EVALUATION OF A READING PROGRAM:
A STUDY OF THE FIFTH GRADE READING PROGRAM AT
NORTH BEARDSLEY SCHOOL, BAKERSFIELD, CALIFORNIA

by

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CHAPTER I

THE PROBLEM, ITS BACKGROUND, AND DEFINITIONS OF TERMS

I. BACKGROUND OF THE PROBLEM

Reading is important to the child even though he may give the impression of a lack of concern. Everyone expects him to progress normally in his early years at school in learning the complex processes which make up this skill. The cooperation of all concerned with his learning is necessary to assure his maximum progress.¹

Statistics published in 1963 by the Bureau of Census indicated that in 1960 over 42 per cent of the adult population over 25 years of age had obtained at least a high school education.² This compares with 24 per cent of the adults who had completed high school in 1940.³

The prediction of the projected educational level of our citizenry by 1980 is that 58 per cent of the adults over 25 years of age will be high school graduates, or over 75 million persons, which is four times the number of adults who had completed four years of high school in 1940.4

With the majority of our citizens (25 years and over) no longer representative of eighth graders, but of high school graduates, it is reasonable to expect the level of readability in magazines, newspapers, and books to reflect this change. The readability of magazines, newspapers, and books is predicted to rise to the extent that by 1970 the median years of school completed (25 years of age and over) will be twelve. Opportunities to continue his formal education, to enter the vocation of his choice, to advance in business or industry, to participate in his obligations of good citizenship—all of these will be dependent upon the individual's ability to read widely and well.5 Austin stated that

evidence of interest in reading is considered basic to many vocations as well as to continuance of formal education. Politics is a "dirty word"

4 1960 Census, op. cit., p. 41.

5 Austin, op. cit., p. 219.
only where the citizenry is ill informed and does not exercise its voting privilege intelligently. The future of our democratic form of government will remain dependent upon the newspaper reading of the public because television cannot possibly give us the well-rounded picture we need of each candidate and issue at the polls. No less important to the individual is the potential enjoyment and enrichment into which his interest may lead him. Wide reading enriches the background of knowledge, and vocabulary, and personality of the individual by widening his interests and making him more interesting as a conversationalist. The school's major responsibility is to teach the student how to enjoy reading by encouraging him to read many kinds of source material. The term "enjoy" does not mean that the child always must be given easy reading material. On the contrary, he must be challenged with content that will be rewarding, leaving him with a feeling of accomplishment when he has read it. Will the child read widely when he becomes an adult? He will... if the school provides in his reading program, success, challenge and satisfaction.

North Beardsley School is a part of Beardsley School District, and is located one mile north of Beardsley School's campus in northwest Bakersfield, Kern County, California. North Beardsley School had three fifth grade classes, and there were four fifth grade classes at Beardsley School.

North Beardsley School's three fifth grade teachers and reading laboratory instructor were concerned about the reading level of their classes because standardized tests and teacher evaluation indicated that the lower third of these three classes were two grades below their expected
fifth grade level of achievement. North Beardsley School had been able to equip a reading laboratory as a result of a federal grant during the 1965-66 school year, which they planned to use to implement this program.

II. THE PROBLEM

Statement of the Problem. The purpose of this study was to evaluate North Beardsley School's Fifth Grade reading program, with emphasis on helping all students improve their reading comprehension, as well as increasing vocabulary, rate of reading and instilling a desire for more leisure reading. Hopefully, each student would improve his attention span in reading, would read more library books, and would improve his self image.

Importance of the Problem. Learning to read is one of the most urgent and crucial tasks of a lifetime. The undertaking ranks in importance with such developmental tasks as being a member of a family or getting along with peers in a school group. Reading abilities are not fully acquired in the primary grades or in the elementary school, but the foundations for reading competence established during these school years will determine much of a person's future success and happiness. Failure or partial failure in reading may handicap an individual's work in school as well as his total personal and social adjustment. Success
will contribute to his personal needs, the requirements of his job, and his relationships with others. Reading abilities in vocabulary and comprehension are needed by all individuals in our present day society.\(^7\)

One third of the students in the three fifth grade classes at North Beardsley School needed remedial work in reading, which caused the teachers and laboratory instructor to consider a new program for this group.

**Limitations of the Problem.** This study has been limited to the fifth grade students at North Beardsley School. The students were grouped according to reading level for reading only. All other classes were heterogeneously grouped. The study was limited to the evaluation of the reading program. If the evaluation shows significant improvement by the experimental group over the control group, the program will be extended to include all of the fifth grades in the Beardsley School District, then later to the fourth and sixth grades.

**Hypothesis.** North Beardsley's Fifth Grade reading program will improve the reading comprehension level of the students. The team approach plus grouping according to reading level, and an intelligence test which will help

determine the potential capacity of the students involved, will improve the students' reading more than remaining in a self-contained heterogeneous reading program.

Basic Assumption. Based on a review of the literature, it was assumed that standardized tests will measure reading achievement. The test retest procedure would measure reading growth in comprehension.

III. DEFINITION OF TERMS USED

Basal reading series. A set of books issued by a publisher as texts for systematic instruction in reading; usually includes a reading-readiness book, a preprimer, a primer, and the first to sixth readers. 8

Reading disability. Lack of ability to read, due to some physical, mental, or other cause, ranging from partial to complete inability to read; a handicap in reading. 9

Reading level. The level of achievement reached by a reader, generally defined in terms of grade or stage of growth; for example, the reading-readiness level for first grade level, etc. 10

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Reading rate. Speed of reading; usually measured in terms of the number of words or letters recognized and comprehended per minute or per second.  

Reading skill. An ability that is essential to successful performance in reading, such as, word recognition, comprehension, organization, or remembrance.  

Remedial reading. Individual or group instruction aimed at correcting faulty reading habits, and increasing the efficiency and accuracy of performance in reading.  

Retarded reader. A child who is reading below his capacity to read; however, a child who is not reading up to grade level is not necessarily retarded.  

Standardized Test. A test for which content has been selected and checked empirically, for which norms have been established, for which uniform methods of administering and scoring have been developed, and which may be scored with a relatively high degree of objectivity.  

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11 Ibid., p. 445.
12 Ibid., p. 503.
13 Ibid., p. 444.
14 Ibid., p. 442.
15 Ibid., p. 565.
Tachistoscope. Attachment for or variation of the slide projector, consisting of a diaphragm-type shutter for controlling illumination and duration of projected images of figures, words, silhouettes, etc.; used in the investigation and improvement of reading, spelling, and visual perception in general.16

Trade book. A book published for the purpose of giving the reader pleasure and of feeding his interest in reading for pleasure.17

Robinson points out that fortunately there are people who specialize in keeping up with the literature, and fortunately for us these people who keep up with the literature are able to make their influence felt in preparation of instructional materials.

