THE CONSTRUCTION AND VALIDATION OF INFORMAL SKILLS INVENTORIES

by

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS

Many measuring instruments have been constructed to assist the teacher in determining the strengths and weaknesses of children's reading skills. In general, these are standardized achievement and survey instruments and have little merit for diagnosing reading skills in the classroom.

Some basal reader series have inventories,[1] but these do not apply as well to other reading series. The diagnostic value of these inventories is questionable since the various reading series introduce and develop certain skills at different times, e.g., Houghton-Mifflin introduces the blend "squ" at the third grade level while Allyn and Bacon introduce the same blend at the second grade level. To determine the degree of mastery of reading skills which children possess, the classroom teacher needs a battery of reading skills tests incorporating the common aspects of the major basal readers. At this time, such a battery is not available.

I. THE PROBLEM

Purpose of the study. The purpose of the study was (1) to construct informal skills inventories based on several

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[1]David Russell, Constance McCullough, and Doris Gates, Ginn Basic Series Tests (Boston: Ginn and Company, 1961).

contemporary basal reader textbooks and workbooks for grades 3-6; (2) to show that such inventories have some degree of validity as instruments for diagnosing children's word analysis and dictionary skills.

Importance of the study. Standardized measures of reading used in the classroom are usually concerned with general reading comprehension. Dolch explains that "present reading tests measure a variety of reading skills without precisely identifying the particular skills being measured."[2] If the test is diagnostic, it is either not available in the classroom or it is representative of one reading series and, therefore, inappropriate for use in any given situation.

Various standardized test builders, textbook writers, and other reading authorities imply the use of inventories to discover the skill areas in which children are deficient but they do not illustrate specifically the skills which should be measured.

The writer believes much value can be derived from inventories designed to determine how well the individual has mastered the specific skills.[3] The inventories can be of value to the school, the teacher, and the pupil.

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[2]Edward W. Dolch, "Do Reading Tests Test Reading?" Elementary English, (April, 1964), p. 202.

[3]Marjorie S. Johnson, and Roy A. Kress, Informal Reading Inventories (Reading Aid Series, Ira E. Aaron, editor. Newark, Delaware: International Reading Association, Inc., 1965), p. 1.

The primary value of skills inventories for the school would be for selection of materials. This is especially true if certain skills were found to be weak in a substantial number of pupils.

The teacher must discover the skill areas in which his pupils are deficient. The inventories, being representative of the skills introduced and developed by four major basal reader companies, provide one means for diagnosing these strengths and weaknesses. Upon the results of the inventories, instructional methods and materials can be determined, thereby adjusting the methods and materials to the problem rather than vice versa.

Generally, one standardized test is given sometime during the year. The disadvantages to this are obvious; half the year may be past before the results are known, the test may be given in the spring and the results back by fall but three-months growth has not been measured, appropriate materials cannot be selected without accurate, up-to-date results, etc. However, the inventories can be administered at any time, (preferably at the beginning of the year but are valuable for transfer students and for follow-up evaluation after instruction has been provided) and, at any grade level which the teacher feels is necessary, e.g., Level IV inventory is based on skills introduced by the end of grade three; however, if the teacher at sixth grade level feels he has pupils who have not mastered these (third grade) skills, he can

administer the Level IV inventory. The skills tested in each inventory are those introduced at that specific level, whereas standardized tests cover a "range" of levels, e.g., "intermediate."

Standardized tests cover too wide a range of grade levels to be completely reliable. Since the extreme scores are extrapolated from a smaller range, they become only approximations. The inventories, in contrast, are designed to reveal one grade level, but can be used equally well at any grade level.

Once the skill needs of the pupils have been determined, the teacher can establish special needs groups.[4] These groups meet until the skill has been mastered and then disband. Several groups can be organized simultaneously but the membership must be flexible; one child may require only one period to master the skill or he may require ten periods.

Another value of the inventories is the objectivity which they provide. This is not in contrast with the standardized tests, if and when they are available, but it is in contrast to the subjective observation method which teachers too often must use. The items are all objective in nature and therefore teacher judgment is ruled out.

The value of the inventories to the pupils may be the

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[4]Ruth Strang, Constance M. McCullough, and Arthur E. Traxler, The Improvement of Reading (third edition; New York: McGraw-Hill Book Company, Inc., 1961), p. 217.

most important. The pupil can see himself, not himself in relation to the group. Once the child knows what skills he must develop to become a better reader, he has direction. The inventories provide the teacher with a means to improve communications with the pupils and thereby, hopefully, improve on such variables as rapport, attitude, and interest.

Limitations of the study. The writer limited the survey to four of the major basal reader series: Scott, Foresman and Company (1956), Ginn and Company (1964), Allyn and Bacon, Inc. (1968), and Harper and Row (1966). It seemed reasonable to assume since these are major publishing companies of basal reading series that all the reading skills covered in the inventories are introduced. In view of this assumption, it was further assumed that no other publishing company was likely to introduce different skills at a time significantly variant from the major companies.

A further limitation concerns the skills themselves. Since one purpose of this study was to diagnose children's word analysis skills, the inventories are limited to phonic analysis, structural analysis,and dictionary skills. No measures of comprehension skills, work-study skills, or library skills were included.

The sampling of items is limited. Inventories are, obviously, not comprehensive, but a sampling of "past and

future learnings for a particular grade level."[5] Therefore skill areas were predetermined and several items selected to evaluate each area.

The intent of the study was to develop inventories of high content validity. Therefore, the analyses do not include elaborate statistical treatments.

Because of the limits placed on analyzing the inventories, the pretesting of the inventories was limited to a small number of children.

DEFINITIONS OF TERMS

Deficiency. As used in this paper deficiency refers to the lack of ability in the use of a specific skill, such as recognizing root words.

Digraph. A digraph is a combination of two letters, consonants or vowels, which produce one speech sound when pronounced.

Diphthong. A diphthong is a vowel combination which, when pronounced, produces a blending of the two vowels. Both vowels retain their own sounds.

Informal Skills Inventory. An instrument constructed from the available reading textbooks and workbooks and

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[5]John R. Pescosolido, Leo M. Schell, and Marie-Jeanne Laurent, Reading: Approaches and Rituals (Dubuque, Iowa: William C. Brown Company, 1967), p. 112.

containing a sampling of the reading skills presented. The items within each inventory were subjected to the criteria presented in Chapter 3--Procedures. Items included were based on the textbooks and workbooks previously cited.

Phonic Analysis. Phonic analysis, as used in this report, refers to the sound-letter association process necessary in the pronunciation of words.[6]

Scope and Sequence. Reference in this report to the scope is to be interpreted as being the horizontal development of a skill area, e.g., all consonants being introduced in grade one. The sequence, then, refers to the vertical development of a skill area, e.g., all consonants are reinforced at each successive grade level.

Skill Area. This refers to specific word analysis skills such as "syllabication" as being a facet of structural analysis.

Structural Analysis. This refers to the various forms of words. It includes (1) inflectional endings (-s, -ed, -ing), (2) modification of root word meanings by the addition of prefixes and suffixes, and (3) combination of words to form compounds.[7]

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[6]Arthur W. Heilman, Phonics in Proper Perspective (Columbus, Ohio: Charles E. Merrill Books, Inc., 1964), p. 2.

[7]Ibid., p. 3.

Validity. As used in this paper, validity is essentially the extent to which the content has been satisfactorily sampled. The writer believes these inventories have a high degree of content validity since the items were based on textbooks and workbooks and all met certain criteria. The criteria were based on a thorough survey and analysis of the scopes and sequences of four major basal reader series.

Word Analysis. "An inclusive term which includes all methods of recognizing words which are not known as sight words."[8]

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[8]Heilman, op. cit., p. 2.

CHAPTER II

REVIEW OF THE LITERATURE

The extent to which a pupil understands what he reads is determined by his degree of mastery of several basic reading skills: those which enable him to pronounce a word which is strange to him, those which enable him to discover the meaning for strange words by using the context, and those which enable him to relate this concept to past experiences and thereby comprehend what the author is attempting to communicate. Simply stated, "the reader identifies (determines what the symbols are) and interprets (determines what the symbols mean) the symbols in his attempt to understand the ideas of the author."[1] The implication is clear and simple: the child MUST recognize the symbols BEFORE he can comprehend. Therefore, the teacher must discover the specific skill areas in which the child needs instruction. It is the writer's contention that informal reading skills inventories will disclose these deficiencies.

I. OBJECTIVES OF THE REVIEW

Most of the literature on informal reading inventories does not discuss specific word analysis skills. Rather, the

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[1]Pescosolido, Schell, and Laurent, op. cit., p. 12. (The information within the parentheses also comes from this source.)

emphasis is on comprehension. This review will attempt to show

1. the need for careful diagnosis of word analysis skills,
2. how standardized tests fail in disclosing the deficient skill areas,
3. why the available and advocated informal reading inventories are inadequate, and
4. the need for informal skills inventories.

II. READING AUTHORITIES DISCUSS THE NEED FOR SKILLS INVENTORIES

Authorities in reading state clearly the importance of phonic and structural analysis skills. Teachers' manuals discuss the need for diagnosis of specific skill learnings and give the teacher some material for evaluating pupils' skills.[2,3] However, in reviewing the manuals it was obvious that the emphasis was placed on comprehension and fluency rather than on phonic and/or structural analysis skills.

Checklists of phonic and structural analysis skills are provided in the teachers' manuals[4,5] but the teacher must

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[2]Emmett A. Betts, and Carolyn M. Welch, The ABC Teachers Guide: Adventures Here and There (5) (third edition; New York: American Book Company, 1963), pp. G11-G12.

[3]David H. Russell, and Constance M. McCullough, Ginn Basic Manual for Teaching Trails to Treasure, Fifth Reader (revised edition; Boston: Ginn and Company, 1961), pp. 44-50.

[4]Ibid., pp. 22-23.

[5]Betts, and Welch, op. cit., pp. G6-G7.

evaluate each child individually or reproduce this material, a time-consuming process. Also, obviously, these checklists are geared to one particular reading series.

Teachers are expected to diagnose the reading abilities of each child. Tinker and McCullough say that each child's strengths and weaknesses are important to the teacher in his appraisal of their skills.[6] Also, in order to know if the reading program is eliminating children's weaknesses, an "integrated appraisal" is necessary. The informal skills inventories are one facet of that appraisal since they are designed to locate individual differences in phonic analysis, structural analysis, and dictionary skills.

"It will not be possible to attain maximum efficiency in reading . . . unless adequate diagnostic facilities are provided for students with learning difficulties."[7] In the classroom, where reading abilities are so diverse, group evaluation instruments are most practical. In view of this, some standardized group tests were reviewed by the writer to determine their (1) practicality, (2) diagnostic effectiveness, and (3) applicability to classroom situations.

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[6]Miles A. Tinker, and Constance M. McCullough, Teaching Elementary Reading (third edition; New York: Appleton-Century-Crofts, 1968), p. 347.

[7]Miles V. Zintz, Corrective Reading (Dubuque, Iowa: William C. Brown Company, 1966), p. 157.

III. LIMITATIONS OF STANDARDIZED READING TESTS

Reading survey tests, such as the Gates-MacGinitie Reading Tests,[8] measure comprehension, speed and accuracy, and vocabulary. In attempting to pin-point specific strengths and weaknesses, the teacher is not interested in these areas. Rather, he is interested in what word analysis skills each child is deficient in.

Most survey tests, as well as some diagnostic tests, are not "grade specific," i.e., designed for one grade level. The Gates-MacGinitie Reading Tests have one test, Survey D, which is designed for grades 4-6. The Stanford Diagnostic Reading Test, Level II[9] is designed for grades 4.5 to 8.5. Obviously, since a typical fourth grade will have a reading ability range of from about first grade to sixth grade, these tests cannot be extremely precise. An instrument which is constructed, for example, from fourth grade material, should have higher content validity, and give more reliable results.

The McCullough Word-Analysis Tests[10] are also designed

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[8]Arthur I. Gates, and Walter H. MacGinitie, Gates-MacGinitie Reading Tests (Teachers College, Columbia University; New York: Teachers College Press, 1965).

[9]Bjorn Karlson, Richard Madden, and Eric F. Gardner, Stanford Diagnostic Reading Test (New York: Harcourt, Brace and World, Inc., 1966).

[10]Constance M. McCullough, McCullough Word-Analysis Tests (Princeton, New Jersey: Personnel Press, Inc., 1963).

for several grade levels. The tests cover various phonic and structural analysis skills and provide for determining an individual's strengths and weaknesses as well as for making comparisons within the group. The problems involve its practicality, its availability in the classrooms, and its applicability, i.e., does the material it tests compare favorably with the material the children are being instructed from?

The Stanford Diagnostic Reading Test, although designed to measure phonic and structural analysis skills, does not supply any data concerning validity. This is also true of the McCullough Word-Analysis Tests . This leaves some question in the reviewer's mind as to the amount of faith one should place in these tests. The writer contends that informal skills inventories constructed from basal reading series will have a higher degree of content validity than most standardized tests.

Additional standardized tests illustrating the above limitations have been listed in the bibliography. Included were the reading sections of the Stanford Achievement Test, Metropolitan Achievement Tests, and SRA Achievement Tests.

IV. LIMITATIONS OF INFORMAL READING INVENTORIES[11]

Teachers also use oral tests, such as informal reading inventories, to determine the level of instruction at which children can succeed. "Many teachers believe oral reading provides the best check of ability in word identification (or analysis)."[12] This method has the child read orally a selection from a graded reading series while the teacher marks a copy of the selection to indicate the words missed. The child must read a certain percentage of the words correctly, usually "eighty per cent to eighty-five per cent in the primary grades," and be able to answer "eighty-five to ninety per cent" of the questions over the content.[13] If the child cannot reach this criteria the teacher checks him at a lower level of reading material until his instructional level is located.

This method gives some idea of the child's skills in word analysis but is too small a sampling. The length of the selection varies from approximately fifty to one hundred fifty

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[11]Informal reading inventories are commonly thought of as oral tests. The instruments constructed for this study are paper and pencil skills inventories.

[12]Nila Banton Smith, Reading Instruction for Today's Children (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963), p. 249.

[13]Ibid. (A variety of instructional level percentages are found in the literature.)

running words[14] depending on the level being tested. This seems to the writer to be too few words to make reliable conclusions concerning phonic and structural analysis deficiencies. Too, the emphasis seems to be put on the child's ability to answer the questions after he has read the material rather than on the specific errors made during the reading. Simply counting the words read incorrectly does not reveal the skill lacking, although it does reveal that a skill, or skills, may be deficient. This would indicate a more thorough diagnosis of skills is needed. In the classroom, an informal skills inventory could be extremely valuable.

Wilson discusses a similar inventory which is constructed from material the child will be using in the classroom. However, he points out that, "informal inventories produce results which are only as good as the efforts of the reading specialist in the tasks of selecting the appropriate materials, asking the proper questions, and listening accurately to the types of errors made."[15] Here the emphasis is on "asking the proper questions" and the "types of errors made." Again, the writer feels a more comprehensive inventory on the "types of errors" would yield more valid and reliable results.

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[14]Pescosolido, Schell, and Laurent, op. cit., p. 104.

[15]Robert M. Wilson, Diagnostic and Remedial Reading for Classroom and Clinic (Columbus, Ohio: Charles E. Merrill Books, Inc., 1967), p. 87.

Strang discusses an Informal Group Reading Inventory. "This method . . . includes questions on location of information and other study skills . . . (and) also tests the comprehension of passages from books they are expected to read . . . A summary chart . . . enables both teacher and students to see at a glance the skills on which the class and individuals need special help."[16] Obviously, the intent of this inventory is NOT for locating work analysis strengths and weaknesses. The "skills" mentioned refer to either comprehension or study skills.

The pamphlet, Informal Reading Inventories[17] presents word analysis inventories which appraise the child's word analysis skills by presenting words in isolation. This requires a one-to-one, teacher-pupil, relationship which grossly weakens its practical value for classroom use.

Johnson and Kress later say, "There is no group technique for getting the necessary information about his level of achievement on the test and an evaluation of his strengths and weaknesses in word analysis."[18] The intent of this study was to construct inventories which can be administered to small groups of children and still reveal their strengths and weaknesses in the areas of phonic analysis, structural analysis, and dictionary skills.

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[16]Strang, McCullough, and Traxler, op. cit., p. 319.

[17]Johnson, and Kress, op. cit., p. 16.

[18]Ibid., p. 28.

Many other sources discuss the informal reading inventories and, generally, in the same way as those presented. Additional inventories by Durrell, Gilmore, Gray, McCracken, and Spache have been listed in the bibliography.

V. SUMMARY

The intent of this review was to substantiate the need for informal skills inventories. The writer attempted to show that reading authorities are, generally, in agreement on the need for careful diagnosis of word analysis skills. Basal reader textbook authors provide checklists and materials for the teachers to use in appraising their pupils, but they do not all feel it can be done in a group situation.

Standardized tests fail in attempting to locate skill deficiencies. The survey tests attempt to measure comprehension, speed and accuracy, and vocabulary. These are NOT enough! Reading authorities say word analysis skills must be diagnosed.

Survey tests, and most diagnostic tests, are not "grade specific." Tests attempting to measure the reading abilities of children in several grade levels cannot be precise. The range of abilities in one grade level could easily exceed six years. A "grade specific" instrument would be much more precise.

Other limitations of standardized instruments include its practicality, its availability in the classroom, and its

applicability. The expense of standardized tests is too great to have several in each classroom and since the tests which are available may not apply to the material used in the classroom, the practicality is questionable.

Some diagnostic tests provide no evidence of validity. Informal skills inventories, constructed from classroom material, will, most assuredly, have high content validity.

Finally, the informal reading inventories discussed in most of the literature are insufficient. Generally, they are concerned with comprehension and locating a "level" of reading ability. They will, quite possibly, indicate a need for further testing of a diagnostic nature. The informal skills inventory would be the next step in the total appraisal procedure.

CHAPTER III

PROCEDURES

The major objective of this study was to construct and analyze a series of informal skills inventories based on four basal reading series. As mentioned, validation of the inventories was limited to content validity. This validity was virtually insured due to the nature of the construction.

I. DESCRIPTION OF THE SAMPLE

The writer used pupils from the Wamego, Kansas elementary schools as subjects for this study. Those participating were completing the second, third, fourth, and fifth grades. The number of pupils tested was 120 of which 110 were used in the analysis. The scores of ten children who were absent for one test session, or for some reason did not finish all the subtests, were excluded.

All classes participating in this study were heterogeneously grouped in ability and sex. As the purpose of the skills inventories is to determine specific areas of weaknesses in phonic analysis, structural analysis, and/or dictionary skills in individuals, no attempt was made to stratify or subgroup the subjects.

Wamego is a city of approximately 2,500 located in a farming area of northeastern Kansas. The city is near Kansas

State University. Included in the sample were children from various home environments; children of farmers, businessmen, professionals, skilled and nonskilled workers, etc.

Wamego has one elementary school with several classes at each grade level. The classes participating were chosen by the school principal and no preference was shown as far as the writer knows.

II. CONSTRUCTION OF THE INVENTORIES

Information of skills scope and sequence was obtained from four basal reading series: Allyn and Bacon, Inc. (1968), Ginn and Company (1964), Harper and Row (1966), and Scott, Foresman and Company (1956).

Each scope and sequence chart was analyzed to determine the grade level at which specific skills within each of the following areas were introduced: phonic analysis, structural analysis, and dictionary skills (see Appendix A).

The purpose of the analysis was to locate similar skill elements introduced at the same grade level and to construct a single scope chart for each inventory level, three through six, based on these similarities (see Appendix B). The following criteria for the construction of the scope composites were established:

General criteria for selecting elements.

1. The element was included if three of the four basal reader series charts introduced it at the same level.

2. Elements were omitted arbitrarily if they were not considered by the writer as crucial in the word analysis process in reading.

3. Elements were included arbitrarily if two of the basal reader charts introduced them at the same level and they were considered by the writer as crucial in the word analysis process in reading.

From these three composite charts, four inventories were constructed (see Appendix C). Criteria for the individual inventories were as follows:

Specific criteria for construction of individual inventories.

LEVEL III INVENTORY

1. To be used primarily at the conclusion of grade two or beginning of grade three.
2. Skills included must be introduced by the conclusion of the second semester of the second grade.
3. Items used were based on workbook levels 1^1, 1^2, 2^1, and 2^2.

LEVEL IV INVENTORY

1. To be used primarily at the conclusion of grade three or beginning of grade four.
2. Skills included must be introduced by the conclusion of the second semester of the third grade.
3. Items used were based on workbook levels 3^1 and 3^2.

LEVEL V INVENTORY

1. To be used primarily at the conclusion of grade four or beginning of grade five.
2. Skills included must be introduced by the conclusion of the second semester of the fourth grade.
3. Items used were based on workbook levels 4^1 and 4^2.

LEVEL VI INVENTORY

1. To be used primarily at the conclusion of grade five or beginning of grade six.
2. Skills included must be introduced in grades five and six.
3. Items used were based on workbook levels 5 and 6.

III. DESCRIPTION AND ADMINISTRATION OF THE INVENTORIES

Each level inventory contains three subtests: phonic analysis, structural analysis, and dictionary skills. The elements included in the subtests of each inventory are presented in Appendix B. Arbitrary inclusions and omissions of elements according to the criteria are also noted.

The items in each inventory were based on the four reading series' teachers manuals and corresponding workbooks.

Limitations were placed on the number of items selected. The number of items was arbitrarily determined by the writer. The judgments made were based on the emphasis which the four basal reading series appeared to give each skill. The degree of content validity of the skills inventories is partially determined by the amount of correspondence between the writer's judgment and the actual emphasis placed on each skill in the basal readers.

Limits were also placed on the time required for administration and working the inventories. Based on the number of items contained in each inventory, the time limit was set at approximately sixty minutes. Some pupils did not finish each subtest, but it was assumed that substantial time was allowed for the majority of pupils to finish and that those not completing the inventories within the sixty minutes would not benefit from extra time.

IV. ANALYSIS OF THE INVENTORIES

As the inventories are informal and designed to determine specific skills in which individuals are deficient, the analysis has been limited. However, in an attempt to determine if the inventories are good measuring instruments, the following aspects were examined to the extent described.

Standardization. Since the inventories are informal, elaborate standardization is not within the scope of this study. Each individual's score indicates he has, or has not, mastered the skills necessary to read materials at that particular inventory level. Comparisons to the group are irrelevant to the intent of the inventories and were, therefore, not included in the statistical treatment.

Reliability. Reliability coefficients were not determined for the inventories. The writer acknowledges the desirability of determining correlations in Chapter V, under Recommendations for Improvement of the Inventories.

Validity. Face validity, a variety of content validity, is what the tests appear to measure by evaluating them subjectively.[1] Obviously, this was a consideration during the actual writing of the test items. However, since nearly all

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[1]G. C. Helmstadter, Principles of Psychological Measurement (New York: Appleton-Century-Crofts, Division of Meredith Publishing Company, 1964), p. 89.

test items were based on items used in the four reading series' teachers manuals and workbooks, face validity was, hopefully, realized.

Of the various kinds of validity, the real concern for the inventories was to establish a high degree of content validity. It was assumed that content validity was high because of the nature of the construction, i.e., selecting common elements from major basal reader publishing companies and basing the items on basal reader manual and workbook exercises.

Many diagnostic reading tests, e.g., McCullough Word-Analysis Tests, Tests I, II, III, and Stanford Diagnostic Reading Tests, Level I, tests three and six, measure a reading skill in reverse. That is, the teacher gives a stimulus word and asks the child to select the symbol(s) which represents the sound(s). The process of reading requires the child to produce the sound from the printed symbols with no stimuli.

Some of the inventory subtests have the above limitation while others do not. The subtests for initial and final digraphs exemplify the limitation while the subtest for diphthongs follows the reading process. To measure auditory discrimination of digraphs without using stimuli words is virtually impossible since the symbols which make the sounds are quite stable. Therefore, the pupil could simply rely on visual discrimination.

Also, some subtests involve the giving of stimuli words by the teacher, selecting a response by the pupil, and, then, having the pupil write the symbols which represent the sound. The subtests measuring initial and final blends illustrate this type of item and it involves the limitation of measuring the skill in reverse as well as measuring the skill in the sequence actually used.

Item Analysis. The scope of this paper included the administering of the inventories to approximately 100 pupils, evaluating the results to determine if the inventories do, in fact, reveal specific deficiencies in the skill areas tested, and making recommendations as to changes which should be made, or research which should be done, to improve the inventories.

The inventories are mastery tests, i.e., tests "to separate the pupils into two groups, those who have achieved at least as high as a certain level and those who have not."[2] It is expected an analysis would reveal an abnormal distribution; a ceiling effect would be realized resulting in a distribution which is negatively skewed, rather than being distributed normally as one expects from a power test. Item analysis, therefore, is much less important in mastery tests than in power tests and was not included in the analysis.[3]

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[2]J. Stanley Ahmann, and Marvin D. Glock, Evaluating Pupil Growth: Principles of Tests and Measurement (third edition; Boston: Allyn and Bacon, Inc., 1967), p. 184.

[3]Ibid.

To further establish the validity of the inventories, mean scores, by subtests, for each grade level were determined and profile charts of the percentage correct were constructed. The 69 subtests from all inventories were categorized to show the distribution by the mean scores achieved. These results and selected individual profiles are presented in Chapter IV, under Results of the Testing. The writer believes these presentations illustrate that the inventories do, in fact, measure what they were designed to measure.

CHAPTER IV

TESTING, ANALYSIS AND INTERPRETATION

The inventories were administered on two separate days; April 30, and May 6, 1969. The Phonic Analysis sections of Levels III and IV were given on April 30 with the completion of the inventories on May 6. Due to the length of time required to administer the first section, it was decided not to complete these two levels on the same day. Level V was administered in two sessions on the same day. Level VI was completed during one session.

I. ADMINISTERING THE INVENTORIES

Level III. Twenty-seven children completing grade two took this test of which 23 scores were used in the analysis. Four scores could not be used because the pupils were absent during one session or for some reason did not complete the subtests.

Several problems were encountered while administering Level III. The most significant seemed to be:

1. In a group situation, with pupils finishing second grade, the directions for each subtest had to be discussed thoroughly. The writer does not foresee this as a problem with individual second grade pupils.

2. Stimulus words on auditory discrimination tests had to be repeated for nearly every item.

3. Several pupils became confused when responding required two things to do. For example, test 1.31 Initial Blends asks the pupils to listen to the beginning blend and circle the word which begins with the same blend. Then, print the letters which form the blend on the line. While most children could circle the correct word, many could not, or did not, determine which letters should be printed on the line.

4. Because of the quality of printing, some item responses (tests 1.22) had to be reproduced on the chalkboard.

Level IV. Thirty-three children completing grade three were administered this test of which 30 scores were used in the analysis. Three scores could not be used because of absenteeism on one of the test days.

No significant problems arose during the administration of this test. Questions mainly concerned help with words as the quality of printing on some test pages was poor.

Level V. Thirty-one children completing grade four were administered this inventory. All scores were used in the analysis.

No problems were encountered and, by observation, no child appeared to be working at too difficult a level.

Level VI. Twenty-nine children completing grade five took this test of which 26 scores were used in the analysis. Three scores could not be used; two were excluded because they were observed cheating, one brain-injured child slept through most subtests.

This group appeared very capable as no questions were asked other than clarification of test directions.

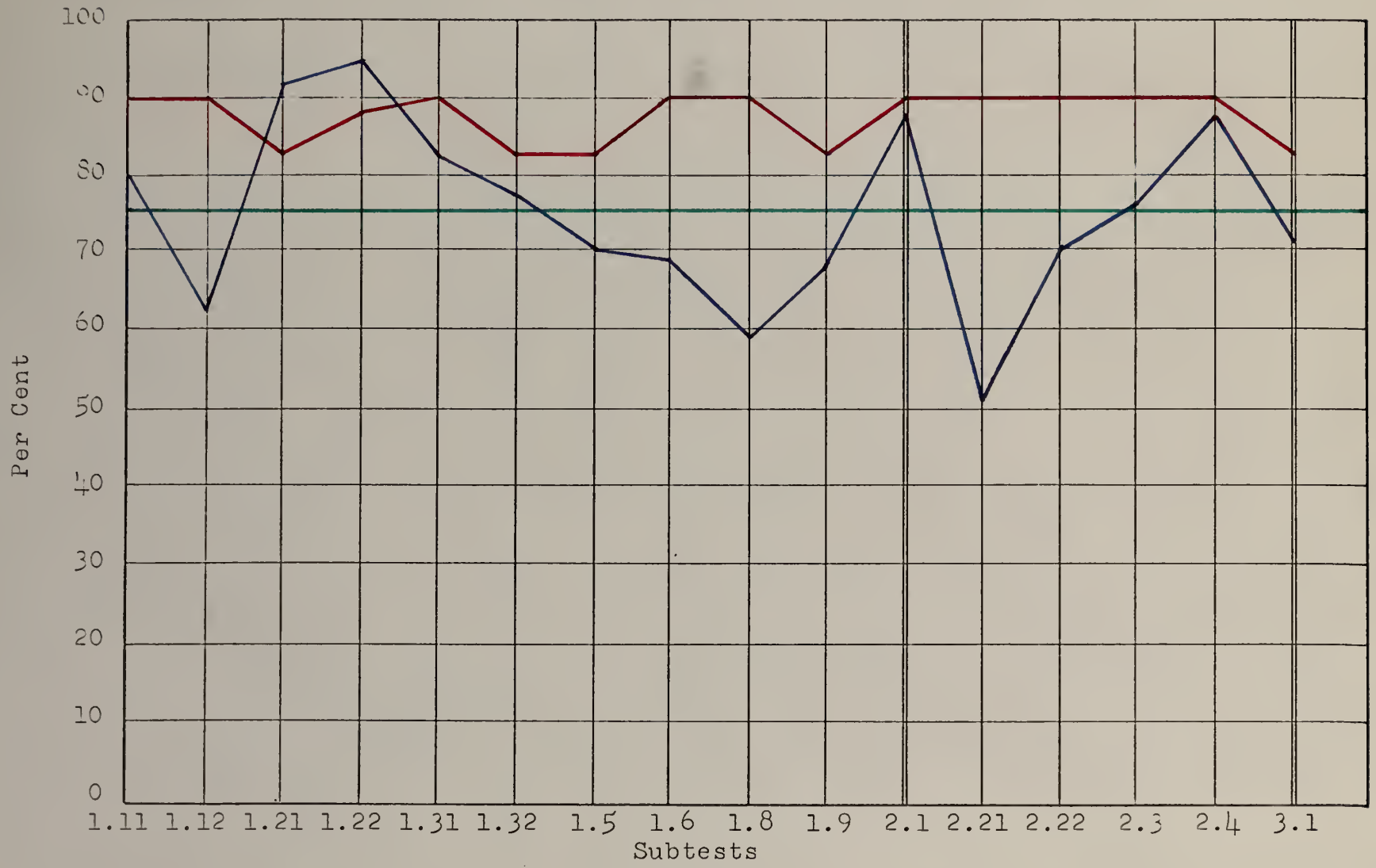
II. RESULTS OF THE TESTING

All tests were checked and scored according to the directions in the "Manual for the Teacher." Raw scores were placed on the "Individual Record Sheet" and the bars shaded to reveal each individual's profile. The raw scores were then converted into a number (1, 2, or 3) from the raw score "Conversion Table" and entered into the cells in the "Class Record Sheet." This sheet reveals any deficiencies the class may have as a group.

Mean scores were computed for each class, by subtest, and converted into percentages. Percentage profiles were then constructed for each class (see Figures 1, 2, 3, and 4). The green line drawn across each profile chart indicates the overall mean score on the inventory. The blue line indicates the class percentages correct by subtest. The red line indicates the arbitrary percentages set forth by the writer as the suggested individual pupil "mastery level" for each subtest. These percentages vary due to the different number of items in each subtest. The "mastery level" was predetermined and arbitrarily set at, or near, the ninety per cent level.

