**Introduction**

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

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

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

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

**SCHEDULING**

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

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

**PREPARING FOR THE TESTS**

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

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

**MATERIALS**

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

**TESTING ENVIRONMENT**

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

**Comprehension B1: Mastery Test 1**

(After Lesson 30)

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

(Pass out the test booklets.

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

1. **Today you’re going to do some work that will show how much you’ve learned about comprehension.**

2. **Open your test booklet to page 2. ✔ Write your name at the top of your worksheet.**

   (Wait.)

   The test you’ll be taking has items just like those in your comprehension Workbook. Write your answers in pencil. Write carefully. If you change your mind about an answer, erase it neatly and try again.

3. **Some of your answers will be whole sentences. Whenever you write a whole sentence, remember to begin with a capital letter and to use the right punctuation. If you don’t, your answer will be counted as an error. When you’re finished with the test, put your pencil down and turn your test booklet over. Are there any questions?**

   (Answer any questions the students may have.)

4. **Begin the test now.**

   (When all the students have completed the test, collect the booklets.)
Scoring the Tests

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

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

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

Recording Test 1 Results

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

For each part, enter the number of errors in the Number of Errors column across from the appropriate number and indicate whether the student passed (+) or failed (0) the part. For example, if a student made one error in part 1 of Test 1, record a 1 in the Number of Errors column across from part 1. Next, determine whether the student passed or failed the part by comparing the number of errors with the criterion for passing. In this case, record a + in the Pass-Fail column.

Group Summary

After completing the Student Profile for each student, summarize the performance of the group, using the Group Summary Form which appears on page 9 of this Examiner’s Manual. In order to assess the progress of the group, record the following information on the Group Summary Form: the student’s name and a 1 or 0 indicating whether the student passed or failed the skill labeled at the top of the column. Then fill in the columns labeled “Percentage of Skills Passed by Student” and “Percentage of Students Mastering Each Skill.”

To find the percentage passed for each student, use table 1 on page 11 of this manual. Count the number of skills mastered and look below that number to find the percentage passed by the student.

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

Diagnosis and Remediation

The Student Profile is designed so that if remediation is required for a particular skill, a prescription is provided in the far right column. The prescriptions suggested are exercises from the Comprehension B1 Student’s Book. The first number designates the lesson; the second designates the exercise.

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

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

Present these exercises to the student or students until they have mastered the skill. We strongly recommend that you consider students to have successfully completed the Comprehension B1 program only after you have remediated all skill deficits revealed by the mastery tests.

The Comprehension Mastery Tests do not thoroughly test the vocabulary introduced throughout the program. Therefore, before exiting the program, review the students on critical vocabulary using the word lists or other vocabulary lists you have developed for the areas in which the Mastery Tests results reveal the students to be deficient.
Comprehension B1: Mastery Test 2

(After Lesson 60)
(Seat the students and make sure that each has a sharp pencil with an eraser.
Pass out the test booklets.
Make sure each student gets the correct booklet.)
1. Today you're going to do some work that will show how much you've learned about comprehension.
2. Open your test booklet to page 8. ✔ Write your name at the top of your worksheet.
   (Wait.)
   The test you'll be taking has items just like those in your comprehension Workbook. Write your answers in pencil. Write carefully. If you change your mind about an answer, erase it neatly and try again.
3. Some of your answers will be whole sentences. Whenever you write a whole sentence, remember to begin with a capital letter and to use the right punctuation. If you don't, your answer will be counted as an error. When you're finished with the test, put your pencil down and turn your test booklet over. Are there any questions?
   (Answer any questions the students may have.)
4. Begin the test now.
   (When all the students have completed the test, collect the booklets.)

Scoring the Tests

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

RECORDING TEST 2 RESULTS

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

GROUP SUMMARY

Follow the same procedure as for Test 1, but be sure to use the Group Summary Form for Test 2, which appears on page 10 and tables 2 and 3 that appear on page 11.

