



Corrective Reading

Comprehension Skills

**Mastery Test
Examiner's Manual**

Comprehension B2



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PHOTO CREDITS

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Introduction

The two Corrective Reading Mastery Tests for Comprehension B2: *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 B2 Student's Book.

The Mastery Test 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 they 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 each test session to run smoothly.

Administering the Tests

SCHEDULING

Test 1 should be given to students within a week after they have completed lesson 35. 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 tests. Be prepared to cope with this possibility.

PREPARING FOR THE TEST

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 B2: Mastery Test 1

(After Lesson 35)

(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 6–7 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 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 + 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 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 B2 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 he or she proceeds to the Comprehension C 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 B2 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.

Mastery Test 2

(After Lesson 65)

(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. ✓ 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 carefully 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 7–8 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 B2 Mastery Objectives

MASTERY OBJECTIVES

Following are the mastery objectives for Comprehension B2: *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 a written analogy, the student will choose from a specified list, the rule that tells about the analogy and write and answer.	2
Basic Evidence	Given two facts, the student will write the number of the fact that explains each of a series of statements.	1
	Given two rules, the student will indicate which one relates to a specified sentence in a brief passage by writing the number of the rule in the blank following the sentence.	2
Body Rules	Given a diagram relating to a body system, the student will mark the diagram according to instructions that demand the application of specific body rules.	1
Body Systems	Given a diagram of a body system, the student will identify a specified part by writing its name in the appropriate blank.	2
Contradictions	Given a passage, the student will underline the contradictory statement, circle the statement it contradicts, and write why the underlined statement is a contradiction.	1
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.	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 verb, noun or adjective.	2
Economic Rules	Given a question relating to an economics rule or its application, the student will write the answer.	2
Editing	Given a passage, the student will underline the redundant sentences, circle and correct the punctuation errors, and cross out and correct the wording errors.	2

Skill	Mastery Objective	Test
Following Directions	Given directions for drawing a complex figure, the student will draw the figure.	1
Sentence Analysis	Given a sentence, the student will underline the common part and rewrite the sentence in two sentences, each with the common part.	2
Sentence Combinations	Given a pair of sentences, the student will write a combined sentence using a specified connecting word.	2
	Given two sentences and three connecting words, the student will circle the word that correctly combines the sentences, and then write the combined sentence.	2
	Given a sentence with three connecting words, the student will underline the common part, circle the word that combines the sentences correctly, and combine the sentences with that word.	1
Similes	Given a sentence, the student will write a related simile.	2
Statement Inference	Given a group of facts on which to base the answers, the student will write the answers to questions typically found on a credit application.	1
	Given a story, the student will number selected facts from the story in their proper order.	2
	Given a written passage, the student will write answers to questions about the passage; circle <i>W</i> if the question is answered by words in the passage and underline those words; circle <i>D</i> if the question is answered by a deduction.	1
Subject—Predicate	Given a sentence, the student will circle the subject, underline the predicate, and rewrite the sentence by moving part of the predicate.	1
Writing Directions	Given a complex figure, the student will write the instructions for drawing the figure.	2
	Given a picture diagram, the student will write step-by-step directions by using key prompt words for drawing the diagram.	2
Writing Paragraphs	Given a five-sentence passage, the student will rewrite it in three sentences, making the following specific changes: using <i>because</i> and <i>but</i> to combine the appropriate sentences and moving part of the predicate in uncombined sentences.	2

ANSWER KEY

TEST 1

NAME _____

1 ☐

Write **R** for each fact that is **relevant** to what happened. Write **I** for each fact that is **irrelevant** to what happened.

a. That manufacturer wants to increase the demand for his product.

- He will try to advertise on TV. R
 He will exercise every morning. I
 He will consider many ideas. R
 He will have a sale. R

b. The man had a pain in his central nervous system.

- He had hurt his finger. I
 He had hurt his spinal cord. R
 His toe was over a fire. I
 He had hurt nerves inside his backbone. R

2 ☐

Underline the contradiction. Circle the statement it contradicts. Tell **why** the underlined statement contradicts the circled statement. Make the underlined statement true.

The man came home on a cold winter night. He started a fire in his fireplace, but his chimney was clogged. He took off his coat and hat. "Pretty soon, he noticed that something was wrong. His house was beginning to fill up with oxygen. He had to open the window, which let the cold air in. The man became very mad.

Because burning things

produce carbon dioxide

5 ☐

Follow the directions.

- a. Draw a horizontal line.
 b. Draw a line that slants up to the right from the right end of the horizontal line.
 c. At the left end of the horizontal line, draw an arrow that points up.
 d. Draw the muscle that will move the horizontal line in the direction of the arrow.



6 ☐

Circle the subject and underline the predicate. Rewrite the sentence by moving part of the predicate.