Note: All percentages reported have been rounded off to the nearest 1 per cent.

Class profiles. One observation to be made concerning the class profiles is that all classes fell below the "mastery level" as predetermined by the writer. This becomes understandable when the purpose of the "mastery level" is

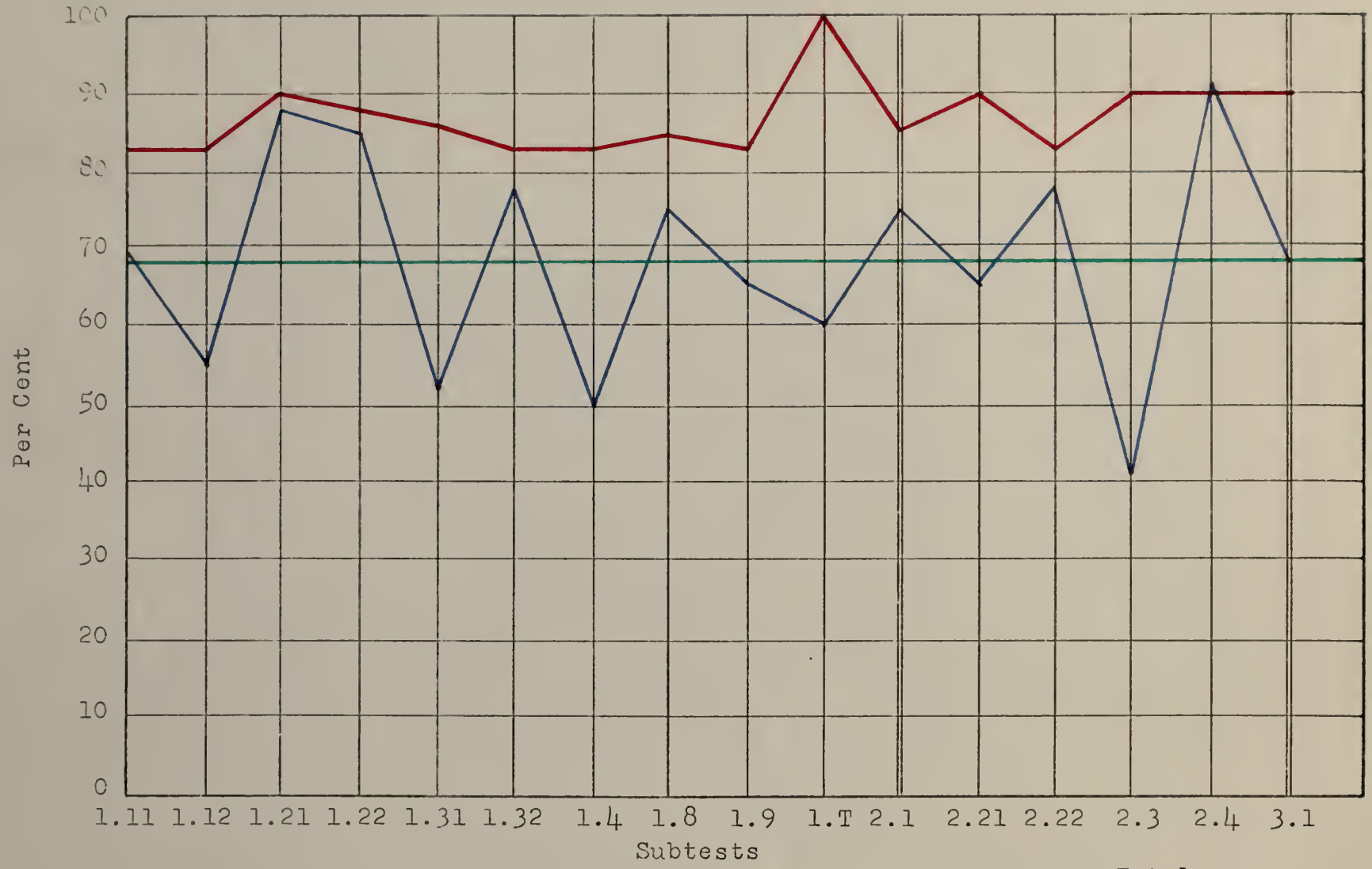


1.0 Phonic Analysis
2.0 Structural Analysis
3.0 Dictionary Skills

FIGURE 1

PROFILE OF LEVEL III INVENTORY (GRADE TWO)
PERCENTAGES CORRECT BY SUBTESTS

Total mean score (green)
Subtest mean scores (blue)
"Mastery level" (red)

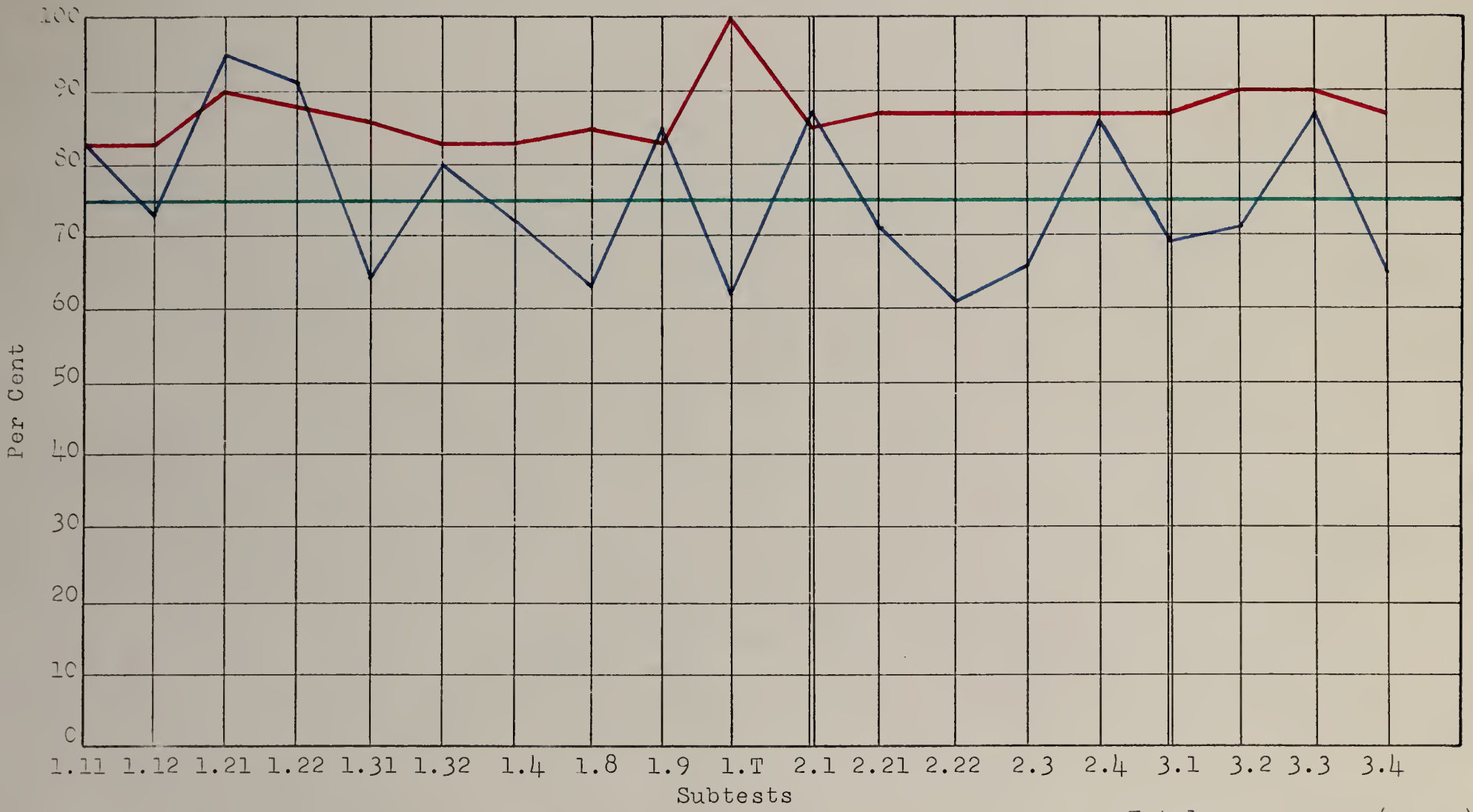


1.0 Phonic Analysis
2.0 Structural Analysis
3.0 Dictionary Skills

Total mean score (green)
Subtest mean scores (blue)
"Mastery level" (red)

FIGURE 2

PROFILE OF LEVEL IV INVENTORY (GRADE THREE)
PERCENTAGES CORRECT BY SUBTESTS

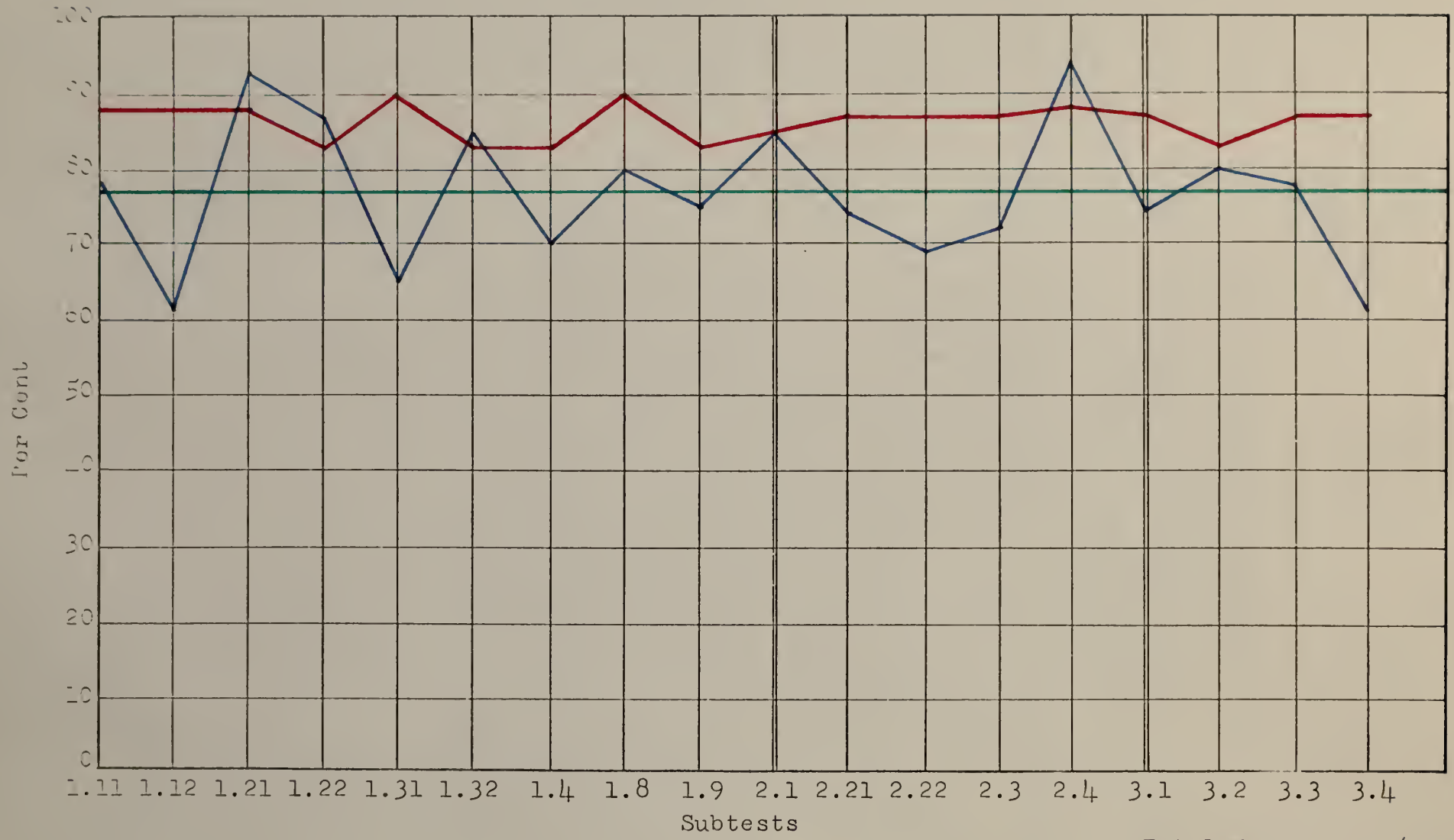


1.0 Phonic Analysis
2.0 Structural Analysis
3.0 Dictionary Skills

Total mean score (green)
Subtest mean scores (blue)
"Mastery level" (red)

FIGURE 3

PROFILE OF LEVEL V INVENTORY (GRADE FOUR)
PERCENTAGES CORRECT BY SUBTESTS



1.0 Phonic Analysis
2.0 Structural Analysis
3.0 Dictionary Skills

FIGURE 4

PROFILE OF LEVEL VI INVENTORY (GRADE FIVE)
PERCENTAGES CORRECT BY SUBTESTS

Total mean score (green)
Subtest mean scores (blue)
"Mastery level" (red)

considered. This was established for determining an individual's mastery of each subtest; whether he had achieved a certain level or not. Obviously, a class cannot be expected to have mastered all subtests. In fact, the writer sees only two possible reasons for a class to score at or above the "mastery level" on a subtest; the skill has been overemphasized or the subtest is too easy. Conversely, an extremely low mean score on a subtest would indicate the skill has not been emphasized enough or the subtest is too difficult. Only one subtest mean score was less than fifty per cent correct (Test 2.3, Figure 2) so this does not appear to be a problem.

Of the 69 total subtests in the four inventory levels, the percentage correct achieved by the classes is presented in Table I.

This analysis seems to substantiate the contention that the tests have a high degree of validity. If the tests lacked validity, it follows that they would have been too difficult and that class means (in percentages) would have been much lower than they actually were.

Since only five subtests fell in the 50-60 per cent correct category (and since one of these was 59 per cent), it seems the tests were generally within the range of knowledge and capabilities of the subjects.

Level VI (Figure 4) reveals less disparity in the range between the achieved percentages and the arbitrarily

TABLE I

DISTRIBUTION OF ACHIEVED SUBTEST PERCENTAGES

Percentage correct	Level III	Level IV	Level V	Level VI	Total
	Number of subtests				
90 -100	2	1	2	2	7
80 - 89	4	2	6	5	17
70 - 79	5	4	4	7	20
60 - 69	3	5	7	4	19
50 - 59	2	3	0	0	5
40 - 49	0	1	0	0	1
Totals	16	16	19	18	69

set "mastery level." Children finishing fifth grade are expected to have mastered these basic skills and are, hopefully, developing more mature skills such as the ability to read critically, to locate and use reference material, etc., and are transferring these skills to the content areas. As can readily be seen from the composite scope and sequence in Appendix A, few new elements or skills are introduced above the fourth grade level.

Subtests 1.21 (initial digraphs), 1.22 (final digraphs), and 2.4 (compound words) were consistently high at all inventory levels. The digraph tests are strictly auditory and visual perception items and require the pupil to choose the letters which represent the sound. As only three

responses are given, the chance score, alone, would raise the percentages correct substantially (thirty-five per cent).

Selected individual profiles. In an attempt to show that the inventories do, in fact, reveal individual strengths and weaknesses, the writer has selected four individual test results. One test was chosen from each inventory level. The raw scores were converted to percentages and are presented in comparison to the class percentages in Tables II, III, IV, and V. Earlier it was stated that "comparisons to the group are irrelevant to the intent of the inventories." This is still true. However, this is not an attempt to establish norms for the classes but to illustrate the discrepancies between certain individuals' achievements and the "normal" class achievement as revealed by the inventories.

Individual test results were chosen to illustrate four possible types of achievement. The individuals' strengths and weaknesses were very obvious on the Individual Record Sheets and several illustrations could have been selected. One group of scores from each inventory level seemed sufficient to illustrate the following:

1) General strengths with specific areas of weakness. This classification aids the teacher in determining areas where individuals need instruction (Table II).

TABLE II

SPECIFIC READING WEAKNESSES OF A SECOND GRADE PUPIL LEVEL III INVENTORY

	Subtests	Percentage achieved by pupil	Percentage achieved by class
1.11	Initial Consonants	30*	80
1.12	Final Consonants	100	63
1.21	Initial Digraphs	100	92
1.22	Final Digraphs	100	95
1.31	Initial Blends	80	83
1.32	Final Blends	100	78
1.5	Substituting Consonants	67*	70
1.6	Long & Short Vowels	100	69
1.8	Vowel Digraphs	100	59
1.9	Diphthongs	50*	68
2.1	Affixes	100	87
2.21	Principle; Endings	80	51
2.22	Principle; Syllabication	40*	70
2.3	Identifying Root Words	80	76
2.4	Compound Words	100	88
3.1	Letter Sequence	67	71

*Indicates specific areas when this child would apparently benefit from formal instruction, particularly initial consonants and syllabication principles. Also, consider the discrepancy between these results and the "mastery level" as indicated on the class profile charts.

2) General weaknesses with specific areas of strength. This classification aids the teacher in determining areas where formal instruction of skills is NOT needed. If intensive instruction is being given in these areas it should be modified. Periodic reviews should insure that mastery of these skills will be maintained (Table III).

TABLE III

SPECIFIC READING STRENGTHS OF A FOURTH GRADE PUPIL LEVEL V INVENTORY

	Subtests	Percentage achieved by pupil	Percentage achieved by class
1.11	Initial Consonants	58	83
1.12	Final Consonants	25	73
1.21	Initial Digraphs	90*	95
1.22	Final Digraphs	75	91
1.31	Initial Blends	50	64
1.32	Final Blends	50	80
1.4	Consonant Variants	33	72
1.8	Vowel Digraphs	30	63
1.9	Diphthongs	67	85
1.T	Principle; Vowel Sounds	40	62
2.1	Affixes	65	87
2.21	Principle; Endings	40	71
2.22	Principle; Syllabication	60	61
2.3	Identifying Root Words	33	66
2.4	Compound Words	87*	86
3.1	Letter Sequence	0	69
3.2	Guide Words	30	71
3.3	Multiple Meanings	30	87
3.4	Pronunciation Key	20	65

*Indicates areas where this child probably does not need formal instruction. Although his scores in these areas do not exceed the class percentages, they are substantially higher than his other scores. These two scores are at his "mastery level."

3) General weaknesses with virtually NO areas of strength. This classification reveals pupils who will generally need a re-teaching of all skills. As with classifications 1) and 2) above, these children may be candidates for a corrective program if an evaluation of their mental abilities reveal normal, or above normal development (Table IV).

TABLE IV

GENERAL READING WEAKNESSES OF A THIRD GRADE PUPIL LEVEL IV INVENTORY

	Subtests	Percentage achieved by pupil	Percentage achieved by class
1.11	Initial Consonants	8	69
1.12	Final Consonants	8	55
1.21	Initial Digraghs	50	88
1.22	Final Digraphs	25	85
1.31	Initial Blends	71*	52
1.32	Final Blends	67	78
1.4	Consonant Variants	33	50
1.8	Vowel Digraphs	55	75
1.9	Diphthongs	33	65
1.T	Principle; Vowel Sounds	40	60
2.1	Affixes	55	75
2.21	Principle; Endings	40	65
2.22	Principle; Syllabication	83*	78
2.3	Identifying Root Words	0	41
2.4	Compound Words	70	91
3.1	Letter Sequence	40	68

*These two areas reveal specific strengths for the pupil when compared with the class results. However, they do not reach the "mastery level" and instruction in these skills is, therefore, to be recommended for this child.

4) General strengths with virtually NO weaknesses. This classification is less valuable to the teacher than the previous classification although it seems to verify results of other, less specific, evaluation instruments and the teacher's judgment. Children attaining such a profile should receive instruction in more advanced skills and enrichment activities (Table V).

TABLE V

GENERAL READING STRENGTHS OF A FIFTH GRADE PUPIL LEVEL VI INVENTORY

	Subtests	Percentage achieved by pupil	Percentage achieved by class
1.11	Initial Consonants	100	78
1.12	Final Consonants	75*	61
1.21	Initial Digraphs	100	93
1.22	Final Digraphs	83	87
1.31	Initial Blends	100	65
1.32	Final Blends	100	85
1.4	Consonant Variants	100	70
1.8	Vowel Digraphs	100	80
1.9	Diphthongs	100	75
2.1	Affixes	95	85
2.21	Principle; Endings	100	74
2.22	Principle; Syllabication	100	69
2.3	Identifying Root Words	100	72
2.4	Compound Words	100	94
3.1	Letter Sequence	100	74
3.2	Guide Words	100	80
3.3	Multiple Meanings	100	78
3.4	Pronunciation Key	93	61

*This area shows a weakness when compared with the pupil's other scores and incidental instruction might be warranted. It will be noted that the score is substantially higher than the class percentage.

Obviously, each child will not exhibit a profile which will be entirely unique to one of the above classifications. One child could well have definite strengths as well as definite weaknesses. The purpose is not to place a child in a classification and feel the job is done. Rather, evaluation must lead to adjusted instruction. Instruction adjusted according to the specific needs of the individuals disclosed by objective measuring instruments.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

The need for evaluative instruments in the field of reading is unequivocal. Standardized tests and tests which accompany basal reader series are desirable but often are inappropriate for diagnosing the reading skills of the majority of classrooms. Because of this limitation, and others, the writer's purpose was to construct informal skills inventories based on four contemporary basal reader textbooks and workbooks for grades 3-6, and to show that such inventories have some degree of validity for diagnosing children's reading skills.

With the needs of the children determined by the use of skills inventories, instructional materials and methods can be adjusted to alleviate the problems disclosed.

To make the inventories applicable to many classrooms and many systems, the writer analyzed scope and sequence material from four basal reader publishing companies: Allyn and Bacon, Inc. (1968), Ginn and Company (1964), Harper and Row (1966), and Scott, Foresman and Company (1956). This analysis was the first step in locating common phonic analysis, structural analysis, and dictionary skill elements

and principles. The inventories are based on these common elements and principles.

The elements and principles were divided into levels and listed according to the following criteria:

1. Those introduced prior to third grade were listed under Level III.
2. Those introduced prior to fourth grade were listed under Level IV.
3. Those introduced prior to fifth grade were listed under Level V.
4. Those introduced prior to, and during, sixth grade were listed under Level VI.

From the lists, scope charts for phonic analysis, structural analysis, and dictionary skills were constructed. Each scope chart contained the elements and principles listed in the basal reader scope and sequence material surveyed as well as the sequence for levels III, IV, V, and VI. This was a "composite scope and sequence."

Criteria for the selection of elements and principles to be tested in the inventories were:

1. The element was included if three of the four basal reader series charts introduced it at the same level.
2. Elements were omitted arbitrarily if they were not considered by the writer as crucial in the word analysis process in reading.
3. Elements were included arbitrarily if two of the basal reader charts introduced them at the same level and they were considered by the writer as crucial in the word analysis process in reading.

This listing resulted in a listing of all common elements and principles to be tested and were under the

appropriate inventory level.

Each general area, phonic analysis, structural analysis, and dictionary skills, was subdivided on the basis of the skills listed in the composite scope and sequence.

Phonic analysis includes subtests of:

1. Initial Consonants
2. Final Consonants
3. Initial Consonant Digraphs
4. Final Consonant Digraphs
5. Initial Consonant Blends
6. Final Consonant Blends
7. Consonant Variants
8. Substituting Consonants
9. Long and Short Vowels
10. Vowel Variants
11. Vowel Digraphs
12. Diphthongs
13. Vowel Principle; Vowel Sounds Heard.

Subtests under structural analysis include:

1. Affixes; prefixes, suffixes, and inflected endings
2. Principles governing addition of endings
3. Principles of syllabication
4. Identifying root words
5. Compound words.

Subtests under dictionary skills included:

1. Letter sequence
2. Guide words
3. Multiple meanings
4. Pronunciation key.

The format of each subtest, and the selection of items, was determined by the writer after a survey of basal reader workbooks and teacher's manuals. Although some formats change from one level to another, and some subtests are omitted entirely, the inventories are very similar at all levels. Many items, of course, vary substantially at the different levels.

The battery of tests includes:

1. A Manual for the Teacher which contains an explanation as to the nature of the inventories, suggested time limits, information on scoring and interpretation of the inventory results (for the class record sheet and the individual record sheet), and general directions to the teacher and to the pupil.
2. Directions for Administering
3. The Inventory
4. Answer Keys
5. Class Record Sheets
6. Individual Record Sheets.

The Manual for the Teacher is appropriate at all inventory levels. Each level contains items 2, 3, 4, 5,and 6 as listed above.

One hundred twenty pupils finishing grades two, three, four, and five from the Wamego, Kansas schools participated in the testing of the inventories.

The results of the testing revealed the class profiles to be quite consistent at all levels. Three subtests tended to have extreme mean scores at all levels: two were quite high and one was lower than desired. These skills were either over-emphasized (high mean scores), or under-emphasized (low mean score), or the tests did not measure accurately.

Categorizing the percentage correct of all 69 subtests revealed a quite normal distribution. This seems to indicate that the tests were within the children's capabilities.

The individual profiles seemed quite satisfactory. A glance at the profiles revealed extremely deficient reading skills, extremely proficient reading skills, general

weakness in all reading skills, or general strengths in all reading skills. Obviously, each child did not fit into one, and only one, of these classifications.

II. RECOMMENDATIONS FOR IMPROVEMENT OF THE INVENTORIES

Suggestions for establishing reliability of the inventories. Determining reliability coefficients for the four inventory levels was not within the scope of this paper. This places a limitation on the inventories and it is recommended that:

1. The inventories be subjected to the split-half method (using odd-even items) to determine the tests' reliability.
2. These correlations of internal consistency be converted into coefficients of reliability using the Pearson product-moment formula.
3. Adjustments be made on these coefficients of reliability since the split-half method analyses only one-half of test. These adjustments should be made with the Spearman-Brown "Prophecy Formula."

In establishing the reliability, the tests "are expected to yield reliability coefficients in the .80's to be satisfactory for group decisions and in the .90's for individual decisions."[1] As the informal skills inventories are diagnostic and designed for both groups and individual, it is recommended that coefficients be determined for both situations. Hopefully, the given levels of reliability will

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[1]Priscilla Hayward, "Evaluating Diagnostic Reading Tests," The Reading Teacher, Vol. 21, No. 6 (March, 1968), 525.

be met.

Suggestions for improving the items of the inventories.

1. All typing errors listed on the errata sheet (Appendix D) should be made.

2. Construction errors listed on the errata sheet (Appendix D) should be made if the teacher feels such corrections are necessary. This is in reference to those items where judgments based on personal biases will dictate the teacher's decision.

3. Due to the unexpectedly large number of possible answers and misinterpretations on the syllabication subtests, the writer recommends that this subtest at Levels IV, V, and VI be rewritten. It is still believed that the method of testing is justifiable, i.e., using nonsense "words" to insure that the pupils use principles of syllabication rather than recognizing a sight word. The recommendation, then, is to select nonsense "words" which follow only one generalization.

Suggestions on needed revisions, by subtests. The following subtests revealed undesirably low class mean scores (below 60 per cent) and it is recommended that revisions be made in an attempt to make the subtests easier for the children.

1. Level III:

   1.8 Vowel Digraphs - further explanation of directions and more examples may be all that is necessary to improve the mean scores on this subtest. The subjects were unfamiliar with nonsense "words".

   2.21 Principle; Endings -

2. Level IV:

   1.12 Final Consonants - This test might be improved by having the children place the letter they hear in front of each possible choice and circle the real word.

1.31 Initial Blends -

1.4 Consonant Variants -

2.3 Identifying Root Words -

3. Levels V and VI: (no subtest mean score below 60 per cent).

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APPENDICES

APPENDIX A

SCOPE AND SEQUENCE COMPOSITE

PHONIC ANALYSIS-VOWELS

LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
Scott, Foresman:			
auditory and visual perception of; long and short i & a. ir, ar, al, aw, ai, ay, igh, y; silent vowels. blending vowels. variants of -i, a, e, o, u; ow, oo; oi, oy, ou using vowel principles (4) on one-syllable words.	all vowel variants plus schwa sound. using vowel principles on 2 and 3 syllable words. accents effect on words.	using principles on vowel sounds.schwa. blending vowel and consonant sounds into words or syllables. vowel sounds in accented syllables	maintenance. principles to vowel sounds.
Harper & Row:			
long and short sounds of a, e, i, o, y. phonetic parts-ar ay ee er ew ir oo (too) oo (good) ou (out) ow (how) ow ($\overline{o}$) ur ai ar aw ay ea ($\overline{e}$) ea ($\breve{e}$) ear (er) ee ew ei ($\overline{a}$) ei ($\overline{e}$) igh, ight, oa oy-oi, or, ur ough, ought.	o ($\breve{u}$) schwa. or (word) au (Paul) igh, ight, ea, ear, ought.	maintenance.	maintenance.

LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
Allyn & Bacon:			
short and long vowels. long sound of final vowels in one syllable words. like sounds of-ou and ow. vowels controlled by r. phonetic parts-al, au, aw, all, alk, ay, ew, oo, ou, oi, eo, ea, oy, ie, ai, ee. silent letters. rhyming elements s-z sounds of se	sound of-o & i followed by ld.three sounds of-ear; a, as, in, ey, ay, ea, eigh. sounds of-ang, ill, ate. phonetic transcriptions.	ei, aw, ay, oe ue. vowel sound of y. maintenance.	ui, eu. maintenance.
Ginn & Company:			
long and short a e, i, o, u and y digraphs-ui, o͝o, ea (ē)(ĕ). diphthongs-ow, ou, oi, oy. variants-al, aw, ew. vowels before r. principles on vowel sounds; medial vowel short, silent vowels in digraphs, final e. substitution. phonograms.	review. digraphs and double vowels-o͝o, o͞o, ai, ea, oa, ui, ee, ou. diphthongs-ow, ou, oi, oy. variants. principles; long vowel at end of one-syllable words, silent vowel in digraphs and exceptions. long vowel-open syllable, short vowel, closed syllable. vowels controlled by r. phonograms.	review vowels, phonograms, and phonetic elements.	review.

SCOPE AND SEQUENCE COMPOSITE

PHONIC ANALYSIS - CONSONANTS

LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
Scott, Foresman:			
visual and auditory perception of initial consonants. substitution of initial & final consonants and blends. digraphs and blends-ch, sh, th, wh, qu, squ scr, spr, thr. silent consonants. r, l, s blends. variable consonants c & g.	maintenance with emphasis on substitution variable consonant sounds, especially-s, voiced and unvoiced.	maintenance of sound-letter relationships.	maintenance-all
Harper & Row:			
all consonants except q and x. clusters and digraphs-ch(2), kn, sh, th(2), wh, wr, bl, br, cl, cr, dr, fl, fr, gr, pl, pr, qu, sc, sk, sl, sm, sn, sp, st, sw, tr, gl, tw, sch, spr, squ, str, thr. final sounds-d, k, l, m, n, p, r, t, ch, ck, ll, ng, st, er, ly, f, s, s(z), nk, nd, nt, sh. variants-c, g, s. substitution.	initial consonants-c(2),g(2), s(2), x. reinforce all except q. clusters-ph, wr sc(s), scr,spl shr, gu, gl.	maintenance-all	maintenance-all

LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
Allyn & Bacon:			
all initial consonants. blends-st, tr, br, gr, fr, bl, pl, dr, cl, fl, sl, gl, sm, cr, sp, wh, sw, str thr, spr, spl. digraphs-sh, ch wh, th(2). final consonants-d, g, k, l m, n, p, r, s, t, x. final blends-ld nd, st, ng, nk. final digraphs-ch, sh, th, ll, ss, ck. hard & soft c & g. s & z sound of se. initial blends-qu, squ. substitution of above.	reinforcement. digraphs-ph, gh f sound of both	reinforcement. blends and digraphs-ph, sc, sh, tw, wr. phonograms-ast, amp, in, ale, oost, um, are, oss, ack.	reinforcement. blends and digraphs-sn, phr, ft, sk, sp, nt, dw, pr, np, lt, pt, rn, mp, rl.
Ginn & Company:			
all single consonants in initial, medial, & final positions all double consonants. all two letter blends plus thr spr, str, squ, review digraphs plus kn, gh, wr variant sounds of c and g. substitution of phonograms and digraphs.	maintenance of initial and final consonants substitution of cks sound of s, z, q, x. l, n, r as single sounds in syllables. silent letters in gh, kn, wr. double consonants in syllable with digraph. three-letter blends. principles in variant sounds of c, g. voiced s and z. ed as t sound.	maintenance.	maintenance.

