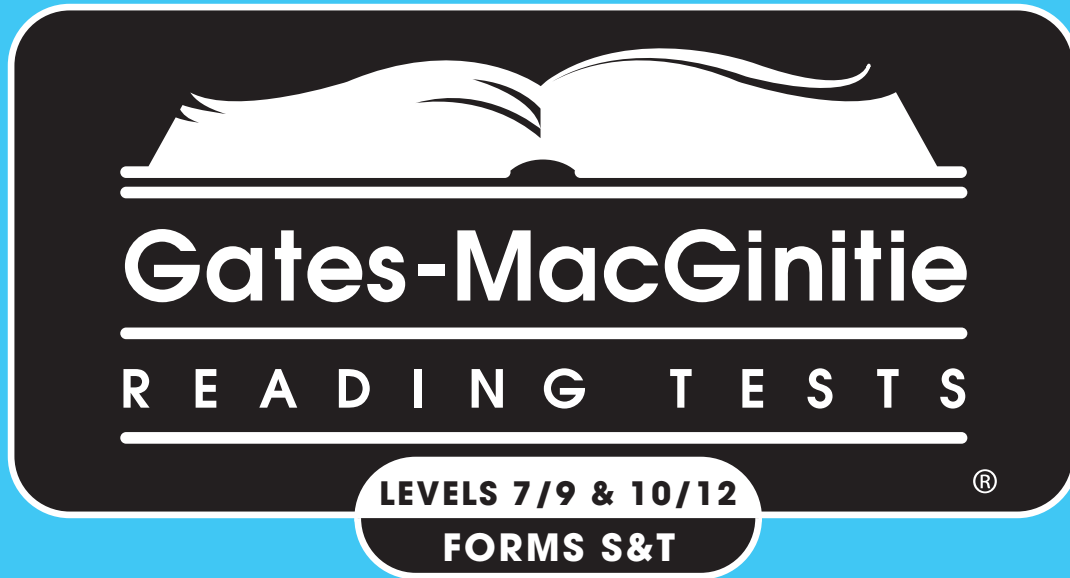


F O U R T H E D I T I O N



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**DIRECTIONS FOR
ADMINISTRATION**



RIVERSIDE PUBLISHING
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GATES-MACGINITIE READING TESTS (GMRT)

Levels 7/9 and 10/12

What you will find in the manuals

In the *Directions for Administration*

- Information about the *Gates-MacGinitie Reading Tests* series
- How to choose appropriate test levels
- What is in the tests
- What to do before testing
- How to give the tests
- What to do if answer sheets will be scored by the Riverside Scoring Service®

In the *Directions for Online Administration*

- Information about the *Gates-MacGinitie Reading Tests* series
- How to choose appropriate test levels
- What is in the tests
- How to prepare for online testing
- How to monitor the testing

In the *Manual for Scoring and Interpretation*

- How to hand score the tests
- How to use the tables of norms
- What the scores mean
- Tables of 1999 and 2006 norms

In *Linking Testing to Teaching:*

A Classroom Resource for Reading Assessment and Instruction

- How to use the scores as part of a comprehensive assessment of reading
- How to use the scores to guide instruction

In the *Technical Report*

- How the tests were developed
- How the tests were standardized
- Statistical information about the tests

In the *Technical Report Supplement*

- How the tests were renormed in 2005–2006
- Statistical information about the renorming
- How the online tests were developed
- Statistical information about the online tests

Acknowledgment

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DIRECTIONS FOR ADMINISTRATION

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THE GATES-MACGINITIE READING TESTS® (GMRT®)



Introduction

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History

This Fourth Edition of the *GMRT* continues a long tradition of reading tests begun by Arthur I. Gates. The *Gates Silent Reading Test* and the *Gates Primary Reading Tests*, two of the first widely used reading tests, were published in 1926. Since that time, Arthur Gates, and then Walter MacGinitie and others, have improved and revised the tests and introduced new tests and new concepts in testing.

Purpose

The basic premise of the *GMRT* is that it is useful for teachers and schools to know the general level of reading achievement of individual students throughout their school careers. The objective information obtained from the tests, complemented by teachers' evaluations and other sources of information, is an important basis for

- ◆ Selecting students for further individual diagnosis and special instruction;
- ◆ Planning instructional emphases;
- ◆ Locating students who are ready to work with more advanced materials;
- ◆ Making decisions about grouping students;
- ◆ Talking with students about their progress in reading;
- ◆ Deciding which levels of instructional materials to use with new students;
- ◆ Evaluating the effectiveness of instructional programs;
- ◆ Reporting to parents and the community.

Tests and Norms in the Series

Test Levels and Forms

Test Level	Form	Grade Level ^a	Answer Format	Test or Subtest	Number of Questions	Testing Time in Minutes
PR (Pre-Reading)	S	K.7–1.4	booklet	Literacy Concepts	20	about 25 ^b
				Oral Language Concepts	20	about 25 ^b
				Letters and Letter/Sound Correspondences	30	about 25 ^b
				Listening (Story) Comprehension	20	about 25 ^b
BR (Beginning Reading)	S	1.0–1.9	booklet	Initial Consonants and Consonant Clusters	15	b,c
				Final Consonants and Consonant Clusters	15	b,c
				Vowels	15	b,c
				Basic Story Words	25	about 25 ^b
1	S	1.5–1.9	booklet	Word Decoding	43	20
				Comprehension	39	35
2	S, T	2	booklet	Word Decoding	43	20
				Word Knowledge	43	20
				Comprehension	39	35
3	S, T	3	booklet	Vocabulary	45	20
				Comprehension	48	35
4	S, T	4	booklet or answer sheet	Vocabulary	45	20
				Comprehension	48	35
5	S, T	5	booklet or answer sheet	Vocabulary	45	20
				Comprehension	48	35
6	S, T	6	booklet or answer sheet	Vocabulary	45	20
				Comprehension	48	35
7/9	S, T	7–9	booklet or answer sheet	Vocabulary	45	20
				Comprehension	48	35
10/12	S, T	10–12	booklet or answer sheet	Vocabulary	45	20
				Comprehension	48	35
AR (Adult Reading)	S, T	Post High School	booklet or answer sheet	Vocabulary	45	20
				Comprehension	48	35

^a A test level designed for a given grade or grade range is usually also suitable for classes at the beginning of the following grade, particularly if the group is average or below, and for classes at the end of the preceding grade, particularly if the group is above average.