- a. (Don) was happy because he passed the test.

Because he passed the

test, Don was happy.

- b. (That strong old woman) will grin if she wins.

If she wins, that strong

old woman will grin.

7 ☐

Accept other reasonable responses.

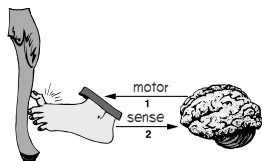
Make up a simile for each item.

- a. A cat ran fast.
 (A cat ran like a flash.)

- b. A girl had bright eyes.
 (A girl's eyes were like the sun.)

3 ☐

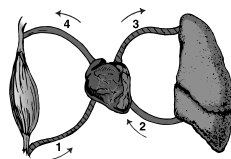
Label each nerve.
 Write a message for each nerve.



1. Move foot.
 2. Toe hurts.

Draw in the arrows.
 Tell if each tube is a vein or an artery.

1. vein
 2. vein
 3. artery
 4. artery



Tell if each nerve is a **sense** nerve or a **motor** nerve. Draw an arrow to show which way the message moves.

1. "Finger hurts." sense
 2. "Bend leg." motor
 3. "Scratch arm." motor
 4. "Strong smell." sense

4 ☐

Use the facts to fill out the form.

Facts: Your name is Alice Brown. You are applying for a credit card at the Paris Department Store. You are making payments of \$300 a month on your car. You have lived at 144 Stone Avenue, Atlanta, Georgia, for one year. You have worked as a secretary for Jones Manufacturing for three years. You make \$2000 a month, and you spend about \$1600 a month.

Last name Brown

Monthly income \$2000

Are you making payments on a car? Yes

8 ☐

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

- a. The femur is the upper leg bone. The quadriceps covers part of the femur.
(which) and but
 The quadriceps covers part of the femur, which is the upper leg bone.

- b. Sally studied hard. Sally did not pass the test.
 because (but) which
 Sally studied hard, but she did not pass the test.

- c. Wisconsin is in the Midwest. Wisconsin borders Lake Michigan.
 (which) because who
 Wisconsin, which is in the Midwest, borders Lake Michigan.

- d. Mrs. Smith is giving directions. Mr. Smith is giving directions.
 (and) but which
 Mrs. Smith and Mr. Smith are giving directions.

9 ☐

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

- a. Josh is predicting the winner of the World Series.
 verb
 b. The family eats bran to help their digestion.
 noun
 c. The astrologer enjoyed making predictions.
 noun
 d. The dog's digestive system makes gurgling noises when it sleeps.
 adjective

ANSWER KEY

10



Write the instructions.



1. (what and where) (Draw a line that slants up to the left.)
2. (what and where) (Draw a line that slants down to the left from the top of the slanted line.)
3. (what and where) (Connect the ends of the slanted lines.)

11



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.

The pulmonary artery carries the carbon dioxide blood to the lungs. The lungs take away the carbon dioxide and put oxygen in its place. When the blood is filled with oxygen, it goes back to the heart in a vein called the pulmonary vein. When the blood gets to the heart, the heart pumps it into an artery called the aorta. The aorta branches into smaller and smaller arteries, which carry the blood to all parts of the body.

- a. What color is blood in the pulmonary artery?
Almost black W ☒ D
- b. What color is blood in the pulmonary vein?
Red W ☒ D
- c. Why is blood in the pulmonary vein red?
Because it carries oxygen
- d. What color is blood in the aorta?
Red W ☒ D
- e. Why is the aorta an artery?
Because it carries blood away from the heart W ☒ D
- f. What gas does blood in the aorta carry?
Oxygen

ANSWER KEY

TEST 2

NAME _____

1 ☐

For each sentence followed by a blank, write in the number of the rule that relates to that sentence.

1. Hot air holds more water than cold air.
2. When hot air rises, it cools off.

Very warm air blows across the ocean toward the West Coast of the United States. When it reaches the coast, the air is carrying a great deal of water. 1 It is then forced up because of the mountains along the coast. By the time it reaches the mountaintops, the air is quite cool. 2 The air can no longer hold all its water. 1

2 ☐

Accept other reasonable responses.

Make up a simile for each item.

- a. She can sing very well.
(She can sing like a bird.)
- b. His voice is very loud.
(His voice is like thunder.)
- c. His feet are big.
(His feet are like skis.)

3 ☐

Answer the questions.

- a. What's the rule about products that are readier to use?

Products that are readier to use cost more.

- b. What's the rule about buying products in large quantities?

When you buy products in large quantities, you pay less for each unit.

Sue and John shop at the same store. Last night, they both had fried chicken for dinner. Sue's dinner cost \$3. John's dinner cost 75¢.

