

**SRA**

**Corrective Reading**

# Concept Applications

**Mastery Test Examiner's Manual**

**Comprehension C**



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## PHOTO CREDITS

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## Introduction

The two Corrective Reading Mastery Tests for Comprehension C: *Concept Applications* 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 from their Comprehension C Workbook and Student 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 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.)

Second, the mastery tests are a criterion-referenced measure that samples all of 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.

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## Administering the Tests

### SCHEDULING

Test 1 should be given to students within a week after they have completed Lesson 70 of Comprehension C. Test 2 should be scheduled within a week of program completion.

Most students will require twenty to thirty minutes to finish each test. There are, however, no strict time limits. You may find that some students take a longer time to complete the tests. 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 booklets for Test 1 and 2, each of which includes a Student Profile.

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.

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## The Tests

Seat the students and make sure that each has a copy of the appropriate test booklet and a sharp pencil with an eraser.

Note: Use the following script to present both tests.

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. ✓** (For Test 2, have the students open their test booklets to page 10.) **The test you'll be taking has items just like those in your Comprehension Workbook and Student Book. 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 following answer keys to score the students' tests. Count the errors in each numbered part and record the number in the box next to 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 circle a particular statement and has underlined it instead, the response must be counted as an error.
- Anytime 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 sentence-combining 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 keys should be examined carefully. Reasonable alternative responses should *not* be counted as errors.

## ANSWER KEY FOR TEST 1

- Here's a conclusion:  
**Eagles are larger than ostriches.**

Does the passage contain evidence to support this conclusion or evidence to refute this conclusion?

Evidence to refute this conclusion

Which sentence contains the evidence?

Ostriches are the world's largest birds, often reaching a height of more than two meters.

- Here's another conclusion:  
**Many people continue to raise ostriches.**

Does the passage contain evidence to support this conclusion or evidence to refute this conclusion?

Evidence to refute this conclusion

Which sentence contains the evidence?

Today, fashions have changed so few people raise ostriches anymore.

4 ☐

Read the argument below and answer the questions.

We saw three fish near the shore of the Mississippi River, but we saw only one fish near the shore of the Columbia River. There's no doubt about it. The Mississippi is better for fishing than the Columbia.

- What does the writer want us to conclude?

The Mississippi is better for fishing than the Columbia.

- Why does the writer think that the Mississippi is better for fishing than the Columbia?

Because they saw more fish near the shore of the Mississippi

- What rule does the argument break?

Just because you know about a part doesn't mean you know about the whole thing.

5 ☐

Read the passage. Find a statement that contradicts an earlier statement.

- Underline the statement you assume to be true.
- Circle the contradiction.
- Make up an if-then statement that explains the contradiction.

I have to be alone. I need time to think about what I've done and what I should do next. I wish I had known how this thing was going to turn out. I have nothing to say for myself. (I wish Meg were here with me.) She'd understand.

If the speaker has to be alone, then she can't wish that Meg were with her.

LESSON 70 3

### TEST 1

NAME \_\_\_\_\_

1 ☐

Read the evidence and write the conclusion for each item.

- Here's the evidence:  
**Whooping cranes are birds.  
Birds have feathers.**

What's the conclusion? Whooping cranes have feathers.

- Here's the evidence:  
**Some birds can swim.  
A whooping crane is a bird.**

What's the conclusion? Maybe a whooping crane can swim.

- Here's the evidence:  
**All birds are warm-blooded.  
A whooping crane is a bird.**

What's the conclusion? A whooping crane is warm-blooded.

2 ☐

If evidence is relevant to a rule, it must tell about certain words in the rule. Read the rule below. Then answer the questions about each piece of evidence. Remember, if the evidence is irrelevant, there is no conclusion.

Rule. **Centaurs have the torso and legs of a horse.**

- Evidence A. **Ixion is a centaur.**

Is evidence A relevant or irrelevant?

Relevant

What's the conclusion?

Ixion has the torso and legs of a horse.

- Evidence B. **Criptus has the torso and legs of a horse.**

Is evidence B relevant or irrelevant?

Irrelevant

What's the conclusion?

There is none.

3 ☐

Read the passage below.