^b For Levels PR and BR, there is no time limit. The teacher paces the students through the tests at whatever rate is appropriate for the group. Testing times are approximate for an average class; many classes will take a shorter or a longer time.

^c The first three subtests of Level BR are administered in two testing sessions, each taking approximately 25 minutes for an average class.

Tests Often Used in Grade 1

Level PR (Pre-Reading)

- ◆ Measures background concepts that are important for learning to read.
- ◆ Designed for students who are about to be taught how to read.
- ◆ The questions are read to the students by the teacher.

Level BR (Beginning Reading)

- ◆ Measures knowledge of beginning reading skills, with emphasis on letter-sound correspondences.
- ◆ Designed to provide a benchmark measure at the beginning of Grade 1. Especially suitable for programs in which growth is measured by giving the same test at the beginning and end of Grade 1. Also suitable at the beginning of Grade 1 for students who have had some reading instruction in Kindergarten and at the end of Grade 1 for students who have made less than average progress.
- ◆ The questions are read to the students by the teacher.

Level 1

- ◆ Measures early reading achievement in Word Decoding and Comprehension.
- ◆ Designed for students from midyear to the end of Grade 1.
- ◆ The questions are answered by the students working independently.

Level 2

- ◆ Measures early reading achievement in Word Decoding, Word Knowledge, and Comprehension.
- ◆ Designed for students in Grade 2, but useful for testing the occasional Grade 1 student who is considerably above average in reading.
- ◆ The questions are answered by the students working independently.

Test Content

Level	Test or Subtest	Content
PR	Literacy Concepts	Measures the student's understanding of <ul style="list-style-type: none"> ◆ The nature and uses of written English, such as what and why people read and write, and what words and letters look like; ◆ Words and phrases that are commonly used in reading instruction, such as <i>first</i> letter, <i>same as</i>, <i>ends with</i>, and <i>next</i> word.
	Oral Language Concepts (Phonological Awareness)	Measures the student's ability to attend to the basic structure of spoken English words, including phoneme matching and rhyme.
	Letters and Letter-Sound Correspondences	Measures the student's ability to recognize letters and to relate them to sounds. It contains four sections: <ul style="list-style-type: none"> ◆ Visual discrimination (matching letters and words) ◆ Letter recognition (letter names) ◆ Letter-sound correspondences ◆ Initial spelling concepts (sound-to-letter correspondences)
	Listening (Story) Comprehension	Measures the student's ability to attend to important elements in a story, integrate information from different parts of a story, and make inferences about story developments.
BR	Initial Consonants and Consonant Clusters	Include questions that ask the students to choose <ul style="list-style-type: none"> ◆ The picture with a name that begins with or ends with the letter(s) in the box; and ◆ The word that goes with the picture in the box. So that the directions to the students for these two types of questions can be as simple as possible, the content of these three subtests is divided between the first two testing sessions.
	Final Consonants and Consonant Clusters	
	Vowels	
	Basic Story Words	Measures the student's ability to read words commonly used in stories and other writing.
1	Word Decoding	Primarily a test of decoding skills. The student's task for each question is to identify, from among words that look much alike, the one word that fits the picture. Students' answers can be analyzed for clues to decoding skills that the students still need to learn. Decoding Skills Analysis Forms are available to help teachers who hand score the tests organize this information; a Decoding Skills Analysis Report can be obtained through the Riverside Scoring Service.
	Comprehension	Consists of stories and non-fiction passages, each divided into short segments. The student's task is to choose the picture that illustrates a segment or that answers a question about it.
2	Word Decoding	Similar to the Level 1 Word Decoding test, but the decoding skills required are more difficult and usually learned later than the skills required by Level 1.
	Word Knowledge	A test of reading vocabulary. It has the same format as the Word Decoding test, but the test words are less familiar. The student's task is to choose among the answer choices on the basis of their meanings rather than their letter "sounds."
	Comprehension	Similar to the Level 1 Comprehension test, but the passages are longer and more challenging.
3 through 10/12	Vocabulary	A test of word knowledge. The student's task is to choose the word or through phrase that means most nearly the same as the test word.
	Comprehension	Consists of prose passages selected from published works. The passages are fiction and non-fiction, from various content areas, and written in a variety of styles.
AR	Vocabulary	Similar to the Vocabulary test for Levels 3–10/12, but more wide-ranging in difficulty.
	Comprehension	Similar to the Comprehension test for Levels 3–10/12. Passages represent a wide range of difficulty and have content appropriate for relatively mature students.