- c. Whose dinner cost more?
Sue's
- d. Whose dinner was readier to eat when it was obtained?
Sue's
- e. Who spent more time fixing dinner?
John
- f. What's the rule about when the demand is less than the supply?
When the demand is less than the supply, prices go down.

8 LESSON 65

5 ☐

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

- a. Melissa decided to rewrite her story.
(write again)
- b. Dan was unprepared for his camping trip.
(not prepared)
- c. That unfortunate man hurt his spinal cord.
(not lucky)
- d. That little old man rearranged his checker board.
(put in order again)

6 ☐

Combine the sentences with **however**.

Bats are not birds.
Bats fly.

Bats are not birds; however, they fly.

Combine the sentences with **particularly**.

Your blood moves fast.
Your blood moves fastest when you run.

Your blood moves fast, particularly when you run.

Combine the sentences with **especially**.

She worked hard.
She worked hardest in the morning.

She worked hard, especially in the morning.

10 LESSON 65

- g. What's the rule about when the demand is greater than the supply?

When the demand is

greater than the supply,

prices go up.

- h. What's the rule about what manufacturers try to do?

Manufacturers try to make

the demand greater than

the supply.

Pete's Shoe Store can't sell all its shoes.

- i. Which is greater, the supply or the demand?

The supply

- j. What will happen to the price of shoes?

It will go down.

- k. How do you know?

Because the demand

is greater than the supply

4 ☐

Put the statements below the story in the right order.

John hated his life. He worked in a big manufacturing plant in Maryland. Every day was the same. He got up at six o'clock. He got to work at seven o'clock. He punched his time card and had a cup of coffee. Then he stood next to a long belt for eight hours, examining animal crackers. If an animal cracker didn't look like a bear or a lion or a kangaroo, John took the cracker off the belt and threw it away. At five o'clock, when John went home, his wife met him at the door. "I made you a birthday cake," she said. John was surprised. He had forgotten it was his birthday. When his wife put the cake on the table, John fell over laughing. The cake was in the shape of a lion. It looked like a big animal cracker. John picked up the cake and threw it out the window. Then he was sorry and took his wife out to dinner.

- | | |
|-----------------------------------|----------|
| He was surprised. | <u>2</u> |
| He threw the cake out the window. | <u>3</u> |
| He got to work at seven o'clock. | <u>1</u> |

LESSON 65 9

7 ☐

Circle the word that combines the sentences correctly. Combine the sentences with that word.

- a. The teacher has to write reports.
Her principal has to write reports.
especially (and) because
The teacher and her principal have to write reports.

- b. Mr. Volt is very rich.
Mr. Volt manufactures video tapes.
although (who) especially
Mr. Volt, who manufactures video tapes, is very rich.

8 ☐

For each sentence, write two sentences with that common part. Underline the common part.

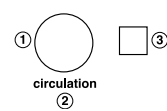
- a. Jane consumed a lot of water.
- b. Jane was thirsty.

America and Japan manufacture cars.

- a. America manufactures cars.
- b. Japan manufactures cars.

9 ☐

Write the instructions.



1. (Draw a circle.)
2. (Write the word circulation below the circle.)
3. (Draw a square to the right of the circle.)

10 ☐

Underline the redundant sentences. Circle and correct the punctuation errors. Cross out and correct the wording errors.

records
Duke Ellington made well over 100 record. All of the records are good, particularly the ones from the early 1940s. The records from the 1950s and 1960s are not as good as the ones from the forties.

LESSON 65 11

ANSWER KEY

11



Rewrite the paragraph in three sentences.
Use the empty, lined area below.

- If one of the sentences tells **why**, combine the sentences with **because**.
- If two sentences seem contradictory, combine them with **but**.
- Move part of the predicate in sentences that you don't combine.

Billie Holiday was the greatest singer of the Swing Era. Billie Holiday had an amazing voice. Her voice was not very loud. Her voice had great power. You should buy some Billie Holiday CDs if you get the chance.

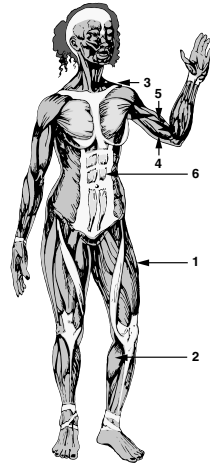
Billie Holiday was the greatest singer of the Swing Era because she had an amazing voice. Her voice was not loud, but it had great power. If you get the chance, you should buy some of Billie Holiday's CDs.

12



Fill in each blank.

- quadriceps
- gastrocnemius
- trapezius
- triceps
- biceps
- abdominal muscles



COMPREHENSION B2 : Comprehension Skills

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

[illegible]

Test 2

CORRECTIVE READING MASTERY TESTS

Group _____

[illegible]

PERCENTAGE OF SKILLS PASSED BY STUDENT

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	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
	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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