DIAGNOSIS AND REMEDIATION

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

Following are the mastery objectives for Comprehension B1: *Comprehension Skills*, Test 1 and Test 2. Each part of the mastery tests has been designed to test a particular skill area which can be found on the objective chart. The first column lists the skill area, the middle column specifies in detail the student behavior required, and the last column lists the test numbers in which the skill is tested.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Mastery Objective</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analogies</td>
<td>Given the basis for comparison, the student will write the missing parts of an analogy.</td>
<td>1</td>
</tr>
<tr>
<td>Basic Evidence</td>
<td>Given two facts, the student will write the number of the fact that explains each of a series of statements.</td>
<td>1</td>
</tr>
<tr>
<td>Body Rules</td>
<td>Given a picture of two connected bones and an arrow showing the direction in which one bone will move, the student will draw in the muscle.</td>
<td>2</td>
</tr>
<tr>
<td>Body Systems</td>
<td>Given written descriptions, the student will identify specified body systems by writing the names in the appropriate blanks.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Given a diagram of a body system, the student will identify a specified part by writing its name in the appropriate blank.</td>
<td>1, 2</td>
</tr>
<tr>
<td>Contradictions</td>
<td>Given a statement, the student will identify statements that contradict the original statement and change them to mean the same thing as the original.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Given two facts, the student will identify which fact relates to a statement and change any statement that contradicts its related fact into a “true” statement.</td>
<td>2</td>
</tr>
<tr>
<td>Deductions</td>
<td>Given a rule, the student will use it to answer questions involving a deduction.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Given two parts of a deduction, the student will write the missing third part.</td>
<td>2</td>
</tr>
<tr>
<td>Definitions</td>
<td>Given a sentence with a word missing and a synonym or definition for the missing word, the student will write the missing word in the blank.</td>
<td>1, 2</td>
</tr>
<tr>
<td></td>
<td>Given two root words and a sentence with a word missing, the student will write the proper form of the correct root word in the blank and then identify the word as verb, noun, or adjective.</td>
<td>2</td>
</tr>
<tr>
<td>Following Directions</td>
<td>Given directions for drawing a complex figure, the student will draw the figure.</td>
<td>1</td>
</tr>
<tr>
<td>Parts of Speech</td>
<td>Given a sentence, the student will underline the nouns, draw a line over the adjectives, and circle the verbs.</td>
<td>1, 2</td>
</tr>
<tr>
<td>Task</td>
<td>Description</td>
<td>Level</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Sentence Combinations</td>
<td>Given two sentences and one connecting word, the student will underline the common part of the sentences, and then write the combined sentence.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Given the two sentences and three connecting words, the student will underline the common part of the sentences, circle the word that correctly combines the sentences, and then write the combined sentence.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Given two sentences, the student will underline the common part, circle the sentence that tells why, and then write a combined sentence using because.</td>
<td>2</td>
</tr>
<tr>
<td>Statement Inference</td>
<td>Given a written sentence passage, the student will write answers to questions.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Given a story, the student will write the answer to a comprehension question, circle D or W to indicate if the question was answered by a deduction or by words in the story, and, if the latter, underline those words.</td>
<td>2</td>
</tr>
<tr>
<td>Subject-Predicate</td>
<td>Given a sentence, the student will circle the subject and underline the predicate.</td>
<td>2</td>
</tr>
<tr>
<td>Writing Directions</td>
<td>Given a complex figure and an incomplete set of instructions for drawing the figure, the student will write the words that complete the instructions.</td>
<td>2</td>
</tr>
</tbody>
</table>
TEST 1

NAME ________________________

Use the rule to answer the questions.

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

a. Which air can hold more water?

b. How do you know?

Summer air can hold more water than winter air.

c. Which air is hotter?

d. How do you know?

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

e. Which air can hold more water?

f. How do you know?

Fill in each blank.

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

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

1. Sue a scarf at the store.

2. The student the right book for his study.

3. Phil is a wood shed for his firewood.

4. These dogs houses.

5. Some doctors only eyes.

6. protect

7. build

Complete the analogies.

a. Tell the verb that comes from each word.

Protection is to ______ as constructive is to ______.

b. Tell what part of speech each word is.

Protection is to ______ as construct is to ______.

c. Tell what each word means.

Protect is to ______ as construct is to ______.

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

a. Larry goes swimming for fun.

b. Barbara goes swimming for fun.

Jennifer constructed a castle.

Jennifer made dolls to go on it.

Their rabbit eats cat food.

Dad drinks milk.

Mom and Dad drink milk.

Read the sentences and answer the questions.

Andy is shorter than Nathan.

Nathan is thinner than Andy.

a. Which person is fatter?

b. Which person is taller?

c. Who is thinner than Andy?

d. Is Nathan taller than Andy?
ANSWER KEY FOR TEST 1

Follow the directions.

a. Draw a vertical line in the box below.

b. Draw a line that slants up to the right from the bottom of the vertical line.

c. Draw a line that slants up to the left from the bottom of the vertical line.

a. Write an X in the box below.

b. Draw 3 vertical lines to the left of the X.

c. Draw a line from the bottom of a vertical line to the X.
**TEST 2**

**NAME**

1. Write the missing part of each deduction.
   a. Most people have hair.  
   **Bob is a person.**
   So, maybe Bob has hair.
   b. The dentist examined some teeth.
   **Molars are teeth.**
   So, maybe the dentist examined molars.
   c. Some people who eat a lot get fat.
   **Harry is a person who eats a lot.**
   So, maybe Harry will get fat.