Answer Formats

Levels	Answer Format	Scored by
PR through 3	Machine-Scorable test booklet ^a	<ul style="list-style-type: none"> ◆ Sending booklets to the Riverside Scoring Service ◆ Scanning booklets locally (norms license required)
	Hand-Scored test booklet ^a	<ul style="list-style-type: none"> ◆ Checking marked answers against a Booklet Scoring Key (included with booklets)
4 through 10/12 and AR	GMRT Answer Sheet	<ul style="list-style-type: none"> ◆ Sending answer sheets to the Riverside Scoring Service ◆ Scanning answer sheets locally (norms license required) ◆ Using a transparent scoring template to score answer sheets by hand
	Self-Scorable Answer Sheet	<ul style="list-style-type: none"> ◆ Using the scoring keys attached to the answer sheets^b
	Test booklet	<ul style="list-style-type: none"> ◆ Using a Booklet Scoring Key (included with booklets)

^a The Machine-Scorable test booklets and the Hand-Scored test booklets have exactly the same test content and format. Only the Machine-Scorable test booklets can be scored by machine.

^b As the student marks an answer, a carbon backing transfers the mark onto the scoring key.

Advantages of the Different Answer Formats

Levels	Answer Format	Advantages
PR through 3	Machine-Scorable test booklet ^a	<ul style="list-style-type: none"> ◆ Computer accuracy in scoring ◆ Detailed score reports are available from the Riverside Scoring Service
	Hand-Scored test booklet ^a	<ul style="list-style-type: none"> ◆ Teachers can see and learn from the wrong answers that each student marked ◆ Scores can be available immediately after testing
4 through 10/12 and AR	GMRT Answer Sheet (Machine-Scored)	<ul style="list-style-type: none"> ◆ Test booklets can be reused ◆ Computer accuracy in scoring ◆ Detailed score reports are available from the Riverside Scoring Service
	GMRT Answer Sheet (Hand-Scored)	<ul style="list-style-type: none"> ◆ Test booklets can be reused ◆ Scores can be available immediately after testing
	Self-Scorable Answer Sheet	<ul style="list-style-type: none"> ◆ Test booklets can be reused ◆ Easy, economical, accurate scoring ◆ Scores can be available immediately after testing
	Test booklet ^b	<ul style="list-style-type: none"> ◆ Teachers can see and learn from the wrong answers that each student marked ◆ Directions for administering the test are short and simple ◆ Students do not have to handle a separate answer sheet ◆ Scores can be available immediately after testing

^a The Machine-Scorable test booklets and the Hand-Scored test booklets have exactly the same test content and format. Only the Machine-Scorable test booklets can be scored by machine.

^b The norms may apply slightly less accurately when answers are marked in test booklets, since students in the standardization testing used answer sheets.

Scores Provided

Level	Test or Subtest	Type of Score				
		NCE	PR	Stanine	GE	ESS
PR (Pre-Reading)	Total	X	X	X	X	X
	Literacy Concepts			X		
	Oral Language Concepts (Phonological Awareness)			X		
	Letters and Letter-Sound Correspondences			X		
	Listening (Story) Comprehension			X		
BR (Beginning Reading)	Total	X	X	X	X	X
	Initial Consonants			X		
	Final Consonants			X		
	Vowels			X		
	Basic Story Words			X		
1	Total	X	X	X	X	X
	Word Decoding	X	X	X	X	X
	Comprehension	X	X	X	X	X
2	Total	X	X	X	X	X
	Word Decoding	X	X	X	X	X
	Word Knowledge	X	X	X	X	X
	Comprehension	X	X	X	X	X
3–10/12	Total	X	X	X	X ^a	X
	Vocabulary	X	X	X	X ^a	X
	Comprehension	X	X	X	X ^a	X
AR (Adult Reading)	Total	X	X	X	X ^a	X
	Vocabulary	X	X	X	X ^a	X
	Comprehension	X	X	X	X ^a	X

Legend: NCE[™] = Normal Curve Equivalent GE[™] = Grade Equivalent
 PR[™] = Percentile Rank ESS[™] = Extended Scale Score

^a up to 12.9

Norms Available

Grade	Time of Year	Test Level											
		PR	BR	1	2	3	4	5	6	7/9	10/12	AR	
Kindergarten	Fall												
	Winter												
	Spring												
1	Fall												
	Winter												
	Spring												
2	Fall												
	Winter												
	Spring												
3	Fall												
	Winter												
	Spring												
4	Fall												
	Winter												
	Spring												
5	Fall												
	Winter												
	Spring												
6	Fall												
	Winter												
	Spring												
7	Fall												
	Winter												
	Spring												
8	Fall												
	Winter												
	Spring												
9	Fall												
	Winter												
	Spring												
10	Fall												
	Winter												
	Spring												
11	Fall												
	Winter												
	Spring												
12	Fall												
	Winter												
	Spring												
Post High School	CC*												

= On-level norms: Grade(s) for which the test level is designed

= Out-of-level norms: Grade(s) for which out-of-level norms can be applied

* Level AR norms are based on the scores of entering community college (CC) students.

All norms are available in the corresponding *Manual for Scoring and Interpretation* and through the Riverside Scoring Service.

Fall and spring on-level norms are empirical. Winter norms for Level 1, Grade 1 are also empirical.

Out-of-Level Testing

Test levels other than those intended for the students' grade can generally be given to students in any grade. Identical sample questions and booklet format make it possible to intermix, within the same classroom,

- ◆ Levels 4 through 10/12, or
- ◆ Levels 1 and 2 Word Decoding and Comprehension tests.

The additional Level 2 test, Word Knowledge, must be given in a separate session to students taking Level 2, or it can be omitted if a Total score for Level 2 is not desired.

Because they have different sample questions and booklet formats,

- ◆ Levels PR, BR, and 3

Cannot be intermixed with other levels. They must be administered in separate spaces or at different times.

Riverside Scoring Service Reports

The Riverside Scoring Service offers various report plans and optional report services for the *GMRT*. A complete list of the available scoring service plans and services is given in the current Riverside *Education Catalog*.