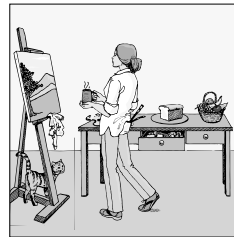
Ostriches are the world's largest birds, often reaching a height of more than two meters. They have extremely strong legs that enable them to kick with the force of a mule and to run forty kilometers an hour. Ostriches have small wings that extend when they are running. But they cannot fly. They can hiss like a snake and roar like a lion. Contrary to popular belief, ostriches do not bury their heads in the sand when they are scared.

Although ostriches are native to Africa, ostriches were raised in several countries during the 1800s. Their feathers were used a lot in hatmaking and dressmaking. Today, fashions have changed, so few people raise ostriches anymore.

6 ☐

Examine the picture carefully, and then read the statements that follow it. Some of the statements contradict what the picture shows.

- Underline every statement that is **contradictory**.
- If a statement contradicts the picture, write what the picture shows in the space below the statement.



- The artist is looking at a painting of her cat.

The artist is looking at a painting of a landscape.

- The artist has three paintbrushes in her back pocket.

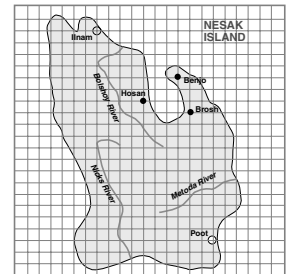
The artist has two paintbrushes in her back pocket.

- A basket of fruit is sitting on the table.

\_\_\_\_\_

7 ☐

Each square on the map below is two kilometers long and two kilometers wide.



Look at the map and answer the following questions. Write each answer in the space below the question.

- How many rivers are on Nesak Island?

3

- How far is it from Hoson to Ilmam?

20 kilometers

4 LESSON 70

2 LESSON 70

# ANSWER KEY FOR TEST 1

- Is it farther from Hosan to Innam or from Hosan to Poot?  
from Hosan to Poot
- How many towns are on Nesak Island?  
5

8 ☐

Read the story and answer the questions. Write each answer in the space below the question.

Millions of years ago, a kind of animal named eohippus lived in North America. Eohippus was a small animal, the size of a fox. It had four soft toes on its feet, a stubby mane, and a wispy tail. Although the last eohippus died over fifty million years ago, we know that it was related to the horse because its skeleton resembles the skeleton of a modern horse—especially in the way the teeth are arranged. Not only was eohippus related to the horse, it was the earliest-known close relative of the horse.

- What is the name of the earliest-known close relative of the horse?  
Eohippus
- Where did eohippus live?  
In North America

- When did the last eohippus die?  
Over fifty million years ago

- How big was eohippus?  
The size of a fox

- How do we know that eohippus was related to a modern horse?  
Because its skeleton resembles that of a modern horse

LESSON 70 5

13 ☐

Here's what we know:

**I have to buy some new clothes.**

For each item, combine one of the sentences below with the sentence in the box.

- I'm going to the shopping mall.
- I don't have any money.

- Make a combined sentence with **and**.

I have to buy some new clothes, and I'm going to the shopping mall.

- Make a combined sentence with **therefore**.

I have to buy some new clothes; therefore, I'm going to the shopping mall.

- Make a combined sentence with **however**.

I have to buy some new clothes; however, I don't have any money.

14 ☐

Write the instructions for this diagram.

inconsistent ③  
①  
②

- (what) (Draw a circle.)

- (what and where) (Draw a horizontal line below the circle.)

- (what and where) (Write the word inconsistent above the circle.)

15 ☐

Look at this diagram:

X (M)

The diagram contradicts part of these instructions.

- Draw a circle.
- Make an M above the circle.
- Make an X to the left of the circle.

- Circle the instruction that the diagram contradicts.
- Draw a new diagram that follows the instructions.

LESSON 70 7

9 ☐

Here's a fact: **Triceratops was a dinosaur that had horns.** Look at the picture below and answer the questions. Write each answer in the space below the question.



TRICERATOPS

- How many horns did triceratops have?

3

- What kind of reference material would you use to support the fact?

An encyclopedia

10 ☐

Write the model sentence that means the same thing as each sentence that follows. Use the space below each sentence.