The analysis of reading difficulties during the last twenty years has shifted from an emphasis on the motor components to an emphasis on a full-scale clinical investigation of the causes of reading difficulties. The

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16 Ibid., p. 547
17 Ibid., p. 64.
CHAPTER II

REVIEW OF THE LITERATURE

Much has been written in the field of reading, and Robinson reported that:

There is probably no subject of instruction, at least at the elementary school level, that has been studied in greater depth than reading. The literature of the field is so enormous, and continues to increase so rapidly, that it is difficult to keep up with current developments. Any effort to answer questions about the appropriateness of objectives for instruction in reading without taking into account the considered judgments of authorities who specialize in this field would certainly be misguided.¹

Robinson points out that fortunately there are people who specialize in keeping up with the literature, and fortunately for us these people who keep up with the literature are able to make their influence felt in preparation of instructional materials.

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typical diagnostic reading test does not take into account the more recent trends in the diagnosis of reading difficulties.²

Evaluation

Over the past quarter of a century the term "evaluation" has been used with increasing frequency, until today it is the most common word used in referring to educational appraisal.³

Since the typical school situation, and, in fact, many of life's situations require individuals to do considerable reading, reading skill has received the special attention of teachers and administrators. The improvement of reading is one of the generally accepted objectives of education. Hence special attention has been given to the evaluation of reading.⁴

Reading is not a simple intellectual function reflecting only the intelligence of the learner, or his age,...


³Robinson, op. cit., p. 4, citing Ralph W. Tyler, "What is Evaluation?"

or his years in school. A multitude of studies have shown that success in reading is determined by multiple factors. Learning to read is an expression of the internal needs of the child as well as an answer to the external pressures. Because all these factors enter into reading capacity, it is very doubtful that we shall ever find a single test that will accurately predict reading capacity.5

An adequate reading program seeks to promote a generation of self-reliant, discriminating, penetrating readers who recognize the varied values inherent in reading and are highly efficient in using printed sources in the solution of challenging personal and social problems.6

Robinson commented:

To plan an effective reading program, the teacher must first ascertain the child's present level of ability and achievement, estimate his interests, needs, and stage of development, and then provide guidance for continuous growth.7

The literature indicates that progress in reading is usually a continuous growth over a long period of time, such as a year or two years; however, there are often plateaus during this longer period of growth.


7 Ibid., p. 24, citing Dorothy L. Martin, "Determining Development Through Grade Testing."
Witherington found that sometimes, but not always, a person experiences what is called a plateau in his learning curve. Witherington states:

Improvement occurred steadily for a period of time, then came the plateau, and finally a new rise in improvement. Probably the typical plateau occurs in those forms of learning which involve a degree of insight, or the adoption of a different method, or the grasp of a larger pattern of response.

Normal growth in reading tends to be fairly continuous and developmental in nature.

A study of the reading profiles of children indicates that no child develops the numerous skills, abilities, attitudes, interests, and tastes in a uniform manner. There will be marked differences in degree of maturity of reading development in the various outcomes of reading instruction for any given child.

Robinson found that:

In making evaluations of reading in the middle grades, a teacher faces problems encountered at all grade levels. The main ones are determining capacity and measuring actual skills, abilities,
and interests. Differences between estimates of capacity and estimates of reading comprehension determine many of the goals for teaching reading.  

Travers states:

The best-planned evaluation studies in education involve the use of control groups in one form or another. Basically, almost every evaluation study reduces itself to a comparison of the relative effects of two different environments on changes in behavior.  

Robinson remarked that the alert teacher is still the most sensitive instrument for evaluating reading expectations. A significant feature of his sensitivity must be an awareness of the many limitations of all kinds of tests. When better instruments become available, such a teacher will be among the first to use them wisely.

Appraisal goes on throughout the year and from year to year. It is useful to teachers as a means of continuing guidance and to children as a stimulus to further effort. It calls attention to the need for special help for individual children.

Effective appraisal of reading interests and attitudes aids in the development of a closer relationship with parents if they are permitted....

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12 Robinson, op. cit., p. 25, citing Newton R. Calhoun, "Determining Expectations for Reading in Grades Four Through Six."

13 Travers, op. cit., p. 33.

14 Robinson, op. cit., p. 28, citing Newton R. Calhoun, "Determining Expectations for Reading in Grades Four Through Six."
to share in the appraisal program. This is of tremendous value in interpreting the reading program to the home.

Appraisal of reading interests and attitudes can have meaning only in terms of specific objectives. Effective appraisals of reading interests and attitudes help to assure meaningful learning experiences planned by the teacher and engaged in by the child. This assumes that the teacher sets out to make accurate appraisals, to see their implications for reading growth, and to act upon them.15

To appraise reading interests and attitudes, one deals partially in the realm of intangibles; now you have them, now you don't. Consider the term "reading attitudes": Is a child co-operative or obstinate, social or antisocial, honest or dishonest, active or passive in his reading behavior? Does he react similarly to all types of reading, to materials of varying degrees of difficulty, to free reading and instructional reading? If so, why? If not, why not? And is it possible for one to evaluate these attitudes objectively?

Often one's attitudes toward reading are affected in direct proportion to one's ability to master the reading act. Let it not be overlooked that the measurable factors involved in reading, such as vocabulary, comprehension, interpretation, and reading rates, affect the unmeasurable ones.16

Appraisal of interest and attitudes, to be of the greatest value to all concerned, can be accomplished satisfactorily only when both the teacher and the student

15 Ibid., pp. 86-87, citing June Oppenheim, "Appraising Reading Interests and Attitudes."

16 Ibid., p. 87, citing Maud C. Cleworth, "Appraising Reading Interests and Attitudes in Grades Four Through Six."
work together willingly toward mutual fulfillment. Interest appeal should not be by chance but by choice.\textsuperscript{17}

Children should progress as rapidly as they are able in recognizing unfamiliar words and in knowing their meanings. If a child does not make progress in these two skills, he does not improve in reading.\textsuperscript{18}

Robinson states:

In order to insure growth toward maturity in reading on the part of all children and young people, skill in word recognition and meaning is essential. Continuous checks on progress, appropriate to each learner, are an essential step to insuring better comprehension and producing better readers for better living.\textsuperscript{19}

The most recent innovations in the assessment of pupil development in the language arts involve attempts to appraise the extent to which the school program is effective in changing the reading habits and interests of the pupils. Evidence of such changes is obtained from records of what pupils choose to read in their leisure hours.\textsuperscript{20}

\textsuperscript{17}\textit{Ibid.}, p. 89.