CHOOSING APPROPRIATE TEST LEVELS (OUT-OF-LEVEL TESTING)



Each level of the *Gates-MacGinitie Reading Tests (GMRT)* is suitable for most students and most classes in the grade (or grades) for which the level was designed. Other levels, however, may be given to some students, or even occasional whole classes, when the students' reading achievement is considerably above or below average. There are several advantages to giving a level designed for a higher or lower grade—an “out-of-level” test—either as part of the regular testing program or as follow-up retesting:

- ◆ Less able readers are not frustrated by a test that is too difficult for them.
- ◆ Less able readers are likely to do less guessing, giving a more reliable score.
- ◆ Less able readers get more answers correct, providing a better basis for analyzing what they were or were not able to do. (This is especially helpful if you plan to talk with the students about their answers on the tests to gain insights into strategies they use.)
- ◆ The errors that the best readers make on a test that is not too easy for them will provide a better basis for gaining an insight into how they might become even better readers.
- ◆ The best readers may get higher and more reliable scores because they are not limited by a test that is too easy for them.
- ◆ The more reliable scores obtained by both the best and the less able readers will make a comparison of each student's Comprehension score with his or her Vocabulary score more meaningful.
- ◆ The more reliable scores will make any evaluation of a group's growth in achievement more precise.

If all the students in a grade take the same test level, each raw score (the number of questions answered correctly) and each number of questions attempted has the same meaning for all students. This common meaning may aid in interpreting the test results.

Many classes, however, include a few students whose reading achievement is considerably above or below the achievement of the others in the class. In those situations, the advantages of testing just those students with out-of-level tests may outweigh the advantages of testing all the students with the same test level.

Administering More Than One Test Level

Because they have identical formats and practice pages, Levels 4, 5, 6, 7/9, and 10/12 can be administered at the same time in a single classroom. When you administer more than one test level to a group of students, you should use the *Directions for Administration* for the on-grade test level.

If, for example, you test a group of Grade 7 students with some students taking Level 6 and others taking Level 7/9, you should use the *Directions for Administration* for Levels 7/9 and 10/12.

Norms Available for Out-of-Level Testing

NCEs (normal curve equivalents), PRs (percentile ranks), and stanines describe the position of a student's test scores in relation to the scores of other students in the same grade. These scores are tied to a particular time in a particular school year, such as the end of Grade 8. Students in Grade 8 are ordinarily given Level 7/9. For a particular eighth grader, however, the test designed for Grade 6—Level 6—may be more suitable than Level 7/9. But to compare the scores of the eighth grader with the scores of other eighth graders rather than with scores of sixth graders, you need Grade 8 NCEs, PRs, and stanines for the Level 6 tests. You can find these out-of-level scores in the *Manual for Scoring and Interpretation* for Levels 4, 5, and 6.

If a student's reading achievement is far below average for his or her grade, the test that is only one level below the student's grade may still be frustratingly difficult. So, for example, it may seem necessary to test a Grade 10 student with a Level 4 test. You can also find Grade 10 NCEs, PRs, and stanines for Level 4 in the *Manual for Scoring and Interpretation* for Levels 4, 5, and 6.

The *Manual for Scoring and Interpretation* for Levels 4, 5, and 6 includes scores for students in

Grades 3 through 12	who took the Level 4 tests
Grades 3 through 12	who took the Level 5 tests
Grades 4 through 12	who took the Level 6 tests

The *Manual for Scoring and Interpretation* for Levels 7/9 and 10/12 includes scores for students in

Grades 5 through 12	who took the Level 7/9 tests
Grades 6 through 12	who took the Level 10/12 tests

The chart on page 8 shows the out-of-level scores that are available for all levels of the *GMRT*.

Selecting Students for Out-of-Level Testing

There are various possible guidelines for selecting students for out-of-level testing. The following guidelines are suitable for many, but not all, students. Some students may be too concerned about being given a test level that is different from the level given to other students. Some students whose first language is not English may be “catching on” very quickly to English words and language patterns. General guidelines cannot cover considerations of that sort.

Students’ scores on an earlier testing are usually useful in selecting students for out-of-level testing. If the students were given a reading test a year earlier or given a test in the fall before being retested in the spring, students who received either very low scores or nearly perfect scores on the earlier testing would be appropriate students to consider for out-of-level testing.

If Earlier Scores Are Available

The following discussion assumes that the *GMRT* were used for the earlier testing. However, scores on other nationally standardized reading tests that are about the same length as the *GMRT* could be used in a similar way.

- ◆ If a student's raw score on the earlier testing was about 15 or less on the Vocabulary test or 18 or less on the Comprehension test, a test level that is at least one level below the one designed for the student's present grade would probably be appropriate. These raw scores are only 6 raw score points above a score that a student might be likely to get by chance.

Daniel is in Grade 9. It is the fall of the year. Last year, when he was in Grade 8, he took the Level 7/9, Form S tests and got a Vocabulary raw score of 13. Level 6 would probably be appropriate for Daniel this fall.

- ◆ If a student's last testing was for a grade *below* his or her grade at the time, look up the Vocabulary and Comprehension PRs or NCEs that the student received on that previous testing. Then look in the norms tables for the test level for the student's *present* grade. In the columns for the student's *present grade and time in the school year* (fall, winter, or spring), find the PRs or NCEs that the student got before. If, in these norms, the Vocabulary PR or NCE corresponds to a raw score of 15 or less, or if the Comprehension PR or NCE corresponds to a raw score of 18 or less, the student probably should again be tested out-of-level.