- Her answer was filled with irrelevant details.  
Her response was replete with extraneous details.

- His directions were unclear and repetitive.  
His directions were ambiguous and redundant.

- They made up a fitting plan.  
They devised an appropriate strategy.

6 LESSON 70

11 ☐

In the passage below, the verbs **is** and **are** and the verbs **was** and **were** are used incorrectly six times. Cross out each incorrect word. Write the correct word above it.

Not all animals ~~is~~ <sup>are</sup> as intelligent as elephants. At the London Zoo, elephants ~~was~~ <sup>were</sup> separated from viewers by two fences. When people threw peanuts to the elephants, they sometimes didn't throw the nuts hard enough. Many nuts ~~was~~ <sup>were</sup> on the ground between the two fences. Neither the people nor the elephants ~~was~~ <sup>were</sup> able to reach them. One of the elephants ~~were~~ <sup>was</sup> clever enough to give throwers another chance. With a blast of air from its trunk, it blew the peanuts back to the crowd. Soon, every elephant in the zoo ~~were~~ <sup>was</sup> blowing poorly thrown peanuts back to the startled visitors.

12 ☐

Write the verb **has** or **have** in each blank.

- This water has a bad taste.
- The team has a game today.
- Many trees have no leaves in the winter.
- Nobody has run three races today.

16 ☐

Tuition is the fee that people must pay to attend a school. When people receive financial aid for their schooling, they get the money they need to pay their tuition or living expenses. Without financial aid, some people wouldn't be able to stay in college. Use the facts to fill out the form.

**Facts:** Your name is Joe W. Brown, and you are tired of working in a bank. You have decided to go back to school to get a degree. You attended West Lake Junior College from 1996 to 1998 and studied business. You have saved money for your living expenses, but you need a loan to pay your school tuition. Your social security number is 243-34-5521. Your address is 1501 South First Street, Santa Cruz, California. Your telephone number is 344-9037. You live alone. You like your apartment and want to keep it.

- Brown Joe W  
Last Name First Name Middle Initial
- Social security number: 243-34-5521
- Colleges you have attended: West Lake Junior College
- Major subject studied: Business
- Do you plan to apply for student housing?  
Yes ☐ No ☒
- Will you be applying for financial aid?  
Yes ☒ No ☐

17 ☐

Answer the questions. Write each answer in the space below the question.

- What is a robot?  
A machine that looks and performs something like a human

- How did eohippus defend itself?  
By outrunning its enemies

- How is Braille read?  
By running your fingers across patterns of bumps

- What do you do when you haze someone?  
Tease them

- What did **clewe** mean in Middle English?  
Thread

8 LESSON 70

# ANSWER KEY FOR TEST 2

## TEST 2

NAME \_\_\_\_\_

1 ☐

Here are two main ideas:

Main idea A. **Schools are responsible for a student's education.**

Main idea B. **Students are responsible for their own education.**

Each main idea fits one of the passages below. After reading both passages, figure out which main idea goes with each passage.

**Passage 1.** The school is being sued for damages, because when Albert graduated, he couldn't read well enough to fill out a job application. But it's not the school's fault that Albert can't read. Albert was one of those students who are incapable of learning. The school gave Albert every opportunity to learn—the same opportunities it gave to other students. Albert didn't take advantage of those opportunities. That doesn't mean that the school is responsible.

**Passage 2.** The school is being sued for damages because when Albert graduated, he couldn't read well enough to fill out a job application. The school's responsibility is to teach students how to read, write, and do arithmetic. We don't build schools and hire teachers to babysit kids until they are eighteen. If the schools aren't responsible for the education of children, then let's get rid of the schools.

1. Main idea A is: **Schools are responsible for a student's education.**

Which passage does main idea A best fit?

Passage 2

2. Main idea B is: **Students are responsible for their own education.**

Which passage does main idea B best fit?

Passage 1

2 ☐

The passage below presents a moral. Read the passage. Then make up a moral that fits the passage.