\textsuperscript{18}\textit{Ibid.}, p. 98, citing Alex M. Caughran, "Determining Progress in Basic Reading Skills, Word Recognition and Meaning."

\textsuperscript{19}\textit{Ibid.}, p. 101.

\textsuperscript{20}\textit{Travers, op. cit.}, p. 146, citing Mary C. Austin, "Evaluating Status and Needs in Reading."
Robinson said:

In harmony with the modern evaluation program, the creative teacher today uses many techniques for gaining important information about the reading status and needs of pupils. The trend toward informal, teacher-devised procedures is immediately apparent in the frequency with which teachers are using the results of informal tests, careful observations, check lists, and questionnaires. When data from cumulative records and standardized tests are combined with the findings from informal classroom techniques of appraisal, the teacher has a wealth of knowledge to guide him in adjusting reading instruction to provide for individual needs. 21

Use of the Standardized Test

Robinson stated:

Perhaps the most important value of a reading test or any other standardized test, is that it lends a certain amount of definiteness to our thinking about the achievement of a pupil or a group. Without reading tests it is possible to say in a vague or general way, "Here is a pupil who appears to be a good reader; here is another who doesn't seem able to read at all." But we cannot be very confident about our classification when it is done simply on a subjective basis.

A second value of reading tests is for the appraisal of growth of individuals and groups in a developmental reading program. Is the total reading program of the school well designed to bring about normal or better growth of pupils at all grade levels and levels of ability? If not, where do the weaknesses exist? Such questions as these cannot be answered simply through the use of observation and teacher judgment. But if different forms of tests yielding comparable scores are used annually, and if the results are carefully studied,

21 Robinson, op. cit., p. 41, citing Mary C. Austin, "Evaluating Status and Needs in Reading."
a constant check can be kept on the reading program as a whole and on the rate of reading growth of individual pupils.

A third value of reading tests lies in diagnosis of the strengths and weaknesses of groups and individuals as a starting point for corrective or remedial work. However, it should be kept in mind that reading tests are not in themselves diagnostic. They yield worthwhile information for diagnosis only when someone attempts to relate the results to other kinds of information about the pupil.

Still another value of reading tests lies in the early identification of gifted pupils. Nearly all gifted pupils read well, particularly in the field of their greatest ability and interest. Not infrequently, one of the first indications of unusually high mental ability is the tendency of a young child to begin reading on his own a year or two before he reaches the age of school entrance. When he enters school, his reading ability may be beyond the usual reading test designed for the lower primary grades, and a more difficult test may be needed in order to measure his actual achievement.

In the selection and use of reading tests, it is well to keep in mind certain limitations inherent in them. First, reading tests measure specific aspects of instruction and certain skills but not the most important characteristics: attitudes, interests, and appreciations. Second, the results from different tests vary because they measure different aspects of instruction and use different content. Third, silent reading tests often yield scores higher than the actual instructional level of the pupils. Many times pupils

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are able to answer questions by familiarity with format or knowledge already possessed. Nevertheless, standardized tests properly selected and used with an understanding of their limitations will be a decided help in one phase of the total evaluation of reading.23

An excellent first step in the selection of reading tests for the middle grades is a critical analysis of the tests now in use. This analysis might start with statements by experienced teachers regarding their reasons for liking or disliking the testing program. Many schools have only a limited number of teachers with sufficient experience to judge whether or not a test suits the purposes of that school and group.

A careful study of the technical manual that accompanies the test battery or that can be obtained from the publisher may reveal that there has been careless or incomplete use of the test materials. We may also have overlooked a number of more valuable uses.24

Statements made by publishers should be checked against the criticisms of the tests which have appeared in the Mental Measurements Yearbook by Buros. An examination of the last two or three of these yearbooks will show that publishers of most tests make concerted efforts to correct any weaknesses which have been noted. Each revision of an

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23Ibid., p. 122.

24Ibid., p. 122, citing Aileen C. Norton, "Selection and use of Standardized Reading Tests in Grades Four Through Six."
older test would correct certain weaknesses which have been pointed out by critics in the yearbooks.\textsuperscript{25}

All the newer tests reduce the emphasis on routine recognition and matching of word forms. Instead they sample interpretation, organization of ideas, inferences, and deductions from material presented.\textsuperscript{26}

Careful study of how publishers have repeated, revised, and tried out test items should give us assurance that directions, too, have been thoughtfully considered. If teachers deviate from suggested directions, time limits, and interpretation of results, the authors should be protected and test scores labeled as estimates, approximations, or personal revisions. Such an admonition may be unnecessary when so many teachers really understand the place of tests in the instructional program, but in practice it is still necessary.

Selection of tests is a task which should be continuous. At least one new measure ought to be tried out by a faculty or test committee each term. Some publishers' representatives are willing to provide enough materials to test a small group so that their materials can be evaluated in a school or community. Some are willing to demonstrate their materials and will give and score tests.

When opportunities to examine and try out test materials are constantly presented, educators can continue to keep up with research as it relates to the students they serve.\textsuperscript{27}

Essentially, tests are only samples of behavior and measure only what a person does at a particular time and place. Some people do their best reading on tests; others

\textsuperscript{25} Ibid., p. 123.
\textsuperscript{26} Ibid., p. 124.
do their poorest. In interpreting the test results of a class or school, the "best" and "worst" performances may balance out, and the average scores may represent the group's actual performance. For the individual pupil, however, it is well to remember that his test performance is only a sample of his daily functioning, and the sample may be biased. Furthermore, tests are samples of the particular skill or ability tested. Reading is a complex of skills encompassing many general and specific abilities, understandings, and attitudes. Although standardized reading tests purport to measure the most important aspects of reading, they lag behind our recognition of these factors at all levels.28

The most common use of standardized reading tests is to determine over-all reading achievement of individuals and groups in comparison to that of the general population. The grade levels or percentile ranks afford both a measure of achievement and a comparison with the population on which the test is standardized. The results reveal the level in reading achievement of a school system, a class, or an individual. But what we do not know is how "good" or "bad" the results are. For this, we must take into account the capacities of the students. Test scores alone tell us "how much" but not "how good."