Ariel is in Grade 10. It is the spring of the year. Last year, when she was in Grade 9, she took Level 6, Form T and got a Comprehension PR of 05. Suppose that, in the *Manual for Scoring and Interpretation* for Levels 7/9 and 10/12, the norms tables for Level 10/12 in the spring of Grade 10—her present grade—show that a Comprehension PR of 05 corresponds to a raw score of 14. Thus, if Ariel were to take Level 10/12, she would be likely to get a Comprehension raw score of about 14, unless her reading has improved considerably. A test level lower than Level 10/12 seems appropriate for Ariel.

Suppose further that, in the Grade 10 spring norms for Level 7/9—the next level below Level 10/12—a Comprehension PR of 05 corresponds to a raw score of 17. If Ariel were to take a Level 7/9 test, she would still be likely to get a Comprehension raw score of only about 17. An even lower level test—a Level 6 test again—would probably be appropriate for Ariel this spring. Ariel could be given the alternate form, Form S, of the Level 6 tests.

If Earlier Scores Are Not Available

If scores from an earlier testing are not available, you will need to rely on your own classroom observations, including samples of the student's oral reading, his or her responses to questions you ask about what the student has read, and samples of the student's writing.

A test level that is lower than the level designed for the student's grade will probably be more suitable if

- ◆ The student reads aloud much more haltingly than the typical student at his or her grade level.
- ◆ The student seems much less able than the typical student at his or her grade level to answer questions you ask about reading assignments.
- ◆ After reading silently a short story that is appropriate for the student's grade level, the student is unable to give, when prompted, an oral summary that includes the main character(s), the main problem or situation, and the solution or conclusion.
- ◆ The student's writing shows many misspellings that are not closely related to the sound sequences of the words. (Not using conventional spellings is not a strong sign that the student does not read well, but a frequent failure to use common letter-sound correspondences usually is.)
- ◆ The student's writing shows many omissions of words, or does not clearly describe simple relationships, situations, or events. (Writing samples can be misleading as indicators of reading competence, but they can often indicate if a student has real difficulties with English sentence structure, or with relating verbal expression to ideas.)

DESCRIPTION OF LEVELS 7/9 AND 10/12



The *Gates-MacGinitie Reading Tests (GMRT)* are designed to provide a general assessment of reading achievement. The test booklet format and the sample questions are the same for Levels 4, 5, 6, 7/9, and 10/12, so any combination of these levels can be given at the same time. Each of these levels consists of a Vocabulary test and a Comprehension test. Level 3 also consists of a Vocabulary test and a Comprehension test, but the Level 3 test booklet format and sample questions are different.

The Vocabulary Test

The Vocabulary test measures a student's reading vocabulary. This test contains 45 questions, each consisting of a test word in a brief context followed by five other words or phrases. The student's task is to choose the one word or phrase that means most nearly the same as the test word. The first questions ask about words that are easy and commonly used. The later words are less common and more difficult. The test is a measure of word knowledge, not the ability to derive meaning from context, which is a function of the Comprehension test, so the brief context is not intended to provide clues to the meaning of the test word; it does, however, suggest the part of speech of the test word.

The Comprehension Test

The Comprehension test measures a student's ability to read and understand different types of prose. This test contains 11 passages of various lengths and about various subjects, all selected from published books or periodicals. A total of 48 questions probe the student's understanding of the passages. Some of the questions require constructing an understanding based on information that is explicitly stated in the passage; others require constructing an understanding based on information that is only implicit in the passage.

Answer Formats and Scoring Options

Students can mark their answers either on answer sheets or in the test booklets. GMRT Answer Sheets may be scored by the Riverside Scoring Service, scanned locally, or hand scored with a scoring mask. Self-Scorable Answer Sheets are scored by hand. Answers marked in test booklets are scored by hand with a Booklet Scoring Key.

If the students will use GMRT Answer Sheets that will be machine scored, you should know the requirements for accurate machine scoring. These requirements are listed on page 24.

PLANNING FOR TESTING



For the test administration to go smoothly, you will need to be thoroughly familiar with the tests and with what you are to do. So, before you give the tests, you should read carefully

1. The directions on pages 17 to 27.
2. The directions you will use for entering identifying information and for doing the Vocabulary sample questions.

These directions are on	If students will mark answers on
pages 28 to 35	GMRT Answer Sheets that will be <u>machine scored</u>
pages 44 to 47	GMRT Answer Sheets that will be <u>hand scored</u>
pages 54 to 57	Self-Scorable Answer Sheets
pages 64 to 65	test booklets

Because the directions that follow are for teachers whose students will use answer sheets as well as teachers whose students will mark their answers in test booklets, some of the directions refer to answer sheets; if your students will *not* use answer sheets, just ignore those directions.

Instructions that are only for teachers who are testing with more than one test level or form (S and T) are included in **colored areas**. If your students are all taking the same level and form, just ignore the instructions in colored areas.

Scheduling the Testing

Fitting the Testing into the School Day

- ◆ The Vocabulary test and the Comprehension test should be given in separate sessions.
- ◆ The Vocabulary test should be given first.
- ◆ The Comprehension test may then be given after some relaxing activity or on another day.

Amount of Time Needed

For the Vocabulary Test		
Distributing materials and entering identifying information	about	10 minutes ^a
Working Vocabulary sample questions	about	5–10 minutes
Vocabulary test	exactly	<u>20 minutes</u>
<i>Total time</i>	about	<u>35–40 minutes</u>

For the Comprehension Test		
Redistributing materials	about	5 minutes ^b
Working Comprehension sample questions	about	5–10 minutes
Comprehension test	exactly	<u>35 minutes</u>
<i>Total time</i>	about	<u>45–50 minutes</u>

^a If you are using GMRT Answer Sheets that will be *machine scored*, the information will need to be *coded* in circles as well as *printed* on lines. Coding the information takes additional time.