There once was a man who decided to build a house. Winter was approaching, so the man said to himself, "I'll do this house the fast way," and he did. He slapped up boards here and there. He didn't take the time to measure and fit. He pounded and slapped things together. Soon—very soon—his house was completed. "Not bad," he said to himself, until somebody came over to his house and slammed the front door, and down came the walls. In the end, the man had to rebuild his house the right way. It took him much longer this time, however, because he had to work in the cold, and he had to clear away the wreck of the old house.

Write a moral for the passage. Start the moral

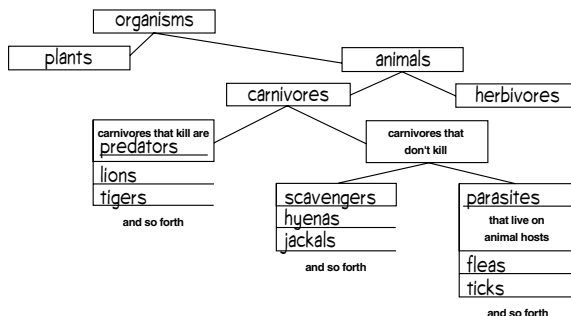
with the words "If you \_\_\_\_\_."

(If you do it right the first  
time, you will save time and  
money in the long run.)

10 LESSON 140

5 ☐

Fill in the chart below.



12 LESSON 140

3 ☐

Look at the picture. Then rewrite each sentence.



• A girl was flying a kite.

Write a more specific statement.

(A girl wearing shorts was  
flying a kite with a long  
tail.)

• They were running toward a tree.

Write a more specific statement.

(The girl and the dog  
were running toward a  
big tree.)

• A spotted dog was chasing after the little girl.

Write a general statement.

(An animal was chasing  
after a person.)

4 ☐

Read the passage below.

Here are a few tips on how to grow a vegetable garden. First, you must prepare the land. This preparation involves digging it up and mixing the earth with fertilizer. The second step is to plant your seeds. Space the seeds so that the plants will have room to grow. Most seeds will take only a few days to sprout. When you see the sprouted seedlings, the third step is to "mulch" the garden. Lay down straw or hay between the seedlings. This protective mulch will stop weeds from growing around your plants. Now your garden is on its way. The last thing you must remember is to water the garden daily. If enough water is available, water your garden in the early morning and evening. Soon you'll have plenty of vegetables for the table!

This sentence expresses the main idea: **Growing a vegetable garden involves several important steps.** The author makes four points that fall under the main idea. Write the four points under the main idea.

I. Growing a vegetable garden involves several important steps.

A. Preparing the land

B. Planting the seeds

C. Mulching the garden

D. Watering the garden  
daily

LESSON 140 11

6 ☐

Look at diagram 1.

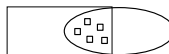


Diagram 1

You can't see the rectangle, but **part of the oval is in the rectangle.**

• Complete the deduction.

**All the boxes are in the oval.**

**Part of the oval is in the rectangle.**

So, maybe all (or some) of  
the boxes are in the rectangle.

• Draw the rectangle in diagram 1.

Look at diagram 2.



Diagram 2

You can't see the dots in the diagram, but **all the dots are in the triangle.**

• Complete the deduction.

**All the dots are in the triangle.**

**The triangle is in the circle.**

So, all the dots are in  
the circle.

• Draw the dots in diagram 2.

7 ☐

Each argument below is faulty. Read the arguments and answer the questions.

**J. Paul Getty was an American, and he had more than a billion dollars. John Jackson is an American, so he must be rich too.**

• What does the writer want us to conclude?

All Americans are rich.

• How could you show that the argument is faulty?

Find an American who  
is not rich.

**Joe takes business classes, so I think I'll ask him advice about the stock market.**

• What does the writer want us to conclude?

Joe knows about the  
stock market.

• How could you show that the argument is faulty?

By finding out whether Joe's  
business classes teach  
him about the stock market

LESSON 140 13

# ANSWER KEY FOR TEST 2

8 ☐

Each argument below breaks one of these rules:

- Rule 1. Just because two things happen around the same time doesn't mean one thing causes the other thing.
- Rule 2. Just because you know about a part doesn't mean you know about the whole thing.
- Rule 3. Just because you know about a part doesn't mean you know about another part.
- Rule 4. Just because you know about a whole thing doesn't mean you know about every part.
- Rule 5. Just because words are the same doesn't mean they have the same meaning.
- Rule 6. Just because the writer presents some choices doesn't mean there aren't other choices.
- Rule 7. Just because events have happened in the past doesn't mean they'll always happen.