For example, if one third-grade class in a school averages at grade 3.9 on a reading test, and another at only 2.8, we cannot, from this information alone, determine which can be more

28 Ibid., p. 133, citing Jeanne S. Chall, "Interpretation of the Results of Standardized Reading Tests."
proud of its achievement. By merely scoring at the national norm, the first class may not be doing well enough, since the children may be superior in intelligence and should be achieving even higher. The class that scored below the national norms may be below normal in intelligence and may, in fact, be achieving even better than the first in terms of the capacities of the children.29

Standardized reading tests designed for a few grades frequently give a distorted picture of reading achievement, particularly at the extremes among the poorest and the best readers. The selections and vocabulary are suitable for typical students in those grades. Hence, if students are significantly retarded or advanced for their grade, they will be unable to reveal their true achievement levels.30

Robinson found:

It would be well to select tests for those who achieve at the extremes on the basis of their estimated reading level rather than their grade placement.31

The grade equivalents from standardized reading tests can give clues to selecting appropriate reading materials, to suggesting the level and type of reading instruction, and to grouping of students.32

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29Ibid., pp. 133-134.
30Ibid., p. 134.
31Ibid., p. 134.
32Ibid., p. 135.
One must always bear in mind that, important as it is, a standardized testing program should never be considered as a substitute for the continuous diagnostic teaching carried on by the classroom teacher.33

Robinson stated:

It is now generally accepted that instruction for any individual must begin at his own level of achievement. Consequently, the grade score obtained on a reading test is important, since it assists the teacher in grouping students for more effective teaching.34

Robinson states that because norms on tests are more accurate at the mean than at the extremes, we can usually rely upon the adequacy of the measure for students who score close to grade placement. However, scores which fall considerably below or above the mean should be scrutinized carefully.35

Frequent misuse of tests stems from placing too much confidence in scores obtained for individual pupils and in limited evaluations. No test is perfectly reliable, and

33 Ibid., p. 144, citing Ellsworth S. Woestehoff, "Using Results of Reading Tests to Improve Instruction in Grades Four Through Six."

34 Ibid., p. 144, citing Lillian G. Fletcher, "Using Results of Reading Tests to Improve Instruction in Grades Seven Through Nine."

there is always a certain amount of error in even the best test administered under ideal conditions.36

Robinson said that different objectives require different evaluation devices. Hence a school needs to determine which aspects of its total evaluation program can make use of standardized tests and which can be handled more effectively by means of teacher-made tests. Since standardized tests may not be applicable or valid for measuring a teacher's objectives in a specific course because of the variation in course content from teacher to teacher, teacher-made tests are often preferable.37

The School Survey

Austin remarked:

The most comprehensive method devised to date for evaluative purposes is the school survey. By definition, a school survey is the study or evaluation of a school, a school system, or any part of the school, for the purpose of examining specific facts or judging the quality of certain features. Suggestions for changes and recommendations for improvements are expected outcomes.38

Austin states that parents play an important role in the reading survey. They can help or hinder its progress by

36 Remmers, Gage and Rummel, op. cit., p. 31.

37 Ibid., p. 89.

38 Mary C. Austin, Clifford L. Bush, Mildred H. Huebner, Reading Evaluation. (New York: The Ronald Press Company,
their support or antagonism. Parents have a tendency to expect the teaching to be conducted as they were taught. They may feel threatened or left out if there are aspects of the program they do not understand.39

The classroom teachers are key figures in the survey. They acquire new insights into classroom procedures, methods, materials, the nature and background of the children they are teaching, as they take part in the survey. They have opportunities for further professional growth as they take part in in-service meetings, learn about various measuring devices and their interpretation, become familiar with the home background of each pupil, and acquire more complete information concerning each student, not only his achievement, but what can be expected of him in terms of his heredity, environment, interests, and aptitudes.40

A school survey should never be a "one-shot" affair. If it is to have lasting value, it must have a continuous follow-up. Since the school population is ever-changing, the program must continue to meet the needs and must also project into the future.41

39Ibid., p. 143.
40Ibid., pp. 166-167.
41Ibid., p. 215.
Austin states that the educational literature of the past few years has led to the conviction that remedial programs have definite values.\(^{42}\)

**Teacher-made Tests**

Teacher-made tests are still among the most useful educational instruments which contribute to the improvement of classroom learning, and, if used with professional integrity, skill, and discretion, they should contribute vitally to student-teacher dialogues—dialogues which focus on the student's own behavioral change and growth through learning.\(^{43}\)

Lisonbee states:

An ideal test is a well-constructed test devised by the teacher himself, aimed at the goals and content the teacher has established. The teacher alone knows what he has covered and what directions were taken during the course. By devising his own tests, he doesn't teach for the test, [the objectives for instruction and test questions would probably be the same or very similar and a matter of interpretation as to whether the instructor is teaching objectives or for the test], but he uses tests to determine how well he has accomplished the objectives set for himself and for his students.\(^{44}\)

\(^{42}\)Ibid., p. 224.


\(^{44}\)Lorenzo Lisonbee, "Testing, What For?" The Science Teacher, XXXIII (May, 1966), 29.
Robinson, in a report on reading instruction in various patterns of grouping, mentioned that experts found the team approach to organizing for reading very useful.45

**Standardized Tests**

Merwin's review states that the 1957 edition of the California Achievement Tests is the latest revision of an achievement test series which started in 1934 under the title Progressive Achievement Tests. This is a well-constructed set of tests, though, as an achievement battery, coverage is limited. Much information about the tests and aids for interpreting the results are provided in the test manuals. This material should be carefully studied and understood prior to administration of the tests. Scores from the subsections should not be plotted on the diagnostic profile and interpretation across the scores for an individual student should await the provision of information concerning the reliability of the differences between these scores. Schools that are seeking an achievement battery to test just the three general skills areas covered by these batteries and who find from a study of the items that the

---

content coverage is relevant to their instructional objectives may find these batteries of tests useful.\textsuperscript{46}

North's opinion is that the 1957 edition of the California Achievement Tests is suitable for use by schools that want to focus their achievement measurement and diagnosis on the traditional, fundamental skills and content in the areas of reading vocabulary and comprehension, arithmetic, and English. If coordinated evaluation of a more intensive or extensive nature is desired, consideration might well be given to test series such as the Stanford Achievement Test for the elementary grades.\textsuperscript{47}

Gray commented on the Gates Primary Reading Tests. These tests are an integral part of a broader program for testing reading throughout the grades which Dr. Gates has developed. They include separate tests designed to measure the level and range of ability of three highly important types of reading in the primary grades. Type 1, Word Recognition, measures the degree to which pupils can identify with reasonable accuracy representative primary words. The test consists of 48 items, each of which


\textsuperscript{47}Ibid., p. 21.
includes a picture and four words. The task is to identify and encircle the word that tells most about the picture.

All the words used fall within the first 1,000 of the Gates Primary Word List. 48

Gray further stated regarding the Gates Primary Reading Tests:

No discussion of validity accompanies the tests. A critical analysis of the test passages led the reviewer to the conclusion that the test exercises were reasonably valid measures of the abilities they purported to measure. These tests were used for diagnostic purposes only. They were not used for research or evaluation, and were used only at the very beginning of the program, then replaced by tests with proven validity. The tests are easy to administer and can be used either for general survey or diagnostic purposes. 49

Robinson stated that in spite of some limitations of Stanford Achievement Tests for reading, these tests are undoubtedly among the best survey tests of reading achievement for the elementary grades. The format and content, the standardization and norms, the ease of administering and scoring—all contribute to the conclusion


49 Ibid., p. 512.
that this is a dependable gross measure of reading
achievement.\textsuperscript{50}

In Buros' Fifth Mental Measurements Yearbook,
Townsend makes this statement about the Stanford Achievement
Tests:

In spite of limitation of test content, however,
the Stanford holds a position of importance in the
testing program which is very hard to duplicate.
This position it holds primarily for these reasons:
(a) It can be used either with or without the rest
of the battery; (b) It exists in five comparable
forms for each level; and (c) Its scoring system
facilitates the comprehensive longitudinal study
of growth in reading skills over a wide grade
range. They probably justify fully the remark in
the manual that "inability to measure all the
outcomes of education should not deter one from
measuring those functions for which there are
suitable measures.\textsuperscript{51}

Lefever makes this comment in Buros' Fifth Mental
Measurements Yearbook about The Otis Quick-Scoring Mental
Ability Tests:

The Otis Quick-Scoring Mental Ability Tests,
as the title implies, do furnish a short and
easily scored indicator of scholastic aptitude.
Such a measure, if interpreted with care, can
be useful to both teacher and counselor by
revealing within fairly broad limits of accuracy
the probable level of academic achievement for a
majority of pupils.\textsuperscript{52}

\textsuperscript{50} Oscar Krises Buros, \textit{The Fifth Mental Measurements
Yearbook}, (Highland Park, New Jersey: The Gryphon Press,

\textsuperscript{51} Ibid., pp. 755-756.

\textsuperscript{52} Ibid., p. 499.
Future Reading

In commenting on the future of reading, reading programs of the present decade vary markedly according to a number of factors: the type of community, the size of the school and its staff, the importance placed upon reading by the administration, the attitudes and training of the teachers, the abilities of pupils, the kinds of instructional materials, and the availability of consultant service. Certainly as one looks ahead into the future, no one kind of reading program emerges as "the best." As more school systems evaluate their practices, patterns of good all-school programs will appear, resulting from the combination of sound theory, practical experience, and objective appraisals.53

Austin explained and gave examples of how complicated learning to read is and how many physical, emotional and environmental factors enter into reading. Austin states that the graded system of classification has never been completely satisfactory in the American school systems. It has been convenient administratively; but children do not grow, develop, and learn according to a set of single standards from September to June.54


54 Austin, Bush, and Huebner, op. cit., p. 232.
Austin, in commenting on the future of reading, emphasizes that the school survey has received too little attention in the journals. She points out a lag between research and practice in the school room, and is hopeful that in the future the lag can be met by having researchers go directly to the classroom and help classroom teachers receive the benefit of research by participating in some research under the guidance of these experts in the field of research.\textsuperscript{55}
CHAPTER III

PROCEDURES FOR EVALUATION

I. BACKGROUND OF THE PROBLEM

North Beardsley School is a kindergarten through fifth grade school. It is a brick structure and was constructed in 1953, and includes 18 classrooms, offices, and a cafeteria. North Beardsley has an enrollment of 513 students, and is part of Beardsley School District. Beardsley School District is in Kern County, and is in Northwest Bakersfield. Many of the students live in Oildale, a suburb of Bakersfield, with approximately 25,000 population. Beardsley District has an enrollment of 2,000 students.

The majority of the residents in the vicinity of North Beardsley School own their own homes, and many are oilfield workers or work at service jobs; however, there are a number of people in other areas of Beardsley School District who are more socially and economically deprived, thus qualifying Beardsley School District for federal funds under the Elementary and Secondary Education Act. Very few of these socially and economically deprived citizens live in the North Beardsley area.

The fifth grade reading program at North Beardsley School was a pilot program for Beardsley School District.
If the program proves successful it will be extended to include grades two through six.

The fifth grade reading program was started because of a large number of poor readers. The three fifth grades had 102 students, 26 of whom needed remedial work. This is a district project financed partially by federal funds and partially by local funds. The reading laboratory instructor is paid by federal funds and most of the equipment for the laboratory was purchased with federal funds. The teacher aides are paid by federal funds while the district teachers are paid from local funds.

**Laboratory Personnel and Instructors**

The laboratory instructor has seventh grade, special education and fifth grade teaching experience, with a number of special reading courses included in his studies since receiving his regular credential. He has specialized in reading, and wrote his master thesis on reading and intelligence, "An Experimental Design in 1959". He has long been considered the outstanding teacher in the field of reading at Beardsley School, and has been the reading laboratory instructor for one and one-half years.

The top level fifth grade teacher has twenty years' teaching experience, the middle group teacher has two years' experience, and the lower group teacher has nine years'
experience. They are all considered outstanding fifth grade teachers.

The paraprofessional has one and one-half years' experience working in the reading laboratory at North Beardsley School. Her experience included in-service training in ethics, her area of work, observing and working with children, helping with yard duty, and training on the equipment and material used in the reading laboratory.

**Description of the Physical Plant**

North Beardsley School's reading laboratory is a regular classroom with the usual storage space, plus extra space provided by cabinets built especially for reading laboratory files. The room appears to be very much like a library with tables and chairs in addition to fifteen arm-type desks. It also includes projectors and screens, listening stations, Craig reader stations, overhead projectors, record players, tape recorders and many low level high-interest books and reference books.

**Grouping the Students**

As stated above, the three fifth grades were grouped into three groups according to reading ability. The Otis Quick-Scoring Mental Ability Tests, new edition by Arthur S. Otis, form alpha, and Monroe's Standardized Silent Reading Test Selfscoring were used for grouping the students.
After giving these tests, further tests were given to verify the correct placement of the students. Gates-MacGinitie Reading Tests were given to all groups. Tests of appropriate levels were selected according to the level indicated by the Otis Quick-Scoring Mental Ability Tests and Monroe's Standardized Silent Reading Test Selfscoring. Tests for grades 4, 5 and 6 were given to the top group. Tests on the 3rd grade level were given to the middle group, and 2nd grade tests were given to the low group. The low group was also given an "Auditory Discrimination Test" by Joseph Wepman, a Wide Range Vocabulary Test by C. R. Atwell and F. L. Wells, The Keystone Visual Survey Tests by Keystone View Company, and Doren Diagnostic Reading Test of Word Recognition Skills by Margaret Doren.

The Otis Quick-Scoring Mental Ability Tests and Monroe's Standardized Silent Reading Test Selfscoring were plotted to form a scattergram showing each pupil's position on each test. The scattergram was then used to determine the quartiles of the group. The teacher's opinion was also considered in grouping. The teacher's opinion was given priority over the test if there was a conflict. This type of grouping has been very satisfactory to the teacher and students. The groups were kept flexible by the staff, and students were moved up or down as the need arose. The teachers favor having the students grouped in this manner.
because more material on each group's level can be accumulated for each group than is available in the average classroom. Each of the teachers mentioned that each group could progress faster and further than in a regular classroom by having a group which is near the same level of reading ability. The teacher of the low group mentioned that the children in his group seem to have less feelings of stigma toward reading when all are about the same level in reading. The lower group helped create a learning environment with new leaders developed from the group.

**Instructional Procedure**

The top group and the middle group worked in their home rooms most of the time. The lower group used the laboratory daily, as well as using their room. There were some students in this group working in the laboratory each day, with part of them working in the classroom. The paraprofessional worked with the laboratory instructor in the laboratory or in the room with the teacher, or in the room alone while the teacher and the laboratory instructor were working in the laboratory.

The laboratory instructor, the classroom teacher, and the paraprofessional worked together, and each worked with each child at different times during the program. These three people met daily, usually at the close of the day, and discussed the progress of individual students and how they
could help the individual most, and then made suggestions for the next day. This close association of the instructors helped in correcting a weakness of the student, and all three instructors were made aware of a certain weakness, and each worked daily on correcting this weakness. They were also able to stress the strength of a student in the same way. The instructors liked this team approach, and used it to help the student progress faster in his reading program.

The teachers and students of the top group and the middle group were allowed to progress at their own rate of speed. Occasionally the reading instructor worked with these classes to help demonstrate the use of a piece of equipment, or to observe. The Language Master and Tachistoscope were used by the top and middle group teachers. A record was kept of the number of library books read.

They planned to use the test re-test method, in addition to teacher-tests and appraisal, for evaluation, and other fifth grade classes which were not in the program for a control group.

The Keystone Visual Survey Tests were given to the remedial students. The students were carefully checked for hearing. The speech therapist helped with speech problems.

The following statistical tables indicate the pre test and post test scores of the experimental and control groups used for the reading experiment.
### Statistical Tables

#### Pre Test Results of the Low Experimental Group

**Table 1**

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>22</td>
<td>26.7</td>
<td>5.23</td>
<td>0.72</td>
</tr>
<tr>
<td>Control</td>
<td>17</td>
<td>25.3</td>
<td>6.40</td>
<td></td>
</tr>
</tbody>
</table>

#### Post Test Results of the Low Control Group

**Table 2**

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>22</td>
<td>20.54</td>
<td>7.22</td>
<td>4.31</td>
</tr>
<tr>
<td>Control</td>
<td>17</td>
<td>12.86</td>
<td>4.05</td>
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</tr>
</tbody>
</table>

#### Pre Test Results of the Middle Experimental Group

**Table 3**

<table>
<thead>
<tr>
<th>Group</th>
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<th>Mean</th>
<th>Standard Deviation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>26</td>
<td>33.58</td>
<td>5.45</td>
<td>4.26</td>
</tr>
<tr>
<td>Control</td>
<td>27</td>
<td>27.32</td>
<td>5.31</td>
<td></td>
</tr>
</tbody>
</table>
### Post Test Results of the Middle Control Group

Table 4

<table>
<thead>
<tr>
<th>Group</th>
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<th>Standard Deviation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>26</td>
<td>35.65</td>
<td>8.76</td>
<td>6.17</td>
</tr>
<tr>
<td>Control</td>
<td>26</td>
<td>23.81</td>
<td>3.78</td>
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</tbody>
</table>

### Pre Test Results of the High Experimental Group

Table 5

<table>
<thead>
<tr>
<th>Group</th>
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<th>Standard Deviation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>28</td>
<td>47.75</td>
<td>11.49</td>
<td>1.85</td>
</tr>
<tr>
<td>Control</td>
<td>27</td>
<td>41.68</td>
<td>12.70</td>
<td></td>
</tr>
</tbody>
</table>

### Post Test Results of the High Control Group

Table 6

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>28</td>
<td>43.82</td>
<td>5.96</td>
<td>2.66</td>
</tr>
<tr>
<td>Control</td>
<td>28</td>
<td>39.14</td>
<td>7.00</td>
<td></td>
</tr>
</tbody>
</table>
Table 1 shows a t score of .72 which indicates no significant difference at the .01 level of confidence.

Tables 2, 3 and 4, whose t scores are 4.32, 4.26 and 6.17, respectively, all indicate a significant difference at the .01 level of confidence. Table 5 shows a t score of 1.85, which indicates no significant difference at the .01 level of confidence. Table 6 shows a t score of 2.66, which indicates significant change at the .05 level of confidence.

North Beardsley School has a reading specialist, a paraprofessional, and three classroom teachers for the fifth grade reading program. The reading specialist has based the program on established practices, as described by the literature.

Standardized tests were recommended in the literature. Beardsley School's program used standardized tests to group the children at the beginning of the program, and to compare the control groups with the experimental groups.

Remedial work was a major concern for the program, and one of the main reasons for the program. Remedial work was highly recommended in the literature to improve and develop basic reading skills.

Diagnosing reading difficulties was a basis of the program to help improve the reading level of the students. The program was periodically evaluated throughout the year with standardized tests and teacher evaluations. The
CHAPTER IV

SUMMARY, CONCLUSION, AND RECOMMENDATION

I. SUMMARY

North Beardsley School's fifth grade reading program is based on good practices and sound theory according to the literature.

The literature recommended a reading specialist. North Beardsley School has a reading specialist, a paraprofessional, and three classroom teachers for the fifth grade reading program. The reading specialist has based the program on established practices, as described by the literature.

Standardized tests were recommended in the literature. Beardsley School's program used standardized tests to group the children at the beginning of the program, and to compare the control groups with the experimental groups.

Remedial work was a major concern for the program, and one of the main reasons for the program. Remedial work was highly recommended in the literature to improve and develop basic reading skills.

Diagnosing reading difficulties was a basis of the program to help improve the reading level of the students. The program was periodically evaluated throughout the year with standardized tests and teacher evaluations. The
remedial group was evaluated daily by the classroom teacher, and reading specialist. The paraprofessional was often very helpful in contributing information about attitudes of students toward the reading program.

The students in the program were examined to discover pupils who needed professional eye care, and hearing tests were given to those who had a hearing loss or a symptom of a hearing loss. The psychologist checked students who were recommended to him, and he also recommended some of the reading tests which were used. The speech therapist helped with speech problems. The literature advised the use of specialists in diagnosing reading difficulties.

The students were given standardized tests at the beginning of the program to determine their present reading level, and to give the program a more tangible evaluation. Control groups were used to compare the progress of the students involved in the program.

The teacher's evaluation of the students' progress was very helpful in determining attitudes toward reading. Sometimes the paraprofessional was able to help in determining the pupils' attitude toward reading.

Comprehension or meaning was evaluated. The librarian was able to assist with the evaluation of leisure reading.

The standardized tests used in the program were found to be satisfactory for the experimental design, and were
given favorable reviews in Eurus' "Test and Mental Measurements Yearbook." The publisher's technical manuals also proved useful.

1. There was a significant difference between the middle groups on the pre test.

2. There was no significant difference between the two top groups on the pre test.

3. The low experimental group made a significant gain at the .01 level of confidence.

4. There was a gain in both middle groups on the post test.

5. There was a significant gain in the high experimental group on the post test at the .05 level of confidence.

6. The low experimental group and the high experimental group each made more gain than their comparable control group. The significant gains made by these two experimental groups were at the .01 and .05 level of confidence, respectively.

7. The middle experimental and control groups showed significant difference on both the pre test and the post test. The difference was even greater on the post test than on the pre test by a t score of 6.17 post test, 4.26 pre test, or a difference of 1.91 t score.
II. CONCLUSION

1. There was no significant difference between the low groups on the pre test.

2. There was a significant difference between the middle groups on the pre test.

3. There was no significant difference between the two top groups on the pre test.

4. The low experimental group made a significant gain at the .01 level of confidence.

5. There was a gain in both middle groups on the post test.

6. There was a significant gain in the high experimental group on the post test at the .05 level of confidence.

7. The low experimental group and the high experimental group each made more gain than their comparable control group. The significant gains made by these two experimental groups were at the .01 and .05 level of confidence, respectively.

8. The middle experimental and control groups showed significant difference on both the pre test and the post test. The difference was even greater on the post test than on the pre test by a t score of 6.17 post test, 4.26 pre test, or a difference of 1.91 t score.
This program was an Elementary and Secondary Education Act project, and improvement of the unsuccessful reader was the primary concern of the program. The successful reading groups were left with very little coordinated assistance from the reading specialist. The statistics on these two groups were not made at the end of the school term because they were not needed for the Elementary and Secondary Education Act Evaluation, which was a study of the remedial group only.

One recommendation was more supervision and in-service training for the middle and top group instructors because they received very little help or guidance from the reading specialist. More coordination and planning between the classroom teachers and reading specialist would help the students in the middle group and top group increase their reading skills faster. The reading specialist would be able to share more of his techniques and knowledge of reading skills with classroom teachers through in-service training.

The present program used the skills and training of the reading specialist mainly for the low group because that was the only group the federal program was designed to benefit.

Another recommendation was to extend the program to include all seven fifth grades of the Beardsley School District in the 1967-68 school year with regularly planned
in-service training for all classroom teachers. New grade levels could be added to the program one grade level each year until the program included second grade through sixth grade levels.

Gradual extension of the program would allow time for refinement of the program to meet the needs of other grade levels. Teachers in other grade levels could observe the program and become more enthusiastic about bringing it to their own grade level over the year rather than to try to adopt the program to include second grades through sixth grades in one year. The reading specialist and fifth grade classroom teachers who participated in the pilot program considered the enthusiasm and cooperation of all the staff as one of the major contributing factors to the success of the program.
BIBLIOGRAPHY


APPENDIX A

STATISTICAL FORMULAS USED

Formulas Used for t-Score

\[ t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sum d_i^2 / N_1 + \sum d_i^2 / N_2}{N_1 + N_2 - 2}}} \]

APPENDIXES

Short Form for Standard Deviation Formula

Standard Deviation = \[ \sqrt{\frac{\sum d^2}{N}} \]

Explanation of Symbols

\( d \) = deviation from the means
\( N \) = number of cases
\( \bar{x} \) = mean
\( \Sigma \) = summation
STATISTICAL FORMULAS USED

Formulas Used for t Score

\[ t = \frac{\bar{X}_1 - \bar{X}_2}{s} \sqrt{\frac{\frac{N_1 N_2}{N_2 + N_1}}{N_1 + N_2 - 2}} \]

Short Form for Standard Deviation Formula

\[ \text{Standard Deviation} = \sqrt{\frac{\sum d^2}{N}} \]

Explanation of Symbols

- \( d \) = deviation from the means
- \( N \) = number of cases
- \( \bar{X} \) = mean
- \( \Sigma \) = summation

Equipment and Materials

The laboratory has the following equipment:

1. A 35 millimeter film strip projector
2. A 16 millimeter motion picture projector
3. An overhead projector
4. A film projector
5. A tape recorder
6. A record player
7. A Language Master
8. A Pentograph
9. Two projector screens
10. Flash card materials
11. Tapes
12. Records
13. Charts
14. Demonstration materials
15. Phonetic records
16. Two electric typewriters
17. Two filing cabinets
18. Two desks
19. Desks, pupils
20. Chairs, pupils
21. A table, round
APPENDIX B

Equipment and Supplies

The laboratory has the following equipment:

(1) A 35 millimeter film strip projector
(2) A 16 millimeter motion picture projector
(3) An overhead projector
(4) An IDL projector
(5) A tape recorder
(6) A record player
(7) A Language Master
(8) Earphones
(9) EDL Jack X Tachistoscope
(10) Two projector screens
(11) Flash card materials
(12) Tapes
(13) Records
(14) Charts
(15) Demonstration materials
(16) Phonic records
(17) Two electric typewriters
(18) Two filing cabinets
(19) Two desks
(20) Desks, pupils
(21) Chairs, pupils
(22) Table, round
(23) **Table, rectangular**

(24) **Encyclopedia, World Book**

(25) **Dictionaries**

(26) **Seven sets of remedial series**

- a. *Easy to Read books, Random House*
- b. *Dolch, First Reading Books*
- c. *Dolch, Basic Books*
- d. *Cowboy Sam Series*
- e. *Morgan Bay Mystery Series*
- f. *Deep Sea Adventure Series (Harr Wagner)*
- g. *Golden Books, Mary Read Series*

<table>
<thead>
<tr>
<th>Group</th>
<th>X</th>
<th>Mean</th>
<th>S.D.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>BESA-Team</td>
<td>22</td>
<td>26.7</td>
<td>5.23</td>
<td>72</td>
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<tr>
<td>Control</td>
<td>17</td>
<td>25.3</td>
<td>6.80</td>
<td></td>
</tr>
</tbody>
</table>

**C. Test results: Stanford Reading Test (Comprehension), May, 1967**

The comprehension scores earned by the pupils of the BESA District Group after the team teaching effort were compared with those of the Control Group and the difference between the two means was found to be significant at the .01 level of confidence.
The Results of an ESEA-District Team Teaching Effort at the Fifth Grade Level, Beardsley School, 1966-1967

A. Introduction

An ESEA-District Group of twenty-two unsuccessful readers whose reading ability and intellectual ability ranked them in the lowest quartile of one hundred pupils received the combined efforts of District and ESEA reading teachers. This group was compared on a pre and post basis with a Control Group of unsuccessful readers from another segment of one hundred pupils.