^b If more than about 35 students are in the group being tested, redistributing the materials will take longer.

These are not speed tests, and most students will have time to try all the questions. The norms will apply to your students, however, only if the time limits are followed exactly.

Informing the School Office

If the times you will test are not set by your school's testing schedule, you should tell the school office when you will give the tests. Then there will be fewer distractions such as PA announcements or fire drills.

Space and Supervision Needed for Testing

You should give the tests in an uncrowded space where you can have easy access to each student's desk or table. Then the students will not be tempted to copy others' work, and you can check that each student is following the directions. Each student should have desk or table space large enough for an *open* test booklet and an answer sheet (if answer sheets will be used).

If the group to be tested is larger than about 35 students, a second person should be present to help supervise.

Materials Needed for Testing

Each student will need

- ◆ A sharpened soft black-lead (No. 2) pencil with a good eraser. *If Self-Scorable Answer Sheets will be used*, the students may use a harder pencil or a ball point pen, and erasers are not needed.
- ◆ A test booklet;
- ◆ An answer sheet (if answer sheets will be used). The *level* of the answer sheet must match the level of the tests the student will take.

You will need

- ◆ This manual;
- ◆ A watch or clock;
- ◆ A *Testing: Do Not Disturb* sign for the door;
- ◆ Extra pencils with erasers.

If the students will be taking different test levels or forms, you will need to organize the test booklets (and answer sheets) ahead of time so that each student will receive the correct test materials. *The level printed on a student's answer sheet must be the same as the level printed on the student's test booklet.*

GENERAL DIRECTIONS



Before you give the Vocabulary test, you should be sure to read the directions for

- ◆ Filling in identifying information on the answer sheets or test booklets;
- ◆ Doing the Vocabulary sample questions.

Before you give the Comprehension test, you should read the directions for the Comprehension sample questions.

If you will be testing a mixed group that includes some students in Grades 7 or higher, and other students in Grades 6 or lower, you should use the Directions for Administration for Levels 4, 5, and 6.

If you will be testing students in Grades 7 through 12, with some of the students taking a test that is Level 6 or lower, you should use the “Directions for Testing” in this manual.

Sample Questions

Locations of the Sample Questions

Test	Sample Questions	Page of Test Booklet
Vocabulary	V-1 and V-2	1
Comprehension	C-1 and C-2	7

The purpose of the sample questions is to make clear to the students what they are to do. You may add to the instructions for these questions in any way that you believe will help your students understand the task.

For the actual test questions, however, you should not read any words for the students or give any hints that might give away an answer.

Test Supervision

During the testing, you should walk about the room and

- ◆ Give whatever help may be necessary so that the students
 - ◆ Do the questions in the proper order;
 - ◆ Mark their answers neatly but not painstakingly;
 - ◆ Make their answer marks dark;
 - ◆ Mark just one answer circle for each question;
 - ◆ Make any changes carefully and clearly;
 - ◆ Do not make unnecessary marks;
 - ◆ Do not copy the work of other students.
- ◆ Encourage any student who is marking answers without reading the words or passages to try to read them.
- ◆ Tell students who are taking too much time with a difficult question to mark the answer they think is right, and go on. (While “guessing” should not be encouraged, encouraging students to mark an answer, even if they are not sure, will help them make use of whatever partial knowledge they may have.)
- ◆ Encourage the students to do their best, but not to worry if they don’t know all the answers.
- ◆ Watch for students who have lost their place on the answer sheet (if answer sheets are being used).
- ◆ Watch for any students who stop working before they have done all the questions and encourage them to keep working.
- ◆ Encourage students to check their work after they have finished.

Observing the Students as They Take the Tests

As you give the tests, observe how the students are working. Perhaps a student will seem puzzled at first, but then become more confident; perhaps a student will mark answers quickly; perhaps a student will become distracted for a time, or will seem to get tired or frustrated. It is useful to write brief notes of such observations during the testing. These notes can often add to an understanding of the scores.

Responding to Problems during the Testing

If a Student Does Not Follow Directions

In your class there may be students who

- ◆ Persist in copying the work of other students;
- ◆ Are unable to understand what to do.

During the testing, you should quietly continue to remind such students what to do, but do not give additional hints.

If it becomes apparent that giving the needed special attention will distort the administration of the tests for others, you should simply allow such students to continue as best they can (if they are copying) or give them something else to do (if they are unable to understand what to do).

Make a note of the difficulty, and, when the testing is complete, write the nature of the difficulty (for example, “Copied from another student,” “Marked randomly”)

- ◆ At the top of the NAME BLOCK side of the answer sheet, if the answer sheet will be machine-scored;
- ◆ At the top of the answer circle side of the answer sheet, if the answer sheet will be hand-scored;
- ◆ On the back cover of the test booklet, if answers were marked in test booklets.

Because scores for these students would not be likely to give an accurate indication of the students’ reading achievement, their tests should not be scored. If the tests are being given as part of your school’s testing program, your testing coordinator will tell you what to do with any tests that should not be scored.

After the testing, you could talk individually with the students to try to find out why they marked their answers the way they did.

- ◆ If a student can learn to mark answers correctly by doing the sample questions individually with you, the student could be given the alternate form of the tests in makeup sessions.
- ◆ If the tests were simply much too difficult for a student, you will know, without having actual scores, that the student will need further evaluation and extensive help with reading. You may want to consider giving the student a lower level of the tests in makeup sessions.

If a Student Is Ill or Very Upset

If a student has come to school ill or very upset, you may give the student something else to do during the testing session. If your school allows for makeup testing at another time, the student can be given the alternate form of the tests in makeup sessions.