After each argument below, write the number of the rule the argument breaks.

- If the National Food Corporation is earning a huge profit, you can bet that every employee of that company is rich.  
4

- Sharon is on the witness stand.  
District Attorney: "Isn't it true that you were a car thief when you were a teenager?"  
Sharon: "Yes, it's true."  
District Attorney: "Why shouldn't we believe that you still commit crimes?"  
7

- He is so far in debt that he even has a bill on his cap.  
5

14 LESSON 140

9 ☐

The argument below has an ought statement for a conclusion. Complete the deduction after the argument by writing the rule, the evidence, and the conclusion.

One man said, "I think that fool we call a president is doing everything completely wrong."  
"Listen, buddy," the other man said. "Around here, we don't like to hear people talk like that. We ought to lock you up for what you said."

• Rule: We ought to lock up people who say things we don't like.

• Evidence: The first man said something we don't like.

• Conclusion: We ought to lock up the first man.

- Name two benefits the tickbird receives from the partnership.

The rhino provides its food; the tickbird gets free transportation. (W) D

- What part of the host would not receive attention if the tickbird did not have special claws?

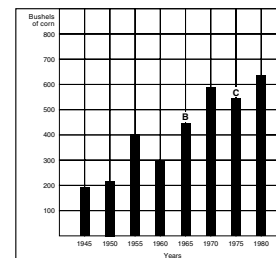
Places that are hard to reach (W) D

- Why would rhinos feel a lot worse if there were no tickbirds?

They would be bothered constantly by parasites. W (D)

12 ☐

Look at the graph below. Then answer the questions about what is shown on the graph.



16 LESSON 140

- The letter B shows bushels of corn for one year.

1. What year? 1965

2. How many bushels? 450

- The letter C shows bushels of corn for one year.

1. What year? 1975

2. How many bushels? 550

13 ☐

The two passages that follow tell something about mouthwash. Read both passages and find out which passage gives more facts about mouthwash.

**Passage A.** Mouthwashes that claim to stop bad breath by killing bacteria are useless. No amount of gargling could kill even one-tenth of the bacteria in the human mouth. Bad breath from eating garlic and onion does not come from your mouth at all. The digested garlic gets into your bloodstream, then your lungs, and finally comes out with each breath. Mouthwash cannot help this problem. Some kinds of bad breath come from throat infections that develop when the throat is too dry. Unfortunately, many mouthwashes contain alcohol, which actually dries the throat even more, making infection and bad breath more likely.

**Passage B.** Most sore throats are due to virus infections, which cannot be stopped with mouthwash. Some sore throats are caused by bacteria alone, and they should be treated with antibiotics. The only way to determine what kind of organisms are causing a throat infection is to take a few drops from the infected area and examine them under a microscope. If the doctor prescribes an antibiotic for you when you have a sore throat, be sure to use all the pills prescribed. If you stop taking the pills in the middle of the treatment, a much more powerful infection may

10 ☐

The two accounts that follow contradict each other on an important point. Make sure you find that contradiction when you read the accounts.

**Passage 1.** The National Forest Service today reported a wolf attack that occurred in a national park in Minnesota. "These attacks are occurring quite frequently these days," said a Forest Service employee. "The wolves have become very quick to attack because the wilderness areas where they live and feed are being destroyed." The largest population of wolves left in the United States, outside of Alaska, is in Minnesota, and consists of about 1200 wolves. The state of Minnesota has labeled wolves an endangered species and is trying to protect them.

**Passage 2.** The National Forest Service reported that a man had been attacked by a wolf in a national park in Minnesota late last night. Ranger Thompson, who reported the attack, told reporters: "This attack is a very rare incident. Wolves have never been known to attack a human. We are afraid that the public will overreact to this event and will start killing wolves. Since wolves are already an endangered species, any all-out attacks on wolves could wipe them from the face of the earth."

- These passages contradict each other on one big point. What point is that?