SCOPE AND SEQUENCE COMPOSITE

STRUCTURAL ANALYSIS

	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
Scott, Foresman:	adding to known roots; -s, -'s, -d, -y, -ed, -es, -er, -est, -ly, -en. identifying root words. contractions. principles-y to i before adding suffixes; dropping e before adding -er, -ly -est, -en; doubling final consonants.	adding to known roots; -un, -im -ful, -ish, -ness, -less. blending syllables into words principle-f to v before adding suffixes. applying three syllabication principles to new words of two syllables.	maintenance and further work on root words and affixes. identifying longer roots. accenting. using vowel and syllabication principles in attacking new words of two or more syllables.	maintenance. principles used on longer words blending four, five, and six syllables into words. knowledge of, or ability to determine meanings of derived forms. using primary and secondary accents.
Harper & Row:	adding to known roots: suffixes; -es, -s, -ed, -ing, -er, -est, -ly, -ful, -less, -y -tion, -ous, -n -ness, -th, -en -ern, -ish, -le prefixes; un-, re-, dis-, im-, combining words to form compounds. contractions. possessives. ability to syllabicate two & three syllable words.	adding to known roots: suffixes; -ward -ment, -some, -ous, -ship, -eer, -or, -ist -teen, -ble, -dle, -ple, -tle, -ten, -tion. prefixes; mis-, in-, micro-, anti-, super-, dis-. contractions. changing f to v before adding es.	noting meaning of affixes in glossary. noting the following derivations: meaning pronunciation spelling affixation homonyms heteronyms word function roots and elements.	maintenance.

LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
Allyn & Bacon:			
adding to known roots: suffixes; -s, -ed, -d, -ing, -er, -ly, -n, -en, -est, plus agent endings -er, and -or. locating root words. compound words. principles-y to i before adding -ed, -es; dropping final e; doubling final consonants; changing f to v for plurals; dividing be- between double consonants. auditory discrimination of one and two syllable words defining syllables.	adding to known roots: suffixes; -tion -y, -ful, -less, -ness. prefixes; un-, re-, dis-, in-. principles-dividing between unlike consonants; consonant le rule; VCV rule;dividing words containing consonant digraph; dividing three syllable words; dividing words with affixes; dividing between vowels. accenting syllables.	adding to known roots: suffixes; -ier, -ern, -ance, -ite, -ant, -or -ation, -ion, -tion, -ous, -ist, -ure, -able, -est, -ment. prefixes;tri-, pre-,mis-,ad- non-,ex-, al-, sub-,de-, im-, tele-,counter- hyphenated word open & closed syllables. contractions	adding to known roots: suffixes;-some, -ish,-ward,-al -th,-ious,-ity -ive, -ner, -sion, -ible, -ary, -ian. prefixes;anti- be-,com-,des- ir-, inter-, trans-, en-, post-. principles-y to i before adding -ly,-eth,-est -ness;dropping le before adding -ly. contractions. primary and secondary accents.
Ginn & Company:			
adding to known roots: suffixes; -s, -'s, -ed, -d, -ing, -es, -er, (-er as agent) verb variants -ed and -ing. principles-y to i before adding -es and -ed; doubling final consonants before adding	adding to known roots: suffixes; -y, -ly, -er, -est, -less, -ful, -en, -er(agent) prefixes; a-, be-, un-, re-. compound words. hyphenated words. recognizing root words. principles-VCV	adding to known roots: suffixes; -ish, -ment, -ness, -ward, -an, -ern, -ese. prefixes; con-, dis-, im-, in-, ex-, de-. recognizing inflected forms review syllabication principles.	adding to known roots: suffixes; -ion, -sion, -tion, -ation, -ous, -ship, -hood, -ist, -al, -or, -able, -ible, -ic, -ical,-age -ive,-ant,-ent -ance, -ence, -ling, -ize, -ary, -eer. prefixes;non-,

LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
Ginn & Company: (continued)			
suffix; dropping final e. compound words. substituting initial consonants to phonograms.	rule; dividing double consonants; words with affixes; consonant le rule; words with digraphs. contractions.	compounds. accenting.	anti-, tele-, mis-, com-, fore-, inter-, trans-. recognizing inflected forms; plurals, verb & adjective endings accenting(2).

SCOPE AND SEQUENCE COMPOSITE

DICTIONARY SKILLS

LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
Scott, Foresman:			
syllabication. attacking compound words.	alphabetizing. using guide words. 3 principles of syllabication applied to two-syllable known and new words. finding roots.	understanding diacritical markings. adapting meaning to context. identifying longer roots.	review. meanings of derived forms.
Harper & Row:			
	syllable division. alphabetizing. pronunciation. multiple meanings. synonyms and antonyms.	maintenance. choosing precise meanings. noting meanings of affixes in glossary.	maintenance
Allyn & Bacon:			
alphabetizing to first and second letters.	diacritical marks.	alphabetizing to third letter. multiple meanings. guide words. phonic spellings. pronunciation key. study word origins.	alphabetizing to fourth and fifth letters. cross index.

LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
Ginn & Company:			
	dictionary readiness. alphabetizing. syllabication. dividing words with accents.	alphabetical order guide words. syllables and accents. diacritical marks.	using phonetic spellings. understanding and using a pronunciation key.

APPENDIX B

ELEMENTS COMMON IN BASAL READERS

The specific elements which were found to be common to the four basal reader series are listed below. They are listed under the appropriate subskill as tested in the inventories. Elements which were arbitrarily omitted are listed at the right. Elements which were arbitrarily included are indicated by an asterick.

PHONIC ANALYSIS		omitted
Level III:		
1.1 CONSONANTS		
1.11 Initial	- all (f, p, g, b, t, l, d, h, were selected for testing)	
1.12 Final	- d, k, l, m, n, p, r, s, t	
1.2 CONSONANT DIGRAPHS		
1.21 Initial	- sh, ch, th, wh	
1.22 Final	- ch, sh, ng	ll
1.3 CONSONANT BLENDS		
1.31 Initial	- br, cr, dr, fr, gr, tr, bl, cl, fl, str	pr, qu, squ spr, thr
1.32 Final	- st, nk, nd	
1.4 CONSONANT VARIANTS (not tested at Level III)		
1.5 SUBSTITUTING CONSONANTS	- all (b, f, s, m, t, p, l, h, d, c, n, were selected for testing)	
1.6 LONG AND SHORT VOWELS	- all (long a, e, i, o, and short a, e, o, and u were selected for testing)	y
1.7 VOWEL VARIANTS		all
1.8 VOWEL DIGRAPHS	- ea, ay, ai, oa*	ow, oo, aw
1.9 DIPHTHONGS	- ou, ow, oi, oy	
1.T PRINCIPLES (not tested at Level III)		

Level IV: (Level III skills plus the following) omitted

1.1 CONSONANTS (includes Substituting Consonants)
1.11 Initial - all (b, s, t, p, h, c, n, g, m, d, k, r, were selected for testing)
1.12 Final - all (b, s-z sound, t, p, n, g, m, d, r, l, f, x were selected for testing)

1.2 CONSONANT DIGRAPHS
1.21 Initial - ch, wh, ph, sh, th,
1.22 Final - ng, ch, sh, gh

1.3 CONSONANT BLENDS
1.31 Initial - tr, gr, dr, cr, fl, cl, scr, spl, shr, pr, qu, squ, spr, thr
1.32 Final - st, nk, nd

1.4 CONSONANT VARIANTS
1.41 Hard & soft -c and g
1.42 Voiced & unvoiced - s

1.5 SUBSTITUTING CONSONANTS (tested under 1.1)

1.6 LONG AND SHORT VOWELS (tested under 1.8)

1.7 VOWEL VARIANTS all

1.8 VOWEL DIGRAPHS - ea, oa, ay, ai, ui, ee, ou, au,

1.9 DIPHTHONGS - ou, oy, oi, ow aw, au

1.T PRINCIPLES - Long Vowel at the End of a One-Syllable Word.

Level V: (Level III and IV skills plus the following)

Skills and elements tested in Level V are identical to those tested in Level IV.

omitted

Level VI: (Level III, IV, and V skills plus the following)

No new elements introduced. The inventory tests fewer specific elements in order to control the length of the inventory as more emphasis is placed on STRUCTURAL ANALYSIS skills and DICTIONARY SKILLS. The following elements were selected for testing.

1.1 CONSONANTS (includes Substituting Consonants)
  1.11 Initial - t, c, n, g, m, d, k, r
  1.12 Final - f, n, g, m, d, p, x, s-z sound.

1.2 CONSONANT DIGRAPHS
  1.21 Initial - ch, wh, th, ph, sh
  1.22 Final - ng, ch, sh, gh

1.3 CONSONANT BLENDS
  1.31 Initial - tr, pr, scr, shr, squ, fl, spl, qu, gr, thr
  1.32 Final - st, nk, nd

1.4 CONSONANT VARIANTS
  1.41 Hard & soft - c and g
  1.42 Voiced & unvoiced - s

1.5 SUBSTITUTING CONSONANTS (tested under 1.1)

1.6 LONG AND SHORT VOWELS (tested under 1.8)

1.7 VOWEL VARIANTS all

1.8 VOWEL DIGRAPHS - ea, oa, ay, ai, ui, ee, ou, au

1.9 DIPHTHONGS - ou, oy, ow, oi

1.T PRINCIPLES (not tested at this level)

STRUCTURAL ANALYSIS

Level III:

2.1 AFFIXES
  2.11 Inflectional Endings - -s, -es, -ing
  2.12 Suffixes - -er, -est, -ly -ed, -d, -en
  2.13 Prefixes (not tested at this level)

2.2 PRINCIPLES omitted
- 2.21 Governing Addition of Endings
  - 2.211 y to i - add -es, -ed
  - 2.212 Dropping e - add -ing, -ed
  - 2.213 Doubling final consonants - add -ing, -ed
- 2.22 Syllabication
  - 2.221 Vowel sounds - to three syllables

2.3 IDENTIFYING ROOT WORDS

2.4 COMPOUND WORDS

Level IV: (Level III skills plus the following)

2.1 AFFIXES
- 2.11 Inflectional Endings - -s, -es, -ing
- 2.12 Suffixes - -er, -ly, -est, -y -ful, -ness, -less
- 2.13 Prefixes - un-, re-

2.2 PRINCIPLES
- 2.21 Governing Addition of Endings
  - 2.211 y to i - add -es, -ed
  - 2.212 Dropping e - add -ing, -ed
  - 2.213 Doubling final consonants - add -ing, -ed
- 2.22 Syllabication
  - 2.221 Vowel sounds (not tested at this level)
  - 2.222 Prefixes and Suffixes
  - 2.223 VCCV - Double and Different Consonants*
  - 2.224 VCV*
  - 2.225 Consonant le*

2.3 IDENTIFYING ROOT WORDS

2.4 COMPOUND WORDS

Level V:

2.1 AFFIXES
- 2.11 Inflectional Endings - -s, -es
- 2.12 Suffixes - -ed, -ly, -ful, -ness -less, -est, -ment, -able*
- 2.13 Prefixes - un-, re-, in-, im-

2.2 PRINCIPLES
- 2.21 Governing Addition of Endings
  - 2.211 y to i - add -es, -ed, -est
  - 2.212 Dropping e - add -ing, -ed, -est, (-ment)
  - 2.213 Doubling final consonants - add -ing, -ed
- 2.22 Syllabication
  - 2.221 Vowel sounds (not tested at this level)
  - 2.222 Prefixes and Suffixes
  - 2.223 VCCV - Double and Different Consonants
  - 2.224 VCV
  - 2.225 Consonant le

2.3 IDENTIFYING ROOT WORDS

2.4 COMPOUND WORDS

Level VI: (Level III, IV, and V skills plus the following)

2.1 AFFIXES		omitted
2.11 Inflectional Endings	- -s, -es, -ing	
2.12 Suffixes	- -est,-ly,-ful, -ness, -less, -ward, -ance**, -ous**,-able**, -tion**	-ish, -ist, -ive, -or, -sion
2.13 Prefixes	- un-,re-,dis-**, ex-*, de-*	non-

2.2 PRINCIPLES
- 2.21 Governing Addition of Endings
  - 2.211 y to i - add -ly,-est,-ed, -ness
  - 2.212 Dropping e - add -ing,-est,-able
  - 2.213 Doubling final consonants - add -ed, -ing
- 2.22 Syllabication
  - 2.221 Vowel sounds (not tested at this level)
  - 2.222 Prefixes and Suffixes
  - 2.223 VCCV - Double and Different Consonants
  - 2.224 VCV
  - 2.225 Consonant le

2.3 IDENTIFYING ROOT WORDS

2.4 COMPOUND WORDS

**Indicates elements which were included at this level because the four basal readers were divided on the time of introduction.

DICTIONARY SKILLS — omitted

Level III:

3.1 LETTER SEQUENCE
    3.11 One Letter

Level IV: (Level III skill plus the following)

3.1 LETTER SEQUENCE
    3.11 One Letter — accent
    3.12 Two Letters — marks

Level V: (Level III and IV skills plus the following)

3.1 LETTER SEQUENCE
    3.11 One Letter
    3.12 Two Letters
    3.13 Three Letters

3.2 GUIDE WORDS

3.3 MULTIPLE MEANINGS

3.4 PRONUNCIATION KEY — accent marks

Level VI: (Level III, IV, and V skills plus the following)

3.1 LETTER SEQUENCE
    3.11 One Letter
    3.12 Two Letters
    3.13 Three Letters
    3.14 Four Letters
    3.15 Five Letters

3.2 GUIDE WORDS

3.3 MULTIPLE MEANINGS

3.4 PRONUNCIATION KEY — accenting; primary and secondary

MANUAL FOR THE TEACHER

INFORMAL SKILLS INVENTORIES

by

Robert G. Stewart

About the Inventories

Nature of the Inventories.

The inventories were constructed for the purpose of locating children's strengths and weaknesses in the areas of phonic analysis, structural analysis, and dictionary skills. They are the result of a thorough analysis of four scope and sequence charts published by major basal reader publishing companies. It is the writer's belief that children should be evaluated with instruments reflecting the sequence and scope of skills as they have been introduced to the pupils. Therefore, the elements tested in the inventories are those which were found to be common to all four scope and sequence charts. Each inventory was constructed to be used in the classroom with groups of children, and/or in clinics with individuals.

The "Directions for Administration" booklet which accompanies each inventory explains each subtest, lists recommended time limits, contains examples which illustrate how to mark each subtest, gives pupil responses, and, where applicable, lists the specific element tested with each item.

Inventories are provided at four levels, III-VI, and it is recommended that they be used as follows:

Level III.
- *At the conclusion of grade 2 (Reader 2^2 for individuals)
- *At the beginning of grade 3

Level IV.
- At the conclusion of grade 3 (Reader 3^2 for individuals)
- *At the beginning of grade 4

Level V.
- At the conclusion of grade 4 (Reader 4 for individuals)
- *At the beginning of grade 5

Level VI.
- At the conclusion of grade 5 (Reader 5 for individuals)
- *At the beginning of grade 6
- At the conclusion of grade 6 if desired.

*Since evaluation should be followed by adjusted instruction, it is strongly recommended that the inventories be administered at the beginning of the year.

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The inventories are versatile. For example, if a teacher of grade 5 suspected that a few pupils lacked skills introduced prior to grade 4, he could use Level IV inventory. In other words, the inventories are "grade specific" because each contains test items covering skills introduced to that level. But, any inventory level can be used at any grade level, if the teacher feels it necessary.

A limitation: several items are repeated at successive levels and therefore the inventories CANNOT be used as pre-tests and post-tests to measure children's achievement gains. They are NOT achievement tests, but diagnostic instruments to determine if selected phonic analysis, structural analysis, and dictionary skills have been mastered.

Although the inventories are mastery tests, NOT power tests, items within a subtest do increase in difficulty. This seems to be a natural arrangement since it is psychologically sound to have the pupils feel a degree of success with the first items. With the subtests being short, the more difficult items necessarily "bunch" toward the end of the test.

Often a subtest will measure more than the specific skill listed at the top of the test. It is virtually impossible to construct items to measure skills in isolation. It may not even be desirable to construct such items since a reader seldom uses a skill in isolation.

Time Limits.

As mentioned, time limits are set for each subtest. These were provided only as approximations and should be broken without hesitation. Generally, however, pupils who are not finished before the time limit will not profit from additional time. Judgments concerning this are left to the teacher's discretion. During individual testing, no time limits should be used.

Approximate time limits for each inventory are as follows:

	Level III	Level IV	Level V	Level VI
Phonic Analysis	33	32	32	22
Structural Analysis	15	18	22	20
Dictionary Skills	4	5	29	29
TOTAL TIME	52	55	83	71

Scoring.

For determining the results for a group, the following steps should be taken:

1. Count the number correct for each subtest. The scoring key is arranged in the same order as the test. Be sure that the numbers at the top of the test and answer key match.

2. Enter the raw score on the blank in the child's test booklet; SCORE _____. (put the raw score first, then add the possible score, e.g., 6 of 8)

3. Locate the proper cell in the Conversion Table below by finding the row (possible score) with the raw score in it.

4. Go across the row until the raw score is found.

5. Note the number (1, 2, 3) at the top of the column in which you found your raw score.

6. Transfer this number (1, 2, or 3) to the Class Record Sheet. Again, be sure the test number corresponds with the number at the top of the columns on the Class Record Sheet.

The above procedure can be followed when scoring an individual's test. However, the Individual Record Sheet can be used and the raw scores entered directly. The tabled numbers (1, 2, or 3) can then be determined and added to the same sheet.

Class Record Sheet.

The Class Record Sheet can be used to see all the pupils' scores at a glance. It will reveal areas where the class is weak as a whole. In entering the pupils' scores, the teacher is advised to note the numbers at the tops of the columns. These numbers correspond with the numbers of the subtests.

Individual Record Sheet.

The Individual Record Sheet is for plotting individual profiles. An "X" has been placed on the sheet at the raw score which indicates the particular skill appears to be mastered. The teacher should enter the raw score received at the correct point in the appropriate bar for each subtest. Shading the bar, or connecting the raw scores with a line will enable the teacher to see the strong and weak areas at a glance.

CONVERSION TABLE

Possible Score (number of items)	Interpretation* Raw Scores Received		
	1	2	3
20	0-12	13-16	17-20
15	0-9	10-12	13-15
14	0-8	9-11	12-14
12	0-6	7-9	10-12
10	0-5	6-8	9-10
8	0-4	5-6	7-8
6	0-3	4	5-6
5	0-2	3-4	5

*LEGEND:

1: Formal instruction of skill needed
2: Needs incidental instruction plus practice
3: Skill appears to be mastered

To Use This Table

1. In the Possible Score column, find the row containing the number of items the subtest has.

2. Follow across the row until you find the cell which contains the raw score received on the subtest.

3. Note the number (1, 2, 3) at the top of the column in which you found the raw score.

4. Transfer this number (1, 2, or 3) to the appropriate column and cell of the Class Record Sheet.

Interpretation.

As in all testing situations, the results should be viewed with suspicion. A poor score on a subtest indicates a weakness in that area. A teacher cannot say, "This child doesn't know the vowel digraph oa." Likewise, it is of little value to say, "This child is weak in phonic analysis." Rather, he should say, "This child appears to be weak in vowel digraphs." Instruction should therefore be directed at the area, not the element.

Interpreting the Class Record Sheet.

The classroom teacher should use the Class Record Sheet. By looking at the class as a whole, the teacher can locate skills which need to be introduced and taught to the group. Also, a few pupils may be weak in a certain skill and this can aid the teacher in forming skill groups. The Record Sheet may also reveal individuals who are weak in certain skills and, thus, the teacher can provide individual instruction for these pupils.

Interpreting the Individual Record Sheet.

If an individual is tested by the classroom teacher, or if the inventories are being used by a diagnostician, the Individual Record Sheet should be used. This will reveal a profile of the student and areas of weakness will be more evident.

The diagnostician will view the results in a more intense manner. He must look for patterns of errors: he will note orientation errors; he will note specific errors in word attack, e.g., overlooking endings; etc. These errors, although of value to the classroom teacher, probably can not be corrected because of the lack of time available for planning a program of remediation.

As the inventories are diagnostic in nature, no norms were deemed necessary. Individual strengths and weaknesses are measured and the inventories should not be used to place the class in any kind of rank order.

General Directions to the Teacher.

1. Materials needed
   a. Manual for the Teacher
   b. Inventory Test Booklet (level varies, depending upon group being tested)
   c. Scoring keys for appropriate inventory
   d. Class Record Sheet and/or Individual Record Sheet
   e. Extra lead pencils

2. To reiterate, the inventories have approximate time limits built into them. These are given only as a guide and should be changed as necessary to the needs of the group. The limits were arbitrarily chosen with the belief that each pupil would finish the inventory within the specified time. DO NOT adhere to them rigidly. Also, DO NOT allow one or two pupils to hold up the rest of the class.

3. There are two examples for each subtest. Be sure pupils understand what they are to do and how to mark their answers.

4. As several tests within the inventories require the teacher to give stimulus words, the teacher is advised NOT to repeat the words unless some extraneous sound has interferred with the first pronunciation.

5. The Inventories
   a. Level III - use at the beginning of grade 3 (or end of grade 2)
   b. Level IV - use at the beginning of grade 4 (or end of grade 3)
   c. Level V - use at the beginning of grade 5 (or end of grade 4)
   d. Level VI - use at the beginning of grade 6 (or end of grade 5)

General Directions to the Pupil.

1. Look at the top of your test booklets. Complete each blank. After "SEMESTER", circle either 1 or 2.

2. Have at least two lead pencils and an eraser on your desks.

3. Mark only one answer for each test question unless otherwise told. More than one answer will result in having the question marked wrong. If you change your mind on an answer, erase neatly before marking the answer you want.

4. DO NOT ask questions after a test has started. Before beginning each test you will be given a chance to ask questions. Do so at that time.

5. The word - S T O P - appears at the end of each test. When you finish you may go back and check your answers on that test. DO NOT attempt to answer any questions on the coming tests. Separate instructions are given for each test.

SKILLS INVENTORY - LEVEL III

Directions for Administration

PART 1.0 - PHONIC ANALYSIS

1.1 CONSONANTS

1.11 Initial Consonants

Time: Approximately two (2) minutes total time.

This is a test of the child's auditory and visual perception of initial consonants.

Say- "In each of the following, circle the word which begins with the same sound as the words I say.

"For example, if I say 'concert', 'cancer', you would look at all the possible answers and circle cold since cold begins with the same sound as concert and cancer.

"If I say 'doubt', 'danger', which would you circle? Yes, deer is right.

"Are there any questions? Ready?"

The teacher says the following making sure the initial consonant is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses below along with the consonant tested)

1.	fancy - finish	(fence)	(f)
2.	pace - popular	(Peter)	(P)
3.	gopher - gamble	(girl)	(g)
4.	badge - Baltimore	(big)	(b)
5.	tangerine - temper	(take)	(t)
6.	language - littlest	(laugh)	(l)
7.	pine - pasttime	(pen)	(p)
8.	fuse - phantom	(first)	(f)
9.	damage - delicious	(dog)	(d)
10.	hesitate - hilarious	(hold)	(h)

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1.12 Final Consonants

Time: Approximately four (4) minutes total time.

This is a test of the child's auditory and visual perception of final consonants.

Say- "Listen to the ending sound of the two words I say. Circle S if they end with the same sound. Circle D if they end with different sounds. If the words end with the same sound, circle the letter which stands for that sound.

"If I say 'spade', 'cried', you would circle S and circle d. In the second example, what would you do if I said 'drain', 'desk'? Yes, circle D.

"Are there any questions? Ready?"

The teacher says the following making sure the final consonant is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses below along with the consonant tested)

1.	pair - steer	(S)-(r)
2.	call - sat	(D)
3.	dice - base	(S)-(s)
4.	tell - tail	(S)-(l)
5.	wait - late	(S)-(t)
6.	wade - pad	(S)-(d)
7.	map - make	(D)
8.	rain - lane	(S)-(n)
9.	man - land	(D)
10.	peak - seed	(D)

1.2 CONSONANT DIGRAPHS

1.21 Initial Digraphs

Time: Approximately four (4) minutes total time.

This is a test of the child's auditory and visual perception of initial digraphs.

Say- "Look at the key word. Say the key word and listen to the beginning sound. Draw a circle around the word which makes the sentence right and begins with the same sound as the key word.

"For example, the first key word is cheat, therefore you know the answer must begin with the same sound as cheat. Reading the sentence 'The boys liked to play _____,' your answer would be what? Yes, checkers.

"The second example has the key word shade. Read the sentence and raise your hand when you have the answer. (pause) Yes, shower. What letters form the sound? Right, sh.

Are there any questions? Begin."

This test is to be finished by the pupils. Most pupils will finish this test in less than four (4) minutes. Stop everyone when it seems obvious that extra time will not benefit those still working.

Correct responses are given below. (Initial digraph tested is in parentheses)

1. shoes (sh)
2. chief (ch)
3. there (th)
4. white (wh)
5. sheep (sh)
6. them (th)

1.22 Final Digraphs

Time: Approximately two (2) minutes total time.

This is a test of the child's auditory and visual perception of final digraphs.

Say- "Listen to the sound at the end of the three words I say aloud. Circle the letters which make the ending sound you hear.

"For example, listen to the sound at the end of 'bench', 'couch', 'branch'. What letters make the sound you hear? Yes, ch. Circle the ch.

"If I say 'dish', 'brush', 'splash', what ending sound do you hear? Yes, sh. Circle the sh.

"Are there any questions? Ready."

The teacher says the following making sure the final digraph is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses below)

1.	bunch - church - lunch	(ch)
2.	mush - crush - smash	(sh)
3.	speech - much - ranch	(ch)
4.	sing - ring - bring	(ng)
5.	mash - cash - slush	(sh)
6.	bang - wing - hung	(ng)
7.	fish - push - dish	(sh)
8.	which - march - peach	(ch)

1.3 CONSONANT BLENDS

1.31 Initial Blends

Time: Approximately three (3) minutes total time.

This is a test of the child's auditory and visual perception of initial blends.

Say- "Listen to the beginning blend of the words I say. Circle the word which begins with the same blend. On the line, print the letters which form the blend.

"For example, if I say 'steam', 'stem', do any of the choices begin with the same sound? Yes, steer. Circle steer and print st on the line.

"What word begins with the same blend as 'crayon', 'cranky'? Yes, cream. Circle cream and print cr on the line.

"Are there any questions? Ready?"

The teacher says the following making sure the initial blend is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses below)

1.	bright - brag	(brain)	(br)
2.	frame - frost	(front)	(fr)
3.	stranger - straight	(stream)	(str)
4.	blank - blemish	(black)	(bl)
5.	treason - triangle	(tried)	(tr)
6.	ground - grumpy	(grade)	(gr)
7.	dragon - dreary	(drop)	(dr)
8.	criminal - crease	(crib)	(cr)
9.	flounder - Flagstaf	(flood)	(fl)
10.	cluster - closet	(climb)	(cl)

1.32 Final Blends

Time: Approximately two (2) minutes total time.

This is a test of the child's auditory and visual perception of final blends.

Say- "Listen to the ending blend of the words I say. Circle the word which ends with the same blend. Print the letters on the line which form the blend.

"For example, if I say 'end', 'band', what word would you circle? Yes, 'blind'. Then print nd on the line.

"If I say 'held', 'mild', which word would you circle? Yes, 'sold' is right. What letters would you print on the line? Right, ld.

"Are there any questions? Ready?"

The teacher says the following making sure the final blend is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses and the blend tested are in parentheses)

1.	last - first	(best)	(st)
2.	drink - spank	(thank)	(nk)
3.	grand - found	(hound)	(nd)
4.	blink - crank	(think)	(nk)
5.	stipend - strand	(and)	(nd)
6.	crust - burst	(just)	(st)

1.4 CONSONANT VARIANTS (not tested at this level)

1.5 SUBSTITUTING CONSONANTS

Time: Approximately four (4) minutes total time.

This is a test of the child's ability to form new words by determining the initial consonant of a given word and placing it in the initial position of a group of letters, thereby forming a new word.

Say- "I will say two words. Take the first letter from the two words and put it in front of one group of letters below to form a real word.

"For example, if I say 'bet', 'boat', what letter forms the first sound. Yes, b is right. Look at the choices and you will see that only one becomes a real word when you put b in front of it. Which group of letters forms a real word? Right, __ig. The new word is (pause)? Yes, big.

"If I say 'game', 'gas', what letter would you use? Yes, g. What group of letters would you put g in front of? Yes, __old, for gold.

"Are there any questions? Ready?

The teacher says the following making sure the initial consonant is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses below along with the consonant tested)

1.	ball - bored	(__ang)	(b)
2.	family - fortune	(__un)	(f)
3.	serve - scene	(__ent)	(s)
4.	boast - belittle	(__all)	(b)
5.	money - misery	(__an)	(m)
6.	tornado - Thomas	(__old)	(t)
7.	parade - pint	(__ull)	(p)
8.	light - linger	(__ad)	(l)
9.	handy - hustle	(__unt)	(h)
10.	defeat - dunce	(__oll)	(d)
11.	confine - cunning	(__all)	(c)
12.	knowledge - notary	(__ot)	(n)

1.6 LONG AND SHORT VOWELS

Time: Approximately four (4) minutes total time.

This is a test of the child's ability to determine the long and short sound of vowels.

Say- "Circle the word which makes the sentence right. If your answer has a long vowel sound, put L after it. If your answer has a short vowel sound, put S after it.

"For example, 'Ice is _____.' Which word makes the sentence right? Yes, cold. Does it have a long or short vowel sound? Yes, long, so put L on the line.

"Look at the next example, 'A person sleeps on a _____.' Which word makes the sentence right? Yes, bed. Does it have a long or short vowel sound? Yes, short, so put S on the line.

"Are there any questions? Begin."

This test is to be finished by the pupils. Most pupils will finish this test in less than four (4) minutes. Stop everyone when it seems obvious that extra time will not benefit those still working.

Correct responses are given below. (Vowel tested in each item is in parentheses)

1.	pail	L	(long a)
2.	Ned	S	(short e)
3.	sock	S	(short o)
4.	sheep	L	(long e)
5.	goat	L	(long o)
6.	pan	S	(short a)
7.	peach	L	(long e)
8.	stem	S	(short e)
9.	cut	S	(short u)
10.	fight	L	(long i)

1.7 VOWEL VARIANTS (not tested)

1.8 VOWEL DIGRAPHS

Time: Approximately five (5) minutes total time.

This a test of the child's ability to determine the sounds of vowel digraphs.

Say- "Say each of the following 'words' to yourself. Circle the one word in each row that would have the long vowel sound.
(Teacher spells the examples)
"For example, 'toal', 'tol', 'dov'. Which would have a long vowel sound? Yes, toal.

"In the next example, 'dat','dayt', 'tump', which would have a long vowel sound? Right, dayt.

"Are there any questions? Begin."

This test is to be finished by the pupils. The teacher should be sure the pupils do not consider this a spelling test and look for words spelled correctly. Some of the "words" do sound like familiar words when pronounced but the pupils are to consider only the vowel sound.