B. Pre test data: California Achievement Test (Comprehension), October, 1965

The comprehension scores earned by the pupils of the two groups prior to the reading program were compared. There was no significant difference found between the two means.

Pre Program Test Results Comparing the ESEA-District Group with a Control Group

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESEA-Team</td>
<td>22</td>
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<td>5.23</td>
<td>.72</td>
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<tr>
<td>Group</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Control Group</td>
<td>17</td>
<td>25.3</td>
<td>6.40</td>
<td></td>
</tr>
</tbody>
</table>

C. Post test: Stanford Reading Test (Comprehension), May, 1967

The comprehension scores earned by the pupils of the ESEA-District Group after the team teaching effort were compared with those of the Control Group and the difference between the two means was found to be significant at the .01 level of confidence:
Post Program Test Results Comparing the ESEA-District Group with a Control Group

<table>
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<tr>
<th>Group</th>
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<th>Mean</th>
<th>S.D.</th>
<th>t</th>
</tr>
</thead>
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<tr>
<td>ESEA-Team Group</td>
<td>22</td>
<td>20.54</td>
<td>7.22</td>
<td>4.31</td>
</tr>
<tr>
<td>Control Group</td>
<td>17</td>
<td>12.86</td>
<td>4.05</td>
<td></td>
</tr>
</tbody>
</table>


I. Objectives

A. Improvement of program. The purpose of this survey has been to collect information which could be used to improve the quality of future projects.

B. Control of bias. All teachers were encouraged to respond with complete freedom; she could, if she wished, exercise an option of anonymity.

1. Bias detection. The design provided for the detection of bias in order to improve the validity of the results.

II. Description

A. Exhibit. A sample questionnaire has been appended to this report.


III. Table of Results. The results from the thirty-five returned questionnaires (40% return) have been tallied, and those which were significant and suitable for project use are summarized below:

B. Control of bias. All pupils were encouraged to assume a critical attitude and to respond to questions carefully in order that the project might be improved.
<table>
<thead>
<tr>
<th>Teacher Report</th>
<th>Opinion or Attitude Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong></td>
<td><strong>B.</strong></td>
</tr>
<tr>
<td>1. 70%</td>
<td>1. Project aims and information</td>
</tr>
<tr>
<td>2. 100%</td>
<td>1. Teachers who believed that they had</td>
</tr>
<tr>
<td>3. 80%</td>
<td>been kept well informed about</td>
</tr>
<tr>
<td></td>
<td>project aims.</td>
</tr>
<tr>
<td></td>
<td>2. Teachers who expressed willingness to</td>
</tr>
<tr>
<td></td>
<td>attend meetings after school hours.</td>
</tr>
<tr>
<td></td>
<td>3. Teachers with project pupils who had</td>
</tr>
<tr>
<td></td>
<td>visited the laboratory.</td>
</tr>
</tbody>
</table>

| 1. 100%        | 1. Pupil attitude and motivation |
| 2. 80%         | 1. Teachers who reported that their |
| 3. 90%         | project pupils were usually able to |
| 4a. 100%       | leave for their ESEA classes without |
| 4b. 30%        | teacher assistance.              |
| 4c. 60%        | 2. Teachers who felt that the attitude of |
|                | the average Beardsley child toward |
|                | the project was without stigma.   |
|                | 3. Teachers who believed that the remedial |
|                | pupil himself felt that his group |
|                | was without stigma.               |
|                | 4a. Teachers who felt that on the average |
|                | the attitude of the child had |
|                | improved.                        |
|                | 4b. Teachers who reported that great |
|                | improvement had been shown.       |
|                | 4c. Teachers who reported that some |
|                | improvement had been shown.       |

**Part II: Pupil Attitude and Motivation Measurements Obtained Through ESEA Pupil Survey, 1966-1967, \(N = 130\)**

**I. Objectives**

A. Improvement of program. The information from this survey will be used to improve the quality of future projects.

B. Control of bias. All pupils were encouraged to assume a critical attitude and to respond to questions carefully in order that the project might be improved.
II. Description

A. Exhibit. A sample questionnaire has been appended to this report.


III. Table of Results. The results from the one hundred and thirty returned questionnaires have been tallied, and those which are significant and suitable for project use are summarized below:

Summary of Pupil Opinion and Attitude Statements of Beardsley ESEA Pupils and the Percentage of Pupils Holding the Statement in Agreement (N = 130)

<table>
<thead>
<tr>
<th>Percent of Pupil Agreements</th>
<th>Opinion or Attitude Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 85%</td>
<td>1. The selection of ESEA Title I Laboratory books were either excellent or very good.</td>
</tr>
<tr>
<td>2. 70%</td>
<td>2. The length of the Reading-Laboratory instructional period was o. k.</td>
</tr>
<tr>
<td>3. 58%</td>
<td>3. The Reading-Laboratory helped me to do better in my other subjects.</td>
</tr>
<tr>
<td>4. 50%</td>
<td>4. The time I spent in the Reading-Laboratory helped me to improve my grades in other subjects.</td>
</tr>
<tr>
<td>5. 76%</td>
<td>5. The program was of great value to me.</td>
</tr>
<tr>
<td>6. 80%</td>
<td>6. I like to read books.</td>
</tr>
</tbody>
</table>

Conclusions: The results seem reasonable and suitable for project use.
Summary of ESEA Library Enrichment Activities for Disadvantaged Pupils, Grade Two-Six, Beardsley School, September-May, 1966-1967, (N = 250)

I. Objective

A. A synergistic remedial effect. A major objective has been to integrate the remedial activity with the library resource in order to provide, hopefully, a synergistic remedial effect.

II. Description

A. Implementation. The implementing device has been a rich library environment which has offered to the disadvantaged student an opportunity to borrow useful and enjoyable reading materials.


III. Summary of Results

Times Series Table of ESEA Library Book Circulation, Grades Two to Six, Beardsley School, September-May, 1966-1967 (N = 250)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Books Circulated</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sept</td>
<td>Oct</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>38</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>80</td>
<td>136</td>
</tr>
</tbody>
</table>