If a Student Loses the Place on the Answer Sheet

If you see a student marking answers in a wrong column or section of an answer sheet, write the student's name in the information box on a second answer sheet and give the answer sheet to the student. Help the student find the right place to mark the answer for the question he or she is working on. Tell the student to keep on working—that you will put his or her other answers onto the second answer sheet later. Collect the first answer sheet. After the testing, look for the place where the student went astray on the first answer sheet, and transfer the student's answer choices to the second answer sheet.

If you cannot find the place where the student started to mark answers in the wrong answer rows, write "Student lost the place" at the top of both answer sheets, and put them with any other answer sheets that should not be scored. You could have the student take the alternate form of the tests in makeup sessions.

If Testing Is Interrupted

If something happens so that a student misses part of a session, you can write down the time when the student stopped working. Then the student can later resume working for the amount of time that he or she has left. If the interruption has been so long that you believe the student may need to be reminded how to mark the answers, you should read aloud to him or her the instructions in the section "Resuming the Test after an Interruption" beginning on page 72.

If something happens to interrupt the testing for the entire group, tell the students to leave their booklets open but to turn them (and their answer sheets) face down. Write down the time when the booklets were turned over, and the amount of time that would have been left for the testing. If the interruption is not too long or upsetting, you can return to the testing later. Tell the students that they will be finishing the work they were doing before the interruption. Then follow the directions in the section "Resuming the Test after an Interruption" beginning on page 72.

Testing Students Who Have Missed the Vocabulary Test

It is best if students who were absent for the Vocabulary test make up the Vocabulary test before they take the Comprehension test. If that is not possible, you should check their work on the sample Comprehension questions with particular care.

If Self-Scorable Answer Sheets will be used, you should make sure that the students know that

- ◆ They should cross out marks that they want to change, *not* erase them;
- ◆ They should circle crossed-out marks that they decide are right after all.

Requirements for Machine Scoring

If the students' answer sheets will be scored by machine, note carefully these requirements for accurate machine scoring:

- ◆ Answer sheets must be in good physical condition—not folded or torn.
- ◆ Answer circles must be marked with a soft black-lead (No. 2) pencil. Pens or colored pencils must *not* be used.
- ◆ The center of each marked answer circle must be dark.
- ◆ There must be no unnecessary marks on the answer sheets.
- ◆ The directions for preparing the answer sheets for machine scoring must be followed carefully. See the section “Preparing GMRT Answer Sheets for Machine Scoring” beginning on page 42.

GETTING READY TO TEST



Before the Scheduled Testing Time

Checklist

___ Check that the school office knows when you will give the tests.

___ Gather together the test materials.

For the students:

- ◆ Pencils with erasers (Erasers are not needed for *Self-Scorable Answer Sheets*.)
- ◆ Test booklets
- ◆ Answer sheets (if answer sheets will be used)

For yourself:

- ◆ A watch or clock
- ◆ A *Testing: Do Not Disturb* sign
- ◆ Extra pencils and erasers

___ ***If the students are taking different test levels or forms,*** organize the test booklets (and answer sheets) so that each student will receive the correct test materials.

___ Let the students know they will be taking a reading test. Tell them briefly

- ◆ When the tests will be given;
- ◆ What the tests are like.

Then answer any general questions that the students may ask about the test.

___ Make sure each student has some quiet desk work to do in case he or she finishes early.

_____ ***If your school is using a bar code identification service,*** find out from your testing coordinator what identifying information the students will need to print or code on their answer sheets.

_____ Read through the directions you will use for

- ◆ Printing or coding identifying information on the answer sheets or test booklets;
- ◆ Doing the sample questions.

_____ Make arrangements for using an overhead projector or the chalkboard to demonstrate how to fill in the identifying information, if you believe that would be helpful.

If you will use an overhead projector:

- ◆ Prepare a transparency of
 - ◆ The *one* information box that the students are to fill in; (For GMRT Answer Sheets that will be machine scored, this transparency can include also the GENDER, DATE OF BIRTH, and TEST FORM blocks.)
 - ◆ The SAMPLE NAME BLOCK (*only for GMRT Answer Sheets that will be machine scored*).

You can find the reproducible copy master(s) you will need in the “Entering Identifying Information” section of the directions you will use.

- ◆ Print the identifying information needed in the information box on the transparency for the students to copy. You will find the test form letter (S or T) on the front of a test booklet.

If you will use the chalkboard:

- ◆ Draw on the chalkboard a sketch of the *one* information box that the students are to fill in.
- ◆ Print the identifying information needed in the box for the students to copy. You will find the test form letter (S or T) on the front of a test booklet.
- ◆ You may also want to draw outlines of the DATE OF BIRTH, GENDER, and TEST FORM blocks, showing their relative positions.

If the students will be taking different forms of the tests, leave the Test Form line empty. You will have the students fill in the Test Form letter after they receive their test booklets.

_____ Arrange the room so that the students can see you, but cannot readily see each other's work during the testing. Each student should have desk or table space large enough for an open test booklet (and an answer sheet).

At the Time of Testing

- ◆ Try to establish a classroom atmosphere that encourages the students to be alert and interested, but not tense.
- ◆ Put up the *Testing: Do Not Disturb* sign.
- ◆ Check that the students' desks or tables are clear and that every student has a sharpened pencil with a good eraser. (If Self-Scorable Answer Sheets are used, erasers are not needed.)

TESTING WITH GMRT ANSWER SHEETS THAT WILL BE MACHINE SCORED



Entering Identifying Information

If the students will be tested with more than one test level, each student must receive the answer sheet for the test level that he or she will take.