Most pupils will finish this test in less than five (5) minutes. Stop everyone when it seems obvious that extra time will not benefit those still working.

Correct responses are given below. (Digraph tested in each item is in parentheses)

1. neas (ea)
2. moak (oa)
3. naym (ay)
4. plait (ai)
5. reag (ea)
6. trayt (ay)
7. poant (oa)
8. draip (ai)
9. railf (ai)
10. doap (oa)

1.9 DIPHTHONGS

Time: Approximately three (3) minutes total time.

This is a test of the child's ability to determine the sounds of diphthongs and locate another word which has the same sound.

Say- "Read each word in the left column and listen for the vowel sound. Then decide which word to the right has the same vowel sound. Circle the word.

"For example, 'house', which of the following words has the same vowel sound? 'hose', 'loud', 'could'? Yes, loud is right.

"If the word is 'boy', and your choices are 'oil', 'crow', and 'old', which has the same vowel sound? Yes, oil.

"Are there any questions? Begin."

This test is to be finished by the pupils. Most pupils will finish this test in less than three (3) minutes. Stop everyone when it seems obvious that extra time will not benefit those still working.

Correct responses are given below. (Diphthong tested in each item is in parentheses)

1. town (ou)
2. join (oy)
3. sound (ow)
4. joy (oi)
5. cow (ou)
6. coy (oi)

Have the pupils close their booklets.

1.T PRINCIPLES (not tested at this level)

PART 2.0 - STRUCTURAL ANALYSIS

2.1 AFFIXES

2.11 Inflectional Endings
2.12 Suffixes
2.13 Prefixes (not tested at this level)

Time: Approximately five (5) minutes total time.

This is a test of the child's ability to use endings accurately.

Say- "Read the sentence and look at the words in parentheses. Choose the word which makes the sentence correct and cross out the incorrect word.

"For example, which word would be correct in the sentence 'Can you wait a little _____?' Yes, 'longer'. Cross out 'longest'. Make your mark black but do not cross out any of the other words.

"In the next example, read the sentence to yourself. (pause) Which word makes the sentence right? Yes, 'warmer'. Cross out 'warm'.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time allowed according to the group. When it seems obvious that extra time will not benefit those pupils still working, have everyone stop.

Correct responses are: (Affix tested is in parentheses)

1.	walking	(ing)
2.	call	(ed)
3.	roll	(s)
4.	rolled	(ed)
5.	playing	(ing)
6.	quicker	(er)
7.	lively	(ly)
8.	new	(est)
9.	runner	(er)
10.	wettest	(est)

2.2 PRINCIPLES

2.21 Governing Addition of Endings

2.211 y to i
2.212 Dropping final e
2.213 Doubling final consonants

Time: Approximately three (3) minutes total time.

This is a test of the child's ability to determine which principle has been applied to the given word and to select that word from a list.

Say- "Listen to the word I say. Select, and circle, the given word from the choices below.

"For example, if I say 'cries', which word would you circle? Yes, c r i e s (teacher spells).

"If I say 'spied', which word would you circle? Yes, s p i e d (teacher spells).

"Are there any questions? Ready?"

The teacher says the following, making sure to pronounce the word clearly, in his natural voice.

Allow the pupils about 10 seconds to respond (vary this according to the group). (The principle applied is obvious)

Correct responses are: (The words the teacher gives)

1. dries
2. carried
3. parties
4. coming
5. used
6. taking
7. waved
8. planning
9. shopped
10. trimming

2.22 Syllabication

2.221 Vowel Sounds

Time: Approximately three (3) minutes total time.

This is a test of the child's auditory perception of syllables in words. He must first "attack" the word independently.

Say- "Say each of the following words to yourself. Listen for the vowel sounds. Write the number (1, 2, or 3) on the blank to show how many syllables you hear.

"For example, the first word is 'tall'. How many vowel sounds do you hear? Yes, one. Place the number 1 on the blank.

"In the next example, the word is _____ (pause). Yes, 'surprise'. How many vowel sounds does it have? Right, two. Then put the number 2 on the blank.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time allowed according to the group. When it seems obvious that extra time will not benefit those pupils still working, have everyone stop.

Correct responses are:

1. 1
2. 2
3. 1
4. 2
5. 2
6. 2
7. 2
8. 2
9. 3
10. 3

2.3 IDENTIFYING ROOT WORDS

Time: Approximately two (2) minutes total time.

This is a test of the child's ability to locate the stem in words with prefixes and suffixes.

Say- "Find the root word (stem) in each of the following and draw a circle around it.

"For example, the word 'hunting' comes from what word? Yes, 'hunt' is right. Therefore, you would circle just the root word 'hunt'.

"The second example is 'spotted'. What is the root word you would circle? Yes, 'spot'.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time allowed according to the group. When it seems obvious that extra time will not benefit those still working, have everyone stop.

Correct responses are:

1. hold
2. end
3. fold
4. turn
5. load
6. fool
7. speech
8. follow
9. frost
10. run

2.4 COMPOUND WORDS

Time: Approximately two (2) minutes total time.

This is a test of the child's ability to determine the two words which make up compound words.

Say- "Draw a circle around each real word in the compound words below.

"For example, the word 'popcorn' is made up of two smaller words, can you find them? Yes, 'pop' and 'corn'. Circle each of the smaller words.

"How about 'bluebird'? Yes, circle 'blue' and 'bird'.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time allowed according to the group. When it seems obvious that extra time will not benefit those still working, have everyone stop.

Correct responses are:

1.	snow	man	6.	club	house
2.	tooth	brush	7.	ant	hill
3.	any	one	8.	when	ever
4.	up	stairs	9.	birth	day
5.	bare	foot	10.	with	out

PART 3.0 - DICTIONARY SKILLS

3.1 LETTER SEQUENCE

3.11 One Letter

Time: Approximately four (4) minutes total time.

This is a test of the child's ability to put words in alphabetical order.

Say- "Look at the groups of words on the left. Notice there is one word missing. From the three (3) words at the right, select the missing word and write it on the blank.

"For example, the blank is after D. in the first exercise. Which word from the three at the right will complete this list? Yes, 'parents' is right.

"In the second example, B. is missing. Which word from the list at the right will complete this exercise? Yes, 'hole' is correct. Print this word on the blank.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time according to the group. When it seems obvious that extra time will not benefit those pupils still working, have everyone stop.

Correct responses are:

1. radio
2. dress
3. twins
4. is
5. floors
6. quiet

Have the pupils close their booklets.

NAME _____ AGE _____ SEX _____ GRADE _____

SCHOOL _____ TEACHER _____ SEMESTER 1 2

SKILLS INVENTORY - LEVEL III

PART 1.0 - PHONIC ANALYSIS

1.1 CONSONANTS

1.11 Initial Consonants

- In each of the following, circle the word which begins with the same sound as the words your teacher says.

Examples: some bear wold deer cold would none fear bold yard

1.	lift	bang	fence	of	if
2.	dig	new	big	Peter	book
3.	bang	girl	look	bog	load
4.	big	dig	Tom	tear	said
5.	sun	take	slow	at	Speedy
6.	pet	floor	laugh	bet	go
7.	bite	mine	pen	keep	bind
8.	thirst	clues	puff	first	vat
9.	bog	smog	build	dog	pig
10.	bone	never	Ned	wed	hold

- S T O P -

SCORE _____

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1.12 Final Consonants

- Listen to the ending sound of the two words your teacher says. Circle S if they end with the same sound. Circle D if they end with different sounds. If the words end with the same sound, circle the letter which stands for that sound.

Examples: S D m n d t
S D d l n r

1. S D k l r s
2. S D m n d t
3. S D k p r s
4. S D l k t d
5. S D m n d t
6. S D d l n r
7. S D m n p r
8. S D l n r t
9. S D m n d t
10. S D d k p s

- S T O P -

SCORE _____

1.2 CONSONANT DIGRAPHS

1.21 Initial Digraphs

- Look at the key word. Say the key word to yourself and listen to the beginning sound. Draw a circle around the word which makes the sentence right and begins with the same sound as the key word.

Examples: cheat
The boys liked to play cheese. checkers. marbles.

shade
A light rain is a shoot. soaker. shower.

1.	ship She put on her new	coat. sharp. shoes.
2.	chair An Indian leader is a	chief. charge. brave.
3.	they We will soon be	back. thing. there.
4.	whale The paper was	brown. wheel. white.
5.	shut A farm animal is a	lamb. ship. sheep.
6.	the He went to town with	Thursday. father. them.

- S T O P -

SCORE _____

1.22 Final Digraphs

- Listen to the sound at the end of the three words your teacher says. Circle the letters which make the ending sound you hear.

Examples: sh ch ng
ng sh ll

1.	ch	sh	ng	5.	ng	ll	sh
2.	sh	ng	ch	6.	ng	ll	sh
3.	sh	ll	ch	7.	sh	sk	ch
4.	ng	sh	ch	8.	sh	ch	nd

- S T O P -

SCORE _____

1.3 CONSONANT BLENDS

1.31 Initial Blends

- Listen to the beginning blend of the words your teacher says. Circle the word which begins with the same blend. On the line, print the letters which form the blend.

Examples: stream cream steer clam dream bring _____ _____

1.	play	brain	train	____	6.	grade	found	glade	____
2.	fame	found	front	____	7.	bright	dive	drop	____
3.	write	stream	stand	____	8.	crib	could	quick	____
4.	build	black	plan	____	9.	found	flood	blood	____
5.	tried	cried	drip	____	10.	buster	climb	cry	____

- S T O P -

SCORE _____

1.32 Final Blends

- Listen to the ending blend of the words your teacher says. Circle the word which ends with the same blend. Print the letters on the line which form the blend.

Examples: blind pint salt sold sent milk _____ _____

1.	bent	ask	best	____	4.	think	lake	last	____
2.	thank	land	tent	____	5.	spent	head	and	____
3.	hound	hold	dog	____	6.	catch	sent	just	____

- S T O P -

SCORE _____

1.4 CONSONANT VARIANTS (not tested at this level)

1.5 SUBSTITUTING CONSONANTS

1.51 Initial Consonants

- Your teacher will say two words. Take the first letter from the two words and put it in front of one group of letters below to form a real word.

Examples: __ew __ig __ry
__ree __old __ump

1.	___ang	___ry	___rep	7.	___old	___ed	___ull
2.	___as	___ap	___un	8.	___ad	___ig	___od
3.	___ant	___ent	___int	9.	___up	___unt	___ig
4.	___up	___all	___uge	10.	___up	___oll	___ar
5.	___an	___es	___esk	11.	___all	___ule	___ump
6.	___esk	___em	___old	12.	___ind	___ad	___ot

- S T O P -

SCORE _____

1.6 LONG AND SHORT VOWELS

- Circle the word which makes the sentence right. If your answer has a long vowel sound, put L after it. If your answer has a short vowel sound, put S after it.

Examples:	Ice is _____		cod ____	cold ____
	A person sleeps on a ____		bed ____	bead ____
1.	You keep water in a _____		pal ____	pail ____
2.	A boy's name is _____		Ned ____	Need ____
3.	On your foot you wear a _____		sock ____	soak ____
4.	Which is a farm animal?		ship ____	sheep____

(go on to next page)

5.	Which can climb a hill?	got ____	goat ____
6.	Which is better to have?	pan ____	pain ____
7.	Something to eat is a _____	patch____	peach____
8.	You see leaves on a _____.	stem ____	steam____
9.	A knife will _____	cut ____	cute ____
10.	Boys sometimes _____	fit ____	fight____

- S T O P -

SCORE _____

1.7 VOWEL VARIANTS (not tested at this level)

1.8 VOWEL DIGRAPHS

- Say each of the following "words" to yourself. Circle the one word in each row that would have the long vowel sound.

Examples: toal tol dov
dat dayt tump

1.	neas	ness	plas
2.	mok	lam	moak
3.	naym	tram	tam
4.	plat	plait	blak
5.	reag	dag	reg
6.	nag	trat	trayt
7.	pont	jat	poant
8.	drap	draip	pil
9.	railf	ralf	rif
10.	das	dop	doap

- S T O P -

SCORE _____

1.9 DIPHTHONGS

- Read each word in the left column and listen for the vowel sound. Then decide which word to the right has the same vowel sound. Circle the word.

Examples:	house boy	hose oil	loud crow	could old	
1.	mouse	should	town	hope	
2.	toy	join	low	hole	
3.	now	low	sound	book	
4.	noise	nose	joy	room	
5.	out	boat	bought	cow	
6.	oil	coy	girl	owns	

- S T O P -

SCORE ____

C L O S E Y O U R B O O K L E T S

PART 2.0 - STRUCTURAL ANALYSIS

2.1 AFFIXES

2.11 Inflectional Endings
2.12 Suffixes
2.13 Prefixes (not tested)

- Read the sentence and look at the words in parentheses. Choose the word which makes the sentence correct and cross out the incorrect word.

Examples: Can you wait a little (longer, longest) ?
Today is (warm, warmer) than yesterday.

1. The boy is (walks, walking) slowly.

2. Mother, did you (call, called) Jim for supper?

(go on to next page)

3. Will you (roll, rolls) the ball to me?

4. The ball (rolled, rolling) under the table.

5. He is (played, playing) with his wagon now.

6. Cats are (quicker, quickest) than turtles.

7. Dad said, "Tom sure is (live, lively) today."

8. Susan is riding in a (new, newest) car.

9. The horse which wins the race is a fast (run, runner).

10. This has been the (wet, wettest) winter in years.

- S T O P -

SCORE ____

2.2 PRINCIPLES

2.21 Governing Addition of Endings

2.211
2.212
2.213

- Listen to the word your teacher says. Select, and circle, the given word from the choices below.

Examples: cris spied crys spyd cries spyed

1.	drys	dries	drighs	6.	takeing	takied	taking
2.	carried	carryed	caried	7.	have	waved	waveed
3.	partyes	parties	partyies	8.	planing	playing	planning
4.	coming	comming	comeing	9.	shopped	shoped	shot
5.	usied	ussed	used	10.	triming	trimming	trying

- S T O P -

SCORE ____

2.22 Syllabication

2.221 Vowel Sounds

- Say each of the following words to yourself. Listen for the vowel sounds. Write the number (1, 2, or 3) on the blank to show how many syllables you hear.

Examples: tall _____ surprise _____

1. while _____
2. only _____
3. else _____
4. parade _____
5. pony _____
6. herself _____
7. engine _____
8. neighbors _____
9. elephant _____
10. radio _____

- S T O P -

SCORE _____

2.3 IDENTIFYING ROOT WORDS

- Find the root word (stem) in each of the following and draw a circle around it.

Examples: hunting spotted

1. holding
2. ending
3. unfold
4. turning
5. reload
6. foolish
7. speechless
8. followed
9. frosted
10. running

- S T O P -

SCORE _____

- Draw a circle around each real word in the compound words below.

Examples: popcorn bluebird

1. snowman
2. toothbrush
3. anyone
4. upstairs
5. barefoot
6. clubhouse
7. anthill
8. whenever
9. birthday
10. without

- S T O P -

SCORE _____

PART 3.0 DICTIONARY SKILLS

3.1 LETTER SEQUENCE

- Look at the groups of words on the left. Notice there is one word missing. From the three (3) words at the right, select the missing word and write it in the blank.

Examples:

A. done — parents, farmers
B. ladder — brave
C. mail
D. _____

A. brave — apple, hole
B. _____ — land
C. kindness
D. wildcat

1.	A.	along	else radio	4.	A.	how	is farm
	B.	corner	care		B.	_____	like
	C.	flew			C.	keep	
	D.	_____			D.	room	
2.	A.	_____	twins great	5.	A.	ball	barked floors
	B.	front	dress		B.	drive	I'll
	C.	glove			C.	_____	
	D.	station			D.	give	
3.	A.	surprise	twins yes	6.	A.	_____	train went
	B.	_____	no		B.	silver	quiet
	C.	wanted			C.	together	
	D.	where			D.	while	

- S T A R T -

1.11 Initial Consonants

1. fence
2. Peter
3. girl
4. big
5. take
6. laugh
7. pen
8. first
9. dog
10. hold

1.12 Final Consonants

1. S r
2. D
3. S s
4. S l
5. S t
6. S d
7. D
8. S n
9. D
10. D

1.21 Initial Consonant Digraphs

1. shoes
2. chief
3. there
4. white
5. sheep
6. them

1.22 Final Digraphs

1. ch
2. sh
3. ch
4. ng
5. sh
6. ng
7. sh
8. ch

1.31 Initial Consonant Blends

1. brain br
2. front fr
3. stream str
4. black bl
5. tried tr
6. grade gr
7. drop dr
8. crib cr
9. flood fl
10. climb cl

1.32 Final Consonant Blends

1. best st
2. thank nk
3. hound nd
4. think nk
5. and nd
6. just st

1.5 Substituting Consonants

1. bang
2. fun
3. sent
4. bail
5. man
6. told
7. pail
8. lad
9. hunt
10. doll
11. call
12. not

1.6 Long and Short Vowels

1. pail	L									7. peant
2. Ned	S									8. trayt
3. sock	S									9. rag
4. sheep	L									10. plait
5. goat	L									1. naym
6. pen	S									2. raik
7. peach	L									3. doap
8. stem	S									4. meak
9. cut	S									5. drip
10. right	L									6. neas

1.8 Vowel Digraphs

SCORING KEY - LEVEL III

PART 1.0 - PHONIC ANALYSIS

1. Match the test numbers!
2. Subtest answers are arranged around the edge of this answer sheet in the same sequence as they appear in the inventory.

1.9 Diphthongs

1. town
2. join
3. sound
4. joy
5. cow
6. coy

2.1 Affixes

1. walking
2. call
3. roll
4. rolled
5. playing
6. quicker
7. lively
8. new
9. runner
10. wettest

2.21 Endings

1. dries
2. carried
3. parties
4. coming
5. used
6. taking
7. waved
8. planning
9. shopped
10. trimming

2.22 Syllabication

1. 1
2. 2
3. 1
4. 2
5. 2
6. 2
7. 2
8. 2
9. 3
10. 3

2.3 Identifying Root Words

1. hold
2. end
3. fold
4. turn
5. load
6. fool
7. speech
8. follow
9. frost
10. run

S C O R I N G K E Y - L E V E L III

PART 2.0 - STRUCTURAL ANALYSIS
PART 3.0 - DICTIONARY SKILLS

1. Match the test numbers;
2. Subtest answers are arranged around the edge of this answer sheet in the same sequence as they appear in the inventory.

3.1 letter sequence DICTIONARY SKILLS

1. radio
2. dress
3. twins
4. is
5. floors
6. quiet

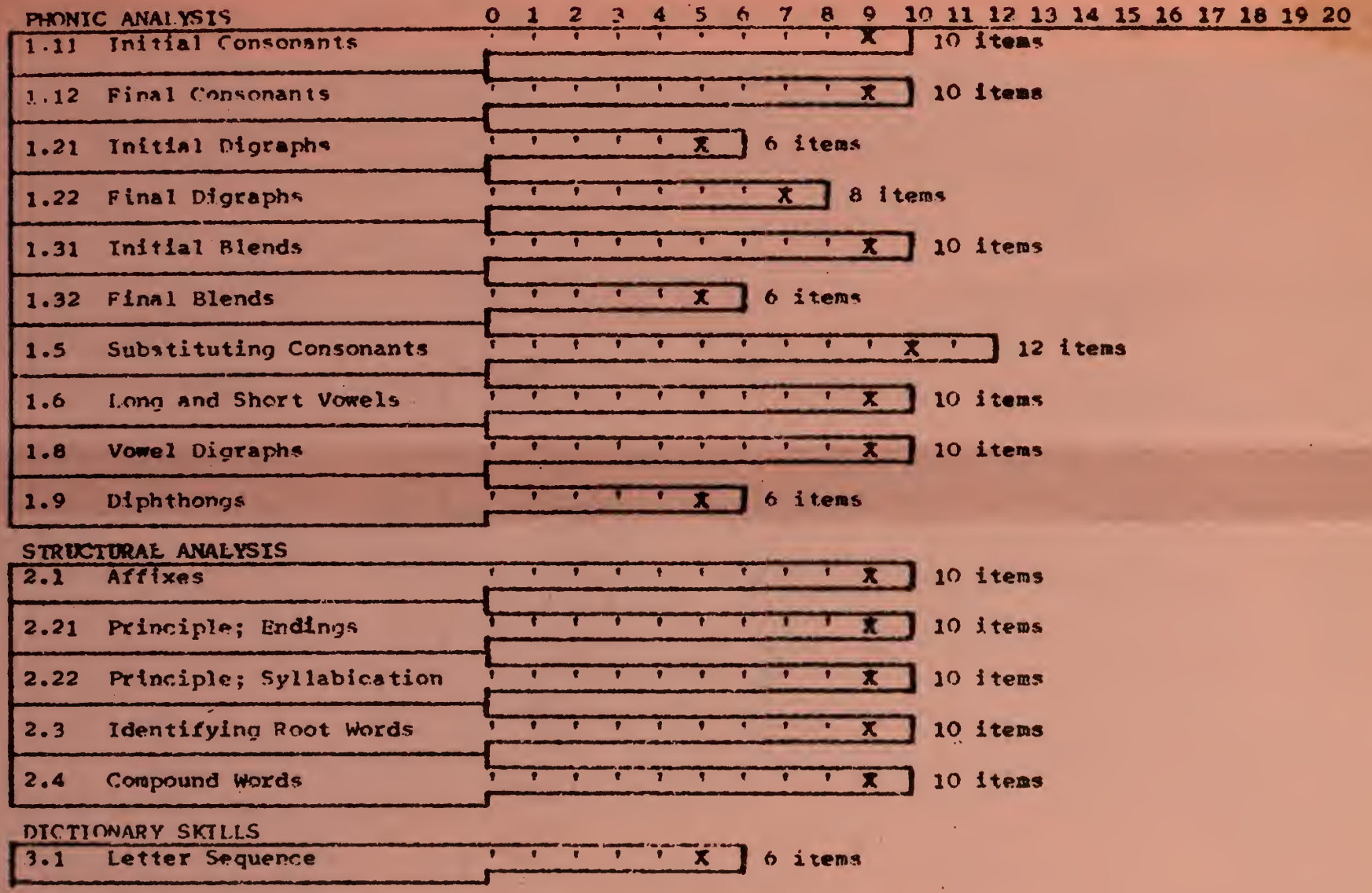
2.4 Compound words

1.	snow	man
2.	tooth	brush
3.	any	one
4.	up	stairs
5.	bare	foot
6.	club	house
7.	ant	hill
8.	when	ever
9.	birth	day
10.	with	out

INDIVIDUAL RECORD SHEET - LEVEL III

NAME

NAME _____ INDIVIDUAL RECORD SHEET - L E V E L III



1. Mark the bar at the raw score received.
2. Shade the bars, or connect the raw scores with a line for the child's profile.
3. The "X" indicates the raw score at which the skill appears to be mastered.

CLASS RECORD SHEET - LEVEL III

*NAME	1.11	1.12	1.21	1.22	1.31	1.32	1.5	1.6	1.8	1.9	2.1	2.21	2.22	2.3	2.4	3.1
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
13.																
14.																
15.																
16.																
17.																
18.																
19.																
20.																

*From the raw score Conversion Table, enter numbers 1, 2, or 3 in appropriate row and column.

SKILLS INVENTORY - LEVEL IV

Directions for Administration

PART 1.0 - PHONIC ANALYSIS

1.1 CONSONANTS (includes 1.5 Substituting Consonants)

1.11 Initial Consonants

Time: Approximately four (4) minutes total time.

This is a test of the child's auditory and visual perception of initial consonants and of his ability to substitute initial consonants to form new words.

Say- "I will say two words. Take the first letter from the two words and put it in front of one group of letters below to form a real word.

"For example, if I say 'bet', 'boat', the first letter sound is formed by b. Look at the choices and you will see that only one of them is a real word when you put 'b' in front of it. Which letters form a real word? Yes, __ig.

"If I say 'game', 'gas', what letter would you use? Yes, g. What group of letters would you put 'g' in front of? Yes, __old, for gold.

"Are there any questions? Ready?"

The teacher says the following making sure the initial consonant is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses below along with the consonant tested)

1.	ball - bored	(__ang)	(b)
2.	serve - scene	(__ent)	(s)
3.	tornado - Thomas	(__old)	(t)
4.	parade - pint	(__ull)	(p)
5.	handy - hustle	(__unt)	(h)
6.	confine - cunning	(__all)	(c)
7.	knowledge - notary	(__ot)	(n)
8.	guarantee - gullible	(__old)	(g)
9.	minimum - militia	(__ask)	(m)
10.	dolphin - dominant	(__own)	(d)
11.	kipper - kosher	(__ing)	(k)
12.	write - wring	(__est)	(r)

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1.12 Final Consonants

Time: Approximately four (4) minutes total time.

This is a test of the child's auditory and visual perception of final consonants and of his ability to substitute final consonants to form new words.

Say- "I will say two words. Listen to the ending sound. Decide which letter makes the sound you hear. Form a real word by placing that letter in one of the groups of letters below.

"If I say 'made', 'scared', what sound to you hear at the end? Yes, d. What group of letters would you put 'd' after to form a real word? Yes, la__, for lad.

"If I say 'late', 'bite', what sound do you hear? Yes, t. What new word can you make? Yes, bet.

"Are there any questions? Ready?"

The teacher says the following making sure the final consonant is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses below along with the consonant tested)

1.	scrub - crab	(tu___)	(b)
2.	cause - buzz	(wa___)	(s, z sound)
3.	crate - defeat	(ca___)	(t)
4.	escape - drape	(ho___)	(p)
5.	tune - nation	(te___)	(n)
6.	league - drag	(le___)	(g)
7.	skim - wisdom	(Sa___)	(m)
8.	spread - explode	(sai___)	(d)
9.	member - meter	(sta___)	(r)
10.	signal - coral	(fee___)	(l)
11.	laugh - belief	(lea___)	(f)
12.	vex - relax	(bo___)	(x)

1.2 CONSONANT DIGRAPHS

1.21 Initial Digraphs

Time: Approximately three (3) minutes total time.

This is a test of the child's auditory and visual perception of initial digraphs.

Say- "Listen to the two words I say. Find, and circle the letters which make the beginning sound.

"For example, if I say 'ship', 'shed', what letters form the sound you hear? Yes, sh. Circle the sh.

"If I say 'whisper', 'while', what letters would you circle? Yes, wh.

"Are there any questions? Ready?"

The teacher says the following making sure the initial digraph is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses below)

1.	chapter - churn	(ch)
2.	whether - whistle	(wh)
3.	photograph - fast	(ph)
4.	change - chime	(ch)
5.	shuffle - shelter	(sh)
6.	thousand - thimble	(th)
7.	feast - phonics	(ph)
8.	whimper - whet	(wh)
9.	theory - thought	(th)
10.	shingle - shameful	(sh)

1.22 Final Digraphs

Time: Approximately three (3) minutes total time.

This is a test of the child's auditory and visual perception of final digraphs.

Say- "Listen to the two words I say. Find, and circle, the letters which make the ending sound.

"For example, if I say 'bunch', 'church', what letters form the sound you hear? Yes, ch. Circle the ch.

"If I say 'blush', 'mustache', what letters would you circle? Yes, sh.

"Are there any questions? Ready?"

The teacher says the following making sure the final digraph is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses below)

1.	cling - Strang	(ng)
2.	touch - approach	(ch)
3.	mesh - sagebrush	(sh)
4.	inch - research	(ch)
5.	cough - half	(gh)
6.	glittering - bounding	(ng)
7.	staff - photograph	(gh)
8.	leash - polish	(sh)

1.3 CONSONANT BLENDS

1.31 Initial Blends

Time: Approximately four (4) minutes total time.

This is a test of the child's auditory and visual perception of initial blends.

Say- "Listen to the beginning blend of the words I say. Circle the word which begins with the same blend. On the line, print the letters which form the blend.

"For example, if I say 'steam', 'stem', what letters form the beginning blend you hear? Yes, st. Circle the word steer and print the letters st on the line.

"If I say 'crayon', 'cranky', what word would you circle? Yes, cream. What letters would you print on the line? Yes, cr.

"Are there any questions? Ready?"

The teacher says the following making sure the initial blend is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses below along with the blend tested)

1.	treason - triangle	(tried)	(tr)
2.	ground - grumpy	(grade)	(gr)
3.	dragon - dreary	(drop)	(dr)
4.	criminal - crease	(crib)	(cr)
5.	flounder - Flagstaff	(flood)	(fl)
6.	cluster - closet	(climb)	(cl)
7.	scrutinize - script	(scrap)	(scr)
8.	splurge - splice	(split)	(spl)
9.	shrivel - shrapnel	(shrub)	(shr)
10.	prospect - prudent	(pry)	(pr)
11.	quality - quarter	(quick)	(qu)
12.	squad - squint	(square)	(squ)
13.	sprig - sprint	(spread)	(spr)
14.	thrash - thrust	(throw)	(thr)

1.32 Final Blends

Time: Approximately two (2) minutes total time.

This is a test of the child's auditory and visual perception of final blends.

Say- "Listen to the ending blend of the words I say. Circle the word which ends with the same blend. On the line, print the letters which form the blend.

"For example, if I say 'end', 'band', what letters form the ending blend you hear? Yes, nd. Circle the word blind and print the letters nd on the line.

"If I say 'held', 'mild', what word would you circle? Yes, sold. What letters would you print on the line? Yes, ld.

"Are there any questions? Ready?"

The teacher says the following making sure the final blend is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses along with the final blend tested)

1.	tempest - thirst	(best)	(st)
2.	slink - spunk	(thank)	(nk)
3.	offend - expand	(hound)	(nd)
4.	shrunk - yank	(think)	(nk)
5.	expand - stipend	(and)	(nd)
6.	assist - typist	(just)	(st)

1.4 CONSONANT VARIANTS

1.41 Hard and soft
1.42 Voiced and unvoiced

Time: Approximately two (2) minutes total time.

This is a test of the child's auditory and visual perception of consonant variants.

Say- "Listen to the two words I say. Circle the word from the row which begins with the same sound.

"For example, if I say 'jump', 'Jill', what sound do you hear? Yes, j. Which word begins with the j sound? Yes, gem. Circle gem.

"If I say 'Sally', 'sister', what word would you circle? Yes, cent.

"Are there any questions? Ready?"

The teacher says the following making sure the initial sound is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses along with the consonant tested)

1.	same - sink	(cell)	(s)-(c)
2.	key - keep	(cold)	(k)-(c)
3.	saddle - seat	(city)	(s)-(c)
4.	kitchen - kite	(cat)	(k)-(c)
5.	jelly - generous	(gym)	(j)-(g)
6.	garage - garrison	(got)	(g)-(hard)

1.5 SUBSTITUTING CONSONANTS (tested under 1.1)

1.6 LONG AND SHORT VOWELS (tested under 1.8)

1.7 VOWEL VARIANTS (not tested)

1.8 VOWEL DIGRAPHS

Time: Approximately five (5) minutes total time.

This is a test of the child's ability to determine "words" having long vowel sounds by the use of generalizations concerning vowel sounds.

Say- "Say each of the following nonsense "words" to yourself. Circle the one word in each row that would have the long vowel sound.
(Teacher spells the examples)
"For example, which of the "words", 'toal', 'tol', or 'dov' would have a long vowel sound? Yes, 'toal'.

"Would 'dat', 'dayt', or 'tump' have a long vowel sound? Yes, 'dayt'.

"Are there any questions? Begin."

This test is to be finished by the pupils. The teacher should be sure the pupils do not consider this a spelling test and look for words spelled correctly. Some of the "words" do sound like familiar words when pronounced but the pupils are to consider only the vowel sound.

Most pupils will finish this test in 2-3 minutes. Stop everyone when it seems obvious that extra time will not benefit those still working.