2. Make each statement mean the same thing as the statement in the box.
   a. The respiratory system modifies food.
      **Food is not changed by the digestive system.**
   b. That artist produces a lot of things.
      **That artist makes very few things.**
   c. Mary was not feeling well.
      **Ted talked to Mary, who was not feeling well.**

3. Tell which fact each statement relates to.
   a. The stick was burning.
   **It was producing carbon dioxide.**
   b. The man had great pain in his chest.
      **He probably broke his ribs.**
   c. It was below the pelvis.
      **That was outside of the body.**

4. Underline the common part. Circle the word that combines the sentences correctly.
   a. The wall protected the city.
      **The city had many battles.**
   b. Ted talked to Mary.
      **The very fat artist who was not feeling well.**

5. Underline each noun. Draw a line over the adjectives. Circle the verbs.
   a. Drinking milk is good for people.
      **They are trying to obtain oil from the sea.**
   b. To make bread takes a lot of work.
      **The doctor is criticizing him for smoking too much.**
   c. The movie starts at four o'clock.
      **The man had a sore triceps.**

6. Circle the subject and underline the predicate.
   a. Drinking milk is good for people.
      **Saying that it will happen**
   b. The wall protected the city.
      **Which had many battles.**
   c. The very fat artist who was not feeling well.
      **Who was not feeling well.**

7. Fill in each blank with the word that has the same meaning as the word or words below the blank.
   a. His brother is a *storm.*
   b. Those women *looked at* a site for their new store.
   c. They are trying to *obtain* oil from the sea.
   d. The doctor is *criticizing* him for smoking too much.
   e. Ribs *guard* the organs inside the chest.

**LESSON 09**
ANSWER KEY FOR TEST 2

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

a. Jim lived in a town that did not have a wide ____________ of films.
   noun

b. Jim hated films with ____________ endings.
   adjective

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

a. Those beavers are ____________ a dam in the river.
   verb

b. A hat will ____________ your ears from the cold.
   verb

c. Reading is a very ____________ habit.
   adjective

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

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

a. What did Marcy ask her teacher?
   To let her be in the ____________ contest
   ____________

b. If Randy knows how to spell more words than Marcy, which person will do better in the spelling contest?
   ____________

Randy

Marcy

W

W

W

WD

WD

WD

If Randy gets third prize in the spelling contest and Marcy gets first prize, which person knew how to spell more words?

Randy

Marcy

W

W

Complete the instructions.

1. Draw a ____________ line.
   horizontal

2. Draw a ____________ line to the ____________
   vertical
   right

   of the horizontal line.

3. Write the word ____________ under the left
   digestive
   end of the ____________ line.
   horizontal
Test 1
GROUP SUMMARY FORM

CORRECTIVE READING MASTERY TESTS

Teacher ___________________________ Group ___________________________ Date _____________

<table>
<thead>
<tr>
<th>Student</th>
<th>Percentage of Skills Passed by Student</th>
<th>Parts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
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</tbody>
</table>

Percentage of Students Mastering Each Skill

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### Test 2
**GROUP SUMMARY FORM**

**CORRECTIVE READING MASTERY TESTS**

**COMPREHENSION B1 : Comprehension Skills**

**Teacher** __________________________  **Group** __________________________  **Date** ________________

<table>
<thead>
<tr>
<th>Student</th>
<th>Percentage of Skills Passed by Student</th>
<th>Parts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Percentage of Students Mastering Each Skill**

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### PERCENTAGE OF SKILLS PASSED BY STUDENTS

**TABLE 1** (for Test 1)

<table>
<thead>
<tr>
<th>Number of Skills Mastered</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage Passed</td>
<td>9</td>
<td>18</td>
<td>27</td>
<td>36</td>
<td>45</td>
<td>54</td>
<td>64</td>
<td>73</td>
<td>82</td>
<td>91</td>
<td>100</td>
</tr>
</tbody>
</table>

**TABLE 2** (for Test 2)

<table>
<thead>
<tr>
<th>Number of Skills Mastered</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage Passed</td>
<td>8</td>
<td>15</td>
<td>23</td>
<td>31</td>
<td>38</td>
<td>46</td>
<td>54</td>
<td>61</td>
<td>69</td>
<td>77</td>
<td>85</td>
<td>92</td>
<td>100</td>
</tr>
</tbody>
</table>

### PERCENTAGE OF STUDENTS MASTERING EACH SKILL

**TABLE 3** (for Tests 1 and 2)

| Number of Students In Group | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|-----------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|
| Number of Students Who Mastered the Skill | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |