

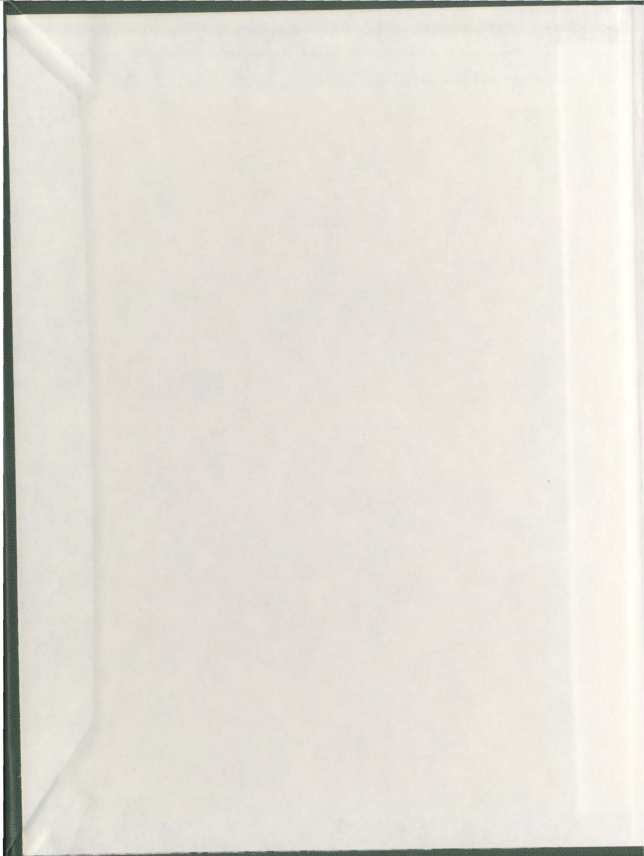
A STUDY OF TEACHERS' RATINGS OF PUPILS'
READING ACHIEVEMENT, BASED ON FIVE
FACTORS IDENTIFIED BY TEN TEACHERS
IN EACH OF GRADES THREE AND SIX

CENTRE FOR NEWFOUNDLAND STUDIES

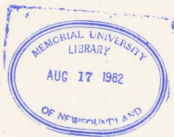
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GENEVIEVE MAE CONNORS



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MEMORIAL UNIVERSITY OF NEWFOUNDLAND

A STUDY OF TEACHERS' RATINGS OF PUPILS' READING
ACHIEVEMENT, BASED ON FIVE FACTORS IDENTIFIED
BY TEN TEACHERS IN EACH OF GRADES THREE AND SIX

by



Genevieve Mae Connors

A Thesis
Submitted to the Faculty of Education
in partial fulfillment of the requirements
for the degree of
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ABSTRACT

The purpose of this study was to ascertain the criteria teachers consider when they assess their students in reading, and to determine whether they consider any one criterion more important than the others. In addition, an attempt was made to explore teachers' judgements of their students' reading ability. The study had three components: (1) an interview with teachers to ascertain the criteria by which they assess their students in reading, (2) an examination of teachers' ratings of hypothetical students, (3) a study of the correlations between teachers' ratings of their students' reading ability and the same students' scores on a standardized test.

The sample used in the study consisted of 244 students and ten teachers from grade three and 294 students and ten teachers from grade six. The interview data revealed that the grade three teachers considered the following criteria: comprehension, reading skills, oral reading, vocabulary, interest, listening, and the basal reader reading level. In grade six the criteria named by teachers were: comprehension, vocabulary, oral reading, interest, application of reading skills to content subjects, and speed. In addition, all teachers agreed that comprehension was the most important criterion. The statistical

analysis of teachers' ratings of hypothetical students supported the information gathered in the interview. Pearson correlations indicated that teachers generally considered a number of criteria related to reading ability. However, further analysis, using eta coefficients showed that when teachers' ratings and researchers' ratings were compared for each criterion separately, the relationship was stronger for some criteria, notably comprehension, than for others. The overall high correlations between teachers' ratings of their students' scores attained on a standardized test suggested that, to a considerable extent, teachers were judging their students relative to an established norm such as that indicated by the Canadian Test of Basic Skills. Furthermore, the reduction in the correlation coefficient computed between teachers' ratings and the reading test scores standardized within the class indicated that the position of the student within his own class was less important than the student's overall position. Consequently, it was concluded that teachers' ratings were more highly consistent with an established norm than with the relative position of the student within his own class.

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CHAPTER I

INTRODUCTION

The evaluation of the reading abilities of students is a major concern of teachers of reading. Each year primary and elementary teachers must make accurate assessments of students' reading ability, since these assessments provide the necessary feedback for decision-making in curriculum planning and instruction. Evaluation of reading achievement also provides the evidence needed in reporting and accounting to pupils, to parents, and to the public.

During this century, standardized reading tests have been widely used to evaluate the reading performance of students. The advantages of standardized tests are well known. They include: the ready availability of the tests and other needed materials such as answer sheets, directions for administration and manuals for score interpretation, the high quality of test construction, and the provision of national norms to determine how students rank in relation to these norms.

Standardized tests have certain limitations as well. First of all, standardized reading tests may not suit the language and cultural environment of certain populations. Second, standardized reading tests may not be a valid measure of the objectives of specific reading

programs. Furthermore, it may well be that these tests merely verify teachers' judgements of students' reading ability.

It would appear credible, however, that an objective teacher appraisal of a student's reading status would be a most difficult task since a child's ability to read depends on many factors--experiences, maturation, linguistic ability, emotional adjustment, and visual and auditory perception. The reading process is a very complex one. Thorndike in 1917, for example, maintained that reading "is a very elaborate procedure involving the weighting of each of the many elements in a sentence."¹ Furthermore, he contended that the reader has to organize the elements in proper relation to one another, select certain connotations and reject others until he determines a final response.

Gray, in the early thirties, wrote of the many skills involved in the reading process. While including in his definition "the process of recognizing printed or written symbols" and "the recognition of the important elements of meaning in their essential relationships including accuracy and thoroughness in comprehension,"²

¹Edward L. Thorndike, "Reading as Reasoning: A Study of Mistakes in Paragraph Reading," The Journal of Educational Psychology, 8 (June, 1917), p. 323.

²William S. Gray, "The Nature and Types of Reading," in The Thirty-Sixth Yearbook of the National Society for the Study of Education, ed. Guy Montrose Whipple (Bloomington: Public School Publishing Company, 1937), p. 25.

he went on to add that "a conception of reading that fails to include reflection, critical evaluation, and clarification of meaning is inadequate."³

A widely-held view at the present time is that comprehension constitutes one of the most important aspects, if not the most important aspect, of the reading process. Goodman, for example, maintains:

Essentially the only objective in reading is comprehension. All else is either a skill to be used in achieving comprehension (for example, selecting key graphic cues), a sub-category of comprehension (for example, critical reading), or a use to be made of comprehension (e.g., appreciation of literature).⁴

The reading process, it would seem, is a most difficult one to assess. Can teachers, with all of the complex factors involved, determine accurately a student's success in reading? The answer is difficult to find. Although some teachers may be sensitive to the characteristics of individual students and may be skilled at making astute evaluations, little is known about how widely this ability is shared or about the criteria teachers consider when they evaluate their students' reading achievement. What, then, are the criteria teachers consider when

³Ibid., p. 26.

⁴Kenneth S. Goodman, "Behind the Eye: What Happens in Reading," in Theoretical Models and Processes of Reading, eds. Harry Singer and Robert B. Rudell (Newark: International Reading Association, 1976), p. 490.

they assess their students' reading ability? Do they agree as to the criteria they would consider? Would they agree with other educators that comprehension is the most important factor? Until researchers find answers to questions such as these, teacher judgement as a means of assessing students' reading ability can not be fully appraised. The present study will attempt to determine the criteria teachers consider when they assess their students in reading and to examine teachers' judgements of their students' reading ability.

Purpose of the Study

The purpose of this study was twofold: to determine the criteria teachers consider when they evaluate their students' reading ability and to examine teacher judgement as a means of evaluating students' reading ability. More specifically, an attempt was made to answer the following questions:

1. What are the criteria teachers consider when they evaluate their students in reading?
2. Which criterion will teachers identify as most important?
3. Will there be differences in ratings assigned by different teachers to the same hypothetical students?
4. Will teachers give more weight to one criterion than to the others when they rate hypothetical students?

5. Will teachers rate their students relative to an overall norm or to other students within the class?

Significance of the Study

Primary and elementary teachers usually make their own assessments of students' reading achievement. These estimates are often used as a basis for teacher-reporting on student progress, decisions on grouping, and the need for remediation. It would appear that a study designed to investigate teacher judgement as a means of assessing reading performance, and to determine the criteria on which these judgements are based, would shed some light on the many questions related to teachers' estimates of their students' reading ability. Insofar as this study seeks to gather such information, the findings should prove helpful to parents, teachers, principals, supervisors, and all others interested in the assessment of students' reading achievement.

CHAPTER II

REVIEW OF THE LITERATURE

A survey of the literature related to the nature of the reading process and to teacher judgement is necessary to provide a frame of reference for the study. This chapter is therefore divided into two sections. The first section presents the theoretical perspectives of selected educators who deal with the complexities of the reading process while the second section reports findings of research studies related to teacher judgement.

The Reading Process

During the past century the reading process has been defined in various theoretical ways, but has not as yet been fully understood. Many reading authorities claim that the reading act is composed of a number of skills, while maintaining, at the same time, that the process is not a fragmented one. That many factors influence a child's ability to read and that understanding or comprehension is a chief aspect of this process have, however, been emphasized repeatedly.

Among the first educators to deal significantly with an analysis of the reading area were Colonel Francis W. Parker and Dr. Edmund Huey. These men emphasized the

importance of teaching meaning in reading instruction. Parker distinguished between speech, silent reading, and oral reading. He considered speech and oral reading to be forms of expression, and he maintained that silent reading was not a form of expression but a matter of attention. Huey not only emphasized silent reading as being of prime importance but also denounced man's traditional way of teaching reading. He felt that the attention given to oral reading had been "heavily at the expense of reading as the art of thought-getting and thought-manipulating."⁵

Gray's concept of reading can be classified under four headings: perception of words; understanding the author's literal, related and implied meanings; reacting both thoughtfully and emotionally to what is understood; and finally, assimilating the ideas gained in such a way as to create new insights and new ways of thinking. Gray recognizes, however, that these headings are "closely interrelated and form a psychologically coherent unit."⁶ To him the processes formed a unitary act much like the

⁵Nila Banton Smith, American Reading Instruction (Newark: The International Reading Association, 1967), pp. 159-160.

⁶William S. Gray, "The Major Aspects of Reading," in Sequential Development of Reading Abilities, ed. Helen M. Robinson (Chicago: The University of Chicago Press, 1960), p. 8.

processes involved in thinking or problem-solving, triggered by listening or discussing, or any other stimulus, except that, in the case of reading, the author's ideas appear in print.

According to Russell, reading is a subtle and complex act involving at least four overlapping stages: sensation, perception, comprehension, and utilization. Sensation, to him, is unlearned. It is the "first reaction to some stimulus in the environment involving some receptor of the organism which is equipped to respond."⁷ In the case of reading, sensation is important in terms of the structure of the eye and of the stimuli in the immediate environment. Perception, in Russell's view, is partly unlearned and partly learned. The figure or pattern of words seen among other stimuli is unlearned, but what the figure or pattern means is learned. A reader learns to direct his attention to certain parts of words or phrases that are most valuable as cues and to integrate these into meaningful units of language. Comprehension involves an understanding of the meaning extended by the author. Such understanding is dependent upon the author's ability to express himself clearly and upon the reader's knowledge of the topic presented. Russell also feels that comprehension

⁷David H. Russell, Children Learn to Read (Boston: Ginn and Company, 1961), p. 99.

involves comparing and associating the ideas read with similar ideas until the reader forms a concept which takes on added meaning and understanding as the reader gains experience. Utilization is the final phase of the reading act. "It comes in making use of what one reads."⁸ Here, Russell maintains, the processes of memory, reasoning, and judgement are involved in a final creative aspect.

Strang suggests that the processes involved in reading are interwoven and that an understanding of an individual's reading development requires an awareness of these interacting aspects. She discusses the reading process under four main headings: product, prerequisites, processes, and procedures. Strang feels that the main goals, the product, to be achieved by reading include: (a) vocabulary--many words recognized instantly at sight; (b) word recognition skills gained through a systematic use of context clues, grapheme-phoneme correspondence, structural analysis, and the dictionary; and (c) comprehension, the ability to derive meaning from words in sentences, paragraphs, chapters, and larger units. These abilities enable the individual to "read the lines."⁹ However, she states that

⁸Ibid., p. 110.

⁹Ruth Strang, "The Reading Process and Its Ramifications," in Elementary Reading Instruction, ed. Althea Beery (Boston: Allyn and Bacon, Inc., 1969), p. 6.

the mature reader must do more than this. He must be able to interpret the author's thought and to make critical judgements, evaluations and inferences. Strang feels that ability in certain areas underlies success in reading. These prerequisites include: pre-reading experiences, specific mental abilities, linguistic factors, listening comprehension, and concepts and values. The actual reading process, according to Strang, has to be explained in terms of chemistry, physiology, and psychology. It is the type of thinking and learning that goes on in the brain. The reader "must select, repress, soften, emphasise, correlate and organize, all under the influence of the right mental set or purpose or demand."¹⁰ Strang visualizes procedures as involving the "optimum procedures the teacher uses to teach children to read at a given chronological or mental age."¹¹

Goodman has developed a theory of reading which accounts for the nature of language and the reader's psycholinguistic background. According to Goodman, a reader utilizes three kinds of information simultaneously: graphic information, syntactic information, and semantic information. He maintains that when the reader repeats the graphic

¹⁰Ruth Strang, "The Reading Process and Its Ramifications," in Elementary Reading Instruction, ed. Althea Beery (Boston: Allyn & Bacon, Inc., 1969), p. 24, quoting E.L. Thorndike, "Reading as Reasoning: A Study of Mistakes in Paragraph Reading," Journal of Educational Psychology, 8 (June, 1917), p. 329.

¹¹Strang, op. cit., p. 24.

input, meaning is not necessarily involved. As a matter of fact, Goodman states, this recoding can be learned by someone who doesn't speak the language. However, when the reader uses the syntactic and semantic information available in the language, he is able to reconstruct the meaning of the writer. The reader "predicts and anticipates on the basis of this information, sampling from the print just long enough to confirm his guess of what's coming to cue more semantic and syntactic information."¹² Goodman has consequently pointed out that reading is more a selective process than a precise, sequential identification of words. Efficient reading, he feels, does not result from precise perception and identification of all elements in a written passage, but from skill in selecting the fewest, most productive cues necessary to produce guesses which are right the first time. In short, reading is a psycholinguistic guessing game in which the reader anticipates what will come next and then checks his guess against the minimum number of semantic, syntactic, and graphophonic cues necessary to confirm or refute its correctness.

¹²Kenneth Goodman, "Reading: A Psycholinguistic Guessing Game," in Theoretical Models and Processes of Reading, eds., Harry Singer and Robert Ruddel (Newark: International Reading Association, 1976), pp. 503-504.

Smith's theory of reading is based on the premise that the brain is constantly receiving information through its receptor organs. It utilizes this information to reduce its uncertainty about the world in general or a word, sentence, or paragraph in particular. With these ideas in mind, Smith has developed a model of reading, based on what he terms "the reduction of uncertainty," that distinguishes between word identification and reading for comprehension. His model, a feature-analytic one, asserts that the fluent reader is generally able to identify meanings directly from the visual features presented by the print without going through the intervening process of word identification. The fluent reader is able to do this because of his knowledge of language and its semantic and syntactic redundancies. Because the fluent reader is performing at both the surface structure and deep structure levels of language simultaneously, "discriminating visual features and using his knowledge of grammar to associate them with the developing semantic interpretation, he is able to read with a minimum of visual information."¹³

Mediated meaning identification is another process of meaning identification. This occurs when the reader lacks experience in language and its semantic and syntactic

¹³Frank Smith, Understanding Reading (New York: Holt, Rinehart and Winston, Inc., 1971), p. 207.

redundancies, or when the material is difficult or in some way inappropriate for the reader and his capabilities. It is at this point that the reader must engage in the rather cumbersome process of mediated meaning identification, in which either immediate or mediated word identification is needed. In this process comprehension will be very much more complicated if the words themselves have to be identified on the basis of individual letters. Even when all the individual words of a sentence are identified in this rather slow and cumbersome manner, the reader is still a long way from having the meaning of a sentence, since meaning is not in the surface structure of language alone but has to be constructed by grammatical and semantic processes.

In summary, this review of literature related to the reading process has provided no single, clear theoretical definition of reading. The views expressed seem to suggest that reading is a complex process involving numerous inter-related facets. Educators appear to agree that reading is a "thought-getting" and "thought-manipulating" process and that the ultimate end of reading is comprehension. Since this study is concerned with teachers' judgements of students' reading ability, the views expressed above suggest a number of foci for the present study, specifically an examination of the criteria teachers consider when they judge reading ability, with a view to determining whether

teachers use similar or different criteria, and whether they consider comprehension as the most important criterion.

Research Related to Teacher Judgement

Educational research dealing specifically with teacher judgement of students' reading achievement is scanty. Research in the area of teacher judgement has often leaned toward the area of reading readiness. Elizah¹⁴ conducted a study to determine the extent to which teacher rankings of reading readiness compared with reading readiness test results. He found that the average correlation between the rankings of the Metropolitan Readiness Test and teacher rankings of readiness was .78. From his research he concluded that teachers were able to evaluate the reading readiness status of their students as well as a commercial readiness test could. The researcher makes a significant point when he suggests that further research is needed to determine the factors a teacher uses to judge readiness status, since teachers may consider different criteria to assess their students.

¹⁴David W. Elizah, A Comparison of Teacher Rankings of Reading Readiness, Metropolitan Readiness Test Score Rankings, and Socioeconomic Status Rankings of First Graders. Educational Resource Information Center, ED 119 144 (Northeastern Illinois University, 1976), p. 5.

Kermoin's¹⁵ study in San Francisco was conducted to determine the validity of teacher judgement of the readiness status of children entering first grade. Validity in this case was interpreted in terms of significance of the relationship between teachers' estimates and scores from the Metropolitan Readiness Test. Thirteen teachers and 276 first grade students participated in the study. Teachers rated each student in their class according to the Metropolitan Readiness Test five-point Readiness Status Scale on (1) Reading Readiness, (2) Number Readiness, (3) Total Readiness. The Metropolitan Readiness Tests were then administered. Pearson correlation coefficients were computed to determine the relationship between teachers' rankings and those from the standardized test. The findings revealed that the classroom teachers' appraisal of pupil readiness for first grade correlated highly and significantly with that of the Metropolitan Readiness Test. The computed correlations were Reading Readiness .73, Number Readiness .73, and Total Readiness .77. Kermoin concluded that much time, effort, and money could be conserved by making the use of such instruments optional and allowing teachers to exercise their own judgements in appraisal.

¹⁵Samuel B. Kermoin, "Teacher Appraisal of First Grade Readiness," Elementary English, 39 (February, 1962), pp. 196-201.

A somewhat different study by Stevenson, Parker, and Wilkinson¹⁶ assessed the relation of teachers' ratings of young children's cognitive abilities, classroom skills, and personal-social characteristics to achievement in school. A total of 63 teachers participated in the study. Achievement in reading and arithmetic was assessed by the Wide Range Achievement Test, which was administered before kindergarten and at the end of each grade. In addition, teachers' ratings of 217 children were obtained in the fall and spring of kindergarten and again in second and third grades, and comparisons were made between ratings made by the teachers and those by children's mothers. These researchers concluded that children's success in school was more closely related to ratings of cognitive abilities than to ratings either of classroom skill or of personal-social qualities. Teachers did not agree well with each other or with the children's mothers in rating personal-social characteristics. Other important findings revealed that the average ratings of teachers were constantly higher for girls than for boys and that the ratings made by mothers were less predictive of scholastic success than were ratings made by teachers.

¹⁶Harold W. Stevenson, Timothy Parker, and Alexander Wilkinson, "Predictive Value of Teachers' Ratings of Young Children," Journal of Educational Psychology, 68 (October, 1976), pp. 507-517.

Arthur A. Hitchcock and Cleo Alfred¹⁷ attempted to determine the criteria used by an English teacher to appraise reading ability. The teacher was asked to draw up a set of criteria against which each pupil could be rated. These were:

1. Pupil interest in school work that requires reading as a skill.
2. Pupil concentration on reading material, that is, his ability to resist distractions.
3. The degree of pupil vigor--or apathy--in attacking assignments involving reading.
4. Behavioral attitudes--the pupil's interest, or lack of interest, in the work of the class.
5. Speed in completing work involving reading.
6. Willingness to read orally. (The poor reader is less likely than the good reader to volunteer).
7. Desire to hear others read. (The poor reader is less likely to wish to hear others read than is the good reader).
8. Ability to follow directions.

The teacher rated 101 pupils according to the criteria. She made the ratings in three areas of reading ability: paragraph meaning, word meaning, and average reading comprehension. The teachers' ratings were then correlated with the students' scores attained on the two reading subtests, paragraph meaning and word meaning, of

¹⁷Arthur A. Hitchcock, and Cleo Alfred, "Can Teachers Make Accurate Estimates of Reading Ability," Clearing House, 29 (March, 1955), pp. 422-424.

the Stanford Achievement Test. The average correlation between the teacher ratings and achievement scores was .83. Hitchcock and Alfred concluded from their study that this teacher, using criteria established empirically, was able to make accurate assessments of the reading ability of her students. However, since the researchers chose to include only one teacher in the study, generalizations cannot be applied to all teachers in the reading area.

A study by Koppman and LaPray¹⁸ sought to discover a relationship between teacher ratings of reading readiness and pupil performance on 1) a test designed to measure letter copying, 2) a test designed to measure word-matching skill, 3) a test designed to measure letter knowledge, and 4) a composite of the above test scores when the children were categorized by socio-economic classes, maturity level, sex, and experimental group. There were two experimental groups, each of which received, in addition to their usual kindergarten program, a treatment of either word-matching activities or letter-matching activities. The subjects were 478 kindergarten children from nine schools. The nine schools represented three socio-economic levels: upper, middle, and lower class, and the teachers who participated

¹⁸Patricia S. Koppman and Margaret H. LaPray, "Teacher Ratings and Pupil Reading Readiness Scores," The Reading Teacher, 22 (April, 1969), pp. 603-608.

had at least three years' teaching experience. For statistical treatment, quintiserial correlations were computed. The researchers found that teachers accurately predicted pupil performance on reading readiness tests regardless of the pupils' socio-economic level. The one exception occurred among teachers of lower-class students. These teachers were unable to accurately predict performance on the word-matching test. A high degree of relationship existed between teacher ratings and pupil test scores when the grouping was by maturity. On tests of letter-copying and letter-knowledge there were no significant differences in teacher ratings of mature and immature pupils. The results also indicated that teachers were effective in determining pupil readiness for both sexes. Based on results of this study Koppman and LePray suggest that teachers might well instruct pupils in a program of letter knowledge and word matching, since this activity is an integral part of reading and increases the teachers' ability to predict readiness performance.

Littrell's¹⁹ study was conducted to determine the extent to which secondary school teachers' estimates of their pupils' abilities in reading-associated traits correlated with scores on the Diagnostic Reading Survey.

¹⁹Harvey J. Littrell, "Teacher Estimates Versus Reading Test Results," Journal of Reading, 12 (October, 1968-69), pp. 18-23.

The four traits evaluated were: 1) uses wide vocabulary, 2) uses reference materials effectively, 3) reads widely, and 4) takes initiative in exploring new areas of learning. Twenty-eight eleventh grade teachers of English, science, and social studies rated 397 grade eleven students on a scale of one through five. Product-moment coefficients of correlation were computed between teachers' estimates of students' abilities on the four reading-associated traits and the students' scores from the Diagnostic Reading Test. Littrell found only moderate correlations between teachers' ratings and the scores on the standardized tests. He concluded that teachers' judgements on the four reading-associated traits could not be safely used for describing reading abilities as measured by the Diagnostic Reading Survey.

A study by Jorgensen²⁰ had eighty-four elementary teachers estimate the grade level equivalents of reading paragraphs to determine whether skill in making such judgements existed. In addition, an attempt was made to determine whether there were significant differences between the level of judgements of teachers in urban and suburban schools. The results indicated that the teachers

²⁰Gerald W. Jorgenson, "An Analysis of Teacher Judgments of Reading Level," American Educational Research Journal, 12 (Winter, 1975), pp. 67-75.

had little difficulty making accurate grade level judgments for the easiest paragraphs; as the grade level of the paragraphs increased, however, the variability of the ratings also increased, which reflected a decrease in the accuracy of the judgments. As an indication of the variability, ten teachers felt the fourth grade paragraph was appropriate for the second or third grade. Eleven teachers felt this paragraph was appropriate for seventh or eighth grade. Jorgensen also found that teachers in urban schools made significantly higher estimations of grade level equivalents than did suburban teachers. Jorgensen concludes that further research is needed to determine whether the levels of judgement reflect teacher expectation, and whether these operate as self-fulfilling prophecies by moderating the level of a teacher's reading instruction and thereby the achievement of students.

In summary, this review of research studies related to teacher judgement has revealed that in some instances researchers have found high correlations between teachers' ratings of students' reading ability and students' scores on a standardized reading test. These researchers have often concluded that teachers can determine their students' reading ability as accurately as standardized tests can. Such interpretations may be somewhat hasty, however, since other researchers have found only moderate correlations between teachers' ratings and the scores from

standardized tests. This may indicate that not all teachers' assessments of students' reading ability are consistent with the results of standardized tests.

The present study, while continuing in the same tradition as those previously cited, differs in several specific features. First, an interview is used to determine which criteria teachers consider when assessing their students' reading ability and the extent to which they agree in their choice of criteria. Second, case studies of hypothetical students are used to determine whether there will be similarities and differences in teachers' ratings of hypothetical students and whether teachers give more weight to one criterion than to others. In addition, this study attempts, through a comparison of teachers' ratings of their students' reading ability and the same students' scores on a standardized test, to determine whether teachers tend to rate their students relative to others in the class or relative to an overall norm.

CHAPTER III

METHODOLOGY

This chapter describes the procedures followed in conducting the study. Specific sections deal with the background of the study, sample, instruments used to collect the data, collection of data, and organization of the analysis.

Background of the Study

This study is a sub-study of a three-year research project conducted by members of the Institute for Educational Research and Development at Memorial University of Newfoundland, on the teaching strategies used by elementary teachers and the relationship of these to antecedents and outcomes. Several aspects of the Teaching Strategies project provided a number of foci for this sub-study. First of all, the larger project sought to identify teachers' perceptions of educational goals and the effect of these perceptions on teaching strategies, classroom processes, and outcomes. Second, the Teaching Strategies project sought to determine the important outcomes in reading and the measurement of these outcomes. Since there was some concern about the use of standardized tests for measuring reading achievement, teachers' ratings of their

students' reading ability were investigated to provide data on the reliability of teachers' judgements. This sub-study also sought to determine the criteria teachers consider when they judge students' reading ability, one object being to determine whether there were differences in teachers' perceptions of reading and another whether these perceptions would affect the ratings teachers gave to students.

The Nature of the Instruments

Four instruments--a structured interview, a five-point rating scale, scenarios describing hypothetical students, and a standardized test--were used to collect the data in this study.

The Interview

The objectives of the interview were twofold:

1. To determine which factors teachers take into account when rating their students in reading.
2. To determine which factor each one considers most important and the reason for this choice.

In the interview teachers were asked to devise a set of criteria against which their students in reading could be rated. A procedure known as the "funnel sequence", noted by Robert Kohn and Charles Connell, was adopted when the questions were devised. "This term refers to a procedure of asking the most general or unrestricted question

in an area first, and following it with successfully more restricted questions."²¹ The questions were piloted with graduate students who had been former teachers of reading. The responses from these students were analyzed to see whether the questions met the research objectives. Necessary adjustments in the questions were made at this time.

Appendix A contains the questions asked the teachers.

Rating Scale

A rating scale was used to obtain teachers' perceptions of students' reading ability. This technique is commonly used to render perceptions in a systematic fashion. Lucille Strain maintains that "constructed and used properly, and interpreted only in terms of what it can report, a rating scale can be valuable in a comprehensive evaluation of all important aspects of reading instruction."²² With this in mind, teachers were asked to rate students using the following scale:

- 5 - Excellent
- 4
- 3 - Average
- 2
- 1 - Poor

²¹Robert L. Kohn, and Charles F. Connell, The Dynamics of Interviewing (New York: John Wiley and Sons, Inc., 1967), pp. 158-159.

²²Lucille B. Strain, Accountability in Reading Instruction (Columbus: Charles E. Merrill Publishing Company, 1946), p. 154.

Hypothetical Students

Scenarios describing hypothetical students were constructed to determine whether teachers, when they rate students, give extra weight to one criterion or tend to consider all criteria of equal weight. The five factors identified most often by teachers in the interview formed the basis for the construction of the hypothetical cases. For both grades the criteria were varied systematically until all possible hypothetical cases were constructed. Any case which was not considered plausible was eliminated. If, for example, a student was defined as being high in the content subjects but low in comprehension, that student was not considered a plausible case, since a student's ability to perform well in content subjects suggests that he is able to apply his comprehension skills to these subjects. Consequently, in grade three there are thirty-two cases, whereas in grade six there are only twenty cases. The hypothetical cases for each grade are shown in Appendix B.

Canadian Test of Basic Skills

This test is designed to provide an assessment of skills involved in reading, language, work-study, and mathematics. According to the Manual for Administration, the test batteries "are concerned only with generalized intellectual skills and abilities and do not provide

separate measures of achievement in the content subjects."²³ These basic intellectual abilities, the authors maintain, are more valuable for use in the improvement and individualization of instruction than are measures of specific information in special subjects.

The two reading subtests, vocabulary and comprehension, were used in this study. The vocabulary subtest was designed to provide a good measure of a student's general vocabulary and his ability to discriminate among the meanings of all words used in an item. The reading comprehension subtest was designed to provide a measure of a student's reading comprehension ability in that it sought to determine the extent to which a student was able to comprehend the author's meanings, to grasp the significance of the ideas presented, evaluate them, and draw conclusions. The manual maintains that:

all the commonly used principles in the validation of test content have been applied to the preparation of individual test items. The behavioural objectives represented in the test were determined through systematic consideration of courses of study, statements of authorities in method, and recommendations of curriculum groups.²⁴

²³ Ethel M. King, and A.N. Hieronymus, eds. Canadian Test of Basic Skills Manual for Administrators, Supervisors, and Counsellors (Toronto: Thomas Nelson and Sons Ltd., 1976), p. 6.

²⁴ Ibid., p. 7.

The reliability of the test was determined on the basis of the split-half procedure given by

$$r_w = \frac{2r}{1+r}$$

where r_w is the reliability of the whole test and r is the correlation between the two halves.

Sample

The sample used in this study consisted of 244 students and ten teachers from grade three and 294 students and ten teachers from grade six. In April 1978, the St. John's Roman Catholic School Board gave the writer permission to conduct the research in the St. John's area and suggested the schools to involve in the study. The principals of those schools agreed to have their teachers and pupils involved in the research. The teachers also consented to participate in the study.

Collection of Data

At the initial meeting with the teachers, the researcher requested each one to construct a set of criteria for appraising reading ability. During the following weeks the researcher interviewed each teacher to determine the criteria he considered in an assessment of a student's reading ability. The criteria identified in the interviews formed the basis for the construction of the hypothetical

students. Teachers were asked to rate these hypothetical students on a scale of 1-5. Students who were considered by teachers to be excellent readers were to be given a score of 5, and those considered to be poor readers were to be given a score of 1.

During the first week in June teachers were asked to rate the students in their classes on a scale of 1-5. Again, students who were considered by teachers to be excellent readers were to be given a score of 5, and those considered to be poor readers were to be given a score of 1. Teachers then administered the vocabulary and comprehension subtests of the Canadian Test of Basic Skills to students in their classes. During the school year in which the research was conducted, the students involved had not previously been given a standardized reading test.

Analysis 1: The Interview

The data from the interviews were analyzed to determine the criteria that the teachers considered when they evaluated their students' reading ability and to determine the criterion they considered most important. The data were compiled into a summary table and a content analysis was applied to the criteria to determine the frequency with which certain criteria were identified. The data were examined with a view to finding similarities and differences in the criteria teachers identified.

Analysis 2: Hypothetical Students

Teachers were asked to rate a set of hypothetical students, described on the basis of certain factors related to reading ability, on a scale of 1-5. Students who were considered by teachers to be excellent readers were to be given a score of 5 and those considered to be poor readers were to be given a score of 1. These data were examined with respect to finding similarities and differences in teachers' ratings of hypothetical students. The data were also examined to determine whether teachers were following different practices when they assigned ratings to these students. The statistical procedures used are given below.

1. To determine whether teachers were giving more weight to one criterion, eta correlation coefficients were computed. Eta, an asymmetric statistic, is a measure of association used when the independent variable is nominal level and the dependent variable is interval or ratio level.

It is basically an indication of how dissimilar the means on the dependent variable are within the categories of the independent variable. When the means are identical, eta is zero. If the means are very different and the variances within the categories of the independent variable are small, eta increases toward its maximum value of one.²⁵

²⁵Norman H. Nie et al., Statistical Package for the Social Sciences, (New York: McGraw-Hill, Inc., 1970), p. 230.

In order to calculate this coefficient it was necessary for the researcher to assign a criterion rating to the hypothetical students. If the hypothetical student were high on a criterion, he was assigned a researcher rating of 5. If he had a low score on a criterion, he was assigned a researcher rating of 1. In this way the researcher was assigning ratings by giving more weight to one criterion. This was equivalent to rating each case on one criterion at a time for purposes of analysis. The magnitude of eta would give some indication as to whether teachers tended to assign ratings in a way similar to that of the researcher, that is, whether teachers tended to assign ratings by giving more weight to one criterion. The eta correlation coefficient was computed for each of the five criteria of which the hypothetical cases were composed.

2. To determine whether some teachers were considering all of the criteria equally, a Pearson product-moment correlation coefficient was computed. To calculate this correlation it was also necessary for the researcher to assign a criterion rating to the hypothetical students. The researcher assigned ratings by giving equal weight to all criteria. Thus, for example, if a student were high on four criteria and low on one, he would receive a researcher rating of 4, regardless of the criteria on which he was high. If a student were high on three criteria and low on two, he would receive a researcher

rating of 3. Teacher ratings of these same hypothetical students were then correlated with the researcher ratings, the object being to determine by the magnitude of the correlation whether teachers tended to assign ratings on the same basis as the researcher, that is, to assign ratings by giving equal weight to all criteria.

Analysis 3: The Relationship between Teachers' Ratings of Their Students' Reading Ability and the Same Students' Scores on a Reading Test

In this analysis Pearson product-moment correlation coefficients were computed. Differences in the magnitude of the correlation were examined with a view to obtaining an indication of the extent to which teachers were evaluating their students relative to an overall standard. Reading test scores standardized within the class were correlated with ratings in order to determine whether teachers were rating their students relative to other students within the class.

CHAPTER IV

ANALYSIS OF DATA

This chapter includes a summary of the responses from the teacher interviews, an examination of teachers' ratings of hypothetical students, and an analysis of the relationship between teachers' ratings of their students' reading ability and the same students' scores on a standardized test.

The Interview

This study was concerned with determining the criteria teachers consider when they assess their students' reading ability. The first step, therefore, was to have teachers identify the criteria. During an interview each teacher was asked to name the criteria against which he would rate his students in reading. No specifications were given as to the type of criteria to be listed. The responses of the twenty teachers are reported in Tables 1 and 2.

In grade three all ten of the teachers reported comprehension as a criterion. Eight teachers considered oral reading and reading skills, six named vocabulary, and five said that interest was a criterion. Only one teacher said that he considered the basal reader reading level of the students when he evaluated them in reading.

TABLE 1

Criteria Teachers Specified for Assessing Students' Reading Achievement (Grade Three)

	Teacher										Total
	A	B	C	D	E	F	G	H	I	J	
1. Comprehension	X	X	X	X	X	X	X	X	X	X	10
2. Reading Skills	X	X	X	X	X	X	X	X			8
3. Oral Reading	X	X	X		X	X		X	X	X	8
4. Vocabulary				X		X	X	X	X	X	6
5. Interest				X		X		X	X	X	5
6. Listening				X				X			2
7. Basal Reader Reading Level						X					1

TABLE 2

Criteria Teachers Specified for Assessing Students' Reading Achievement (Grade Six)

	Teacher										Total
	K	L	M	N	O	P	Q	R	S	T	
1. Comprehension	X	X	X	X	X	X	X	X	X	X	10
2. Vocabulary	X	X	X	X	X	X	X	X	X	X	10
3. Oral Reading		X	X	X	X	X		X		X	7
4. Interest					X	X	X	X	X	X	6
5. Application of Reading Skills to Content Subjects	X						X		X		3
6. Speed		X	X								2

Table 2 shows that all of the grade six teachers identified vocabulary and comprehension as criteria to be considered. Seven teachers said they considered oral reading, six named interest as a factor, and three said that application of reading skills to content subjects was a factor. Only two teachers considered the speed at which the student reads as a criterion.

Another observation that can be made from these tables is that individual teachers specified different sets of criteria. In grade three, for example, five teachers considered three criteria, two teachers considered four criteria, two considered six criteria, and one considered five. These differences can be noted in grade six as well, although the differences are not as great. Two of these teachers considered three criteria, while eight considered four.

During the interview teachers had been asked to name the criterion they considered of most importance. All teachers specified comprehension as the most important criterion.

Teachers' Ratings of Hypothetical Students

This section examines the relationship among teachers' ratings of hypothetical students, and attempts to determine whether there are significant differences in

teachers' ratings of these students. It also investigates the possibility that teachers give more weight to one criterion than to others when they rate hypothetical students.

An estimate of the relationship among teachers' ratings can be obtained from the correlation matrices shown in Tables 3 and 4. The high correlation coefficients suggest that most teachers were in agreement as to ratings they would assign the hypothetical students. It is apparent from the tables, however, that the correlations for teacher L were lower than those for the other teachers. It appears that this teacher rated these students in a somewhat different manner from that of the other teachers.

As a supplement to the above analyses, composite reliability coefficients were computed from a two-way analysis of variance of the teacher x student data matrix for each grade, using the method described by Winer.²⁶ The coefficients computed for the grade three teachers singly was .82 and for the grade three teachers overall was .97. For grade six the reliability coefficients computed for teachers singly was .74 and for teachers overall was .96. These high reliability coefficients suggest that teachers were rating these students in relatively the same way. It should be noted, however, that for grade six the reliability

²⁶B.J. Winer, Statistical Principles in Experimental Design, (New York: McGraw-Hill Book Company, 1962), p. 124.

TABLE 3
Correlations between Teachers' Ratings (Grade Three)

	Teacher									
	A	B	C	D	E	F	G	H	I	J
A		.90	.86	.84	.84	.86	.77	.73	.85	.83
B			.84	.87	.81	.90	.81	.78	.89	.83
C				.94	.85	.88	.92	.76	.88	.80
D					.87	.88	.91	.82	.88	.74
E						.85	.74	.80	.87	.86
F							.82	.75	.90	.82
G								.72	.81	.69
H									.84	.75
I										.86
J										

All significant at .001 level. n = 32.

TABLE 4

Correlations between Teachers' Ratings (Grade Six)

	Teacher									
	K	L	M	N	O	P	Q	R	S	T
K		.48	.84	.75	.80	.77	.72	.63	.84	.85
L			.52	.46	.54	.48	.51	.67	.51	.59
M				.88	.91	.79	.83	.84	.96	.86
N					.88	.73	.83	.83	.85	.91
O						.82	.85	.83	.87	.86
P							.81	.75	.89	.72
Q								.80	.86	.81
R									.82	.75
S										.85
T										

All significant at .001 level. n = 20.

coefficients computed for teachers singly was lower than the other reliability coefficients. This can probably be accounted for by the fact that the correlation for teacher L was lower than those for the other teachers.

Tables 5 and 6 show the means and the standard deviation for the ratings of individual teachers. The tables also show the results of a one-way analysis of variance applied to teachers' ratings of hypothetical students. As Table 5 illustrates, the greatest discrepancy among teacher means is between that of teacher C (3.21) and that of teacher B (2.65). This reflects a difference of .56. Much the same pattern is indicated by Table 6 for the grade six teachers. The greatest discrepancy in teacher means is between that of teacher L (3.50) and that of teacher P (2.80). This reflects a difference of .70.

To determine whether there were any significant differences in the teachers' ratings of these students a one-way analysis of variance was computed. For grade three the results yielded a significant F ratio of 3.74 with $p < .001$ and for grade six a significant F ratio of 2.49 with $p < .01$. The results show that there was a significant difference in the teachers' ratings of this group of students.

A possible explanation of these differences is that the teachers perceived the scale on which they rated this group of students differently. This is often the case when different teachers are asked to judge the same group of

TABLE 5

Comparison of Teachers' Ratings of Hypothetical Students
(Grade Three)

Teacher	Mean	Standard Deviation
A	2.94	.98
B	2.65	1.07
C	3.21	1.24
D	3.03	1.25
E	2.96	1.30
F	2.90	1.17
G	3.06	1.12
H	2.78	1.15
I	2.91	1.12
J	2.88	1.02

Summary of ANOVA

Source	SS	df	MS	F	P
Between Students	351.48	31	11.34		
Within Students	69.00	288	.24		
Teachers	7.43	9	.83	3.74	<.001
Residual	61.57	279	.22		
Total	420.49	319			

TABLE 6

Comparison of Teachers' Ratings of Hypothetical Students
(Grade Six)

Teacher	Mean	Standard Deviation
K	3.25	.72
L	3.50	1.15
M	3.40	1.23
N	3.05	1.15
O	3.20	1.20
P	2.80	.95
Q	2.95	.95
R	3.20	1.48
S	3.25	1.12
T	3.15	1.25

Summary of ANOVA

Source	SS	df	MS	F	P
Between Students	187.97	19	9.89		
Within Students	64.90	180	.36		
Teachers	7.52	9	.84	2.49	< .01
Residual	57.37	171	.34		
Total	252.88	199			

students. Teachers perceive good students as good students and poor students as poor students; hence, the reason for the high reliability coefficients. But since there may be variations in teachers' standards, there are differences in the ratings they assign students. In short, teachers appear to agree quite well on the ranking of students but less well on the actual scores to assign students at the various ranks.

Tables 7 and 8 show for each of the researcher's ratings the number of students receiving the rating, the mean teachers' ratings of the same students, and the range of scores assigned by teachers to those students.

A number of interesting trends are apparent from these tables. First, it is obvious that students who were given the highest teachers' ratings are generally those who were given high criterion ratings by the researcher. The tables show, for example, that in both grade three and grade six, students who received researcher's ratings of four and five also received high ratings from teachers. Students who received low researcher's ratings generally received the lowest teachers' ratings.

Table 7 indicates that the mean teachers' ratings, with the exception of the one student who received a rating of five from the researcher, are somewhat higher than the researcher's ratings. Table 8 indicates a similar pattern for the grade six students.

TABLE 7

Comparison of Researcher's Ratings with Teachers' Ratings
(Grade Three)

Researcher Rating	No. of Students	Mean Teacher Rating	Range of Teacher Ratings
5	1	5	5-5
4	5	4.2	3-5
3	9	3.4	2-5
2	11	2.6	1-4
1	6	1.4	1-3

TABLE 8

Comparison of Researcher's Ratings with Teachers' Ratings
(Grade Six)

Researcher Rating	No. of Students	Mean Teacher Rating	Range of Teacher Ratings
5	1	4.9	4-5
4	4	4.1	3-5
3	6	3.5	2-5
2	5	2.9	1-5
1	4	1.9	1-5

From Table 7 it can be seen that the range of ratings for students given a researcher rating of 5 was 0; for students given a researcher rating of 4 and 1, the range was 2, and for students given a researcher rating of 3 and 2, the range was 3.

For grade six it can be seen that the range of ratings for students given a researcher rating of 5 was 1; for students receiving a researcher rating of 4, the range was 2; for students receiving a researcher rating of 3, the range was 3; and for those receiving a researcher rating of 2 and 1, the range was 4.

There is, then, a broad range of ratings for certain students. It is important to determine why this is so. One possible explanation is that teachers give more weight to one criterion than to another. During the interview teachers agreed that comprehension is the most important criterion in assessing a student's reading ability. However, it is conceivable that while some teachers, when assessing their students' reading ability give extra weight to comprehension, others consider all of the criteria equally. Thus, for example, if a student were high on comprehension and oral reading and low on three other aspects of reading, one teacher may give extra weight to the fact that the student understands what he reads and therefore assign him a high score. Another teacher may consider all of the criteria equally and assign him a lower score.

To determine whether teachers tended to give more weight to some criteria than to others, eta correlation coefficients were computed between teachers' ratings and researcher's ratings. In order to compute this correlation it was necessary for the researcher to assign a criterion rating to the hypothetical students. In this case the researcher assigned ratings by giving extra weight to each criterion in turn. If the hypothetical student were high on one criterion, he was assigned a researcher rating of 5. If he had a low score on a criterion, he was assigned a researcher rating of 1. Tables 9 and 10 show the comparisons between teachers' ratings and researcher's ratings.

Of particular interest for grade three is the correlation between teachers' ratings and researcher's ratings for comprehension (.65). This relationship indicates that teachers tended to assign ratings in a way similar to that of the researcher, that is, teachers tended to give more weight to this criterion. Of particular interest for grade six is the relationship between teachers' ratings and researcher's ratings for comprehension (.70) and application of reading skills to content subjects (.61). It would appear that the grade six teachers tended to give considerable weight to two criteria, specifically comprehension and the application of reading skills to content subjects. The data for grade six, however, appear to be

TABLE 9

Eta Correlation Coefficients between Teachers' Ratings of Hypothetical Students and Researcher's Ratings Assigned to the Same Students (Grade Three)

Criterion	Researcher Rating	Teacher Rating					Eta
		1	2	3	4	5	
Oral reading	low	29	38	62	28	3	.29
	high	11	31	46	47	25	
Reading skills	low	33	43	57	33	4	.32
	high	7	26	51	42	24	
Interest	low	32	46	49	27	6	.34
	high	8	23	59	48	22	
Vocabulary	low	34	39	47	33	7	.27
	high	6	30	61	42	21	
Comprehension	low	42	54	56	8		.65
	high		14	52	66	28	

more complicated than those for grade three. This can be explained partly by the fact that comprehension and application of reading skills appear to be related, since a student's ability to perform well in content subjects suggests that he is able to apply his comprehension skills to these subjects. The other correlation coefficients between teachers' ratings and researcher's ratings indicate that teachers were not giving as much weight to criteria other than comprehension and application of reading skills to content subjects.

TABLE 10

Eta Correlation Coefficients between Teachers' Ratings of Hypothetical Students and Researcher's Ratings Assigned to the Same Students (Grade Six)

Criterion	Researcher Rating	Teacher Rating					Eta
		1	2	3	4	5	
Vocabulary	low	14	15	42	23	6	.22
	high	4	17	31	28	20	
Oral reading	low	11	18	40	25	6	.18
	high	7	14	33	26	20	
Interest	low	18	28	41	23	10	.38
	high		4	32	28	16	
Application of reading skills to content	low	18	30	56	12	4	.61
	high		2	17	39	22	
Comprehension	low	18	20	2			.70
	high		12	71	51	26	

To investigate whether teachers may have given equal weight to all of the criteria, Pearson product-moment correlation coefficients were computed between teachers' ratings and researcher's ratings. In this case the researcher assigned ratings to students by giving equal weight to all criteria. A student who was high on four criteria and low on one received a rating of four. One who was high on two criteria and low on three received a rating of two, and so on. Tables 11 and 12 show the results. For grade three

TABLE 11

Product-Moment Coefficients of Correlation between Each Teacher's Ratings of Hypothetical Students and Researcher's Ratings of the Students (Grade Three)

T _A	T _B	T _C	T _D	T _E	T _F	T _G	T _H	T _I	T _J
.88	.95	.81	.85	.81	.85	.79	.83	.87	.87

TABLE 12

Product-Moment Coefficients of Correlation between Each Teacher's Ratings of Hypothetical Students and Researcher's Ratings of the Students (Grade Six)

T _K	T _L	T _M	T _N	T _O	T _P	T _Q	T _R	T _S	T _T
.79	.56	.82	.87	.80	.73	.83	.74	.83	.91

the coefficients range from .79 to .95 and for grade six from .56 to .91.

It can be noted that the ratings of teachers were highly consistent with the researcher's ratings, that is, teachers were following the practice of giving equal weight to all criteria. For example, the correlation for teacher B was .95 and the correlation for teacher T was .91.

From the above analysis, then, two observations can be made. Tables 11 and 12 indicate that in general teachers rated these students by considering a number of criteria related to reading ability. However, when teachers' ratings and researcher's ratings were compared for each criterion separately, for some criteria the relationship was stronger than for others.

The Relationship between Teachers' Ratings of
Students in Their Classrooms and Scores
on the Canadian Test of Basic Skills

This section examines the relationship between teachers' ratings of their students' reading ability and the same students' scores on a standardized test.

Tables 13 and 14 show the overall correlation coefficients of the reading test scores with teachers' ratings. These correlations are highly significant statistically, and suggest that teachers were ranking their students in the same way as was the standardized test.

TABLE 13

Correlations of Reading Test Scores (Raw Scores) with
Teachers' Ratings (Grade Three)

R.S. Vocabulary and Teachers' Ratings	.77*
R.S. Comprehension and Teachers' Ratings	.73*

*significant at .001 level.

TABLE 14

Correlations of Reading Test Scores (Raw Scores) with
Teachers' Ratings (Grade Six)

R.S. Vocabulary and Teachers' Ratings	.64*
R.S. Comprehension and Teachers' Ratings	.66*

*significant at .001 level.

Tables 15 and 16 show the correlation coefficients for individual teachers in grades three and six. The tables reveal that all of the correlations except one (teacher K) were significantly different from zero. An examination of the interview data revealed no explanation for the correlation of teacher K since this teacher had identified the same criteria for assessing students in reading as had the other teachers. A possible explanation of the non-significant correlation of teacher K is that the teacher had misunderstood the directions on how to rate students or did not apply himself seriously to the study.

It can also be noted from these tables that the ratings of some teachers correlated more highly with the reading test scores than did the ratings of others. For example, in grade three the correlations for vocabulary range from .37 to .93 and in grade six from .15 to .79. The differences in the magnitude of the correlations suggest that some teachers were rating their students relative to a standardized norm, the Canadian Test of Basic Skills, to a greater extent than were other teachers.

A possible explanation for the differences in the magnitude of the correlations may be that some teachers were rating their students relative to other students within the class, while other teachers, as the high correlations suggest, were rating their students relative to an external norm. To investigate this notion, correlations between

TABLE 15

Correlations of Vocabulary Scores and Comprehension Scores (Raw Scores)
with Teachers' Ratings (for Individual Teachers) (Grade Three)

	T _A	T _B	T _C	T _D	T _E	T _F	T _G	T _H	T _I	T _J
R.S. Vocab. and Teachers' Ratings	.79**	.65**	.72**	.88**	.93**	.79**	.78**	.77*	.37*	.51*
R.S. Comp. and Teachers' Ratings	.60**	.60**	.74**	.81**	.78**	.63**	.78**	.70*	.53**	.62**

*0.05 level of significance

**0.001 level of significance

TABLE 16

Correlations of Vocabulary Scores and Comprehension Scores (Raw Scores)
with Teachers' Ratings (for Individual Teachers) (Grade Six)

	T _K	T _L	T _M	T _N	T _O	T _P	T _Q	T _R	T _S	T _T
R.S. Vocab. and Teachers' Ratings	.15	.48*	.67**	.79**	.49*	.72*	.73**	.79**	.63**	.47*
R.S. Comp. and Teachers' Ratings	.13	.54**	.55*	.79**	.59**	.76**	.65**	.79**	.71**	.55**

*0.05 level of significance

**0.001 level of significance

reading test scores standardized within the class and teachers' ratings were computed. Tables 17 and 18 show the results. The correlations are highly significant statistically. However, these correlation coefficients were lower than those in Tables 13 and 14. This suggests that the within class position is not as important as the overall position relative to others.

From an analysis of these tables two comments can be made. First, there is evidence to indicate that teachers in both grades were rating their students relative to an established norm, in this case the Canadian Test of Basic Skills. Second, the reduction in the correlation coefficients indicates that the position of the student within his own class is less important than the student's overall position.

TABLE 17

Correlation of Standardized Reading Test Scores with
Teachers' Ratings (Grade Three)

Standardized Vocabulary Scores and Teachers' Ratings	.58
Standardized Comprehension Scores and Teachers' Ratings	.54

TABLE 18

Correlation of Standardized Reading Test Scores with
Teachers' Ratings (Grade Six)

Standardized Vocabulary Scores and Teachers' Ratings	.54
Standardized Comprehension Scores and Teachers' Ratings	.55

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS

This final chapter summarizes the purpose and the methodology and presents the findings of the study.

Summary

The general purposes of this study were to identify the criteria teachers consider when they evaluate students' reading ability, to determine which criterion, if any, they consider of primary importance, and to investigate teachers' judgements of students' reading ability.

The sample used in the study consisted of 244 students and ten teachers from grade three and 294 students and ten teachers from grade six. During May and June, 1978, the data were collected by the use of the following instruments: an interview, case studies of hypothetical students, a five-point rating scale, and a standardized reading test. The interview was used to determine the criteria teachers consider when they assess their students' reading ability. Scenarios describing hypothetical students were constructed to determine whether some teachers tended to give extra weight to one criterion or whether they considered all criteria equally. A five-point rating scale was employed to obtain teachers' ratings of students in their classes.

The Canadian Test of Basic Skills was used to obtain students' achievement scores in reading.

Descriptive and statistical analyses were performed on the data. The interview data were analyzed to determine the criteria that teachers consider when they assess their students' reading ability and the extent to which they agree in their choice of criteria. A one-way analysis of variance was applied to teachers' mean ratings of hypothetical students to determine whether there were significant differences in teachers' ratings of these students. Furthermore, in this section of the analysis teachers' ratings of the hypothetical students were compared with researcher's ratings of those students. Eta correlation coefficients were computed between teachers' ratings and researcher's ratings to decide whether teachers gave extra weight to one criterion. To discover whether teachers gave equal weight to all of the criteria, Pearson product-moment correlation coefficients were computed between individual teachers' ratings and the researcher's ratings. In addition, Pearson correlations were computed to determine the extent to which teachers were evaluating their students relative to an overall norm. Within-class correlations were computed to determine the extent to which teachers were rating their students relative to other students within the class.

In this study there are some limitations which must be considered. First, it should be noted that a degree of

caution must be observed when interpreting a coefficient of correlation, since two measures that are correlated are not necessarily causally related. Both variables may be influenced by a third variable. Second, the reading process has been defined as a complex process which can probably best be described in terms of a multivariate approach, since a child's ability to read depends on many factors--experiences, maturation, linguistic ability, emotional adjustment, and visual and auditory perception. Thus, the univariate approach taken in this study may not provide an accurate picture as to the true interrelations of the criteria that teachers have identified.

Discussion

The five questions discussed in this section are stated in the purpose of the study. Details of the study have been reported and discussed in Chapter Four. In this chapter the most significant findings are consolidated in an attempt to answer the questions and draw conclusions.

1. What are the criteria teachers consider when they evaluate their students' reading ability?

The interview data provided an answer to this question. Teachers in both grade three and grade six identified a number of criteria they consider when assessing their students' reading ability. In grade three

the criteria named by teachers were: comprehension, reading skills, oral reading, vocabulary, interest, listening, and the basal reader reading level. The following criteria were named by the grade six teachers: comprehension, vocabulary, oral reading, interest, application of reading skills to content subjects, and speed. In addition, the interview data revealed that there were differences in the number of criteria that each teacher considered. In grade three, for example, five teachers considered three criteria, two teachers considered four criteria, two teachers considered six criteria and one considered five.

2. Which criterion will teachers identify as most important?

The evidence from the interview data indicates that in both grade three and grade six teachers agreed that the criterion they consider of primary importance in the assessment of a student's reading ability is comprehension.

3. Will teachers give more weight to one criterion when they rate hypothetical students?

In this analysis teachers' ratings of the hypothetical students were compared with the researcher's ratings of these students. The Pearson correlations revealed that teachers generally considered a number of criteria related

to reading ability when they rated these students. However, further analysis using eta coefficients showed that when teachers' ratings and researcher's ratings were compared for each criterion separately, the relationship was stronger for some criteria, notably comprehension, than for others.

In the eta analysis the researcher assigned ratings by giving extra weight to each criterion in turn. If the hypothetical student were high on one criterion, he was assigned a researcher rating of 5. If he had a low score on a criterion he was assigned a researcher rating of 1. The magnitude of the eta gave some indication as to whether teachers tended to assign ratings in a way similar to that of the researcher, that is, whether teachers tended to assign ratings by giving more weight to one criterion.

The results of this analysis, then, support the information gathered in the interview. In view of the fact that many educators consider comprehension as the essential objective in the reading process, an important finding of this study is the fact that teachers consider this criterion as the most important one in an assessment of a student's reading ability. Thus, one important outcome of the study is the support given to the credibility of teachers' judgements of their students' reading achievement.

4. Will there be differences in ratings assigned by different teachers to the same hypothetical students?

The reliability coefficients computed among teachers' ratings were high, suggesting that teachers were rating the students in relatively the same way. However, an examination of the results of a one-way analysis of variance of teachers' ratings of hypothetical students yielded significant differences between teachers' mean ratings in both grades. A possible explanation of these differences is that there were variations in teachers' perceptions of the scale on which they rated this group of students. Teachers were perceiving good students as good students and poor students as poor students; hence, the high reliability coefficients. However, since there were probably variations in teachers' perceptions of the rating scale there were differences in the ratings that teachers assigned these hypothetical students.

5. Will teachers rate their students relative to an overall norm or to other students within the class?

In grade three the overall correlation coefficients between teachers' ratings and the scores from the reading test were .77 and .73. In grade six the overall correlation coefficients between teachers' ratings and the scores from the reading test were .64 and .66. These correlations are

highly significant statistically and suggest that, to a significant extent, teachers were judging their students relative to an established norm, such as that indicated by the Canadian Test of Basic Skills.

To determine the extent to which teachers were rating their students relative to one another within the class, correlation coefficients between the reading test scores standardized within the class and teachers' ratings were computed. In grade three the within-class correlations between teachers' ratings and the scores from the reading test were .58 and .54. In grade six the within-class correlation between teachers' ratings and scores from the reading test were .54 and .55. The overall correlation coefficient was reduced, indicating that the relative position of the student within his own class is less important than the student's overall position. An important outcome of this study, then, is the support it gives to the reliability of teachers' judgements of their students' reading ability, since the results show that teachers' assessments of their students' reading ability were more highly consistent with an established norm, the Canadian Test of Basic Skills, than with the relative position of the student within his own class.

Conclusions

In summary, the results of this study lend support to the credibility and reliability of teachers' judgements of their students' reading ability. The criteria on which teachers make their judgements are consistent with the criteria that other educators have emphasized as important in reading. Moreover, in view of the fact that many educators consider comprehension as the essential objective in the reading process, an important finding of this study is the fact that teachers consider comprehension to be the most important criterion in an assessment of a student's reading ability. To this can be added the fact that teachers' ratings of their students' reading ability were more highly consistent with an established norm than with the relative position of the student within his own class.

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APPENDIX A

INTERVIEW QUESTIONS

INTERVIEW QUESTIONS

1. When you rated your students on their general reading ability, what did you consider? (Each of the points mentioned by the teacher in number 1 will be probed in number 2.)
2. a) You said that you considered _____.
Could you explain that a little further?
What would you consider evidence of _____?
b) Why do you think these factors are important?
c) What do you consider to be the most important factor?
3. Example: I see that you rated Johnnie as a Good Reader (5). How did you decide to give him this rating?
4. Example: You have rated Mary as an Average Reader (3). What is the difference between Mary and Johnnie?
5. Example: Billy has been rated as a Poor Reader (1). What is the difference between Johnnie and Billy? Between Mary and Billy?

APPENDIX B

CASE STUDIES OF HYPOTHETICAL STUDENTS

GRADE THREE

Directions to Teachers

The following directions were given to teachers:

These case studies refer to hypothetical students. Please read each case study and give each student a rating on a scale of 1-5, 5 being an excellent reader and 1 being a poor reader. Read each case study independently. Do not compare one study with another. Do not read all the studies in one sitting.

CASE STUDY 1

Janet is a fluent oral reader in that she does not stammer when she reads aloud. As she reads, she notes the punctuation, pausing at periods, question marks, and commas. This student reads with expression and can easily take the part of any character in a story.

Janet has no difficulty comprehending the stories she reads. She has a vivid imagination. When questioned on stories Janet has no difficulty interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for Janet. She is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

This student shows a great deal of interest in words. In fact, she looks up the meanings of new words in the dictionary and can often get the meaning of new words from context. This student attempts to use new words in her written work. In a discussion the student is a willing participant. She expresses herself clearly and is not afraid to take chances with new ideas and words.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are well done by this student.

Janet is an avid reader. After she finishes the required work, she constantly reads other books. She borrows books from the public library and the school library.

If she reads a story on a certain topic in her reader, Janet is interested in finding other books on the same topic. She often asks for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 2

George is a fluent oral reader in that he does not stammer when he reads aloud. As he reads, he notes the punctuation, pausing at periods, question marks, and commas.

George has difficulty comprehending the stories he reads. When questioned on material read, George has trouble interpreting questions, giving details, and elaborating on ideas. Written answers to questions are confused. George talks around the answer, rather than answering the questions directly. His sentences are short and choppy and often do not make sense. He does not use capital letters or appropriate punctuation. Drawing inferences and making critical judgements about things that he has read are difficult for this student.

This student does not show a great deal of interest in words. He does not use the dictionary to find the meanings of new words and cannot get the meaning of new words from context. George does not attempt to use new words in his written work.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are not well done by this student.

George is not an avid reader. After he finishes the required work, he is not interested in reading other books. He does not borrow books from the public library or the school library. If he reads a story on a certain topic in his reader, George is not interested in finding other books on the same topic. He does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 3

Harold is not a fluent oral reader. He reads very slowly and does not read with much expression. He does not note the punctuation as he reads. He does not pause at periods, question marks, or commas.

This student has little difficulty comprehending the stories he reads silently. When questioned on stories read, Harold is able to interpret and answer factual questions. He is able to draw inferences, predict outcomes, and remember the correct order of events in the stories.

Harold does not show a great deal of interest in words. He does not use the dictionary to find the meanings

of new words and cannot get the meaning of new words from content. This student does not attempt to use new words in his written work.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are not well done by this student.

Harold is not an avid reader. After he finishes the required work, he is not interested in reading other books. He does not borrow books from the public library or the school library. If he reads a story on a certain topic in his reader, he is not interested in finding other books on the same topic. Harold does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 4

Betty has a good vocabulary in that she is able to use a variety of words when talking to the teacher or when participating in a discussion. She expresses herself clearly and is not afraid to take chances with new ideas and words when discussing various topics. When she hears new words used in context, she is able to grasp the meaning and tries in her written answers to use new words that she has heard.

Betty is not a fluent oral reader. She reads very slowly and does not read with much expression. She does not note the punctuation as she reads. She does not pause at periods, question marks, or commas.

This student has difficulty comprehending the stories she reads silently. When questioned on material she has read, Betty has trouble interpreting questions, giving details, and elaborating on ideas. Written answers to questions are confused. Betty talks around the answer, rather than answering the questions directly. Her sentences are short and choppy and often do not make sense. She does not use capital letters or appropriate punctuation. Drawing inferences and making critical judgements about things that she has read are difficult for this student.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are not well done by this student.

Betty is not an avid reader. After she finishes the required work, she is not interested in reading other books. She does not borrow books from the public library or the school library. If she reads a story on a certain topic in her reader, she is not interested in finding other books on the same topic. Betty does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 5

Helen is not a fluent oral reader. She reads very slowly and does not read with much expression. She does not note the punctuation as she reads. She does not pause at periods, question marks, or commas.

This student has difficulty comprehending the stories she reads silently. When questioned on material she has read, this student has trouble interpreting questions, giving details, and elaborating on ideas. Written answers to questions are confused. Helen talks around the answer, rather than answering the questions directly. Her sentences are short and choppy and often do not make sense. This student does not use capital letters or appropriate punctuation. Drawing inferences and making critical judgments about things that she has read are difficult for Helen.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are well done by this student.

She does not show a great deal of interest in words. She does not use the dictionary to find the meanings of new words and cannot get the meaning of new words from context. She does not attempt to use new words in her written work.

Helen is not an avid reader. After she finishes the required work, she is not interested in reading other

books. She does not borrow books from the public library or the school library. If she reads a story on a certain topic in her reader, she is not interested in finding other books on the same topic. Helen does not ask for advice about good books to read.

Rating Score: 1 2 3 4 5

CASE STUDY 6

Rosalind is not a fluent oral reader. She reads very slowly and does not read with much expression. She does not note the punctuation as she reads. She does not pause at periods, question marks, or commas. This student has difficulty with phonics and does not attempt to attack new words.

Rosalind has difficulty comprehending the stories she reads silently. When questioned on material she has read, this student has trouble interpreting questions, giving details, and elaborating on ideas. Written answers to questions are confused. Rosalind talks around the answer, rather than answering the questions directly. Her sentences are short and choppy and often do not make sense. She does not use capital letters or appropriate punctuation. Drawing inferences and making critical judgements about things that she has read are difficult for Rosalind.

This student does not show a great deal of interest in words. She does not use the dictionary to find the meanings of new words and cannot get the meaning of new words from context. Rosalind does not attempt to use new words in her written work.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are not well done by this student.

Rosalind shows interest in reading. She reads books other than the text and borrows library books. If a certain topic is discussed in school, she is interested in finding other books on the same topic.

Rating Scale: 1 2 3 4 5

CASE STUDY 7

Laura is a fluent oral reader in that she does not stammer when she reads aloud. As she reads, she notes the punctuation, pausing at periods, question marks, and commas.

Laura has no difficulty comprehending the stories she reads silently. When questioned on stories, this student has no trouble interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for Laura. She is able to draw inferences, to make critical judgements, and to

get the moral from various types of reading material.

Laura does not show a great deal of interest in words. She does not use the dictionary to find the meanings of new words and cannot get the meaning of new words from context. This student does not attempt to use new words in her written work.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are not well done by this student.

Laura is not an avid reader. After she finishes the required work, she is not interested in reading other books. She does not borrow books from the public library or the school library. If she reads a story on a certain topic in her reader, she is not interested in finding other books on the same topic. Laura does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 8

Eric is a fluent oral reader in that he does not stammer when he reads aloud. As he reads, he notes the punctuation, pausing at periods, question marks, and commas.

Eric has a good vocabulary in that he is able to use a variety of words when talking to the teacher and when

participating in a discussion. He expresses himself clearly and is not afraid to take chances with new ideas and words when discussing various topics. When he hears new words used in content, he is able to grasp the meaning and tries in his written answers to use words that he has heard.

This student has difficulty comprehending the stories he reads silently. When questioned on material he has read, Eric has trouble interpreting questions, giving details, and elaborating on ideas. Written answers to questions are confused. Eric talks around the answer, rather than answering the question directly. His sentences are short and choppy and often do not make sense. He does not use capital letters or appropriate punctuation. Drawing inferences and making critical judgements about things that he has read are difficult for Eric.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are not well done by this student.

Eric is not an avid reader. After he finishes the required work, he is not interested in reading other books. He does not borrow books from the public library or the school library. If he reads a story on a certain topic in his reader, he is not interested in finding other books on the same topic. Eric does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 9

Georgina is a fluent oral reader in that she does not stammer when she reads aloud. As she reads, she notes the punctuation, pausing at periods, question marks, and commas.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are well done by this student.

Georgina has difficulty comprehending the stories she reads silently. When questioned on material she has read, this student has trouble interpreting questions, giving details, and elaborating on ideas. Written answers to questions are confused. Georgina talks around the answer, rather than answering the questions directly. Her sentences are short and choppy and often do not make sense. She does not use capital letters or appropriate punctuation. Drawing inferences and making critical judgements about things that she has read are difficult for this student.

Georgina does not show a great deal of interest in words. She does not use the dictionary to find the meanings of new words and cannot get the meaning of new words from context. She does not attempt to use new words in her written work.

This student is not an avid reader. After she finishes the required work, she is not interested in reading other books. She does not borrow books from the public

library or the school library. If she reads a story on a certain topic in her reader, she is not interested in finding other books on the same topic. Georgina does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 10

Kenneth is a fluent oral reader in that he does not stammer when he reads aloud. As he reads, he notes the punctuation, pausing at periods, question marks, and commas.

Kenneth shows a great deal of interest in reading. He reads books other than the text and borrows library books. If a certain topic is discussed in school, he is interested in finding books on the same topic.

Kenneth has difficulty comprehending the stories he reads silently. When questioned on material he has read, this student has trouble interpreting questions, giving details, and elaborating on ideas. Written answers to questions are confused. Kenneth talks around the answer, rather than answering the questions directly. His sentences are short and choppy and often do not make sense. He does not use capital letters or appropriate punctuation. Drawing inferences and making critical judgements about things that he has read are difficult for this student.

Kenneth does not show a great deal of interest in words. He does not use the dictionary to find the meanings of new words and cannot get the meaning of new words from context. This student does not attempt to use new words in his written work.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are not well done by this student.

Rating Scale: 1 2 3 4 5

CASE STUDY 11

Martha is not a fluent oral reader. She reads very slowly and does not read with much expression. She does not note the punctuation as she reads. She does not pause at periods, question marks, or commas.

Martha has no difficulty comprehending the stories she reads silently. When questioned on stories she has read, this student has no difficulty interpreting questions, initiating new ideas, and elaborating on material. Answering factual questions poses no problem for this student. She is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

This student shows a great deal of interest in words. She looks up the meanings of new words in the

dictionary and can often get the meaning of new words from context. This student attempts to use new words in her written work. In a discussion the student is a willing participant. She expresses herself clearly and is not afraid to take chances with new ideas and words.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are not well done by this student.

Martha is not an avid reader. After she finishes the required work, she is not interested in reading other books. She does not borrow books from the public library or the school library. If she reads a story on a certain topic in her reader, she is not interested in finding other books on the same topic. Martha does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 12

Stephen is not a fluent oral reader. He reads very slowly and does not read with much expression. He does not note the punctuation as he reads. Stephen does not pause at periods, question marks, or commas.

This student has little difficulty comprehending the stories he reads silently. When questioned on stories

he has read, this student has no trouble interpreting questions, initiating new ideas, and elaborating on material. Answering factual questions poses no problem for Stephen. He is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are well done by this student.

Stephen does not show a great deal of interest in words. He does not use the dictionary to find the meanings of new words. He does not attempt to use new words in his written work.

This student is not an avid reader. After he finishes the required work, he is not interested in reading other books. He does not borrow books from the public library or the school library. If he reads a story on a certain topic in his reader, Stephen is not interested in finding other books on the same topic. He does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 13

Barbara is not a fluent oral reader. She reads very slowly and does not read with much expression. She does not note the punctuation as she reads. She does not

pause at periods, question marks, or commas.

This student does not show a great deal of interest in words. She does not use the dictionary to find the meanings of new words and does not attempt to use new words in her written work.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are not well done by this student.

Barbara has no difficulty comprehending the stories she reads silently. When questioned on stories, this student has no trouble interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for Barbara. This student is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

Barbara is an avid reader. After she finishes the required work, she constantly reads other books. She borrows books from the public library and the school library. If she reads a story on a certain topic in her reader, Barbara is interested in finding other books on the same topic. She often asks for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 14

Ralph is not a fluent oral reader. He reads very slowly and does not read with much expression. He does not note the punctuation as he reads. He does not pause at periods, question marks, or commas.

Ralph has difficulty comprehending the stories he reads silently. When questioned on material he has read, this student has trouble interpreting questions, giving details, and elaborating on ideas. Written answers to questions are confused. Ralph talks around the answer rather than answering the questions directly. His sentences are short and choppy and often do not make sense. He does not use capital letters or appropriate punctuation. Drawing inferences and making critical judgements about things that he has read are difficult for this student.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are well done by this student.

This student has a good vocabulary in that he is able to use a variety of words when talking to the teacher or when participating in a discussion. Ralph expresses himself clearly and is not afraid to take chances with new ideas and words when discussing various topics. When he hears new words used in context he is able to grasp the meaning and he tries in his written answers to use words that he has heard.

Ralph is not an avid reader. After he finishes the required work, he is not interested in reading other books. He does not borrow books from the public library or the school library. If he reads a story on a certain topic in his reader, he is not interested in finding other books on the same topic. Ralph does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 15

Ellen is not a fluent oral reader. She reads very slowly and does not read with much expression. She does not note the punctuation as she reads and does not pause at periods, question marks, or commas.

This student has difficulty comprehending the stories she reads. Drawing inferences and making critical judgements are difficult for this student. Written answers to questions are confused. Ellen talks around the answer rather than answering the question directly. Her sentences are short and choppy and often she does not use capital letters or appropriate punctuation.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are not well done by Ellen.

This student has a good vocabulary in that she is able to use a variety of words when talking to the teacher or when participating in a discussion. Ellen expresses herself clearly and is not afraid to take chances with new ideas and words when discussing various topics. When she hears new words used in context she is able to grasp the meaning and tries in her written answers to use words that she has heard.

Ellen shows interest in reading. She reads library books and is interested in reading books which are related to topics discussed in school.

Rating Scale: 1 2 3 4 5

CASE STUDY 16

Louis is not a fluent oral reader. He reads very slowly and does not read with much expression. He does not note the punctuation as he reads. He does not pause at periods, question marks, or commas.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are well done by this student.

Louis does not show a great deal of interest in words. He does not use the dictionary to find the meanings of new words and cannot get the meaning of new words from context. This student does not attempt to use new words

in his written work.

Louis does show some interest in reading. He reads library books and is interested in reading books which are related to topics discussed in school.

Louis has difficulty comprehending the stories he reads. When questioned on material he has read, Louis has trouble interpreting questions, giving details, and elaborating on ideas. Written answers to questions are confused. Louis talks around the answer rather than answering the question directly. His sentences are short and choppy and often do not make sense. He does not use capital letters or appropriate punctuation. Drawing inferences and making critical judgements about things that he has read are difficult for Louis.

Rating Scale: 1 2 3 4 5

CASE STUDY 17

Dennis is not a fluent oral reader. He reads very slowly and does not read with much expression. He does not note the punctuation as he reads. He does not pause at periods, question marks, or commas. This student has difficulty with phonics and does not attempt to attack new words.

Dennis has difficulty comprehending the stories he reads silently. When questioned on material he has read,

this student has difficulty interpreting questions, giving details, and elaborating on ideas. Written answers to questions are confused. Dennis talks around the answer rather than answering the questions directly. His sentences are short and choppy and often do not make sense. He does not use capital letters or appropriate punctuation. Drawing inferences and making critical judgements about things that he has read are difficult for this student.

Dennis does not show a great deal of interest in words. He does not use his dictionary to find the meanings of new words and cannot get the meaning of new words from context. He does not attempt to use new words in his written work.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are not well done by this student.

Dennis is not an avid reader. After he finishes the required work, he is not interested in reading other books. He does not borrow books from the public library or the school library. If he reads a story on a certain topic in his reader, Dennis is not interested in finding other books on the same topic. He does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 18

Ivan is not a fluent oral reader. He reads very slowly and does not read with much expression. He does not note the punctuation and does not pause at periods, question marks, or commas.

Ivan has no difficulty comprehending the stories he reads. When questioned on stories he has no difficulty interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for Ivan. He is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

Ivan shows a great deal of interest in words. He looks up the meanings of new words in the dictionary, can often get the meanings of new words from context, and attempts to use new words in his written work.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are well done by this student.

Ivan is an avid reader. After he finishes the required work, he constantly reads other books. He borrows books from the public library and the school library. If he reads a story on a certain topic in his reader, he is interested in finding other books on the same topic. Ivan often asks for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 19

Cynthia is a fluent oral reader in that she does not stammer when she reads aloud. She notes the punctuation, pausing at periods, question marks, and commas.

Cynthia has a good vocabulary in that she is able to use a variety of words when talking to the teacher or when participating in a discussion. She expresses herself clearly and is not afraid to take chances with new ideas and words when discussing various topics. When she hears new words used in context, she is able to grasp the meaning and tries in her written answers to use new words that she has heard.

Cynthia has difficulty comprehending the stories she reads silently. When questioned on material she has read, this student has trouble interpreting questions, giving details, and elaborating on ideas. Written answers to questions are confused. Cynthia talks around the answer rather than answering the questions directly. Her sentences are short and choppy and often do not make sense. She does not use capital letters or appropriate punctuation. Drawing inferences and making critical judgements about things that she has read are difficult for this student.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are well done by this student.

Cynthia shows interest in reading. She reads library books and is interested in reading books which are related to topics discussed in school.

Rating Scale: 1 2 3 4 5

CASE STUDY 20

Phyllis is a fluent oral reader in that she does not stammer when she reads aloud. She notes the punctuation, pausing at periods, question marks, and commas.

Phyllis has no difficulty comprehending the stories she reads. When questioned on stories, she has no trouble interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for Phyllis. She is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are well done by this student.

Phyllis does not show a great deal of interest in words. She does not use the dictionary to find the meanings of new words, and she does not attempt to use new words in her written work.

Phyllis is an avid reader. After she finishes the required work, she constantly reads other books. She

borrow books from the public library and the school library. If she reads a story on a certain topic in her reader, Phyllis is interested in finding other books on the same topic. She often asks for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 21

Frank is a fluent oral reader in that he does not stammer when he reads aloud. As he reads, he notes the punctuation, pausing at periods, question marks, and commas.

This student had no difficulty comprehending the stories he reads. When questioned on stories, Frank has no trouble interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for him. He is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

Frank shows a great deal of interest in words. He looks up the meanings of new words in the dictionary, can often get the meaning of new words from context, and attempts to use new words in his written work.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are not well done by this student.

Frank is an avid reader. After he finishes the required work, he constantly reads other books. He borrows books from the public library and the school library. If he reads a story on a certain topic in his reader, this student is interested in finding other books on the same topic. Frank often asks for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 22

Calvin is a fluent oral reader in that he does not stammer when he reads aloud. As he reads, he notes the punctuation, pausing at periods, question marks, and commas.

This student has no difficulty comprehending the stories he reads. When questioned on stories, Calvin has no trouble interpreting questions, initiating new ideas, and elaborating on material read. He is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

He shows a great deal of interest in words. He looks up the meanings of new words in the dictionary and can often get the meaning of new words from context. Calvin also attempts to use new words in his written work.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives

are well done by this student.

Calvin is not an avid reader. After he finishes the required work, he is not interested in reading other books. He does not borrow books from the public library or the school library. If he reads a story on a certain topic in his reader, Calvin is not interested in finding other books on the same topic. He does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 23

Aaron is not a fluent oral reader. He reads very slowly and does not read with much expression. He does not note the punctuation as he reads. He does not pause at periods, question marks, or commas.

Aaron has difficulty comprehending the stories he reads silently. When questioned on material he has read, this student has trouble interpreting questions, giving details, and elaborating on ideas. Written answers to questions are confused. Aaron talks around the answer, rather than answering the questions directly. His sentences are short and choppy and often do not make sense. He does not use capital letters or appropriate punctuation. Drawing inferences and making critical judgements about things that he has read are difficult for this student.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are well done by this student.

Aaron has a good vocabulary in that he is able to use a variety of words when talking to the teacher or when participating in a discussion. He expresses himself clearly and is not afraid to take chances with new ideas and words when discussing various topics. When he hears new words used in context, he is able to grasp the meaning and tries in his written answers to use new words that he has heard.

Aaron shows interest in reading. He reads library books and is interested in reading books which are related to topics discussed in school.

Rating Scale: 1 2 3 4 5

CASE STUDY 24

Nancy is not a fluent oral reader. She reads very slowly and does not read with much expression. As she reads, she does not note the punctuation, and does not pause at periods, question marks, or commas.

Nancy has no difficulty comprehending the stories she reads. When questioned on stories, this student has no trouble interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for this student. She is able

to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are well done by this student.

Nancy does not show a great deal of interest in words. She does not use the dictionary to find the meanings of new words, and she does not attempt to use new words in her written work.

Nancy is an avid reader. After she finishes the required work, she constantly reads other books. She borrows books from the public library and the school library. If she reads a story on a certain topic in her reader, this student is interested in finding other books on the same topic. Nancy often asks for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 25

Paul is not a fluent oral reader. He reads very slowly and does not read with much expression. He does not note the punctuation as he reads and does not pause at periods, question marks, or commas.

Paul has no difficulty comprehending the stories he reads. When questioned on stories, Paul has no trouble

interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for this student. He is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

Paul shows a great deal of interest in words. He looks up the meanings of new words in the dictionary, can often get the meaning of new words from context, and attempts to use new words in his written work.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are not well done by this student.

Paul is an avid reader. After he finishes the required work, he constantly reads other books. He borrows books from the public library and the school library. If he reads a story on a certain topic in his reader, Paul is interested in finding other books on the same topic. He often asks for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 26

Deborah is not a fluent oral reader. She reads very slowly and does not read with much expression. She does not note the punctuation as she reads and does not pause at periods, question marks, or commas.

Deborah has no difficulty comprehending the stories she reads. When questioned on stories, this student has no trouble interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for this student. She is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

She shows a great deal of interest in words. She looks up the meanings of new words in the dictionary and can often get the meaning of new words from context. Deborah attempts to use new words in her written work.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are well done by this student.

Deborah is not an avid reader. After she finishes the required work, she is not interested in reading other books. She does not borrow books from the public library or the school library. If she reads a story on a certain topic in her reader, Deborah is not interested in finding other books on the same topic. She does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 27

Frances is a fluent oral reader in that she does not stammer when she reads aloud. She notes the punctuation as she reads, pausing at periods, question marks, and commas.

Frances has difficulty comprehending the stories she reads silently. When questioned on material she has read, this student has trouble interpreting questions, giving details, and elaborating on ideas. Written answers to questions are confused. Frances talks around the answer rather than answering the questions directly. Her sentences are short and choppy and often do not make sense. She does not use capital letters or appropriate punctuation. Drawing inferences and making critical judgements about things that she has read are difficult for this student.

She does not show a great deal of interest in words. She does not use the dictionary to find the meanings of new words and cannot get the meaning of new words from context. Frances does not attempt to use new words in her written work.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are well done by this student.

Frances shows interest in reading. She reads library books and is interested in reading books which are

related to topics discussed in school.

Rating Scale: 1 2 3 4 5

CASE STUDY 28

Walter is a fluent oral reader in that he does not stammer when he reads aloud. As he reads, he notes the punctuation, pausing at periods, question marks, and commas.

Walter has difficulty comprehending the stories he reads. When questioned on material read, he has trouble interpreting questions, giving details, and elaborating on ideas. Written answers to questions are confused. Walter talks around the answer rather than answering the questions directly. His sentences are short and choppy and often do not make sense. He does not use capital letters or appropriate punctuation. Drawing inferences and making critical judgements about things that he has read are difficult for this student.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are not well done by this student.

Walter has a good vocabulary in that he is able to use a variety of words when talking to the teacher or when participating in a discussion. He expresses himself clearly and is not afraid to take chances with new ideas and words when discussing various topics. When he hears new words

used in context, he is able to grasp the meaning, and tries in his written answers to use new words that he has heard.

Walter shows interest in reading. He reads library books and is interested in reading books which are related to topics discussed in school.

Rating Scale: 1 2 3 4 5

CASE STUDY 29

Alice is a fluent oral reader in that she does not stammer when she reads aloud. She notes the punctuation as she reads. She pauses at periods, question marks, and commas.

Alice has difficulty comprehending the stories she reads. When questioned on material read, she has trouble interpreting questions, giving details, and elaborating on ideas. Written answers to questions are confused. Alice talks around the answer rather than answering the questions directly. Her sentences are short and choppy and often do not make sense. She does not use capital letters or appropriate punctuation. Drawing inferences and making critical judgements about things that she has read are difficult for this student.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are well done by this student.

Alice has a good vocabulary in that she is able to use a variety of words when talking to the teacher or when participating in a discussion. She expresses herself clearly and is not afraid to take chances with new ideas and words when discussing various topics. When she hears new words used in context, she is able to grasp meaning and she tries in her written answers to use new words that she has heard.

Alice is not an avid reader. After she finishes the required work, she is not interested in reading other books. She does not borrow books from the public library or the school library. If she reads a story on a certain topic in her reader, she is not interested in finding other books on the same topic. She does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 30

Brian is a fluent oral reader in that he does not stammer when he reads aloud. As he reads, he notes the punctuation, pausing at periods, question marks, and commas.

Brian has no difficulty comprehending the stories he reads. When questioned on stories, this student has no trouble interpreting questions, initiating new ideas, and elaborating on material read. Answering factual

questions poses no problem for Brian. He is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are not well done by this student.

Brian does not show a great deal of interest in words. He does not use the dictionary to find the meanings of new words. He does not attempt to use new words in his written work.

This student is an avid reader. After he finishes the required work, he constantly reads other books. He borrows books from the public library and the school library. If he reads a story on a certain topic in his reader, Brian is interested in finding other books on the same topic. He often asks for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 31

Susan is a fluent oral reader in that she does not stammer when she reads aloud. As she reads, she notes the punctuation, pausing at periods, question marks, and commas.

She has no difficulty comprehending the stories she reads. When questioned on stories, this student has

no trouble interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for Susan. She is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are well done by this student.

Susan does not show a great deal of interest in words. She does not use the dictionary to find the meanings of new words, and she does not attempt to use new words in her written work.

Susan is not an avid reader. After she finishes the required work, she is not interested in reading other books. She does not borrow books from the public library or the school library. If she reads a story on a certain topic in her reader, Susan is not interested in finding other books on the same topic. She does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 32

Ruth is a fluent oral reader in that she does not stammer when she reads aloud. As she reads, she notes the punctuation, pausing at periods, question marks, and commas.

Ruth has no difficulty comprehending the stories she reads. When questioned on stories, this student has no trouble interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for her. She is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

Ruth shows a great deal of interest in words. She looks up the meanings of new words in the dictionary, can often get the meaning of new words from context, and attempts to use new words in her written work.

Workbook activities involving skills such as alphabetizing, using connectives, or using possessives are not well done by this student.

Ruth is not an avid reader. After she finishes the required work, she is not interested in reading other books. She does not borrow books from the public library or the school library. If she reads a story on a certain topic in her reader, Ruth is not interested in finding other books on the same topic. She does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

GRADE SIX

Directions to Teachers

The following directions were given to teachers:

These case studies refer to hypothetical students. Please read each case study and give each student a rating on a scale of 1-5, 5 being an excellent reader and 1 being a poor reader. Read each case study independently. Do not compare one study with another. Do not read all the studies in one sitting.

CASE STUDY 1

Janet is a fluent oral reader in that she does not stammer when she reads aloud. As she reads, she notes the punctuation, pausing at periods, question marks, and commas. This student reads with expression and can easily take the part of any character in a story.

Janet has no difficulty comprehending the stories she reads. She has a vivid imagination, and when questioned on stories, has no difficulty interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for Janet. She is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

This student shows a great deal of interest in words. In fact, she looks up the meanings of new words in the dictionary and can often get the meaning of new words from context. She attempts to use new words in her written work. In a discussion, Janet is a willing participant. She expresses herself clearly and is not afraid to take chances with new ideas and words.

She has no difficulty in applying her reading skills to the content area. Janet has no trouble understanding geography and history and is an independent worker with these programs. Written exercises in the content areas are well done.

Janet is an avid reader. After she finishes the required work, she constantly reads other books. She borrows books from the public library and the school library. If she reads a story on a certain topic in her reader, Janet is interested in finding other books on the same topic. She often asks for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 2

George is a fluent oral reader in that he does not stammer when he reads aloud. As he reads, he notes the punctuation, pausing at periods, question marks, and commas.

George has difficulty comprehending the stories he reads. When questioned on material, George has trouble interpreting questions, giving details, and elaborating on ideas. Written answers to questions are confused. George talks around the answer rather than answering the questions directly. His sentences are short and choppy and often do not make sense. He does not use capital letters or appropriate punctuation. Drawing inferences and making critical judgements about things that he has read are difficult for this student.

George does not show a great deal of interest in words. He does not use the dictionary to find the meanings of new words, he cannot get the meaning of new words from

context, and he does not attempt to use new words in his written work.

George has difficulty reading in content areas such as geography and history. He needs assistance in understanding the content of these subjects. He cannot analyze the content without some assistance from the teacher. Written exercises in these subjects are not well done.

George is not an avid reader. After he finishes the required work, he is not interested in reading other books. He does not borrow books from the public library or the school library. If he reads a story on a certain topic in his reader, George is not interested in finding other books on the same topic. He does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 3

Harold is not a fluent oral reader. He reads very slowly and does not read with much expression. He does not note the punctuation as he reads. He does not pause at periods, question marks, and commas.

This student has no difficulty comprehending the stories he reads silently. When questioned on stories, Harold has no trouble interpreting questions, initiating new ideas, and elaborating on material read. Answering

factual questions poses no problem for him. He is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

Harold does not show a great deal of interest in words. He does not use the dictionary to find the meanings of new words and cannot get the meaning of new words from context. He does not attempt to use new words in his written work.

Harold has difficulty reading in content areas such as geography and history. He needs assistance in understanding the content of these subjects. He cannot analyze the content without some assistance from the teacher. Written exercises in these subjects are not well done.

Harold is not an avid reader. After he finishes the required work, he is not interested in reading other books. He does not borrow books from the public library or the school library. If he reads a story on a certain topic in his reader, he is not interested in finding other books on the same topic. Harold does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 4

Betty has a good vocabulary in that she is able to use a variety of words when talking to the teacher or

when participating in a discussion. She expresses herself clearly and is not afraid to take chances with new ideas and words when discussing various topics. When she hears new words used in context, she is able to grasp the meaning, and she tries in her written answers to use new words that she has heard.

Betty is not a fluent oral reader. She reads very slowly and does not read with much expression. She does not note the punctuation as she reads. She does not pause at periods, question marks, or commas.

This student has difficulty comprehending the stories she reads silently. When questioned on material she has read, Betty has difficulty interpreting questions, giving details, and elaborating on ideas. Written answers to questions are confused. Betty talks around the answer rather than answering the questions directly. Her sentences are short and choppy and often do not make sense. She does not use capital letters or appropriate punctuation. Drawing inferences and making critical judgements about things that she has read are difficult for this student.

She has difficulty reading in content areas such as geography and history. She needs assistance in understanding the content of these subjects. Betty cannot analyze the content without some assistance from the teacher. Written exercises in these subjects are not well done.

Betty is not an avid reader. After she finishes the required work, she is not interested in reading other books. She does not borrow books from the public library or the school library. If she reads a story on a certain topic in her reader, she is not interested in finding other books on the same topic. Betty does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 5

Laura is a fluent oral reader in that she does not stammer when she reads aloud. As she reads, she notes the punctuation, pausing at periods, question marks, and commas.

Laura has no difficulty comprehending the stories she reads silently. When questioned on stories, this student has no trouble interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for her. She is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

Laura does not show a great deal of interest in words. She does not use the dictionary to find the meanings of new words, she cannot get the meaning of new words from context, and she does not attempt to use new words in her

written work.

This student has difficulty reading in content areas such as geography and history. She needs assistance in understanding the content of these subjects. Laura cannot analyze the content without some assistance from the teacher. Written exercises in these subjects are not well done.

Laura is not an avid reader. After she finishes the required work, she is not interested in reading other books. She does not borrow books from the public library or the school library. If she reads a story on a certain topic in her reader, Laura is not interested in finding other books on the same topic. She does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 6

Eric is a fluent oral reader in that he does not stammer when he reads aloud. As he reads, he notes the punctuation, pausing at periods, question marks, and commas.

Eric has a good vocabulary in that he is able to use a variety of words when talking to the teacher and when participating in a discussion. He expresses himself clearly and is not afraid to take chances with new ideas and words when discussing various topics. When he hears

new words used in context, he is able to grasp the meaning, and he tries in his written answers to use words that he has heard.

This student has difficulty comprehending the stories he reads. When questioned on material he has read, Eric has trouble interpreting questions, giving details, and elaborating on ideas. Written answers to questions are confused. Eric talks around the answer, rather than answering the questions directly. His sentences are short and choppy and often do not make sense. He does not use capital letters or appropriate punctuation. Drawing inferences and making critical judgements about things that he has read are difficult for Eric.

He has difficulty reading in content areas such as geography and history. He needs assistance in understanding the content of these subjects. He cannot analyze the content without some assistance from the teacher. Written exercises in these subjects are not well done.

Eric is not an avid reader. After he finishes the required work, he is not interested in reading other books. He does not borrow books from the public library or the school library. If he reads a story on a certain topic in his reader, he is not interested in finding other books on the same topic. Eric does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 7

Martha is not a fluent oral reader. She reads very slowly and does not read with much expression. She does not note the punctuation as she reads. She does not pause at periods, question marks, or commas.

This student has no difficulty comprehending the stories she reads. When questioned on stories, Martha has no trouble interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for this student. She is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

Martha shows a great deal of interest in words. She looks up the meanings of new words in the dictionary and can often get the meaning of new words from context. She attempts to use new words in her written work.

Martha has difficulty reading in content areas such as geography and history. She needs assistance in understanding the content of these subjects. She cannot analyze the content without some assistance from the teacher. Written exercises in these subjects are not well done.

Martha is not an avid reader. After she finishes the required work, she is not interested in reading other books. She does not borrow books from the public library or the school library. If she reads a story on a certain

topic in her reader, she is not interested in finding other books on the same topic. Martha does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 8

Stephen is not a fluent oral reader. He reads very slowly and does not read with much expression. He does not note the punctuation as he reads. He does not pause at periods, question marks, or commas.

This student has no difficulty comprehending stories he reads silently. When questioned on stories, Stephen has no difficulty interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for him. He is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

Stephen has no difficulty in applying his reading skills to the content areas. He has no trouble understanding geography and history and is an independent worker with these programs. Written exercises in the content areas are well done.

Stephen does not show a great deal of interest in words. He does not use the dictionary to find the meanings of new words, and he does not attempt to use new words in

his written work.

He is not an avid reader. After he finishes the required work, he is not interested in reading other books. He does not borrow books from the public library or the school library. If he reads a story on a certain topic in his reader, he is not interested in finding other books on the same topic. Stephen does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 9

Barbara is not a fluent oral reader. She reads very slowly and does not read with much expression. She does not note the punctuation as she reads. She does not pause at periods, question marks, or commas.

She does not show a great deal of interest in words. She does not use the dictionary to find the meanings of new words, and she does not attempt to use new words in her written work.

Barbara has difficulty reading in content areas such as geography and history. She needs assistance in understanding the content of these subjects. She cannot analyze the content without some assistance from the teacher. Written exercises in these subjects are not well done.

This student has no difficulty comprehending the stories she reads. When questioned on stories, Barbara has no trouble interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for this student. She is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

Barbara is an avid reader. After she finishes the required work, she constantly reads other books. She borrows books from the public library and the school library. If she reads a story on a certain topic in her reader, this student is interested in finding other books on the same topic. She often asks for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 10

Dennis is not a fluent oral reader. He reads very slowly and does not read with much expression. He does not note the punctuation as he reads. He does not pause at periods, question marks, or commas. This student has difficulty with phonics and does not attempt to attack new words.

Dennis has difficulty comprehending the material he reads. When questioned on material he has read, he has

trouble interpreting questions, giving details and elaborating on ideas. Written answers to questions are confused. Dennis talks around the answer rather than answering the questions directly. His sentences are short and choppy and often do not make sense. He does not use capital letters or appropriate punctuation. Drawing inferences and making critical judgements about things that he has read are difficult for this student.

He does not show a great deal of interest in words. He does not use the dictionary to find the meanings of new words and cannot get the meaning of new words from context. This student does not attempt to use new words in his written work.

Dennis has difficulty reading in content areas such as geography and history. He needs assistance in understanding the content of these subjects. He cannot analyze the content without some assistance from the teacher. Written exercises in these subjects are not well done.

Dennis is not an avid reader. After he finishes the required work, he is not interested in reading other books. He does not borrow books from the public library or the school library. If he reads a story on a certain topic in his reader, he is not interested in finding other books on the same topic. Dennis does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 11

Ivan is not a fluent oral reader. He reads very slowly and does not read with much expression. He does not note the punctuation as he reads. He does not pause at periods, question marks, or commas.

Ivan has no difficulty comprehending the stories he reads. When questioned on stories, this student has no trouble interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for him. He is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

He shows a great deal of interest in words. He looks up the meanings of new words in the dictionary and can often get the meaning of new words from context. This student attempts to use new words in his written work.

Ivan has no difficulty in applying his reading skills to the content areas. He has no trouble understanding geography and history and is an independent worker with these programs. Written exercises in the content areas are well done.

Ivan is an avid reader. After he finishes the required work, he constantly reads other books. He borrows books from the public library and the school library. If he reads a story on a certain topic in his reader, this

student is interested in finding other books on the same topic. Ivan often asks for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 12

Phyllis is a fluent oral reader in that she does not stammer when she reads aloud. As she reads, she notes the punctuation, pausing at periods, question marks, and commas.

She has no difficulty comprehending the stories she reads. When questioned on stories, this student has no trouble interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for Phyllis. She is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

This student has no difficulty in applying her reading skills to the content areas. She has no trouble understanding geography and history and is an independent worker with these programs. Written exercises in the content areas are well done.

Phyllis does not show a great deal of interest in words. She does not use the dictionary to find the meanings of new words, and she does not attempt to use new words in

her written work.

Phyllis is an avid reader. After she finishes the required work, she constantly reads other books. She borrows books from the public library and the school library. If she reads a story on a certain topic in her reader, Phyllis is interested in finding other books on the same topic. She often asks for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 13

Frank is a fluent oral reader in that he does not stammer when he reads aloud. As he reads, he notes the punctuation, pausing at periods, question marks, and commas.

He has no difficulty comprehending the stories he reads. When questioned on stories, Frank has no trouble interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for him. He is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

Frank shows a great deal of interest in words. He looks up the meanings of new words in the dictionary and can often get the meaning of new words from context. This student attempts to use new words in his written work.

Frank is an avid reader. After he finishes the required work, he constantly reads other books. He borrows books from the public library and the school library. If he reads a story on a certain topic in his reader, this student is interested in finding other books on the same topic. Frank often asks for advice about good books to read.

Frank does have difficulty reading in content areas such as geography and history. He needs assistance in understanding the content of these subjects. He cannot analyze the content without some assistance from the teacher. Written exercises in these subjects are not well done.

Rating Scale: 1 2 3 4 5

CASE STUDY 14

Calvin is a fluent oral reader in that he does not stammer when he reads aloud. As he reads, he notes the punctuation, pausing at periods, question marks, and commas.

He has no difficulty comprehending the stories he reads. When questioned on stories, Calvin has no trouble interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for him. He is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

Calvin shows a great deal of interest in words. He looks up the meanings of new words in the dictionary, can often get the meaning of new words from context, and attempts to use new words in his written work.

He has no difficulty in applying his reading skills to the content areas. He has no trouble understanding geography and history and is an independent worker with these programs. Written exercises in the content areas are well done.

Calvin is not an avid reader. After he finishes the required work, he is not interested in reading other books. He does not borrow books from the public library or the school library. If he reads a story on a certain topic in his reader, he is not interested in finding other books on the same topic. He does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 15

Nancy is not a fluent oral reader. She reads very slowly and does not read with much expression. She does not note the punctuation as she reads. She does not pause at periods, question marks, or commas.

This student has no difficulty comprehending the stories she reads. When questioned on stories, Nancy has

no trouble interpreting questions, initiating new ideas, and elaborating on material. Answering factual questions poses no problem for her. She is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

She has no difficulty in applying her reading skills to the content areas. She has no trouble understanding geography and history and is an independent worker with these programs. Written exercises in the content areas are well done.

Nancy does not show a great deal of interest in words. She does not use the dictionary to find the meanings of new words, and she does not attempt to use new words in her written work.

Nancy is an avid reader. After she finishes the required work, she constantly reads other books. She borrows books from the public library and the school library. If she reads a story on a certain topic in her reader, Nancy is interested in finding other books on the same topic. She often asks for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 16

Paul is not a fluent oral reader. He reads very slowly and does not read with much expression. He does not

note the punctuation as he reads. He does not pause at periods, question marks, or commas.

He has no difficulty comprehending the stories he reads. When questioned on stories, Paul has no trouble interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for him. He is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

This student shows a great deal of interest in words. Paul looks up the meanings of new words in the dictionary, can often get the meaning of new words from context, and attempts to use new words in his written work.

Paul is an avid reader. After he finishes the required work, he constantly reads other books. He borrows books from the public library and the school library. If he reads a story on a certain topic in his reader, Paul is interested in finding other books on the same topic. He often asks for advice about good books to read.

He has difficulty reading in content areas such as geography and history. He needs assistance in understanding the content of these subjects. Paul cannot analyze the content without some assistance from the teacher. Written exercises in these subjects are not well done.

Rating Scale: 1 2 3 4 5

CASE STUDY 17

Deborah is not a fluent oral reader. She reads very slowly and does not read with much expression. She does not note the punctuation as she reads. She does not pause at periods, question marks, or commas.

She has no difficulty comprehending the material she reads. When questioned on stories, Deborah has no trouble interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for her. She is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

Deborah shows a great deal of interest in words. She looks up the meanings of new words in the dictionary and can often get the meaning of new words from context. This student attempts to use new words in her written work.

She has no difficulty in applying her reading skills to the content areas. She has no trouble understanding geography and history and is an independent worker with these programs. Written exercises in the content areas are well done.

Deborah is not an avid reader. After she finishes the required work, she is not interested in reading other books. She does not borrow books from the public library or the school library. If she reads a story on a certain

topic in her reader, she is not interested in finding other books on the same topic. Deborah does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 18

Brian is a fluent oral reader in that he does not stammer when he reads aloud. As he reads, he notes the punctuation, pausing at periods, question marks, and commas.

This student has no difficulty comprehending the material he reads. When questioned on stories, Brian has no trouble interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for him. He is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

Brian is an avid reader. After he finishes the required work, he constantly reads other books. He borrows books from the public library and the school library. If he reads a story on a certain topic in his reader, Brian is interested in finding other books on the same topic. He often asks for advice about good books to read.

He has difficulty reading in content areas such as geography and history. He needs assistance in understanding the content of these subjects. He cannot analyze

the content without some assistance from the teacher. Written exercises in these subjects are not well done.

Brian does not show a great deal of interest in words. He does not use the dictionary to find the meanings of new words, and he does not attempt to use new words in his written work.

Rating Scale: 1 2 3 4 5

CASE STUDY 19

Susan is a fluent oral reader in that she does not stammer when she reads aloud. As she reads, she notes the punctuation, pausing at periods, question marks, and commas.

This student has no difficulty comprehending the material she reads. When questioned on stories, Susan has no trouble interpreting questions, initiating new ideas, and elaborating on material she has read. Answering factual questions poses no problem for her. She is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

She has no difficulty in applying her reading skills to the content areas. Susan has no trouble understanding geography and history and is an independent worker with these programs. Written exercises in the content areas are well done.

Susan does not show a great deal of interest in

words. She does not use the dictionary to find the meanings of new words, and she does not attempt to use new words in her written work.

This student is not an avid reader. After she finishes the required work, she is not interested in reading other books. She does not borrow books from the public library or the school library. If she reads a story on a certain topic in her reader, Susan is not interested in finding other books on the same topic. She does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

CASE STUDY 20

Ruth is a fluent oral reader in that she does not stammer when she reads aloud. As she reads, she notes the punctuation, pausing at periods, question marks, and commas.

This student has no difficulty comprehending the stories she reads. When questioned on stories, Ruth has no trouble interpreting questions, initiating new ideas, and elaborating on material read. Answering factual questions poses no problem for her. She is able to draw inferences, to make critical judgements, and to get the moral from various types of reading material.

Ruth shows a great deal of interest in words. She looks up the meanings of new words in the dictionary and can often get the meaning of new words from context. This student attempts to use new words in her written work.

She has difficulty reading in content areas such as geography and history. She needs assistance in understanding the content of these subjects. Ruth cannot analyze the content without some assistance from the teacher. Written exercises in these subjects are not well done.

Ruth is not an avid reader. After she finishes the required work, she is not interested in reading other books. She does not borrow books from the public library or the school library. If she reads a story on a certain topic in her reader, Ruth is not interested in finding other books on the same topic. She does not ask for advice about good books to read.

Rating Scale: 1 2 3 4 5