Correct responses are given below. (Digraph tested in each item is in parentheses)

1.	neas	(ea)	11.	buip	(ui)
2.	moak	(oa)	12.	pleep	(ee)
3.	naym	(ay)	13.	proub	(ou)
4.	plait	(ai)	14.	tauf	(au)
5.	reag	(ea)	15.	tees	(ee)
6.	trayt	(ay)	16.	kuis	(ui)
7.	poant	(oa)	17.	laut	(au)
8.	draip	(ai)	18.	tuit	(ui)
9.	railf	(ai)	19.	naut	(au)
10.	doap	(oa)	20.	zoup	(ou)

1.9 DIPHTHONGS

Time: Approximately three (3) minutes total time.

This is a test of the child's ability to recognize and select words which have the "blended" vowel sound of diphthongs.

Say- "Read each word in the left column and listen for the vowel sound. Then, decide which word to the right has the same vowel sound. Circle the word with the same vowel sound.

"For example, house is the key word in the first example. Which word to the right has the same vowel sound as house? Yes, loud. Circle the word loud.

"Which of the three words has the same vowel sound as boy? Yes, oil. Remember, listen for the sound, do not look for the same letters.

"Are there any questions? Begin."

This test is to be finished by the pupils. Most pupils will finish this test in less than two (2) minutes. Stop everyone when it seems obvious that extra time will not benefit those still working.

Correct responses are given below. (Diphthong tested in each item is in parentheses)

1. town (ou)
2. join (oy)
3. sound (ow)
4. joy (oi)
5. cow (ou)
6. coy (oi)

1.T PRINCIPLES

1.T1 Long Vowel at the End of a One-Syllable Word

Time: Approximately two (2) minutes total time.

This is a test of the child's ability to apply the principle stated above.

Say- "One nonsense 'word' in each row below would have a long vowel sound. Circle that 'word'.
(Teacher spells the examples)
"For example, which of the following, 'sti', 'knip', or 'crip' would have a long vowel sound? Yes, 'sti'.

"Of 'blos', 'slo', or 'slob', which would have a long vowel sound? Yes, 'slo'.

"Are there any questions? Begin."

This test is to be finished by the pupils. The teacher should be sure the pupils do not consider this a spelling test and look for words spelled correctly. Some of the "words" do sound like familiar words when pronounced but the pupils are to consider only the vowel sound.

Most pupils will finish this test in less than two (2) minutes. Stop everyone when it seems obvious that extra time will not benefit those still working.

Correct responses are given below.

1. fra
2. fle
3. pi
4. kne
5. cro

Have the pupils close their booklets.

PART 2.0 - STRUCTURAL ANALYSIS

2.1 AFFIXES

2.11 Inflectional Endings
2.12 Suffixes
2.13 Prefixes

Time: Approximately five (5) minutes total time.

This is a test of the child's ability to determine the correct word to complete the sentence. He must consider the prefixes or suffixes to answer correctly.

Say- "Read the sentence and look at the words in parentheses. Choose the word which makes the sentence correct and cross out the incorrect word.

"For example, 'Can you wait a little _____?' The correct word would be (what) ? Yes, 'longer'. Cross out the word 'longest'.

"In the sentence 'Today is _____ than yesterday', which word would be correct? Yes, 'warmer'. Cross out 'warm'.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time allowed according to the group. When it seems obvious that extra time will not benefit those pupils still working, have everyone stop.

Correct responses are: (Affix tested is in parentheses)

1.	call	(ed)	11.	worthless	(less)
2.	rolled	(ed)	12.	sticky	(y)
3.	playing	(ing)	13.	closest	(est)
4.	inches	(es)	14.	spiteful	(ful)
5.	pounds	(s)	15.	valueless	(less)
6.	quicker	(er)	16.	unavoidable	(un)
7.	lively	(ly)	17.	reread	(re)
8.	wettest	(est)	18.	refills	(re)
9.	painful	(ful)	19.	untie	(un)
10.	darkness	(ness)	20.	return	(re)

2.2 PRINCIPLES

2.21 Governing Addition of Endings

2.211 y to i
2.212 Dropping final e
2.213 Doubling final consonants

Time: Approximatley three (3) minutes total time.

This is a test of the child's ability to apply principles concerning the addition of endings. As the teacher gives the stimili, the child must select the correct word from those given.

Say- "Listen to the word I say. Select, and circle, the given word from the choices below.

"For example, if I say 'cries', which of the choices is correct? Yes, 'c r i e s.'

"If I say 'spied', which word would you circle? Yes, 's p i e d.'

"Are there any questions? Ready?"

The teacher says the following, making sure to pronounce the word clearly, in his natural voice.

Allow the pupils about 10 seconds to respond (vary this according to the group). (The principle applied is obvious)

1. dries
2. carried
3. parties
4. coming
5. used
6. taking
7. waved
8. planning
9. shopped
10. trimming

2.22 Syllabication

2.221 Vowel Sounds Heard (not tested)
2.222 Prefixes and Suffixes
2.223 VCCV - Double and Different Consonants
2.224 VCV
2.225 Consonant le

Time: Approximately five (5) minutes total time.

This is a test of the child's ability to apply principles of syllabication. Nonsense words are used to insure usage of a principle rather than recognizing a sight word.

Say- "In each of the following nonsense 'words', draw a diagonal line (/) (illustrate on board) between the syllables. Each 'word' has only two syllables.

"For example, where would you divide 'idfer'? Yes, between the d and f. Draw your line there.

"In the 'word' 'neful', where would your line be drawn? Yes, between the e and f.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time allowed according to the group. When it seems obvious that extra time will not benefit those pupils still working, have everyone stop.

The correct divisions are as follows: (principle being used is in parentheses)

1. gurt/able (suffix)
2. dis/gumpt (prefix)
3. mat/tow (VCCV)
4. gas/tem (VCCV)
5. som/reht (VCCV)
6. lil/lit (VCCV)
7. ni/vast (VCV)
8. re/tem (VCV)
9. ma/tom (VCV)
10. lam/ble (C-le)
11. prom/kle (C-le)
12. si/ple (C-le)

2.3 IDENTIFYING ROOT WORDS

Time: Approximately three (3) minutes total time.

This is a test of the child's ability to locate the stem (root word) in words containing affixes.

Say- "Find the root word (stem) in each of the following and draw a circle around it. Then, write the root word on the line.

"For example, what is the stem in the word 'putting'? Yes, 'put'. Circle the word 'put' and write it on the line.

"In the word 'stuttered', what would you do? Yes, circle 'stutter' and write it on the line.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time allowed according to the group. When it seems obvious that extra time will not benefit those still working, have everyone stop.

Correct responses are:

1. snap
2. place
3. loyal
4. happy
5. rumble
6. will
7. icy
8. respect
9. content
10. act

2.4 COMPOUND WORDS

Time: Approximately two (2) minutes total time.

This is a test of the child's ability to determine the two words which make up compound words.

Say- "Draw a circle around each real word in the compound words below.

"For example, the word 'popcorn' is made up of 'pop' and 'corn'. Circle each of the smaller words.

"How about 'bluebird'? Yes, circle 'blue' and 'bird'.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time allowed according to the group. When it seems obvious that extra time will not benefit those still working, have everyone stop.

Correct responses are:

1.	through	out	6.	when	ever
2.	mean	time	7.	with	out
3.	day	break	8.	any	one
4.	sea	weed	9.	every	where
5.	near	by	10.	her	self

PART 3.0 - DICTIONARY SKILLS

3.1 LETTER SEQUENCE

3.11 One Letter
3.12 Two Letters

Time: Approximately five (5) minutes total time.

This is a test of the child's ability to put words in alphabetical order by first and second letters.

Say- "Look at the list of words on the left. Notice there is one word missing. From the three (3) words at the right, select the missing word and write it on the blank.

"For example, which of the words 'parent', 'farmer', or 'brave' would come after the word 'mail' in a dictionary? Yes, 'parent'.

"Which word from the list 'apple', 'hole', or 'land' would follow 'brave' in a dictionary? Remember, it would also come before the word 'kindness'. Yes, 'hole' is correct.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time according to the group. When it seems obvious that extra time will not benefit those pupils still working, have everyone stop.

Correct responses are:

1. dress
2. twin
3. is
4. quiet
5. fright
6. elbow
7. peddle
8. shoulder
9. herd
10. throat

Have the pupils close their booklets.

NAME _____ AGE _____ SEX _____ GRADE _____

SCHOOL _____ TEACHER _____ SEMESTER 1 2

SKILLS INVENTORY - LEVEL IV

PART 1.0 - PHONIC ANALYSIS

1.1 CONSONANTS (includes 1.5 Substituting Consonants)

1.11 Initial Consonants

- Your teacher will say two words. Take the first letter from the two words and put it in front of one group of letters below to form a real word.

Examples: __ew __ig __ry
__ree __old __ump

1.	___ang	___ry	___rep	7.	___ind	___ad	___ot
2.	___ant	___ent	___int	8.	___old	___ump	___im
3.	___esk	___em	___old	9.	___isk	___esk	___ask
4.	___old	___ed	___ull	10.	___own	___ewn	___und
5.	___up	___unt	___ig	11.	___eng	___ing	___ang
6.	___all	___ule	___ump	12.	___est	___ast	___ist

- S T O P -

SCORE _____

1.12 Final Consonants

- Your teacher will say two words. Listen to the ending sound. Decide which letter makes the sound you hear. Form a real word by placing that letter in one of the groups of letters below.

Examples: la___ sel__ wen__
cru__ be___ whu__

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1.	tu___	ti___	cru___	7.	Sa___	Su___	Gro__
2.	wi___	wu___	wa____	8.	cri__	sai__	pri__
3.	ci___	bo___	ca____	9.	sta__	su___	sni__
4.	ho___	hil__	sta___	10.	flo__	lo___	fee__
5.	sa___	te___	tu____	11.	lea__	da___	chi__
6.	sto__	li___	le____	12.	cr___	bo___	da___

- S T O P -

SCORE _____

1.2 CONSONANT DIGRAPHS

1.21 Initial Digraphs

- Listen to the two words your teacher says. Find, and circle, the letters which make the beginning sound.

Examples: ch sh th
th ph wh

1.	sh	ch	th	6.	th	wh	sh
2.	wh	th	ph	7.	sh	ph	ch
3.	sh	th	ph	8.	ph	sh	wh
4.	ch	sh	th	9.	ph	sh	th
5.	sh	th	ch	10.	ch	th	sh

- S T O P -

SCORE _____

1.22 Final Digraphs

- Listen to the two words your teacher says. Find, and circle, the letters which make the ending sound.

Examples: ch sh gh
sh ng ch

1.	ng	gh	ch	5.	ng	gh	ch
2.	sh	gh	ch	6.	gh	ch	ng
3.	ng	ch	sh	7.	sh	gh	ch
4.	ch	sh	gh	8.	sh	ch	ng

- S T O P -

SCORE _____

1.3 CONSONANT BLENDS

1.31 Initial Blends

- Listen to the beginning blend of the words your teacher says. Circle the word which begins with the same blend. On the line, print the letters which form the blend.

Examples: stream steer dream _____
cream clam bring _____

1.	tried	cried	drip	____	8.	slit	split	plug	____
2.	grade	found	glade	____	9.	shrub	club	shame	____
3.	bright	dive	drop	____	10.	pie	pry	cry	____
4.	crib	could	quick	____	11.	quick	crayon	brick	____
5.	found	flood	blood	____	12.	queen	print	square	____
6.	buster	climb	cry	____	13.	twig	print	spread	____
7.	scrap	grip	flat	____	14.	trust	throw	trash	____

- S T O P -

SCORE _____

1.32 Final Blends

- Listen to the ending blend of the words your teacher says. Circle the word which ends with the same blend. On the line, print the letters which form the blend.

Examples: blind salt sent ____
pint sold milk ____

1.	bent	ask	best	____	4.	think	lake	last ____
2.	thank	land	tent	____	5.	spent	head	and ____
3.	hound	hold	dog	____	6.	catch	sent	just ____

- S T O P -

SCORE ____

1.4 CONSONANT VARIANTS

1.41
1.42

- Listen to the two words your teacher says. Circle the word from the row which begins with the same sound.

Examples: gang gem ground
call climb cent

1.	color	cell	code		4.	cat	bite	know
2.	cold	knee	jeep		5.	candy	grip	gym
3.	cheat	city	gab		6.	got	giant	carry

- S T O P -

SCORE ____

1.5 SUBSTITUTING CONSONANTS (tested under 1.1)

1.6 LONG AND SHORT VOWELS (tested under 1.8)

1.7 VOWEL VARIANTS (not tested)

1.8 VOWEL DIGRAPHS

- Say each of the following nonsense "words" to yourself. Circle the one word in each row that would have the long vowel sound.

Examples: toal tol dov
dat dayt tump

1.	neas	ness	plas	11.	bup	buip	bip
2.	mok	lam	moak	12.	pleep	plep	pep
3.	naym	tram	tam	13.	proub	bur	prob
4.	plat	plait	blak	14.	fant	tuf	tauf
5.	reag	dag	reg	15.	tees	tess	sett
6.	nag	trat	trayt	16.	kurs	kuis	kisl
7.	pont	jat	poant	17.	laut	apt	papt
8.	drap	draip	pil	18.	tuit	ligt	wurt
9.	railf	ralf	rif	19.	nat	knat	naut
10.	das	dop	doap	20.	zoup	zup	zop

- S T O P -

SCORE ____

1.9 DIPHTHONGS

- Read each word in the left column and listen for the vowel sound. Then, decide which word to the right has the same vowel sound. Circle the word with the same vowel sound.

Examples: house hose loud could
boy oil crow old

1.	mouse	should	town	hope
2.	toy	join	low	hole
3.	now	low	sound	book
4.	noise	nose	joy	room
5.	out	boat	bought	cow
6.	oil	coy	girl	owns

- S T O P -

SCORE _____

1.T PRINCIPLES

- One nonsense "word" in each row below would have a long vowel sound. Circle that "word".

Examples: sti knip crip
blos slo slob

1.	raf	fra	fer
2.	elft	fle	fel
3.	pi	ip	typ
4.	ken	nek	kne
5.	cro	roc	orc

- S T O P -

SCORE _____

C L O S E Y O U R B O O K L E T S

PART 2.0 - STRUCTURAL ANALYSIS

2.1 AFFIXES

2.11 Inflectional Endings
2.12 Suffixes
2.13 Prefixes

- Read the sentence and look at the words in parentheses. Choose the word which makes the sentence correct and cross out the incorrect word.

Examples: Can you wait a little (longer, longest)?
Today is (warm, warmer) than yesterday.

1. Mother, did you (call, called) Jim for supper?
2. The ball (rolled, rolling) under the table.
3. He is (played, playing) with his wagon now.
4. Being careful, a man (inch, inches) his car into the garage.
5. A person uses a hammer when he (pounds, pounding) a nail.
6. Cats are (quicker, quickest) than turtles.
7. Dad said, "Tom sure is (live, lively) today."
8. This has been the (wet, wettest) winter in years.
9. Falling on the sidewalk while roller skating can be (painful, painless).
10. City lights go on when (darkest, darkness) comes.
11. (Worthless, Worthwhile) things are often thrown away.
12. Bubble gum gets (sticky, stickly) at times.
13. We do our shopping at the (closeness, closest) store.
14. A mean boy is said to be (spiteless, spiteful).
15. A (valuable, valueless) wagon would not be worth much money.

16. The accident was (avoidable, unavoidable) because of the blinding storm.

17. To understand a story we sometimes have to (unread, reread) it.

18. When the car is out of gas, Dad (refills, unfills) it.

19. To take off your shoes, you first (tie, untie) the laces.

20. When you borrow something, you have to (return, unturn) it.

- S T O P -

SCORE ____

2.2 PRINCIPLES

2.21 Governing Addition of Endings

2.211
2.212
2.213

- Listen to the word your teacher says. Select, and circle, the given word from the choices below.

Examples: cris spied crys spyd cries spyed

1.	drys	dries	drighs	6.	takeing	takied	taking
2.	carried	carryed	caried	7.	have	waved	waveed
3.	partyes	parties	partyies	8.	planing	playing	planning
4.	coming	comming	comeing	9.	shopped	shoped	shot
5.	usied	ussed	used	10.	triming	trimming	trying

- S T O P -

SCORE ____

2.22 Syllabication

2.221 (not tested)
2.222
2.223
2.224
2.225

- In each of the following nonsense "words", draw a diagonal line (/) between the syllables. Each "word" has only two syllables.

Examples: idfer
neful

1. gurtable
2. disgumpt
3. mattow
4. gastem
5. somreht
6. lillit
7. nivast
8. retem
9. matom
10. lamble
11. promkle
12. siple

- S T O P -

SCORE _____

2.3 IDENTIFYING ROOT WORDS

- Find the root word (stem) in each of the following and draw a circle around it. Then, write the root word on the line.

Examples: putting _____
stuttered _____

1. snapping	_____	6. unwilling	_____
2. replace	_____	7. icier	_____
3. disloyal	_____	8. disrespect	_____
4. happier	_____	9. contented	_____
5. rumbling	_____	10. react	_____

- S T O P -

SCORE _____

2.4 COMPOUND WORDS

- Draw a circle around <u>each</u> real word in the compound words below.

Examples: popcorn bluebird

1. throughout	6. whenever
2. meantime	7. without
3. daybreak	8. anyone
4. seaweed	9. everywhere
5. nearby	10. herself

- S T O P -

SCORE _____

PART 3.0 - DICTIONARY SKILLS

3.1 LETTER SEQUENCE

- Look at the list of words on the left. Notice there is one word missing. From the three (3) words at the right, select the missing word and write it on the blank.

Examples:	A. done	parent
	B. ladder	farmer
	C. mail	brave
	D. _____	

A. brave		apple
B. _____		hole
C. kindness		land
D. wildcat		

1.	A. _____	twins great		6.	A. danger	equal don't
	B. front	dress			B. drove	elbow
	C. glove				C. _____	
	D. station				D. enough	
2.	A. surprise	twin yes		7.	A. passenger	peddle purr
	B. _____	no			B. _____	open
	C. wanted				C. poured	
	D. where				D. proud	
3.	A. how	is farm		8.	A. _____	skill shoulder
	B. _____	like			B. simple	squeeze
	C. keep				C. stubborn	
	D. room				D. submarine	
4.	A. _____	train went		9.	A. doctor	herd emu
	B. silver	quiet			B. elephant	drop
	C. together				C. enough	
	D. while				D. _____	
5.	A. _____	future fright		10.	A. telegraph	tablet throat
	B. fun	great			B. _____	tint
	C. granted				C. timid	
	D. lick				D. tomato	

SCORE _____

- S T A R T -

1.11 Initial Consonants

1. bang
2. sent
3. told
4. pull
5. hunt
6. call
7. not
8. gold
9. mask
10. down
11. king
12. rest

1.12 Final Consonants

1. tub
2. was
3. cat
4. hop
5. ten
6. leg
7. Sam
8. said
9. star
10. feel
11. leaf
12. box

1.21 Initial Consonant Digraphs

1. ch
2. wh
3. ph
4. ch
5. sh
6. th
7. ph
8. wh
9. th
10. sh

1.22 Final Digraphs

1. ng
2. ch
3. sh
4. ch
5. gh
6. ng
7. gh
8. sh

1.31 Initial Blends

1. tried tr
2. grade gr
3. drop dr
4. crib cr
5. flood fl
6. climb cl
7. scrap scr
8. split spl
9. shrub shr
10. pry pr
11. quick qu
12. square squ
13. spread spr
14. throw thr

1.32 Final Blends

1. best st
2. thank nk
3. hound nd
4. think nk
5. and nd
6. just st

1.4 Consonant Variants

1. cell
2. cold
3. city
4. cat
5. gym
6. got

1.8 Vowel Digraphs

1. neas
2. moak
3. naym
4. plait
5. reag
6. trayt
7. poant
8. draip
9. railf
10. doap
11. buip
12. pleep
13. proub
14. tauf
15. tees
16. Kuis
17. laut
18. tuit
19. naut
20. zoup

S C O R I N G K E Y - L E V E L IV

PART 1.0 - PHONIC ANALYSIS

1. Match the test numbers!
2. Subtest answers are arranged around the edge of this answer sheet in the same sequence as they appear in the inventory.

1.9 Diphthongs

1. town
2. join
3. sound
4. joy
5. cow
6. coy

1.T Principles

1. fra
2. fle
3. pi
4. Kne
5. cro

- S T A R T -

2.1 Affixes

1. call
2. rolled
3. playing
4. inches
5. pounds
6. quicker
7. lively
8. wettest
9. painful
10. darkness
11. worthless
12. sticky
13. closest
14. spiteful
15. valueless
16. unavoidable
17. reread
18. refills
19. untie
20. return

2.21 Endings

1. dries
2. carried
3. parties
4. coming
5. used
6. taking
7. waved
8. planning
9. shopped
10. trimming

2.22 Syllabication

1. gurt/able
2. dis/gumpt
3. mat/tow
4. gas/tem
5. som/reht
6. lil/lit
7. ni/vast
8. re/tem
9. ma/tom
10. lam/ble
11. prom/kle
12. sl/ple

SCORING KEY - LEVEL IV

PART 2.0 - STRUCTURAL ANALYSIS
PART 3.0 - DICTIONARY SKILLS

1. Match the test numbers!
2. Subtest answers are arranged around the edge of this answer sheet in the same sequence as they appear in the inventory.

DICTIONARY SKILLS

3.1 Letter Sequence

1. press
2. twin
3. is
4. quiet
5. fright
6. elbow
7. paddle
8. shoulder
9. hard
10. throat

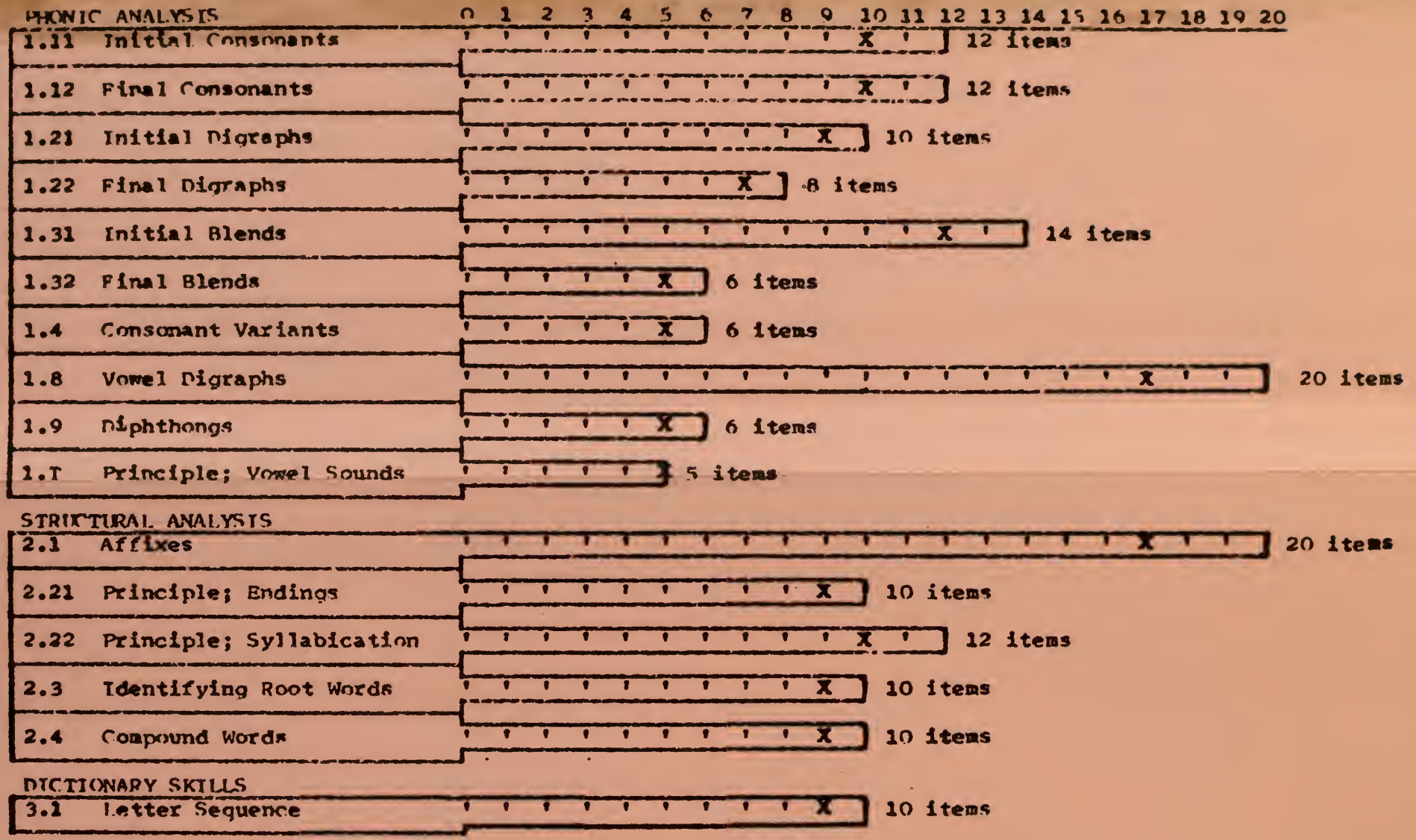
2.4 Compound words

1.	through	out	
2.	mean	time	
3.	day	break	
4.	sea	weed	
5.	near	by	
6.	when	ever	
7.	with	out	
8.	any	one	
9.	every	where	
10.	her	self	

2.3 Identifying Root words

1.	snap
2.	place
3.	loyal
4.	happy
5.	rumble
6.	will
7.	icy
8.	respect
9.	content
10.	act

NAME _____ INDIVIDUAL RECORD SHEET - L E V E L IV



1. Mark the bar at the raw score received.
2. Shade the bars or connect the raw scores with a line for the child's profile.
3. The "X" indicates the raw score at which the skill appears to be mastered.

CLASS RECORD SHEET - LEVEL IV

*NAME	1.11	1.12	1.21	1.22	1.31	1.32	1.4	1.8	1.9	1.T	2.1	2.21	2.22	2.3	2.4	3.1
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
13.																
14.																
15.																
16.																
17.																
18.																
19.																
20.																

*From the raw score Conversion Table, enter numbers 1, 2, or 3 in appropriate row and column.

SKILLS INVENTORY - LEVEL V

Directions for Administration

PART 1.0 - PHONIC ANALYSIS

1.1 CONSONANTS (includes 1.5 Substituting Consonants)

1.11 Initial Consonants

Time: Approximately four (4) minutes total time.

This is a test of the child's auditory and visual perception of initial consonants and of his ability to substitute initial consonants to form new words.

Say- "I will say two words. Take the first letter from the two words and put it in front of one group of letters below to form a real word.

"For example, if I say 'bet', 'boat', the first letter sound is formed by b. Look at the choices and you will see that only one of them is a real word when you put 'b' in front of it. Which letters form a real word? Yes, __ig.

"If I say 'game', 'gas', what letter would you use? Yes, g. What group of letters would you put 'g' in front of? Yes, __old, for gold.

"Are there any questions? Ready?"

The teacher says the following making sure the initial consonant is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses below along with the consonant tested)

1.	ball - bored	(__ang)	(b)
2.	serve - scene	(__ent)	(s)
3.	tornado - Thomas	(__old)	(t)
4.	parade - pint	(__ull)	(p)
5.	handy - hustle	(__unt)	(h)
6.	confine - cunning	(__all)	(c)
7.	knowledge - notary	(__ ot)	(n)
8.	guarantee - gullible	(__old)	(g)
9.	minimum - militia	(__ask)	(m)
10.	dolphin - dominant	(__own)	(d)
11.	kipper - kosher	(__ing)	(k)
12.	write - wring	(__est)	(r)

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1.12 Final Consonants

Time: Approximately four (4) minutes total time.

This is a test of the child's auditory and visual perception of final consonants and of his ability to substitute final consonants to form new words.

Say- "I will say two words. Listen to the ending sound. Decide which letter makes the sound you hear. Form a real word by placing that letter in one of the groups of letters below.

"If I say 'made', 'scared', what sound to you hear at the end? Yes, d. What group of letters would you put 'd' after to form a real word? Yes, la__, for lad.

"If I say 'late', 'bite', what sound do you hear? Yes, t. What new word can you make? Yes, bet.

"Are there any questions? Ready?"

The teacher says the following making sure the final consonant is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses below along with the consonant tested)

1.	scrub - crab	(tu___)	(b)
2.	cause - buzz	(wa___)	(s, z sound)
3.	crate - defeat	(ca___)	(t)
4.	escape - drape	(ho___)	(p)
5.	tune - nation	(te___)	(n)
6.	league - drag	(le___)	(g)
7.	skim - wisdom	(Sa___)	(m)
8.	spread - explode	(sai__)	(d)
9.	member - meter	(sta__)	(r)
10.	signal - coral	(fee__)	(l)
11.	laugh - belief	(lea__)	(f)
12.	vex - relax	(bo___)	(x)

1.2 CONSONANT DIGRAPHS

1.21 Initial Digraphs

Time: Approximately three (3) minutes total time.

This is a test of the child's auditory and visual perception of initial digraphs.

Say- "Listen to the two words I say. Find, and circle the letters which make the beginning sound.

"For example, if I say 'ship', 'shed', what letters form the sound you hear? Yes, sh. Circle the sh.

"If I say 'whisper', 'while', what letters would you circle? Yes, wh.

"Are there any questions? Ready?"

The teacher says the following making sure the initial digraph is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses below)

1.	chapter - churn	(ch)
2.	whether - whistle	(wh)
3.	photograph - fast	(ph)
4.	change - chime	(ch)
5.	shuffle - shelter	(sh)
6.	thousand - thimble	(th)
7.	feast - phonics	(ph)
8.	whimper - whet	(wh)
9.	theory - thought	(th)
10.	shingle - shameful	(sh)

1.22 Final Digraphs

Time: Approximately three (3) minutes total time.

This is a test of the child's auditory and visual perception of final digraphs.

Say- "Listen to the two words I say. Find, and circle, the letters which make the ending sound.

"For example, if I say 'bunch', 'church', what letters form the sound you hear? Yes, ch. Circle the ch.

"If I say 'blush', 'mustache', what letters would you circle? Yes, sh.

"Are there any questions? Ready?"

The teacher says the following making sure the final digraph is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses below)

1.	cling - Strang	(ng)
2.	touch - approach	(ch)
3.	mesh - sagebrush	(sh)
4.	inch - research	(ch)
5.	cough - half	(gh)
6.	glittering - bounding	(ng)
7.	staff - photograph	(gh)
8.	leash - polish	(sh)

1.3 CONSONANT BLENDS

1.31 Initial Blends

Time: Approximately four (4) minutes total time.

This is a test of the child's auditory and visual perception of initial blends.

Say- "Listen to the beginning blend of the words I say. Circle the word which begins with the same blend. On the line, print the letters which form the blend.

"For example, if I say 'steam', 'stem', what letters form the beginning blend you hear? Yes, st. Circle the word steer and print the letters st on the line.

"If I say 'crayon', 'cranky', what word would you circle? Yes, cream. What letters would you print on the line? Yes, cr.

"Are there any questions? Ready?"

The teacher says the following making sure the initial blend is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses below along with the blend tested)

1.	treason - triangle	(tried)	(tr)
2.	ground - grumpy	(grade)	(gr)
3.	dragon - dreary	(drop)	(dr)
4.	criminal - crease	(crib)	(cr)
5.	flounder - Flagstaff	(flood)	(fl)
6.	cluster - closet	(climb)	(cl)
7.	scrutinize - script	(scrap)	(scr)
8.	splurge - splice	(split)	(spl)
9.	shrivel - shrapnel	(shrub)	(shr)
10.	prospect - prudent	(pry)	(pr)
11.	quality - quarter	(quick)	(qu)
12.	squad - squint	(square)	(squ)
13.	sprig - sprint	(spread)	(spr)
14.	thrash - thrust	(throw)	(thr)

1.32 Final Blends

Time: Approximately two (2) minutes total time.