Whether wolf attacks are occurring frequently

11 ☐

Read the passage and answer the questions. Circle W if the question is answered by words in the passage. Circle D if the question is answered by a deduction. If you circle W for an item, underline the words in the passage that give the answer.

In Africa, there is a special partnership between tickbirds and large land animals such as the rhinoceros. Both the rhino and the tickbird benefit from this partnership.

The tickbird is a medium-sized bird that gets food from the rhino's hide. The bird spends most of its life riding on the rhino's back, pecking away at the ticks that get into folds of the skin and ears. (Ticks are small parasites that dig into the skin and drink the hosts' blood.) The tickbird is well equipped for eating these ticks. It has special claws that enable it to walk upside down on the rhino's belly and pick lice and ticks from places that are hard to reach. One of the few times the tickbird leaves the rhino is when the rhino wallows and rolls in a muddy marsh.

The tickbird benefits from the partnership because the rhino provides its food. The tickbird also gets free transportation. The rhino benefits because the tickbird gets rid of bothersome parasites. The rhino receives another benefit—a pair of sharp eyes. The rhinoceros cannot see very far, but the tickbird has keen eyes. When an animal (or hunter) approaches, the tickbird lets out a distinctive cry, a warning to the nearsighted rhino. If the rhino is sleeping or does not pay attention to the tickbird's warning, the tickbird will hop onto the rhino's head and give it a few brisk pecks on the top of the skull. The rhino usually responds to this second warning.

result. Treating a sore throat with mouthwash may provide temporary relief from pain, but it cannot cure serious throat infections.

Answer each question below. One question asks where you found an answer. Write **passage A**, **passage B**, or **passages A and B** for that question.

- Which passage tells more about mouthwash?  
Passage A

- The other passage gives more facts about something other than mouthwash. What does this passage tell more about?  
Sore throats

- Can mouthwashes kill all the bacteria in your mouth?  
No

- Where did you find the answer to the last question?  
Passage A

14 ☐

Underline the redundant part in each sentence below. Then explain why the underlined part is redundant.

- She nibbled at the cheese, taking small bites.  
If you know that she nibbled the cheese, then you know already that she took small bites.

- For a lazy person, he was very indolent.

If you know that he was lazy, then you know already that he was indolent.

15 ☐

Select the right word for combining each pair of sentences that follow. Then write the combined sentence. Remember to punctuate each sentence correctly.

- Police officers need to learn new laws. They go to police school. therefore but  
Police officers need to learn new laws; therefore, they go to police school.

- Cats love Susan. Susan is our animal doctor.  
who which  
Cats love Susan, who is our animal doctor.

- The mechanic worked all morning on your car. Your car still will not start. so (but)  
The mechanic worked all morning on your car, but your car still will not start.

LESSON 140 15

LESSON 140 17

## ANSWER KEY FOR TEST 2

16



In the passage below, the underlined words can be replaced with words you have learned. Rewrite the passage using the words you have learned. Remember to start every sentence with a capital letter and to punctuate each sentence correctly.

Rafael found a box full of money in the woods. He called up the man whose name was on the box. The man's answer was very unclear. He argued that he had a very sound reason for hiding it.

(Rafael found a box full of  
currency in the woods.  
He called up the man whose  
name was on the box. The  
man's response was  
particularly ambiguous.  
He contended that he had  
an especially valid motive  
for concealing it.)

18 LESSON 140

17



In each item below, the underlined sentence has two possible meanings. The sentence that follows the underlined sentence makes it clear which meaning is intended. Read the items and answer the questions.

- My neighbor beat his dog. They often have races.

What are the two possible meanings of the underlined sentence?

(My neighbor hit his dog.  
My neighbor raced his dog  
and won the race.)

What is the intended meaning?

(My neighbor raced his  
dog and won the race.)

- She hung a picture on the wall and it fell down. She called a carpenter to put the wall back up.

What are the two possible meanings of the underlined sentence?

(She hung a picture, but it fell  
off the wall.

She hung a picture on the  
wall and the wall fell down.)

What is the intended meaning?

(She hung a picture on the  
wall and the wall fell down.)

18



Read the paragraph below.

The people of Sipple had gone to the lake outside their city ever since the city had been formed. They swam, fished, and canoed. Then, in 1994, a large factory was built near the lake. After 1994, nobody went to the lake.

- The paragraph gives a clue about what caused the people to stop going to the lake. What caused them to stop?

A large factory was built  
near the lake.

- Name two ways that it could cause people to stop going to the lake.

1. (The smoke from the  
factory polluted the air.)

2. (The factory's waste  
polluted the lake.)

19



Answer the following questions.

- What do we call trees that cannot survive in the shade?

Intolerant trees

- What does inflation mean?

(Prices keep going up.)

- Why are plants important in preventing the formation of a desert?

(Their roots hold down  
the soil.)

- What does a shark do when a cleaner fish goes into its mouth?

(It allows the cleaner  
fish to eat things in its  
mouth.)

LESSON 140 19



## Recording Test Results

### STUDENT PROFILE

After administering either 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 for Test 1 and on page 9 for Test 2. The numbers on the tests and on the Student Profiles are keyed to the objectives of the Comprehension C Mastery Tests, which are described on pages 8–9 of this manual.

For each part, enter the number of errors in the Number of Errors column across from the appropriate number and objective, 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 FORM

After completing the Student Profile of each student, summarize the performance of the group, using the Group Summary Form for Test 1 on page 11 or the form for Test 2 on page 13. 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 taking Test 1, use Table A on page 12 of this manual. Count the number of skills mastered and look below that number to find the percentage passed by the student.

Use Table B 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. For Test 2, follow the same procedure, using the Test 2 tables on page 14.

## Diagnosis and Remediation

The Student Profile is designed so that if remediation is required for a particular skill, the prescription provided in the far-right column can be used. The prescriptions suggested are exercises from the Comprehension C Workbook or Student Book. **W** designates Workbook exercises; **T** designates Student Book exercises. The first number designates the lesson; the second number, the exercise.

Students are expected to master 85 to 90 percent of the skills tested. 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 deficient skills before moving on in the Comprehension C program or before being considered to have completed it.

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.

Have the student or students practice these exercises, with you assisting when necessary, until they have mastered the skill. We strongly recommend that you consider students to have completed either half of the Comprehension C 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 with students 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 Objectives

Following are the mastery objectives for Comprehension C: *Concept Applications*, Tests 1 and 2. Each part of the mastery test, labeled with a number, has been designed to test a particular skill area and is keyed to a number on the Objectives Chart. The column on the left lists the skill area, and the one on the right specifies in detail the student behavior required.

### TEST 1 MASTERY OBJECTIVES

Skill	Mastery Objective
1 Deductions	Given the first two parts of a basic or a maybe deduction, the student will write the conclusion.
2 Deductions	Given a rule and a piece of evidence, the student will write <i>relevant</i> or <i>irrelevant</i> after the evidence and then will write the conclusion if the evidence is relevant or will write <i>there is none</i> if the evidence is irrelevant.
3 Basic evidence	Given a passage and a conclusion, the student will indicate in writing whether the passage contains evidence to support or refute the conclusion and will write the sentence that contains the evidence.
4 Argument rules	Given a faulty argument, the student will indicate in writing what the writer wants the reader to conclude, what the internal logic of the argument is, and what rule the argument breaks.
5 Contradictions	Given a passage, the student will underline the true statement, circle the contradiction, and write an if-then statement that explains the contradiction.
6 Contradictions	Given a picture and a related statement, the student will underline the statement if it contradicts the picture and will write what the picture shows.
7 Maps, pictures, graphs	Given a map and a related question, the student will write the answer to the question.
8 Basic comprehension passages	Given a passage and a comprehension question, the student will write the answer to the question.
9 Supporting evidence	Given a fact and a related picture, the student will write the answer to a comprehension question and will write the name of the reference material that could be used to support the answer.
10 Definitions	Given a sentence, the student will write the model sentence that means the same thing.
11 Editing	Given a passage in which the words <i>is</i> , <i>are</i> , <i>was</i> , and <i>were</i> are misused, the student will cross out each incorrect word and write the correct word above it.
12 Editing	Given a sentence with a missing word, the student will write <i>has</i> or <i>have</i> in the blank.

13	Combining sentences	Given three short sentences and a specified conjunction, the student will choose the two sentences that can be appropriately combined with the conjunction and will write the combined sentence using correct punctuation.
14	Writing directions	Given a diagram, the student will write the directions for drawing the diagram.
15	Filling out forms	Given facts about a hypothetical person, the student will use the facts to fill out a form.
16	Identifying contradictory directions	Given a diagram and a set of instructions, one of which contradicts the diagram, the student will circle the contradictory instruction and draw a new diagram.
17	Information	Given an information question, the student will write the answer.

## TEST 2 MASTERY OBJECTIVES

### Skill

### Mastery Objective

1	Main idea	Given two passages and two main ideas, the student will write the number of the passage that best fits each main idea.
2	Morals	Given a passage, the student will write an appropriate moral.
3	Specific-General	Given a picture and a related statement, the student will rewrite the statement, making it more specific or more general, as instructed.
4	Visual-Spatial organization	Given a chart with several items filled in, the student will fill in the remaining items.
5	Outlining	Given a passage and its main idea, the student will write four points that fall under the main idea.
6	Deductions	Given an incomplete diagram and the first two parts of a related deduction, the student will write the last part of the deduction and will complete the diagram.
7	Argument rules I	Given a faulty argument, the student will indicate in writing what the writer wants the reader to conclude and how you could show that the argument is faulty.
8	Argument rules II	Given a faulty argument and a list of sound argument rules, the student will write the number of the rule the argument breaks.
9	Ought statements	Given an argument with an ought statement for a conclusion, the student will complete a related deduction by writing the rule, the evidence, and the conclusion.

10	Contradictions	Given two contradictory passages, the student will indicate in writing the major point of contradiction of each passage.
11	Words or deductions	Given a passage and a comprehension question, the student will write the answer to the question and then circle the <b>W</b> if the question is answered by words in the story and underline those words or circle <b>D</b> if the question is answered by a deduction.
12	Maps, pictures, graphs	Given a graph and a related question, the student will write the answer to the question.
13	Supporting evidence	Given two passages, the student will write the answer to a related question that may ask which passage provides specific information.
14	Editing	Given a sentence, the student will underline the redundant part and explain in writing why it is redundant.
15	Combining sentences	Given a pair of short sentences and a choice of conjunctions, the student will use the appropriate conjunction to write the combined sentence. The student will punctuate the sentence correctly.
16	Definitions	Given a passage, the student will rewrite the passage, replacing all underlined words with synonyms.
17	Meaning from context I	Given a pair of sentences in which the first is ambiguous and the second resolves the ambiguity, the student will write the two possible meanings of the initial sentence and will then write its intended meaning.
18	Meaning from context II	Given a paragraph, the student will answer questions that involve inferring the unstated cause of an action.
19	Information	Given an information question, the student will write the answer.

## Test 1

## COMPREHENSION C: Concept Applications

Date \_\_\_\_\_

[illegible]



## Test 1

TABLE A

PERCENTAGE OF SKILLS PASSED BY STUDENT

Number of Skills Mastered	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Percentage Passed	6	12	18	24	29	35	41	47	53	59	65	71	76	82	88	94	100

TABLE B

PERCENTAGE OF STUDENTS MASTERING EACH SKILL

Number of Students in Group	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																				

## Test 2

## COMPREHENSION C: Concept Applications

Date \_\_\_\_\_

[illegible]

## Test 2

TABLE A

PERCENTAGE OF SKILLS PASSED BY STUDENT

Number of Skills Mastered	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Percentage Passed	5	11	16	21	26	32	37	42	47	53	58	63	68	74	79	84	89	95	100

TABLE B

PERCENTAGE OF STUDENTS MASTERING EACH SKILL

Number of Students in Group	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																				

## Test 2

TABLE A

### PERCENTAGE OF SKILLS PASSED BY STUDENT

Number of Skills Mastered	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Percentage Passed	5	11	16	21	26	32	37	42	47	53	58	63	68	74	79	84	89	95	100

TABLE B

### PERCENTAGE OF STUDENTS MASTERING EACH SKILL

Number of Students in Group	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 C

### Mastery Test Examiner's Manual



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