

Fill in each blank with the word that has the same meaning as the word or words below the blank.

- His brother is predicting a storm.
 (saying that it will happen)
- Those women examined a site for their new store.
 (looked at)
- They are trying to obtain oil from the sea.
 (get)
- The doctor is criticizing him for smoking too much.
 (finding fault with)
- Ribs protect the organs inside the chest.
 (guard)

8 ☐

Underline the nouns. Draw a line over the adjectives. Circle the verbs.

- The boy (dropped) his glove at the game.
- That woman (buys) office (supplies) for the shop.
- Those dogs (ran) in the yard.

LESSON 60 11

ANSWER KEY FOR TEST 2

11



Write a word that comes from **select** or **predict** in each blank. Then write **verb**, **noun**, or **adjective** after each item.

- a. Jim lived in a town that did not have a wide selection of films.
noun
- b. Jim hated films with predictable endings.
adjective

Write a word that comes from **construct** or **protect** in each blank. Then write **verb**, **noun**, or **adjective** after each item.

- a. Those beavers are constructing a dam in the river.
verb
- b. A hat will protect your ears from the cold.
verb
- c. Reading is a very constructive habit.
adjective

12



Read the story and answer the questions. Circle the **W** if the question is answered by words in the story, and underline those words. Circle the **D** if the question is answered by a deduction.

Marcy asked her teacher to let her be in the spelling contest, but he said, "You have to learn to spell a lot of words before you can be in the contest." So Marcy asked her teacher to help her. Her teacher gave her a lot of words to study, and Marcy worked hard. Her teacher said, "The more words you know how to spell, the better you will be in the contest."

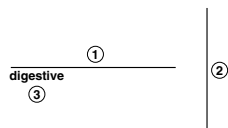
- a. What did Marcy ask her teacher?
To let her be in the
spelling contest W **D**
- b. If Randy knows how to spell more words than Marcy, which person will do better in the spelling contest?
Randy **W** **D**
- c. If Randy gets third prize in the spelling contest and Marcy gets first prize, which person knew how to spell more words?
Marcy **W** **D**

12 LESSON 60

13



Complete the instructions.



1. Draw a horizontal line.
2. Draw a vertical line to the right of the horizontal line.
3. Write the word digestive under the left end of the horizontal line.

LESSON 60 13

Test 1

CORRECTIVE READING MASTERY TESTS

Group

[illegible]

COMPREHENSION B1 : Comprehension Skills

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
Percentage Passed	9	18	27	36	45	54	64	73	82	91	100

TABLE 2 (for Test 2)

Number of Skills Mastered	1	2	3	4	5	6	7	8	9	10	11	12	13
Percentage Passed	8	15	23	31	38	46	54	61	69	77	85	92	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	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	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																				

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