This is a test of the child's auditory and visual perception of final blends.

Say- "Listen to the ending blend of the words I say. Circle the word which ends with the same blend. On the line, print the letters which form the blend.

"For example, if I say 'end', 'band', what letters form the ending blend you hear? Yes, nd. Circle the word blind and print the letters nd on the line.

"If I say 'held', 'mild', what word would you circle? Yes, sold. What letters would you print on the line? Yes, ld.

"Are there any questions? Ready?"

The teacher says the following making sure the final blend is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses along with the final blend tested)

1.	tempest - thirst	(best)	(st)
2.	slink - spunk	(thank)	(nk)
3.	offend - expand	(hound)	(nd)
4.	shrunk - yank	(think)	(nk)
5.	expand - stipend	(and)	(nd)
6.	assist - typist	(just)	(st)

1.4 CONSONANT VARIANTS

1.41 Hard and soft
1.42 Voiced and unvoiced

Time: Approximately two (2) minutes total time.

This is a test of the child's auditory and visual perception of consonant variants.

Say- "Listen to the two words I say. Circle the word from the row which begins with the same sound.

"For example, if I say 'jump', 'Jill', what sound do you hear? Yes, j. Which word begins with the j sound? Yes, gem. Circle gem.

"If I say 'Sally', 'sister', what word would you circle? Yes, cent.

"Are there any questions? Ready?"

The teacher says the following making sure the initial sound is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses along with the consonant tested)

1.	same - sink	(cell)	(s)-(c)
2.	key - keep	(cold)	(k)-(c)
3.	saddle - seat	(city)	(s)-(c)
4.	kitchen - kite	(cat)	(k)-(c)
5.	jelly - generous	(gym)	(j)-(g)
6.	garage - garrison	(got)	(g)-(hard)

1.5 SUBSTITUTING CONSONANTS (tested under 1.1)

1.6 LONG AND SHORT VOWELS (tested under 1.8)

1.7 VOWEL VARIANTS (not tested)

1.8 VOWEL DIGRAPHS

Time: Approximately five (5) minutes total time.

This is a test of the child's ability to determine "words" having long vowel sounds by the use of generalizations concerning vowel sounds.

Say- "Say each of the following nonsense "words" to yourself. Circle the one word in each row that would have the long vowel sound.
(Teacher spells the examples)
"For example, which of the "words", 'toal', 'tol', or 'dov' would have a long vowel sound? Yes, 'toal'.

"Would 'dat', 'dayt', or 'tump' have a long vowel sound? Yes, 'dayt'.

"Are there any questions? Begin."

This test is to be finished by the pupils. The teacher should be sure the pupils do not consider this a spelling test and look for words spelled correctly. Some of the "words" do sound like familiar words when pronounced but the pupils are to consider only the vowel sound.

Most pupils will finish this test in 2-3 minutes. Stop everyone when it seems obvious that extra time will not benefit those still working.

Correct responses are given below. (Digraph tested in each item is in parentheses)

1.	neas	(ea)	11.	buip	(ui)
2.	moak	(oa)	12.	pleep	(ee)
3.	naym	(ay)	13.	proub	(ou)
4.	plait	(ai)	14.	tauf	(au)
5.	reag	(ea)	15.	tees	(ee)
6.	trayt	(ay)	16.	kuis	(ui)
7.	poant	(oa)	17.	laut	(au)
8.	draip	(ai)	18.	tuit	(ui)
9.	railf	(ai)	19.	naut	(au)
10.	doap	(oa)	20.	zoup	(ou)

1.9 DIPHTHONGS

Time: Approximately three (3) minutes total time.

This is a test of the child's ability to recognize and select words which have the "blended" vowel sound of diphthongs.

Say- "Read each word in the left column and listen for the vowel sound. Then, decide which word to the right has the same vowel sound. Circle the word with the same vowel sound.

"For example, house is the key word in the first example. Which word to the right has the same vowel sound as house? Yes, loud. Circle the word loud.

"Which of the three words has the same vowel sound as boy? Yes, oil. Remember, listen for the sound, do not look for the same letters.

"Are there any questions? Begin."

This test is to be finished by the pupils. Most pupils will finish this test in less than two (2) minutes. Stop everyone when it seems obvious that extra time will not benefit those still working.

Correct responses are given below. (Diphthong tested in each item is in parentheses)

1. town (ou)
2. join (oy)
3. sound (ow)
4. joy (oi)
5. cow (ou)
6. coy (oi)

1.T PRINCIPLES

1.T1 Long Vowel at the End of a One-Syllable Word

Time: Approximately two (2) minutes total time.

This is a test of the child's ability to apply the principle stated above.

Say- "One nonsense 'word' in each row below would have a long vowel sound. Circle that 'word'.
(Teacher spells the examples)
"For example, which of the following, 'sti', 'knip', or 'crip' would have a long vowel sound? Yes, 'sti'.

"Of 'blos', 'slo', or 'slob', which would have a long vowel sound? Yes, 'slo'.

"Are there any questions? Begin."

This test is to be finished by the pupils. The teacher should be sure the pupils do not consider this a spelling test and look for words spelled correctly. Some of the "words" do sound like familiar words when pronounced but the pupils are to consider only the vowel sound.

Most pupils will finish this test in less than two (2) minutes. Stop everyone when it seems obvious that extra time will not benefit those still working.

Correct responses are given below.

1. fra
2. fle
3. pi
4. kne
5. cro

Have the pupils close their booklets.

PART 2.0 - STRUCTURAL ANALYSIS

2.1 AFFIXES

2.11 Inflectional Endings
2.12 Suffixes
2.13 Prefixes

Time: Approximately five (5) minutes total time.

This is a test of the child's ability to determine the correct word to complete the sentence. He must consider the prefixes or suffixes to answer correctly.

Say- "Read the sentence and look at the words in parentheses. Choose the word which makes the sentence correct and cross out the incorrect word.

"For example, 'Can you wait a little _____?' The correct word would be what? Yes, 'longer'. Cross out 'longest'.

"In the sentence 'Today is _____ than yesterday', which word would be correct? Yes, 'warmer'. Cross out 'warm'.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time allowed according to the group. When it seems obvious that extra time will not benefit those pupils still working, have everyone stop.

Correct responses are:

1.	call	(ed)	11.	settlements	(ment)
2.	inches	(es)	12.	statements	(ment)
3.	pounds	(s)	13.	unavoidable	(un-)-(able)
4.	lively	(ly)	14.	reread	(re-)
5.	painful	(ful)	15.	refills	(re-)
6.	darkness	(ness)	16.	untie	(un-)
7.	Worthless	(less)	17.	return	(re-)
8.	closest	(est)	18.	increases	(in-)
9.	spiteful	(ful)	19.	imprint	(im-)
10.	valueless	(less)	20.	invite	(in-)

2.2 PRINCIPLES

2.21 Governing Addition of Endings

2.211 y to i
2.212 Dropping final e
2.213 Doubling final consonants

Time: Approximately four (4) minutes total time.

This is a test of the child's ability to apply principles concerning the addition of endings. As the teacher gives the stimili, the child must select the correct word from those given.

Say- "Listen to the word I say. Select, and circle, the given word from the choices below.

"For example, if I say 'cries', which of the choices is correct? Yes, 'c r i e s.' (spell)

"If I say 'spied', which word would you circle? Yes, 's p i e d.' (spell)

"Are there any questions? Ready?"

The teacher says the following, making sure to pronounce the word clearly, in his natural voice.

Allow the pupils about 10 seconds to respond (vary this according to the group). (The principle applied is obvious)

1. dries
2. carried
3. parties
4. coming
5. used
6. taking
7. waved
8. planning
9. shopped
10. trimming
11. earliest
12. measurement
13. calmest
14. management
15. strangest

2.22 Syllabication

2.221 Vowel Sounds Heard (not tested)
2.222 Prefixes and Suffixes
2.223 VCCV - Double and Different Consonants
2.224 VCV
2.225 Consonant le

Time: Approximately five (5) minutes total time.

This is a test of the child's ability to apply principles of syllabication. Nonsense words are used to insure usage of a principle rather than recognizing a sight word.

Say- "In each of the following nonsense 'words', draw a diagonal line (/) (illustrate on board) between the syllables. Each 'word' has either two or three syllables.

"For example, where would you divide 'idfer'? Yes, between the d and f. Draw your line there.

"In the 'word' 'neful', where would your line be drawn? Yes, between the e and f.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time allowed according to the group. When it seems obvious that extra time will not benefit those pupils still working, have everyone stop.

The correct divisions are as follows: (principle being used is in parentheses)

1.	gurt/able	(suffix)
2.	dis/gumpt	(prefix)
3.	mat/tow	(VCCV)
4.	gas/tem	(VCCV)
5.	som/reht	(VCCV)
6.	lil/lit	(VCCV)
7.	ni/vast	(VCV)
8.	re/tem	(VCV)
9.	ma/tom	(VCV)
10.	lam/ble	(C-le)
11.	prom/kle	(C-le)
12.	si/ple	(C-le)
13.	e/co/ment	(VCV)-(suffix)
14.	im/ag/get	(prefix)-(VCCV)
15.	in/spi/cle	(prefix)-(C-le)

2.3 IDENTIFYING ROOT WORDS

Time: Approximately four (4) minutes total time.

This is a test of the child's ability to locate the stem (root word) in words containing affixes.

Say- "Find the root word (stem) in each of the following and draw a circle around it. Then, write the root word on the line.

"For example, what is the stem in the word 'return'? Yes, 'turn'. Circle the word 'turn' and write it on the line.

"In the word 'stuttered', what would you do? Yes, circle 'stutter' and write it on the line.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time allowed according to the group. When it seems obvious that extra time will not benefit those still working, have everyone stop.

Correct responses are:

1. happy
2. icy
3. respect
4. content
5. act
6. name
7. seen
8. appear
9. joy
10. expect
11. danger
12. steady
13. excite
14. tremble
15. deaf

2.4 COMPOUND WORDS

Time: Approximately four (4) minutes total time.

This is a test of the child's ability to determine the two words which make up compound words.

Say- "Draw a circle around each real word in the compound words below.

"For example, the word 'beadwork' is made up of what two words? Yes, 'bead' and 'work'. Circle each word.

"The word 'postman' also has two smaller words, what are they? Right, 'post' and 'man'. Circle each.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time according to the group. When it seems obvious that extra time will not benefit those still working, have everyone stop.

Correct responses are:

1.	when	ever	9.	base	man
2.	her	self	10.	over	size
3.	with	out	11.	some	one
4.	dough	nuts	12.	story	book
5.	fly	paper	13.	over	due
6.	down	grade	14.	soap	suds
7.	score	board	15.	news	reel
8.	team	mates			

PART 3.0 - DICTIONARY SKILLS

3.1 LETTER SEQUENCE

3.11 First Letter
3.12 Second Letter
3.13 Third Letter

Time: Approximately ten (10) minutes total time.

This is a test of the child's ability to put words in alphabetical order by first, second, and third letters.

Say- "Look at the list of words on the left. Notice there is one word missing. From the three (3) words at the right, select the missing word and write it on the blank.

"For example, which of the words 'parent', 'farmer', or 'brave' would come after the word 'mail' in a dictionary? Yes, 'parent'.

"Which word from the list 'apple', 'hold', or 'land' would follow 'brave' in a dictionary? Remember, it must also come before the word 'kindness'. Yes, 'hole' is correct.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time according to the group. When it seems obvious that extra time will not benefit those pupils still working, have everyone stop.

Correct responses are:

1. dress
2. twin
3. is
4. quiet
5. fright
6. elbow
7. peddle
8. shoulder
9. herd
10. throat
11. taste
12. grape
13. remind
14. waste
15. onions

3.2 GUIDE WORDS

Time: Approximately six (6) minutes total time.

This is a test of the child's ability to use dictionary guide words.

Say- "Look at the word at the left with the blank beside it. Now, look at the three pairs of guide words to the right. Decide which pair of guide words would be on the dictionary page where you would find the word at the left.

"For example, the word at the left is 'penny'. Look at the pairs of guide words at the right; A. 'pencil - penta', B. 'perambulator - perform', C. 'peerless-perchant'. Which pair of words would be the guide words on the page where you would find 'penny'? Yes, 'pencil - penta'. Place the letter 'A' on the blank.

"If the word is 'engine' and the guide words are A. 'elusive - embassy', B. 'enormously - entail', C. 'engaged - engrave', which pair would you say would be on the page containing 'engine'? Yes, C. 'engaged - engrave'. Place the letter 'C' on the blank.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time according to the group. When it seems obvious that extra time will not benefit those pupils still working, have everyone stop.

Correct responses are:

1. A
2. C
3. C
4. A
5. B
6. A
7. B
8. C
9. B
10. A

3.3 MULTIPLE MEANINGS

Time: Approximately eight (8) minutes total time.

This is a test of the child's ability to determine the correct meaning of a word from the context of the sentence.

Say- "Several numbered definitions are given for the word in capital letters. Read the word and its definitions. Next read the sentence below the definitions. Notice the underlined word is the same as the word written in capital letters. Decide which definition is used in the sentence and place the number on the line.

"For example,

FAST 1. not easily moved. 2. swift; quick. 3. taking or lasting a short time.

____ The fast moving river carried them toward the falls.

Which of the definitions of FAST would you select as the correct one for the sentence? Yes, the second one is correct. Put the number 2 on the line.

"The next example is

STICK 1. a long, usually slender piece of wood. 2. stab. 3. to hold firmly.

____ John asked, 'why did you stick me with that pin?'

Which number would you put on the blank? Yes, 2 is right. Why? (have someone explain)

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time according to the group. When it seems obvious that extra time will not benefit those pupils still working, have everyone stop.

Correct responses are:

1. 3	6. 2
2. 3	7. 3
3. 1	8. 1
4. 2	9. 1
5. 3	10. 2

3.4 PRONUNCIATION KEY

Time: Approximately five (5) minutes total time.

This is a test of the child's ability to use a pronunciation key to determine the pronunciation of unknown words. The child must match the vowel sound of a strange word with a known word.

Say- "Look at the two-syllable word in the left column. Decide how this word is pronounced by looking at the respelling in parentheses and using the pronunciation key at the bottom of the page. From the row of three words to the right, select, and circle, the one word which has the same vowel sound as the accented syllable in the word at the left.

"For example, the word at the left is 'adieu' (å·dū'). Which of the words to the right has the same vowel sound as the accented syllable (dū')? (Write on the board if necessary so all pupils will know which syllable to look at) Yes, 'new' has the same vowel sound. Circle it.

"The next example is 'toga' (tō' gå). Which of the words to the right has the same vowel sound as the accented syllable (tō')? Right, 'note' has the same sound. Circle it.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time allowed according to the group. When it seems obvious that extra time will not benefit those still working, have everyone stop.

Correct responses are:

1. mat
2. know
3. tree
4. say
5. play
6. nor
7. meat
8. fruit
9. far
10. fly
11. room
12. struck
13. big
14. yes
15. hit

Have the pupils close their booklets.

NAME _____ AGE ____ SEX ____ GRADE ____

SCHOOL _____ TEACHER _____ SEMESTER 1 2

SKILLS INVENTORY - LEVEL V

PART 1.0 - PHONIC ANALYSIS

1.1 CONSONANTS (includes 1.5 Substituting Consonants)

1.11 Initial Consonants

- Your teacher will say two words. Take the first letter from the two words and put it in front of one group of letters below to form a real word.

Examples: __ew __ig __ry
__ree __old __ump

1.	___ang	___ry	___rep	7.	___ind	___ad	___ot
2.	___ant	___ent	___int	8.	___old	___ump	___im
3.	___esk	___em	___old	9.	___isk	___esk	___ask
4.	___old	___ed	___ull	10.	___own	___ewn	___und
5.	___up	___unt	___ig	11.	___eng	___ing	___ang
6.	___all	___ule	___ump	12.	___est	___ast	___ist

- S T O P -

SCORE ____

1.12 Final Consonants

- Your teacher will say two words. Listen to the ending sound. Decide which letter makes the sound you hear. Form a real word by placing that letter in one of the groups of letters below.

Examples: la___ sel__ wen__
cru__ be___ whu__

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1.	tu___	ti___	cru___	7.	Sa___	Sw___	Gro__
2.	wi___	wu___	wa____	8.	cri__	sai__	pri__
3.	ci___	bo___	ca____	9.	sta__	su___	sni__
4.	ho___	hil__	sta___	10.	flo__	lo___	fee__
5.	sa___	te___	tu____	11.	lea__	da___	chi__
6.	sto__	li___	le____	12.	cr___	bo___	da___

- S T O P -

SCORE _____

1.2 CONSONANT DIGRAPHS

1.21 Initial Digraphs

- Listen to the two words your teacher says. Find, and circle, the letters which make the beginning sound.

Examples: ch sh th
th ph wh

1.	sh	ch	th	6.	th	wh	sh
2.	wh	th	ph	7.	sh	ph	ch
3.	sh	th	ph	8.	ph	sh	wh
4.	ch	sh	th	9.	ph	sh	th
5.	sh	th	ch	10.	ch	th	sh

- S T O P -

SCORE _____

1.22 Final Digraphs

- Listen to the two words your teacher says. Find, and circle, the letters which make the ending sound.

Examples: ch sh gh
sh ng ch

1.	ng	gh	ch	5.	ng	gh	ch
2.	sh	gh	ch	6.	gh	ch	ng
3.	ng	ch	sh	7.	sh	gh	ch
4.	ch	sh	gh	8.	sh	ch	ng

- S T O P -

SCORE _____

1.3 CONSONANT BLENDS

1.31 Initial Blends

- Listen to the beginning blend of the words your teacher says. Circle the word which begins with the same blend. On the line, print the letters which form the blend.

Examples: stream steer dream _____
cream clam bring _____

1.	tried	cried	drip	____	8.	slit	split	plug	____
2.	grade	found	glade	____	9.	shrub	club	shame	____
3.	bright	dive	drop	____	10.	pie	pry	cry	____
4.	crib	could	quick	____	11.	quick	crayon	brick	____
5.	found	flood	blood	____	12.	queen	print	square	____
6.	buster	climb	cry	____	13.	twig	print	spread	____
7.	scrap	grip	flat	____	14.	trust	throw	trash	____

- S T O P -

SCORE _____

1.32 Final Blends

- Listen to the ending blend of the words your teacher says. Circle the word which ends with the same blend. On the line, print the letters which form the blend.

Examples: blind salt sent ____
pint sold milk ____

1.	bent	ask	best	____	4.	think	lake	last ____
2.	thank	land	tent	____	5.	spent	head	and ____
3.	hound	hold	dog	____	6.	catch	sent	just ____

- S T O P -

SCORE ____

1.4 CONSONANT VARIANTS

1.41
1.42

- Listen to the two words your teacher says. Circle the word from the row which begins with the same sound.

Examples: gang gem ground
call climb cent

1.	color	cell	code		4.	cat	bite	know
2.	cold	knee	jeep		5.	candy	grip	gym
3.	cheat	city	gab		6.	got	giant	carry

- S T O P -

SCORE ____

1.5 SUBSTITUTING CONSONANTS (tested under 1.1)

1.6 LONG AND SHORT VOWELS (tested under 1.8)

1.7 VOWEL VARIANTS (not tested)

- Say each of the following nonsense "words" to yourself. Circle the one word in each row that would have the long vowel sound.

Examples: toal tol dov
dat dayt tump

1.	neas	ness	plas	11.	bup	buip	bip
2.	mok	lam	moak	12.	pleep	plep	pep
3.	naym	tram	tam	13.	proub	bur	prob
4.	plat	plait	blak	14.	famt	tuf	tauf
5.	reag	dag	reg	15.	tees	tess	sett
6.	nag	trat	trayt	16.	kurs	kuis	kisl
7.	pont	jat	poant	17.	laut	apt	papt
8.	drap	draip	pil	18.	tuit	ligt	wurt
9.	railf	ralf	rif	19.	nat	knat	naut
10.	das	dop	doap	20.	zoup	zup	zop

- S T O P -

SCORE ____

1.9 DIPHTHONGS

- Read each word in the left column and listen for the vowel sound. Then, decide which word to the right has the same vowel sound. Circle the word with the same vowel sound.

Examples: house hose loud could
boy oil crow old

1.	mouse	should	town	hope
2.	toy	join	low	hole
3.	now	low	sound	book
4.	noise	nose	joy	room
5.	out	boat	bought	cow
6.	oil	coy	girl	owns

- S T O P -

SCORE _____

1.T PRINCIPLES

- One nonsense "word" in each row below would have a long vowel sound. Circle that "word".

Examples: sti blos knip slo crip slob

1.	raf	fra	fer
2.	elft	fle	fel
3.	pi	ip	typ
4.	ken	nek	kne
5.	cro	roc	orc

- S T O P -

SCORE _____

C L O S E Y O U R B O O K L E T S

PART 2.0 - STRUCTURAL ANALYSIS

2.1 Affixes

2.11 Inflectional Endings
2.12 Suffixes
2.13 Prefixes

- Read the sentence and look at the words in parentheses. Choose the word which makes the sentence correct and cross out the incorrect word.

Examples: Can you wait a little (longer, longest)?
Today is (warm, warmer) than yesterday.

1. Mother, did you (call, called) Jim for supper?
2. Being careful, a man (inch, inches) his car into the garage.
3. A person uses a hammer when he (pounds, pounding) a nail.
4. Dad said, "Tom sure is (live, lively) today."
5. Falling on the sidewalk while roller skating can be (painful, painless).
6. City lights go on when (darkest, darkness) comes.
7. (Worthless, Worthwhile) things are often thrown away.
8. We do our shopping at the (closeness, closest) store.
9. A mean boy is said to be (spiteless, spiteful).
10. A (valuable, valueless) wagon would not be worth much money.
11. In early days, people lived in (settlers, settlements).
12. Only one of the (statefuls, statements) was right.
13. The accident was (avoidable, unavoidable) because of the blinding storm.
14. To understand a story we sometimes have to (unread, reread) it.
15. When the car is out of gas, Dad (refills, unfills) it.
16. To take off your shoes, you first (tie, untie) the laces.

17. When you borrow something, you have to (return, unturn) it.

18. As a bicycle coasts downhill, the speed (increases, decreases).

19. The shoe left a/an (reprint, imprint) in the snow.

20. It is common to (invite, revite) our friends to play ball.

- S T O P -

SCORE _____

2.2 PRINCIPLES

2.21 Governing Addition of Endings

2.211
2.212
2.213

- Listen to the word your teacher says. Select, and circle, the given word from the choices below.

Examples: cris spied crys spyd cries spyed

1.	drys	dries	drighs
2.	carried	carryed	caried
3.	partyes	parties	partyies
4.	coming	comming	comeing
5.	usied	ussed	used
6.	takeing	takied	taking
7.	have	waved	waveed
8.	planing	playing	planning
9.	shopped	shoped	shot
10.	triming	trimming	trying
11.	earlyest	earliest	earlest

12.	measurement	measurment	measuriment
13.	calmest	calmiest	calmmest
14.	managment	management	managgment
15.	stranggest	strangeest	strangest

- S T O P -

SCORE _____

2.22 Syllabication

2.221 (not tested)
2.222
2.223
2.224
2.225

- In each of the following nonsense "words", draw a diagonal line (/) between the syllables. Each "word" has either two or three syllables.

Examples: idfer
neful

1.	gurtable	9.	matom
2.	disgumpt	10.	lamble
3.	mattow	11.	promkle
4.	gastem	12.	siple
5.	somreht	13.	ecoment
6.	lillit	14.	imagget
7.	nivast	15.	inspicle
8.	retem		

- S T O P -

SCORE _____

2.3 IDENTIFYING ROOT WORDS

- Find the root word (stem) in each of the following and draw a circle around it. Then, write the root word on the line.

Examples: return stuttered

1. happier _____
2. icier _____
3. disrespect _____
4. contented _____
5. react _____
6. rename _____
7. unseen _____
8. disappear _____
9. joyous _____
10. expected _____
11. dangerous _____
12. steadily _____
13. excitement _____
14. trembling _____
15. deafening _____

- S T O P -

SCORE _____

2.4 COMPOUND WORDS

- Draw a circle around <u>each</u> real word in the compound words below.

Examples: beadwork postman

1. whenever
2. herself
3. without
4. doughnuts
5. flypaper
6. downgrade
7. scoreboard
8. teammates
9. baseman
10. oversize
11. someone
12. storybook
13. overdue
14. soapsuds
15. newsreel

- S T O P -

SCORE _____

PART 3.0 - DICTIONARY SKILLS

3.1 LETTER SEQUENCE

- Look at the list of words on the left. Notice there is one word missing. From the three (3) words at the right, select the missing word and write it on the blank.

Examples:

A.	done	parent
B.	ladder	farmer
C.	mail	brave
D.	_____	

A.	brave	apple
B.	_____	hole
C.	kindness	land
D.	wildcat	

1.	A.	_____	twins great	5.	A.	_____	future fright
	B.	front	dress		B.	fun	great
	C.	glove			C.	granted	
	D.	station			D.	lick	
2.	A.	surprise	twin yes	6.	A.	danger	equal don't
	B.	_____	no		B.	drove	elbow
	C.	wanted			C.	_____	
	D.	where			D.	enough	
3.	A.	how	is farm	7.	A.	passenger	peddle purr
	B.	_____	like		B.	_____	open
	C.	keep			C.	poured	
	D.	room			D.	proud	
4.	A.	_____	train went	8.	A.	_____	skill shoulder
	B.	silver	quiet		B.	simple	squeeze
	C.	together			C.	stubborn	
	D.	while			D.	submarine	

9.	A.	doctor	herd emu	13.	A.	_____	retune remind
	B.	elephant	drop		B.	rescue	roster
	C.	enough			C.	return	
	D.	_____			D.	rhyme	
10.	A.	telegraph	tablet throat	14.	A.	wade	wadi waste
	B.	_____	tint		B.	wafer	wabble
	C.	timid			C.	waist	
	D.	tomato			D.	_____	
11.	A.	target	tame taper	15.	A.	how	onions onset
	B.	_____	taste		B.	_____	honor
	C.	tattle			C.	only	
	D.	teammate			D.	owner	
12.	A.	ghost	grape gesture				
	B.	glad	grimace				
	C.	_____					
	D.	grief					

- S T O P -

SCORE _____

3.2 GUIDE WORDS

- Look at the word at the left with the blank beside it. Now, look at the three pairs of guide words to the right. Decide which pair of guide words would be on the dictionary page where you would find the word at the left.

Examples:

____ penny

A. pencil - penta
B. perambulator - perform
C. peerless - perchant

____ engine

A. elusive - embassy
B. enormously - entail
C. engaged - engrave

1. ____ chow	A. chord - Christian B. chip - chive C. cold - collapse
2. ____ fare	A. Falla - familiarity B. fate - fault C. fanner - farm
3. ____ five	A. first - fist B. flap - flatfish C. fistful - fixation
4. ____ major	A. majestic - make B. mahout - mailbag C. manage - Mandan
5. ____ parse	A. pardy - parish C. parolee - part D. Patricia - Paul
6. ____ lukewarm	A. luff - lump B. Luna - lune C. love - low
7. ____ implement	A. imperfect - imperil B. impetus - importance C. incense - incident
8. ____ screen	A. scull - sea B. scoop - Scot C. scream - scrip
9. ____ orbit	A. organ - original B. oral - orchard C. onward - open

(go on to next page)

10. ____ knit	A. knee - knock B. kit - knead C. know - knurl

- S T O P -
SCORE _____

3.3 MULTIPLE MEANINGS

- Several numbered definitions are given for the word in capital letters. Read the word and its definitions. Next read the sentence below the definitions. Notice the underlined word is the same as the word written in capital letters. Decide which definition is used in the sentence and place the number on the line.

Examples: FAST 1. not easily moved. 2. swift; quick. 3. taking or lasting a short time.

____ The fast moving river carried them toward the falls.

STICK 1. a long, usually slender piece of wood. 2. stab. 3. to hold firmly.

____ John asked, "why did you stick me with that pin?"

1.	STORY	1. a tale. 2. a report or rumor. 3. a floor.
	____	It was a ten story building.
2.	CHANGE	1. to put in place of something else. 2. to cause to become different. 3. small coins.
	____	Where can I get change for a dollar?
3.	ROCK	1. move back and forth. 2. stone. 3. the rockfish.
	____	It did not rock in the wind.

(go on to next page)

4.	BUILDING	1. house. 2. putting together. ____ He was in charge of <u>building</u> the tank.
5.	BLOCK	1. the shape of a hat. 2. a child's toy brick. 3. one side of a city square. ____ We only live a <u>block</u> from the station.
6.	LEAN	1. to stand slanting. 2. to rest or put weight against something. 3. thin. ____ Do not <u>lean</u> against that glass or it will break.
7.	SIGN	1. a motion which gives information. 2. a mark on a trail. 3. to write one's name. ____ The man was asked to <u>sign</u> the check.
8.	PERIOD	1. a dot. 2. an amount of time. 3. a group of measures (in music). ____ Put a <u>period</u> at the end of the sentence.
9.	GROUND	1. the earth; land. 2. the distance to a goal. 3. a reason. ____ He put the empty flour sacks on the <u>ground</u>.
10.	OBJECT	1. feel dislike. 2. thing. 3. a purpose; goal. ____ It was a small round <u>object</u>.

- S T O P -

SCORE ____

3.4 PRONUNCIATION KEY

- Look at the two-syllable word in the left column. Decide how this word is pronounced by looking at the respelling in parentheses and using the pronunciation key at the bottom of the page. From the row of three words to the right, select, and circle, the one word which has the same vowel sound as the accented syllable in the word at the left.

Examples:	adieu	(å·dū')	about	new	nut
	toga	(tō' gȧ)	dew	note	star
1.	atom	(ăt' ŭm)	come	mat	nut
2.	chateau	(shă·tō')	cat	know	nod
3.	debris	(dĕ·brē')	his	tree	let
4.	fatal	(fā' tăl)	say	tall	tan
5.	menu	(mā' nū)	play	bar	true
6.	porpoise	(pôr' pŭs)	lock	nor	bus
7.	queasy	(kwē' zĭ)	meat	says	sit
8.	recruit	(rē·krōōt')	each	fruit	foot
9.	toucan	(tŏŏ·căn')	look	pan	far
10.	tripod	(trī' pŏd)	fly	ship	hop
11.	harpoon	(hăr·pōōn')	fair	soak	room
12.	mukluk	(mŭk' lŭk')	Luke	struck	soup
13.	igloo	(ĭg' lōō)	big	zoom	light
14.	fiesta	(fyĕs' tȧ)	yes	tie	tar
15.	pygmy	(pĭg' mĭ)	my	hide	hit

cāke, păt, dȧrk, wē, wĕt, hĭgh, hĭt, tōld, côrn, mōōn, tūbe, tŭb

- S T O P -

SCORE _____

- S T A R T -

1.11 Initial Consonants

1. bang
2. sent
3. told
4. pull
5. hunt
6. call
7. not
8. gold
9. mask
10. down
11. king
12. rest

1.12 Final Consonants

1. tub
2. was
3. cat
4. hop
5. ten
6. leg
7. Sam
8. said
9. star
10. feel
11. leaf
12. box

1.21 Initial Consonant Digraphs

1. ch	11. th
2. wh	12. sh
3. ph	13. ch
4. ch	14. th
5. sh	15. ph
6. th	16. wh
7. ph	17. th
8. wh	18. sh
9. th	19. ch
10. sh	20. ph

1.22 Final Digraphs

1. ng	11. ng
2. ch	12. ch
3. sh	13. sh
4. ch	14. ch
5. gh	15. gh
6. ng	16. ng
7. gh	17. gh
8. sh	18. sh
9. ch	19. ch
10. sh	20. sh

1.31 Initial Blends

1. tried	11. quick
2. grade	12. square
3. drop	13. spread
4. crib	14. throw
5. flood	
6. climb	
7. scrap	
8. split	
9. shrub	
10. pry	

1.32 Final Blends

1. best	11. bulb
2. thank	12. desk
3. hound	13. lamp
4. think	14. fast
5. and	
6. just	

1.4 Consonant Variants

1. call	11. bulp
2. cold	12. pleep
3. city	13. proub
4. cat	14. tauf
5. gym	15. tees
6. got	16. Kuls
	17. laut
	18. tuft
	19. naut
	20. zoup

1.8 Vowel Digraphs

1. neas	11. plait
2. moak	12. rag
3. naym	13. praip
	14. praip
	15. raiff
	16. doap
	17. braip
	18. praip
	19. praip
	20. praip

S C O R I N G K E Y - L E V E L V

PART 1.0 - PHONIC ANALYSIS

1. Match the test numbers!
2. Subtest answers are arranged around the edge of this answer sheet in the same sequence as they appear in the inventory.

1.9 Diphthongs

1. town
2. join
3. sound
4. joy
5. cow
6. coy

1.T Principles

1. fra
2. fle
3. pi
4. Kne
5. cro

- S T A R T -

2.1 Affixes

1. call
2. inches
3. pounds
4. lively
5. painful
6. darkness
7. worthless
8. closet
9. spiteful
10. valueless
11. settlements
12. statements
13. unavoidable
14. reread
15. refills
16. untie
17. return
18. increases
19. imprint
20. invite

2.21 Endings

1. dries
2. carried
3. parties
4. coming
5. used
6. taking
7. waved
8. planning
9. shopped
10. trimming
11. earliest
12. measurement
13. calmest
14. management
15. strangest

2.22 Syllabication

1. gurt/able
2. dis/gumpt
3. mat/tow
4. gas/tem
5. som/reht
6. lil/lit
7. ni/vast
8. re/tem
9. ma/tom
10. lam/ble
11. prom/kle
12. si/ple
13. e/co/ment
14. im/ag/get
15. in/spi/cle

2.3 Identifying Root Words

1. happy
2. icy
3. respect
4. content
5. act
6. name
7. seen
8. appear
9. joy
10. expect
11. danger
12. steady
13. excite
14. tremble
15. deaf

2.4 Compound Words

1. when ever
2. her self
3. with out
4. dough nuts
5. fly paper
6. down grade
7. score board
8. team mates
9. base man
10. over size
11. some one
12. story book
13. over due
14. soap suds
15. news reel

S C O R I N G K E Y - L E V E L V

PART 2.0 - STRUCTURAL ANALYSIS

1. Match the test numbers!
2. Subtest answers are arranged around the edge of this answer sheet in the same sequence as they appear in the inventory.

- S T A R T -

3.1 Letter Sequence

1. dress
2. twin
3. is
4. quiet
5. fright
6. elbow
7. peddle
8. shoulder
9. herd
10. throat
11. taste
12. grape
13. remind
14. waste
15. onions

S C O R I N G K E Y - L E V E L V

PART 3.0 - DICTIONARY SKILLS

1. Match the test numbers!
2. Subtest answers are arranged around the edge of this answer sheet in the same sequence as they appear in the inventory.

3.2 Guide Words

1. A
2. C
3. C
4. A
5. B
6. A
7. B
8. C
9. B
10. A

3.3 Multiple Meanings

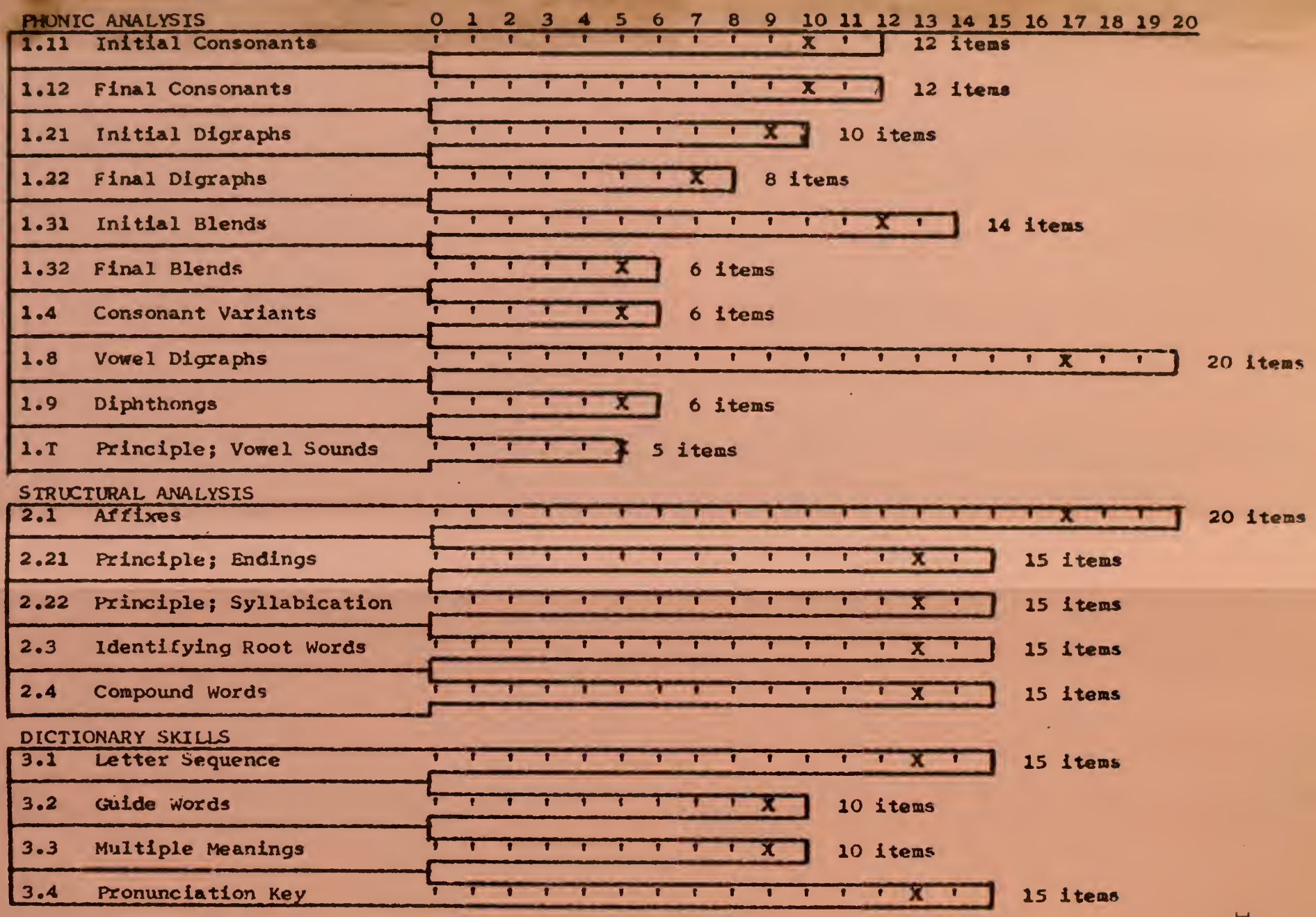
1. 3
2. 3
3. 1
4. 2
5. 3
6. 2
7. 3
8. 1
9. 1
10. 2

3.4 Pronunication Key

1. mat
2. know
3. tree
4. say
5. play
6. nor
7. meat

8. fruit
9. far
10. fly
11. room
12. struck
13. big
14. yes
15. hit

NAME _____ INDIVIDUAL RECORD SHEET - L E V E L V



1. Mark the bar at the raw score received.
2. Shade the bars or connect the raw scores with a line for the child's profile.
3. The "X" indicates the raw score at which the skill appears to be mastered.

CLASS RECORD SHEET - LEVEL V

*NAME	1.11	1.12	1.21	1.22	1.31	1.32	1.4	1.8	1.9	1.T	2.1	2.21	2.22	2.3	2.4	3.1	3.2	3.3	3.4
1.																			
2.																			
3.																			
4.																			
5.																			
6.																			
7.																			
8.																			
9.																			
10.																			
11.																			
12.																			
13.																			
14.																			
15.																			
16.																			
17.																			
18.																			
19.																			
20.																			

*From the raw score Conversion Table, enter numbers 1, 2, or 3 in appropriate row and column.

SKILLS INVENTORY - LEVEL VI

Directions for Administration

PART 1.0 - PHONIC ANALYSIS

1.1 CONSONANTS (includes 1.5 Substituting Consonants)

1.11 Initial Consonants

Time: Approximately three (3) minutes total time.

This is a test of the child's auditory and visual perception of initial consonants and of his ability to substitute initial consonants to form new words.

Say- "I will say two words. Take the first letter from the two words and put it in front of one group of letters below to form a real word.

"For example, if I say 'balsam', 'billiard', the first letter sound is formed by b. Look at the choices and you will see that only one of them is a real word when you put 'b' in front of it. Which letters form a real word? Yes, ___ig.

"If I say 'Gabriel', 'guillotine', what letter would you use? Yes, g. What group of letters would you put 'g' in front of? Yes, ___old, for gold.

"Are there any questions? Ready?"

The teacher says the following making sure the initial consonant is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses below along with the consonant tested)

1.	tornado - Thomas	(__old)	(t)
2.	confine - cunning	(__all)	(c)
3.	knowledge - notary	(__ ot)	(n)
4.	guarantee - gullible	(__old)	(g)
5.	militia - melancholy	(__ask)	(m)
6.	dissident - Dubuque	(__own)	(d)
7.	kipper - kosher	(__ing)	(k)
8.	wrist - wrong	(__est)	(r)

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1.12 Final Consonants

Time: Approximately three (3) minutes total time.

This is a test of the child's auditory and visual perception of final consonants and of his ability to substitute final consonants to form new words.

Say- "I will say two words. Listen to the ending sound. Decide which letter makes the sound you hear. Form a real word by placing that letter in one of the groups of letters below.

"If I say 'elude', 'perverted', what sound do you hear at the end? Yes, d. What group of letters would you put 'd' after to form a real word? Yes, la__, for lad.

"If I say 'exploit, 'infinite', what sound do you hear? Yes, t. What new word can you make? Right, bet.

"Are there any questions? Ready?"

The teacher says the following making sure the final consonant is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses below along with the consonant tested)

1.	laugh - belief	(lea__) (f)
2.	enshrine - ordination	(te___) (n)
3.	league - sprig	(le___) (g)
4.	presume - sodium	(Sa___) (m)
5.	pomade - decapod	(sai__) (d)
6.	envelope - showmanship	(ho___) (p)
7.	vex - picks	(bo___) (x)
8.	buzz - fizz	(wa___) (s, z sound)

1.2 CONSONANT DIGRAPHS

1.21 Initial Digraphs

Time: Approximately three (3) minutes total time.

This is a test of the child's auditory and visual perception of initial digraphs.

Say- "Listen to the two words I say. Find, and circle, the letters which make the beginning sound.

"For example, if I say 'shivery', "Shiloh', what letters form the sound you hear? Yes, sh. Circle the sh.

"If I say 'whisper', 'whither', what letters would you circle? Yes, wh.

"Are there any questions? Ready?"

The teacher says the following making sure the initial digraph is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses below)

1.	churn - chinchilla	(ch)
2.	whether - whittle	(wh)
3.	theory - therapy	(th)
4.	Cherokee - cheetah	(ch)
5.	shoddy - shingle	(sh)
6.	Themis - thyroid	(th)
7.	feast - phonics	(ph)
8.	sheldrake - sheathe	(sh)

1.22 Final Digraphs

Time: Approximately two (2) minutes total time.

This is a test of the child's auditory and visual perception of final digraphs.

Say- "Listen to the two words I say. Find, and circle, the letters which make the ending sound.

"For example, if I say 'bunch', 'church', what letters form the sound you hear? Yes, ch. Circle the ch.

"If I say 'blush', 'mustache', what letters would you circle? Yes, sh.

"Are there any questions? Ready?"

The teacher says the following making sure the final digraph is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses below)

1.	Strang - generating	(ng)
2.	research - pleach	(ch)
3.	admonish - goulash	(sh)
4.	staff - photograph	(gh)
5.	distinguish - cherish	(sh)
6.	ostrich - flinch	(ch)

1.3 CONSONANT BLENDS

1.31 Initial Blends

Time: Approximately three (3) minutes total time.

This is a test of the child's auditory and visual perception of initial blends.

Say- "Listen to the beginning blend of the words I say. Circle the word which begins with the same blend. On the line, print the letters which form the blend.

"For example, if I say 'stingy', 'stoccado', what letters form the beginning blend you hear? Yes, st. Circle the word steer and print the letters st on the line.

"If I say 'cruciate', 'crypt', what word would you circle? Yes, cream. What letters would you print on the line? Yes, cr.

"Are there any questions? Ready?"

The teacher says the following making sure the initial blend is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses below along with the blend tested)

1.	treason - triangle	(tried)	(tr)
2.	prospect - prudent	(pry)	(pr)
3.	scrutinize - script	(scrap)	(scr)
4.	shrivel - shrapnel	(shrub)	(shr)
5.	squint - squatter	(square)	(squ)
6.	flounder - Flagstaf	(flood)	(fl)
7.	splurge - splendent	(split)	(spl)
8.	quorum - quintet	(quick)	(qu)
9.	Grecian - grotesque	(grade)	(gr)
10.	thrips - thrasonical	(throw)	(thr)

1.32 Final Blends

Time: Approximately two (2) minutes total time.

This is a test of the child's auditory and visual perception of final blends.

Say- "Listen to the ending blend of the words I say. Circle the word which ends with the same blend. On the line, print the letters which form the blend.

"For example, if I say 'end', 'band', what letters form the ending blend you hear? Yes, nd. Circle the word blind and print the letters nd on the line.

"If I say 'held', 'mild', what word would you circle? Yes, sold. What letters would you print on the line? Yes, ld.

"Are there any questions? Ready?"

The teacher says the following making sure the final blend is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses along with the final blend tested)

1.	tempest - thirst	(best)	(st)
2.	slink - spunk	(thank)	(nk)
3.	offend - expand	(hound)	(nd)
4.	shrunk - yank	(think)	(nk)
5.	expand - stipend	(and)	(nd)
6.	assist - typist	(just)	(st)

1.4 CONSONANT VARIANTS

1.41 Hard and soft
1.42 Voiced and unvoiced

Time: Approximately two (2) minutes total time.

This is a test of the child's auditory and visual perception of consonant variants.

Say- "Listen to the two words I say. Circle the word from the row which begins with the same sound.

"For example, if I say 'joint', 'jetty', what sound do you hear? Yes, j. Which word begins with the j sound? Yes, gem. Circle gem.

"If I say 'Socrates', 'service', what word would you circle? Yes, cent.

"Are there any questions? Ready?"

The teacher says the following making sure the initial sound is pronounced clearly, but not separately from the rest of the word. Allow about 10 seconds for the pupils to respond (vary this according to the group). (Pupil responses are in parentheses along with the consonant tested)

1.	serendipity - sausage	(cell) (s)-(c)
2.	kilowatt - kudu	(cold) (k)-(c)
3.	silhouette - solstice	(certain) (s)-(c)
4.	kayak - kalif	(color) (k)-(c)
5.	justice - juggler	(gym) (j)-(g)
6.	garage - garrison	(got) (g)-(hard)

1.5 SUBSTITUTING CONSONANTS (tested under 1.1)

1.6 LONG AND SHORT VOWELS (tested under 1.8)

1.7 VOWEL VARIANTS (not tested)

1.8 VOWEL DIGRAPHS

Time: Approximately two (2) minutes total time.

This is a test of the child's ability to determine "words" having long vowel sounds by the use of generalizations concerning vowel sounds.

Say- "Say each of the following nonsense "words" to yourself. Circle the one word in each row that would have the long vowel sound.
(Teacher spells the examples)
"For example, which of the "words", 'toal', 'tol', or 'dov' would have a long vowel sound? Yes, 'toal'.

"Would 'dat', 'dayt', or 'tump' have a long vowel sound? Yes, 'dayt'.

"Are there any questions? Begin."

This test is to be finished by the pupils. The teacher should be sure the pupils do not consider this a spelling test and look for words spelled correctly. Some of the "words" do sound like familiar words when pronounced but the pupils are to consider only the vowel sound.

Most pupils will finish this test in less than 2 minutes. Stop everyone when it seems obvious that extra time will not benefit those still working.

Correct responses are given below. (Digraph tested in each item is in parentheses)

1. neas (ea)
2. moak (oa)
3. naym (ay)
4. plait (ai)
5. buip (ui)
6. pleep (ee)
7. proub (ou)
8. laut (au)
9. poant (oa)
10. raif (ai)

1.9 DIPHTHONGS

Time: Approximately two (2) minutes total time.

This is a test of the child's ability to recognize and select words which have the "blended" vowel sound of diphthongs.

Say- "Read each word in the left column and listen for the vowel sound. Then, decide which word to the right has the same vowel sound. Circle the word with the same vowel sound.

"For example, house is the key word in the first example. Which word to the right has the same vowel sound as house? Yes, loud. Circle the word loud.

"Which of the three words has the same vowel sound as boy? Yes, oil. Remember, listen for the sound, do not look for the same letters.

"Are there any questions? Begin."

This test is to be finished by the pupils. Most pupils will finish this test in less than two (2) minutes. Stop everyone when it seems obvious that extra time will not benefit those still working.

Correct responses are given below. (Diphthong tested in each item is in parentheses)

1. town (ou)
2. spoil (oy)
3. sound (ow)
4. oyster (oi)
5. towel (ou)
6. coy (oi)

1.T PRINCIPLES (not tested at this level)

Have the pupils close their booklets.

(If the pupils do not appear tired, have them complete the next section, STRUCTURAL ANALYSIS, before taking a break.)

PART 2.0 - STRUCTURAL ANALYSIS

2.1 AFFIXES

2.11 Inflectional Endings
2.12 Suffixes
2.13 Prefixes

Time: Approximately five (5) minutes total time.

This is a test of the child's ability to determine the correct word to complete the sentence. He must consider the prefixes or suffixes to answer correctly.

Say- "Read the sentence and look at the words in parentheses. Choose the word which makes the sentence correct and cross out the incorrect word.

"For example, 'He was (careful, carefully) not to make any noise.' The correct word would be what? Yes, 'careful'. Cross out 'carefully'.

"In the sentence 'The man had to (unload, reload) his truck after the hay bales fell off.', which word would be correct? Yes, 'reload', cross out 'unload'.

"Are there any questions? Begin.

This test is to be finished by the pupils. Vary the time allowed according to the group. When it seems obvious that extra time will not benefit those pupils still working, have everyone stop.

Correct responses are:

1.	pounds	(s)	11.	courageous	(ous)
2.	inches	(es)	12.	agreeable	(able)
3.	approaching	(ing)	13.	perfection	(tion)
4.	closest	(est)	14.	breathless	(less)
5.	anxiously	(ly)	15.	dependable	(able)
6.	power	(ful)	16.	displease	(dis)
7.	darkness	(ness)	17.	exact	(ex)
8.	Worthless	(less)	18.	decode	(de)
9.	homeward	(ward)	19.	unconcern	(un)
10.	allowance	(ance)	20.	rearranged	(re)

2.2 PRINCIPLES

2.21 Governing Addition of Endings

2.211 y to i
2.212 Dropping final e
2.213 Doubling final consonants

Time: Approximately four (4) minutes total time.

This is a test of the child's ability to apply principles concerning the addition of endings. As the teacher gives the stimili, the child must select the correct word from those given.

Say- "Listen to the word I say. Select, and circle, the given word from the choices below.

"For example, if I say 'cries', which of the choices is correct? Yes, 'c r i e s.' (spell)

"If I say 'spied', which word would you circle? Yes, 's p i e d.' (spell)

"Are there any questions? Ready?"

The teacher says the following, making sure to pronounce the word clearly, in his natural voice.

Allow the pupils about 10 seconds to respond (vary this according to the group). (The principle applied is obvious)

1. happily
2. earliest
3. exciting
4. satisfied
5. worthiness
6. strangest
7. hesitating
8. movable
9. preparing
10. finest
11. shrugged
12. planning
13. tanned
14. trimming
15. recalled

2.22 Syllabication

2.221 Vowel Sounds Heard (not tested)
2.222 Prefixes and Suffixes
2.223 VCCV - Double and Different Consonants
2.224 VCV
2.225 Consonant le

Time: Approximately five (5) minutes total time.

This is a test of the child's ability to apply principles of syllabication. Nonsense words are used to insure usage of a principle rather than recognizing a sight word.

Say- "In each of the following nonsense 'words', draw a diagonal line (/) (illustrate on board) between the syllables. Each 'word' has either two or three syllables.

"For example, where would you divide 'idfer'? Yes, between the d and f. Draw your line there.

"In the 'word' 'neful', where would your line be drawn? Yes, between the e and f.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time allowed according to the group. When it seems obvious that extra time will not benefit those pupils still working, have everyone stop.

The correct divisions are as follows: (principle being used is in parentheses)

1.	gurt/able	(suffix)
2.	dis/gumpt	(prefix)
3.	mat/tow	(VCCV)
4.	gas/tem	(VCCV)
5.	som/reht	(VCCV)
6.	lil/lit	(VCCV)
7.	ni/vast	(VCV)
8.	re/tem	(VCV)
9.	ma/tom	(VCV)
10.	lam/ble	(C-le)
11.	prom/kle	(C-le)
12.	si/ple	(C-le)
13.	e/co/ment	(VCV)-(suffix)
14.	im/ag/get	(prefix)-(VCCV)
15.	in/spi/cle	(prefix)-(C-le)

2.3 IDENTIFYING ROOT WORDS

Time: Approximately four (4) minutes total time.

This is a test of the child's ability to locate the stem (root word) in words containing affixes.

Say- "Find the root word (stem) in each of the following and draw a circle around it. Then, write the root word on the line.

"For example, what is the stem in the word 'carrying'? Yes, 'carry'. Circle the word 'carry' and write it on the line.

"In the word 'mistaken', what would you do? Yes, circle 'take' and write it on the line.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time allowed according to the group. When it seems obvious that extra time will not benefit those still working, have everyone stop.

Correct responses are:

1. patient
2. appear
3. amaze
4. pay
5. hope
6. obey
7. satisfy
8. educate
9. prompt
10. protect
11. cover
12. count
13. thunder
14. worth
15. depend

2.4 COMPOUND WORDS

Time: Approximately four (4) minutes total time.

This is a test of the child's ability to determine the two words which make up compound words.

Say- "Draw a circle around each real word in the compound words below.

"For example, the word 'beadwork' is made up of what two words? Yes, 'bead' and 'work'. Circle each word.

"The word 'postman' also has two smaller words, what are they? Right, 'post' and 'man'.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time according to the group. When it seems obvious that extra time will not benefit those still working, have everyone stop.

Correct responses are:

1.	card	board
2.	quarter	deck
3.	cat	tails
4.	for	give
5.	over	due
6.	news	reel
7.	her	self
8.	fare	well

Have the pupils close their booklets.

PART 3.0 - DICTIONARY SKILLS

3.1 LETTER SEQUENCE

3.11 First Letter
3.12 Second Letter
3.13 Third Letter
3.14 Fourth Letter
3.15 Fifth Letter

Time: Approximately ten (10) minutes total time.

This is a test of the child's ability to put words in alphabetical order by first through fifth letters.

Say- "Look at the list of words on the left. Notice there is one word missing. From the three (3) words at the right, select the missing word and write it on the blank.

"For example, which of the words 'parent', 'farmer', or 'brave' would come after the word 'mail' in a dictionary? Yes, 'parent'.

"Which word from the list 'future', 'fright', or 'great' would come before 'fun' in a dictionary? Yes, 'fright' is correct.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time according to the group. When it seems obvious that extra time will not benefit those pupils still working, have everyone stop.

Correct responses are:

1. quiet
2. peddle
3. herd
4. waste
5. remind
6. onions
7. pest
8. silent
9. ignore
10. thrall
11. defraud
12. bias
13. loment
14. restive
15. village

3.2 GUIDE WORDS

Time: Approximately six (6) minutes total time.

This is a test of the child's ability to use dictionary guide words.

Say- "Look at the word at the left with the blank beside it. Now, look at the three pairs of guide words to the right. Decide which pair of guide words would be on the dictionary page where you would find the word at the left.

"For example, the word at the left is 'penny'. Look at the pairs of guide words at the right; A. 'pencil - penta', B. 'perambulator - perform', C. 'peerless - perchant'. Which pair of words would be the guide words on the page where you would find 'penny'? Yes, 'pencil - penta'. Place the letter 'A' on the blank.

"If the word is 'engine' and the guide words are A. 'elusive - embassy', B. 'enormously - entail', C. 'engaged - engrave', which pair would you say would be on the page containing 'engine'? Yes, C. 'engaged - engrave'. Place the letter 'C' on the blank.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time according to the group. When it seems obvious that extra time will not benefit those pupils still working, have everyone stop.

Correct responses are:

1.	A	7.	B
2.	C	8.	C
3.	C	9.	B
4.	A	10.	A
5.	B	11.	C
6.	A	12.	B

3.3 MULTIPLE MEANINGS

Time: Approximately eight (8) minutes total time.

This is a test of the child's ability to determine the correct meaning of a word from the context of the sentence.

Say- "Several numbered definitions are given for the word in capital letters. Read the word and its definitions. Next read the sentence below the definitions. Notice the underlined word is the same as the word written in capital letters. Decide which definition is used in the sentence and place the number on the line.

"For example,

FAST 1. not easily moved. 2. swift; quick. 3. taking or lasting a short time.

____ The fast moving river carried them toward the falls.

Which of the definitions of FAST would you select as the correct one for the sentence? Yes, the second one is correct. Put the number 2 on the line.

"The next example is

STICK 1. a long, usually slender piece of wood. 2. stab. 3. to hold firmly.

____ John asked, "why did you stick me with that pin?"

Which number would you put on the blank? Yes, 2 is right. Why? (have someone explain)

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time according to the group. When it seems obvious that extra time will not benefit those pupils still working, have everyone stop.

Correct responses are:

1. 3	6. 2	11. 2
2. 3	7. 3	12. 2
3. 2	8. 3	13. 2
4. 3	9. 3	14. 3
5. 1	10. 1	15. 2

3.4 PRONUNCIATION KEY

Time: Approximately five (5) minutes total time.

This is a test of the child's ability to use a pronunciation key to determine the pronunciation of unknown words. The child must match the vowel sound of a strange word with a known word.

Say- "Look at the two-syllable word in the left column. Decide how this word is pronounced by looking at the respelling in parentheses and using the pronunciation key at the bottom of the page. From the row of three words to the right, select, and circle, the one word which has the same vowel sound as the accented syllable in the word at the left.

"For example, the word at the left is 'adieu' (å·dū'). Which of the words to the right has the same vowel sound as the accented syllable (dū')? (Write on the board if necessary so all pupils will know which syllable to look at) Yes, 'new' has the same vowel sound. Circle it.

"The next example is 'toga' (tō' gå). Which of the words to the right has the same vowel sound as the accented syllable (tō')? Right, 'note' has the same sound. Circle it.

"Are there any questions? Begin."

This test is to be finished by the pupils. Vary the time allowed according to the group. When it seems obvious that extra time will not benefit those still working, have everyone stop.

Correct responses are:

1. mat
2. know
3. tree
4. say
5. play
6. nor
7. meat
8. fruit
9. far
10. fly
11. room
12. struck
13. big
14. yes
15. hit

Have the pupils close their booklets.

NAME _____ AGE _____ SEX _____ GRADE _____

SCHOOL _____ TEACHER _____ SEMESTER 1 2

SKILLS INVENTORY - LEVEL VI

PART 1.0 - PHONIC ANALYSIS

1.1 CONSONANTS (includes 1.5 Substituting Consonants)

1.11 Initial Consonants

- Your teacher will say two words. Take the first letter from the two words and put it in front of one group of letters below to form a real word.

Examples: __ew __ig __ry
__ree __old __ump

1.	___esk	___em	___old	5.	___isk	___esk	___ask
2.	___all	___ule	___ump	6.	___own	___ewn	___und
3.	___ind	___ad	___ot	7.	___eng	___ing	___ang
4.	___old	___ump	___im	8.	___est	___ast	___ist

- S T O P -

SCORE _____

1.12 Final Consonants

- Your teacher will say two words. Listen to the ending sound. Decide which letter makes the sound you hear. Form a real word by placing that letter in one of the groups of letters below.

Examples: la___ sel___ wen___
cru__ be____ whu___

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1.	lea___	da___	chi___	5.	cri___	sai___	pri___
2.	sa____	te___	tu____	6.	ho____	hil___	sta___
3.	sto___	li___	le____	7.	cr____	bo____	da____
4.	Sa____	Su___	Gro___	8.	wi____	wu____	wa____

- S T O P -

SCORE _____

1.2 CONSONANT DIGRAPHS

1.21 Initial Digraphs

- Listen to the two words your teacher says. Find, and circle, the letters which make the beginning sound.

Examples: ch sh th
th ph wh

1.	sh	ch	th	5.	sh	th	ch
2.	wh	th	ph	6.	ph	sh	th
3.	sh	th	ph	7.	ph	sh	th
4.	sh	th	ch	8.	sh	ch	th

- S T O P -

SCORE _____

1.22 Final Digraphs

- Listen to the two words your teacher says. Find, and circle, the letters which make the ending sound.

Examples: ch sh gh
sh ng ch

1.	ng	gh	ch	4.	ng	gh	ch
2.	sh	gh	ch	5.	sh	gh	ch
3.	ng	ch	sh	6.	sh	ch	ng

1.3 CONSONANT BLENDS

1.31. Initial Blends

- Listen to the beginning blend of the words your teacher says. Circle the word which begins with the same blend. On the line, print the letters which form the blend.

Examples: stream steer dream ____
cream clam bring ____

1.	tried	cried	drip	____	6.	found	flood	blood	____
2.	pie	pry	cry	____	7.	split	slit	spend	____
3.	scrap	grip	scout	____	8.	core	crayon	quick	____
4.	shiver	club	shrub	____	9.	grade	glow	crate	____
5.	queen	print	square	____	10.	trips	throw	rash	____

- S T O P -

SCORE ____

1.32 Final Blends

- Listen to the ending blend of the words your teacher says. Circle the word which ends with the same blend. On the line, print the letters which form the blend.

Examples: blind salt sent ____
pint sold milk ____

1.	bent	ask	best	____	4.	think	lake	last	____
2.	thank	land	tent	____	5.	spent	head	and	____
3.	hound	hold	dog	____	6.	catch	sent	just	____

- S T O P -

SCORE ____

1.4 CONSONANT VARIANTS

1.41
1.42

- Listen to the two words your teacher says. Circle the word from the row which begins with the same sound.

Examples: gang call gem climb ground cent

1.	cause	cell	code	4.	color	know	great
2.	knew	certain	cold	5.	grub	guess	gym
3.	chill	center	gold	6.	got	giant	carry

- S T O P -

SCORE _____

1.5 SUBSTITUTING CONSONANTS (tested under 1.1)

1.6 LONG AND SHORT VOWELS (tested under 1.8)

1.7 VOWEL VARIANTS (not tested)

1.8 VOWEL DIGRAPHS

- Say each of the following nonsense "words" to yourself. Circle the one word in each row that would have the long vowel sound.

Examples: toal dat tol dayt dov tump

1.	neas	ness	plas	6.	pleep	plep	pep
2.	mok	lam	moak	7.	proub	bur	prob
3.	naym	tram	tam	8.	apt	laut	papt
4.	plat	plait	blak	9.	pont	jat	poant
5.	bup	buip	bip	10.	raif	ralf	rif

- S T O P -

SCORE _____

1.9 DIPHTHONGS

- Read each word in the left column and listen for the vowel sound. Then, decide which word to the right has the same vowel sound. Circle the word with the same vowel sound.

Examples: house boy — hose oil — loud crow — could old

1.	mouse	should	town	hood
2.	toy	spoil	told	low
3.	now	low	sound	snow
4.	noise	nose	oyster	clothes
5.	out	toil	bought	towel
6.	oil	coy	owns	bowl

- S T O P -

SCORE _____

1.T PRINCIPLES (not tested at this level)

C L O S E Y O U R B O O K L E T S

PART 2.0 - STRUCTURAL ANALYSIS

2.1 AFFIXES

2.11 Inflectional Endings
2.12 Suffixes
2.13 Prefixes

- Read the sentence and look at the words in parentheses. Choose the word which makes the sentence correct and cross out the incorrect word.

Examples: He was (careful, carefully) not to make any noise.

The man had to (unload, reload) his truck after the hay bales fell off.

1. A person uses a hammer when he (pounds, pounding) a nail.
2. Being careful, a man (inch, inches) his car into the garage.
3. The boy was (approached, approaching) danger.
4. We do our shopping at the (closest, closeness) store.
5. Tom was (anxiousness, anxiously) awaiting the arrival of his new bike.
6. The (power, powerful) needed to lift a rocket into space is terrific.
7. City lights go on when (darkest, darkness) comes.
8. (Worthless, Worthwhile) things are often thrown away.
9. The boys were headed (homeward, homestead) when they decided to go swimming.
10. Mary received an (allowable, allowance) for doing chores at home.
11. Daniel Boone was known as a (courageous, courageously) man.
12. The girls were (agreement, agreeable) when asked to help with the dishes.

13. People who try for (perfection, perfected) dislike making mistakes.
14. The runners were (rebreathed, breathless) after the three mile race.
15. A (dependable, depending) watchdog can be trusted to guard the home.
16. Sam tried to (displease, replease) the man because he did not like him.
17. To hit the bull's-eye of a target from 500 feet away, the shot must be (react, exact).
18. The agent had to (code, decode) the message before he could understand it.
19. The people showed their (unconcern, concerned) by talking during the man's speech.
20. School rooms are (arranged, rearranged) many times a year.

- S T O P -

SCORE _____

2.2 PRINCIPLES

2.21 Governing Addition of Endings

2.211
2.212
2.213

- Listen to the word your teacher says. Select, and circle, the given word from the choices below.

Examples: cris crys cries
spied spyd spyed

1.	happily	happyly	happyily
2.	earlyest	earliest	earlest
3.	exciting	exciteing	excitting
4.	satisfyed	satisfied	satisfed
5.	worthyness	worthieness	worthiness
6.	stranggest	strangeest	strangest
7.	hesitating	hesitateing	hesitatting
8.	movable	movvable	moveble
9.	prepareing	preparring	preparing
10.	finest	finnest	fineest
11.	shruged	shruggied	shrugged
12.	planing	playing	planning
13.	tanned	taned	tanied
14.	triming	trimming	trying
15.	recaled	recallied	recalled

- S T O P -

SCORE _____

2.22 Syllabication

2.221 (not tested)
2.222
2.223
2.224
2.225

- In each of the following nonsense "words", draw a diagonal line (/) between the syllables. Each "word" has either two or three syllables.

Examples: idfer
neful

1. gurtable
2. disgumpt
3. mattow
4. gastem
5. somreht
6. lillit
7. nivast
8. retem
9. matom
10. lamble
11. promkle
12. siple
13. ecoment
14. imagget
15. inspicle

- S T O P -

SCORE _____

2.3 IDENTIFYING ROOT WORDS

- Find the root word (stem) in each of the following and draw a circle around it. Then, write the root word on the line.

Examples: carrying mistaken

1. patiently _____
2. reappear _____
3. amazement _____
4. repaying _____
5. hopelessly _____
6. disobeyed _____
7. dissatisfy _____
8. educating _____
9. promptly _____
10. unprotected _____
11. discovery _____
12. miscounted _____
13. thunderous _____
14. unworthy _____
15. independence _____

- S T O P -

SCORE _____

2.4 COMPOUND WORDS

- Draw a circle around each real word in the compound words below.

Examples: beadwork postman

1. cardboard
2. quarterdeck
3. cattails
4. forgive
5. overdue
6. newsreel
7. herself
8. farewell

- S T O P -

SCORE _____

C L O S E Y O U R B O O K L E T S

PART 3.0 - DICTIONARY SKILLS

3.1 LETTER SEQUENCE

- Look at the list of words on the left. Notice there is one word missing. From the three (3) words at the right, select the missing word and write it on the blank.

Examples:

A.	done	parent
B.	ladder	farmer
C.	mail	brave
D.	_____	

A.	_____	future
B.	fun	fright
C.	granted	great
D.	lick	

1.	A.	_____	train went	5.	A.	_____	retune remind
	B.	silver	quiet		B.	rescue	roster
	C.	together			C.	return	
	D.	while			D.	rhyme	
2.	A.	passenger	peddle open	6.	A.	how	onions onset
	B.	_____	purr		B.	_____	honor
	C.	poured			C.	only	
	D.	proud			D.	owner	
3.	A.	doctor	herd emu	7.	A.	period	people pest
	B.	elephant	drop		B.	persuade	Peter
	C.	enough			C.	_____	
	D.	_____			D.	pet	
4.	A.	wade	wadi waste	8.	A.	_____	simple skip
	B.	wafer	wabble		B.	simile	silent
	C.	waist			C.	skipper	
	D.	_____			D.	slash	

9.	A.	idler	idle idol	13.	A.	_____	lone loment
	B.	igloo	ignore		B.	London	look
	C.	_____			C.	long	
	D.	ilex			D.	loose	
10.	A.	thought	tie this	14.	A.	restate	restive restrain
	B.	_____	thrall		B.	restful	rest
	C.	thumb			C.	_____	
	D.	thunder			D.	restore	
11.	A.	default	defraud deflower	15.	A.	villa	vim villein
	B.	defense	deflate		B.	_____	village
	C.	deforce			C.	villain	
	D.	_____			D.	vimen	
12.	A.	beyond	bezoar bias				
	B.	Biarritz	bib				
	C.	_____					
	D.	biaxial					

- S T O P -

SCORE _____

3.2 GUIDE WORDS

- Look at the word at the left with the blank beside it. Now, look at the three pairs of guide words to the right. Decide which pair of guide words would be on the dictionary page where you would find the word at the left.

Examples:

_____ penny

A. pencil - penta
B. perambulator - perform
C. peerless - perchant

_____ engine

A. elusive - embassy
B. enormously - entail
C. engaged - engrave

1. _____chow	A. chord - Christian B. chip - chive C. cold - collapse
2. _____ fare	A. Falla - familiarity B. fate - fault C. fanner - farm
3. _____ five	A. first - fist B. flap - flatfish C. fistful - fixation
4. _____ major	A. majestic - make B. mahout - mailbag C. manage - Mandan
5. _____ parse	A. pardy - parish B. parolee - part C. Patricia - Paul
6. _____ lukewarm	A. luff - lump B. Luna - lune C. love - low
7. _____ implement	A. imperfect - imperil B. impetus - importance C. incense - incident
8. _____ screen	A. scull - sea B. scoop - Scot C. scream - scrip
9. _____ orbit	A. organ - original B. oral - orchard C. onward - open

(go on to next page)

10. _____ knit		A. knee - knock B. kit - knead C. know - knurl
11. _____ drawl		A. dray - dress B. dragon - drastic C. draw - drawn
12. _____ music		A. mustache - matter B. mushy - must C. murky - muscle

- S T O P -

SCORE _____

3.3 MULTIPLE MEANINGS

- Several numbered definitions are given for the word in capital letters. Read the word and its definitions. Next read the sentence below the definitions. Notice the underlined word in capital letters. Decide which definition is used in the sentence and place the number on the line.

Examples: FAST 1. not easily moved. 2. swift; quick. 3. taking or lasting a short time.

____ The fast moving river carried them toward the falls.

STICK 1. a long, usually slender piece of wood. 2. stab. 3. to hold firmly.

____ John asked, "why did you stick me with that pin?"

1. CHANGE		1. to put in place of something else. 2. to cause to become different. 3. small coins.
____		Where can I get change for a dollar?

(go on to next page)

2.	BLOCK	1. the shape of a hat. 2. a child's toy brick. 3. one side of a city square.
	____	We only live a block from the station.
3.	LEAN	1. to stand slanting. 2. to rest or put weight against something. 3. thin.
	____	Do not lean against that glass or it will break.
4.	SIGN	1. a motion which gives information. 2. a mark on a trail. 3. to write one's name.
	____	The man was asked to sign the check.
5.	GROUND	1. the earth; land. 2. the distance to a goal. 3. a reason.
	____	He put the empty flour sacks on the ground.
6.	OBJECT	1. feel dislike. 2. thing. 3. a purpose; goal.
	____	It was a small round object.
7.	CAST	1. to throw; fling. 2. to deposit a vote. 3. to choose or assign actors for a play.
	____	Practice began after the parts were cast.
8.	RECORD	1. anything written down and preserved. 2. a flat disk on which sound is recorded. 3. the best performance.
	____	John set a record at the track meet.
9.	APPEAL	1. beg for help. 2. ask for another trial by a higher court. 3. interest; attract.
	____	Living in the city appeals to some people.

(go on to next page)

10.	SHED	1. to cause to fall in drops. 2. to throw off; repel. 3. to cast off or lose. She shed <u>tears</u> when she lost her money.
11.	SPARE	1. to treat with mercy; save. 2. to omit; avoid using. 3. to give up or part with. He did not <u>spare</u> his muscles when lifting the heavy load.
12.	PILOT	1. a person who guides a ship. 2. to guide; to lead. 3. a person who flies an airplane. He <u>piloted</u> us through his store.
13.	NAME	1. the title by which a person or thing is known. 2. reputation; fame. He made a <u>name</u> for himself as a captain.
14.	OBSERVE	1. to obey. 2. to pay attention to something; notice. 3. to speak about something. "Bad weather," <u>observed</u> the captain.
15.	PACK	1. bundle of things tied together for carrying. 2. put together in a bundle. 3. a number of animals together. <u>Pack</u> your books in that box.

- S T O P -

SCORE _____

3.4 PRONUNCIATION KEY

- Look at the two-syllable word in the left column. Decide how this word is pronounced by looking at the respelling in parentheses and using the pronunciation key at the bottom of the page. From the row of three words to the right, select, and circle, the one word which has the same vowel sound as the accented syllable in the word at the left.

Examples: adieu (å·dū') about new nut
toga (tō' gå) dew note star

1.	atom	(ăt' ŭm)	come	mat	nut
2.	chateau	(shă·tō')	cat	know	nod
3.	debris	(dĕ·brē')	his	tree	let
4.	fatal	(fā' tăl)	say	tall	tan
5.	menu	(mā' nū)	play	bar	true
6.	porpoise	(pôr' pŭs)	lock	nor	bus
7.	queasy	(kwē' zĭ)	meat	says	sit
8.	recruit	(rē·krōōt')	each	fruit	foot
9.	toucan	(tŏŏ·kăn')	look	pan	far
10.	tripod	(trī' pŏd)	fly	ship	hop
11.	harpoon	(här·pōōn')	fair	soak	room
12.	mukluk	(mŭk' lŭk')	Luke	struck	soup
13.	igloo	(ĭg' lōō)	big	zoom	light
14.	fiesta	(fyĕs' tă)	yes	tie	tar
15.	pygmy	(pĭg' mĭ)	my	hide	hit

cāke, păt, därk, wē, wĕt, hĭgh, hĭt, tōld, côrn, mōōn, tūbe, tŭb

- S T O P -

SCORE _____

- S T A R T -

1.11 Initial Consonants

1. told
2. call
3. not
4. gold
5. mask
6. down
7. king
8. rest

1.12 Final Consonants

1. leaf
2. ten
3. leg
4. Sam
5. said
6. hop
7. box
8. was

1.21 Initial Consonant Digraphs

1. ch
2. wh
3. th
4. ch
5. sh
6. th
7. ph
8. sh

1.22 Final Digraphs	
1.	ng
2.	ch
3.	sh
4.	gh
5.	sh
6.	ch

1.31 Initial Blends	
1.	tr
2.	pr
3.	scr
4.	shr
5.	squ
6.	fl
7.	spl
8.	qu
9.	gr
10.	thr

S C O R I N G K E Y - L E V E L VI

PART 1.0 - PHONIC ANALYSIS

1. Match the test numbers!
2. Subtest answers are arranged around the edge of this answer sheet in the same sequence as they appear in the inventory.

1.8 Vowel Digraphs		1.9 Diphthongs	
1.	neas	1.	town
2.	moak	2.	spoil
3.	nayn	3.	sound
4.	plait	4.	oyster
5.	buip	5.	towel
6.	pleep	6.	coy
7.	proub		
8.	laut		
9.	poant		
10.	raif		

1.4 Consonant Variants			
1.	cell		
2.	cold		
3.	certain		
4.	color		
5.	gym		
6.	got		

1.32 Final Blends		
1.	best	st
2.	thank	nk
3.	hound	nd
4.	think	nk
5.	and	nd
6.	just	st

S T A R T -

2.1 Affixes

1. pounds
2. inches
3. approaching
4. closest
5. anxiously
6. power
7. darkness
8. Worthless
9. homeward
10. allowance
11. courageous
12. agreeable
13. perfection
14. breathless
15. dependable
16. displease
17. exact
18. decode
19. unconcern
20. rearranged

2.21 Endings

1. happily
2. earliest
3. exciting
4. satisfied
5. worthiness
6. strangest
7. hesitating
8. movable
9. preparing
10. finest
11. shrugged
12. planning
13. tanned
14. trimming
15. recalled

2.22 Syllabication

1. gurt/able
2. dis/gumpt
3. mat/tow
4. gas/tem
5. som/reht
6. lil/lit
7. ni/vast
8. re/tem
9. ma/tom
10. lam/ble
11. prom/kle
12. si/ple
13. e/co/ment
14. im/ag/get
15. in/spi/cle

S C O R I N G K E Y - L E V E L VI

PART 2.0 - STRUCTURAL ANALYSIS

1. Match the test numbers!
2. Subtest answers are arranged around the edge of this answer sheet in the same sequence as they appear in the inventory.

2.3 Identifying Root words

1. patient
2. appear
3. amaze
4. pay
5. hope
6. obey
7. satisfy
8. educate
9. prompt
10. protect
11. cover
12. count
13. thunder
14. worth
15. depend

2.4 Compound words

1. card	board	reel	self	well	6. news	8. fare
2. quarter	deck					
3. cat	tails					
4. for	give					
5. over	due					
						7. bar

- S T A R T -

3.1 Letter Sequence

1. quiet
2. peddle
3. herd
4. waste
5. remind
6. onions
7. pest
8. silent
9. ignore
10. thrall
11. defraud
12. bias
13. loment
14. restive
15. village

3.2 Guide Words

1. A
2. C
3. C
4. A
5. B
6. A
7. B
8. C
9. B
10. A
11. C
12. B

S C O R I N G K E Y - L E V E L VI

PART 3.0 - DICTIONARY SKILLS

1. Match the test numbers!
2. Subtest answers are arranged around the edge of this answer sheet in the same sequence as they appear in the inventory.

3.3 Multiple Meanings

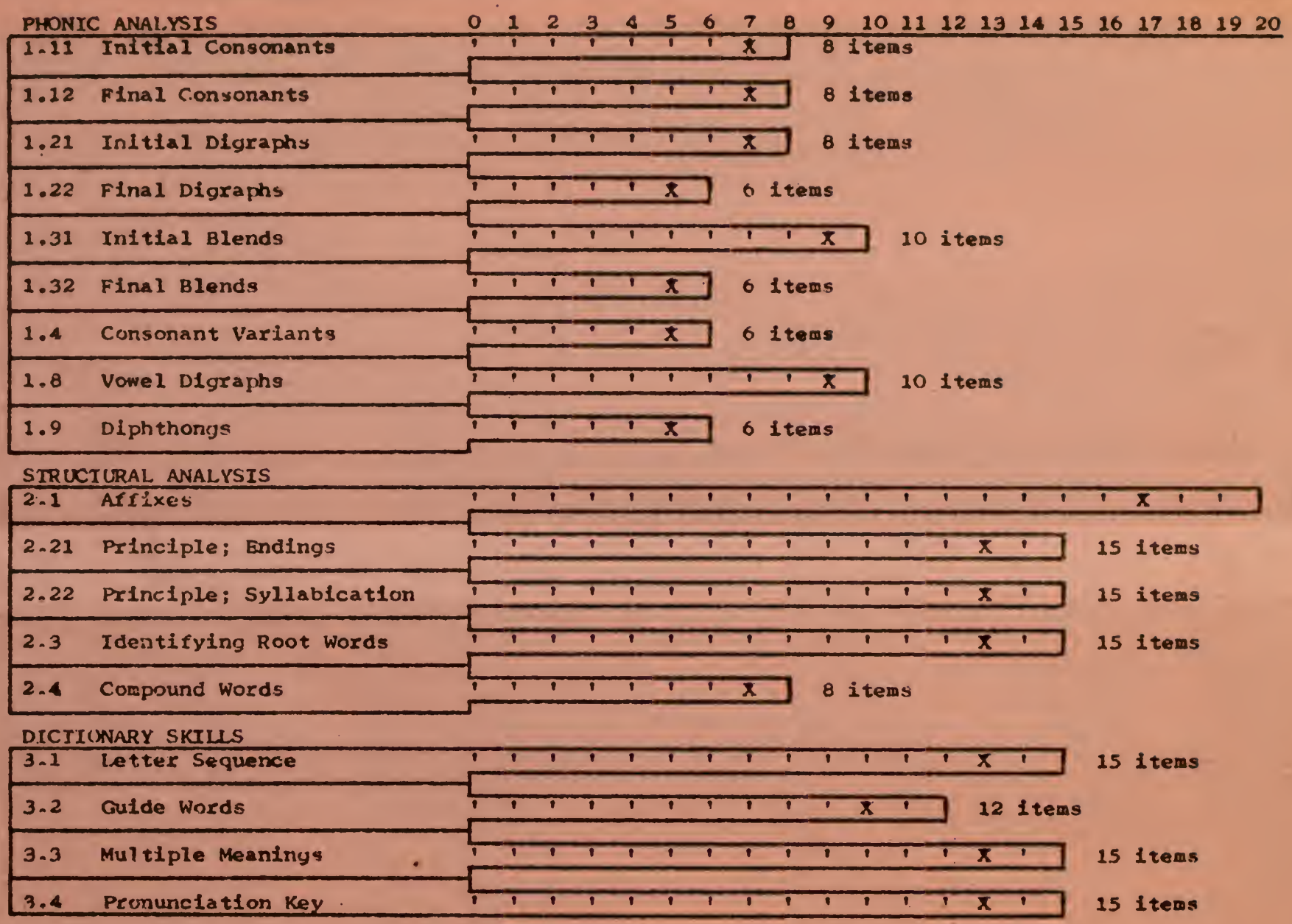
1. 3
2. 3
3. 2
4. 3
5. 1
6. 2
7. 3
8. 3
9. 3
10. 1
11. 2
12. 2
13. 2
14. 3
15. 2

3.4 Pronunciation Key

1. mat
2. know
3. tree

4. say
5. play
6. nor
7. meat
8. fruit
9. far
10. fly
11. room
12. stuck
13. big
14. yes
15. hit

NAME _____ INDIVIDUAL RECORD SHEET - L E V E L VI



1. Mark the bar at the raw score received.
2. Shade the bars or connect the raw scores with a line for the child's profile.
3. The "X" indicates the raw score at which the skill appears to be mastered.

CLASS RECORD SHEET - LEVEL VI

*NAME	1.11	1.12	1.21	1.22	1.31	1.32	1.4	1.8	1.9	1.T	2.1	2.21	2.22	2.3	2.4	3.1	3.2	3.3	3.4
1.																			
2.																			
3.																			
4.																			
5.																			
6.																			
7.																			
8.																			
9.																			
10.																			
11.																			
12.																			
13.																			
14.																			
15.																			
16.																			
17.																			
18.																			
19.																			
20.																			

*From the raw score Conversion Table, enter numbers 1, 2, or 3 in appropriate row and column.

APPENDIX D

INVENTORY ERRATA SHEET

SKILLS INVENTORY - LEVEL III -

1. Test 1.12 Final Consonants - construction error - The mechanics of this test require the pupils to do two things: circle S or D (same or different) after the teacher reads two words, and then select the letter making the sound if the words end the same. With individuals at this level this might be possible; with groups it is difficult to know if the directions are understood. Possible solution in a group would be to have them circle the S or D only, or, just the letter making the sound if the words ended the same.

2. Test 1.31 Initial Blends - construction error - Having the children circle the word which begins with the same blend and then print the letters which form the blend was apparently too complex for this age group. Many responses revealed the children could find the word but could not, or did not, print the letters on the line. The writer advises the teacher to take as much time as necessary on the directions so the children do understand they are to do two things. The writer does not recommend having the children just circle the word as they must also be able to determine the letters which make up the blend.

3. Test 1.32 Final Blends - same as initial blends.

4. Test 1.5 Substituting Consonants - construction error - This test seemed too difficult for this age level. A possible solution would be to have the children determine the initial consonant from the stimuli words and print it in front of ALL three groups of letters, then circle the real word.

5. Test 1.8 Vowel Digraphs - The teacher is advised to fully explain that "nonsense words" are not real words and do not necessarily sound like any word they may have heard.

6. Test 2.4 Compound Words - construction error - To facilitate correction of tests, have the children draw a diagonal line between the two real words rather than circle each word. Several tests were confusing if the children were not careful in marking their tests.

7. Test 3.1 Letter Sequence - typing error: - S T O P - and SCORE_____ should be at the end of the test in the test booklet.

SKILLS INVENTORY - LEVEL IV -

1. Test 1.12 Final Consonants - construction errors in test booklet on item number 5. Correct answer intended to be ten, tun is also a real word.

2. Test 1.12 Final Consonants - construction error on item number 7. Test booklet gives Sa__ and Su__ as choices for final consonant m. The children at this level (completing grade 3) overlook the capital letter therefore responding to Sum in many cases.

3. Test 1.12 Final Consonants - Directions for Administering - typing error. Directions for first example read "If I say 'made', 'scared', what sound to you hear . . .?" This should read ". . . do you hear . . .?"

4. Test 1.22 Final Digraphs - Directions for Administering - construction error. Stimulus word for item number 4 lists "research". Judgment dictates whether the second "r" is part of the final sound. This did not appear to give the children any trouble.

5. Test 1.32 Final Blends - Directions for Administering - construction error. Stimulus word for item number 1 lists "thirst". Judgment dictates whether the "r" is part of the blend "st". This did not appear to give the children any trouble.

6. Test 2.1 Affixes - test booklet - typing error. After item number 15, the directions "go on to next page" should appear in parentheses.

7. Test 2.22 Syllabication - Test booklet and Directions - construction error on item number 1. The nonsense word "gurtable" has to be omitted from the test as the directions say "each 'word' has only two syllables." Also omit from the answer key.

8. Test 2.22 Syllabication - Directions for Administering - construction error in item number 2; principle is given as dividing after a prefix which is unrealistic when using nonsense words.

9. Test 2.22 Syllabication - Test booklet and Directions for Administering. Items 7, 8, and 9 are intended to measure the VCV rule with the division being in front of the consonant. It may be argued that it is correct to divide after the consonants. However, sources reviewed (Smith, Strang, et al) state the child should first attempt the division in front of the consonant. Therefore, the writer does not consider these items in error. A similar statement can be made for item number 12 which is intended to measure the consonant--le principle but also follows the VCCV pattern. Errors made on these items by the sample did not indicate that the children were misled. Corrections may need to be made on the Answer Key.

10. Test 2.4 Compound Words - construction error - To facilitate correction of tests, have the children draw a diagonal line between the two real words rather than circle each word. Several tests were confusing if the children were not careful in marking their tests.

11. Test 3.1 Letter Sequence - typing error. The words " - S T O P - " and "Close your booklets" should appear at the end of the test.

SKILLS INVENTORY - LEVEL V -

1. Test 1.12 Final Consonants - construction errors in test booklet on item number 5. Correct answer intended to be ten, tun is also a real word.

2. Test 1.12 Final Consonants - construction error on item number 7. Test booklet gives Sa__ and Su__ as choices for final consonant m. The children at this level (completing grade 4) overlook the capital letter, therefore responding to Sum in many cases.

3. Test 1.12 Final Consonants - Directions for Administering - typing error. Directions for first example read "If I say 'made', 'scared', what sound to you hear . . .?" This should read ". . . do you hear . . .?"

4. Test 1.22 Final Digraphs - Directions for Administering - construction error. Stimulus word for item number 4 lists "research". Judgment dictates whether the second "r" is part of the final sound. This did not appear to give the children any trouble.

5. Test 1.32 Final Blends - Directions for Administering - construction error. Stimulus word for item number 1 lists "thirst". Judgment dictates whether the "r" is part of the blend "st". This did not appear to give the children any trouble.

6. Test 2.1 Affixes - typing error in test booklet - The words "go on to next page" should appear in parentheses after item 16.

7. Test 2.2 Principles - typing error in test booklet - The words "go on to next page" should appear in parentheses after item 11.

8. Test 2.22 Syllabication - Directions for Administering - construction errors on items 1, 2, and parts of 13, 14, 15. Principle is given as dividing where an affix occurs. This is unrealistic when using nonsense words. Item 1 is syllabicated wrong on Answer Key and in Directions for Administering booklet.

9. Test 2.22 Syllabication - Test booklet and Directions for Administering. Items 7, 8, 9, 13, and 14 are intended to measure the VCV rule with the division being in front of the consonant. It may be argued that it is correct to divide after the consonants. However, sources reviewed (Smith, Strang, et al) state the child should first attempt the division in front of the consonant. Therefore, the writer does not consider these items in error. A similar statement can be made for item number 1, 12, and 15 which are intended to measure the consonant--le principle but also follows the VCCV pattern. Errors made on these items by the sample did not indicate that the children were misled. Corrections may need to be made on the Answer Key.

10. Test 2.3 Identifying Root Words - typing error in test booklet. On the examples, lines should be provided so the children can write the root word according to the directions.

11. Test 2.4 Compound Words - construction error - To facilitate correction of tests, have the children draw a diagonal line between the two real words rather than circle each word. Several tests were confusing if the children were not careful in marking their tests.

12. Test 3.1 Letter Sequence - typing error in test booklet. The words "go on to next page" should appear in parentheses after item 8.

13. Test 3.2 Guide Words - typing error in test booklet. The responses for item number 5 are lettered A, C, D and should be lettered A. B. C. With the correct lettering, the answers given in the Directions for Administering and on the Answer Key are correct.

14. Test 3.4 Pronunciation Key - typing error in test booklet. The words "close your test booklets" should appear at the end of the test.

SKILLS INVENTORY - LEVEL VI

1. Test 1.12 Final Consonants - construction error in test booklet on item number 2. Correct answer intended to be ten, tun is also a real word.

2. Test 1.22 Final Digraphs - construction errors in Directions for Administering on first example and items 2 and 6. The consonant preceding the final digraph may be heard as part of the final sound.

3. Test 1.22 Final Digraphs - typing error in test booklet. The words " - S T O P - " and "SCORE___" should appear at the end of this test.

4. Test 1.32 Final Blends - construction error in Directions for Administering on item 1. The "r" in the stimulus word "thirst" may be heard as part of the final blend "st".

5. Test 1.4 Consonant Variants - typing error on items 3. The correct answer is "center", not "certain" as listed in Directions for Administering and on the Answer Key.

6. Test 2.1 Affixes - typing error. The words "go on to next page" should appear in parentheses after item 12.

7. Test 2.22 Syllabication - construction errors - Item 1 is syllabicated "gurtable" on the Answer Key and in the Directions for Administering booklet. This should be "gur/ta/ble". Also, the principles applied do not include the suffix principle--this should be VCCV and C-le.

   Item 2 is syllabicated "dis/gumpt" because of the VCCV principle, not prefix. Prefixes and suffixes are unrealistic with nonsense words.

Items 7, 8, and 9 and portions of 13 and 14 are equivocal because the VCV pattern can be syllabicated two ways.

Items 12 and 15 could follow the VCCV pattern although the children in the sample seldom divided it between the last two consonants.

8. Test 2.3 Identifying Root Words - typing error on examples in test booklet. A line should follow each example so the children can write their responses.

9. Test 3.1 Letter Sequence - typing error in test booklet. The words "go on to next page" should appear in parentheses after item 8.

10. Test 3.3 Multiple Meanings - typing error on item 10 in test booklet. "Shed" should be underlined in the sentence "She shed tears . . ." rather than "tears".

11. Test 3.4 Pronunciation Key - typing error on test booklet. The words "Close your booklets" should appear at the end of the test.

MISCELLANEOUS ERRORS -

1. Time limits given in the "Manual for the Teacher" for Level III are considerably shorter than the actual time taken by the sample. The administrator is advised to allow approximately double the given limits AT THIS LEVEL. Levels IV, V, and VI are generally close.

2. AT ALL LEVELS, the administrator is advised to allow an additional 15 - 30 minutes for distributing booklets, pencils, etc., and for the break provided. The actual time needed to administer Level III was 120 minutes, Level IV - 90 minutes, Level V - 120 minutes, and Level VI - 90 minutes.

3. Administrators of these inventories are advised to print the "interpretation legend" on the Class Record Sheet. This will generally facilitate its use.

THE CONSTRUCTION AND VALIDATION OF INFORMAL SKILLS INVENTORIES

by

ROBERT G. STEWART

B. S., Mayville State College, North Dakota, 1964

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

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Manhattan, Kansas

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The purpose of the study was to construct informal reading skills inventories and to demonstrate the validity of the inventories.

The writer obtained skills scope and sequence material from four major basal reader publishing companies and analyzed them to determine the grade level at which phonic analysis, structural analysis, and dictionary skill elements and principles are introduced to the children. The elements and principles introduced at the same grade level by three of the four basal reader companies were used in developing the test items.

Four levels of inventories comprise the battery of tests. Level III, to be used at the beginning of grade 3; Level IV, to be used at the beginning of grade 4; Level V, to be used at the beginning of grade 5; and Level VI, to be used at the beginning of grade 6. Since the inventories are designed for individuals as well as classes, any given level may be used at any grade level with selected individuals or small groups.

Each level inventory consists of the test, directions for administering, answer keys, class record sheets, individual record sheets, and a manual for the teacher containing directions for scoring and interpreting the results.

Children completing the second, third, fourth, and fifth grades in the Wamego, Kansas elementary school were administered the four inventories.

Comparisons were drawn between the class mean scores achieved on each subtest and the predetermined "mastery level" of each subtest. The overall mean score was also determined for each inventory.

Selected individual profiles were tabulated and compared to the class mean scores; one profile from each of the four inventories.

The class mean score profiles indicated two subtests yielded consistently high scores and one subject yielded a low score throughout the four inventory levels. It could not be determined if this was a weakness of the subtests, or if it was related to the amount of emphasis given these skills at the time of their introduction and/or development.

The distribution of achieved subtest percentages of all 69 subtests contained in the four inventories revealed a near normal distribution, with only a few (6) subtests below 60 per cent.

Four classifications were established for presenting the individual results. They are scores which show:

1. General strengths and specific weaknesses.
2. General weaknesses and specific strengths.
3. General weakness with virtually NO strengths.
4. General strength with virtually NO weaknesses.

It was noted that many children had specific strengths as well as specific weaknesses. This was not unexpected.

The ease at which the strengths and weaknesses could be detected was encouraging to the writer.