The students should fill in the identifying information on the answer sheets *before the test booklets are distributed.*

The students are to fill in only one information box—the INFORMATION BOX on the NAME BLOCK side of the answer sheet. (The boxes on the back cover of the test booklet and the answer circle side of the answer sheet are not for students whose answer sheets will be machine scored.) A reproducible copy master of the INFORMATION BOX is on page 33.

The directions in this section are intended to be a guide in showing the students how to print and code the needed identifying information. You may want to read aloud the directions in **plain dark type** just as they are printed. You may need to add to these directions if your students are not used to coding information on answer sheets. But if your students already know how to code information, these directions may be too detailed, and you may decide to shorten them.

If your school is using a bar code identification service, your local test coordinator will know whether the students need to print or code any identifying information.

*Distributing the
answer sheets*

Say:

I will give you an answer sheet. Handle it carefully. Do not fold it. Do not make any marks on it until I tell you to.

Distribute the answer sheets, *NAME BLOCK* side up.

*Filling in the
INFORMATION
BOX*

Say:

At the bottom of your answer sheet, find the INFORMATION BOX.

If you have filled in an information box on either the chalkboard or a transparency made from the copy master on page 33, say:

In the INFORMATION BOX, print what I have printed here.

Point to the INFORMATION BOX that you have filled in.

If you have not filled in an INFORMATION BOX, say:

Print in the box the information that is asked for.

Tell the students the form letter (S or T) to print on the Test Form line *unless they will not all be taking the same test form.*

If the students will be taking different forms (S and T) of the test, say:

Leave the line for Test Form blank. You will add the test form later.

It is essential that the form (S or T) of the test that a student is taking be identified correctly on the line for Test Form.

*Coding the
NAME BLOCK*

Say:

Next, you will mark your name in the NAME BLOCK at the bottom of your answer sheet.

If you believe that seeing an example of a filled-in NAME BLOCK would be helpful to the students, point either to the SAMPLE NAME BLOCK on the opposite page or a transparency of it and say:

This NAME BLOCK is marked for the name *Christopher Brown*. In the first five boxes for LAST NAME, **BROWN is printed. (Point.) In the boxes for FIRST NAME, the first part of **CHRISTOPHER** has been printed. (Point.) In the column above the **B** in **BROWN**, the circle with a **B** has been filled in. In the column above each of the other letters, the circle with the same letter has been filled in. In the column above each empty box, the empty circle at the top has been filled in. (Point.)**

Then say:

Now, in the same way, print your name in the boxes at the bottom of the NAME BLOCK on your answer sheet. If there are not enough boxes for either your last name or your first name, just print as much of the name as will fit. Then fill in the correct circles above the letters. Mark one circle in each column.

If you do not believe that seeing the SAMPLE NAME BLOCK would be helpful to your students, say:

At the bottom of the NAME BLOCK, in the boxes for LAST NAME, you are to print your last name. Start with the first box, and print just one letter in each box. Then move to the boxes for FIRST NAME and print your first name. Start with the first box for FIRST NAME and print just one letter in each box. If there are not enough boxes for either your last name or your first name, just print as much of the name as will fit.

Then, above each letter in your name, fill in the circle with the same letter. Above each empty box, fill in the empty circle. You must mark one circle in each column.

Allow time for the students to mark the NAME BLOCK. Check to be sure that each student is marking the NAME BLOCK correctly.

Then say:

When you have finished, check your marks. Make sure that you have filled in only the one right circle in each column. If you marked a wrong circle, erase the mark carefully. Then mark the right circle.

SAMPLE NAME BLOCK

LAST NAME										FIRST NAME								
○	○	○	○	○	●	●	●	●	●	●	○	○	○	○	○	○	○	○
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
●	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	●	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	●	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	●	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	●	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	●	O	O	O	O	O	O	O	O	O	O	O	O	O	O	●	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	●
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	●	R	R	R	R	R	R	R	R	R	R	R	●	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	●	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	●	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	●	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z
B	R	O	W	N							C	H	R	I	S	T	O	P

*Coding the
DATE OF BIRTH,
GENDER, and
TEST FORM
blocks*

Tell the students how to code the DATE OF BIRTH, GENDER, and TEST FORM blocks. (*If you are using an overhead projector or have made a sketch on the chalkboard, you can demonstrate filling in the blocks.*)

1. DATE OF BIRTH. Students should print the first three letters of their birth month and the last two numbers of their birth year in the blank boxes at the bottom, then fill in the corresponding circles in the columns for the month and year.
2. GENDER and TEST FORM. Students should fill in the appropriate circles.

If the students will be taking different forms of the tests, tell them not to mark a circle for TEST FORM—they will mark their TEST FORM circle later, after they receive their test booklets.

The TEST FORM letter (S or T) that is coded must be the same as the Test Form letter printed by the students in the INFORMATION BOX.

*The STUDENT
ID NUMBER and
other blocks*

The STUDENT ID NUMBER and the other blocks at the top of the answer sheet are provided for the use of your school or district. If any of these blocks are to be coded, your school or district will tell you how to code them. If you do not receive any instructions from your school or district for filling in these blocks, just leave them blank.

Now turn to the section “Administering the Vocabulary Test” beginning on page 34.

DATE OF BIRTH		
JAN	<input type="radio"/>	Year
FEB	<input type="radio"/>	<input type="text" value="0"/> <input type="text" value="0"/>
MAR	<input type="radio"/>	<input type="text" value="1"/> <input type="text" value="1"/>
APR	<input type="radio"/>	<input type="text" value="2"/> <input type="text" value="2"/>
MAY	<input type="radio"/>	<input type="text" value="3"/> <input type="text" value="3"/>
JUN	<input type="radio"/>	<input type="text" value="4"/> <input type="text" value="4"/>
JUL	<input type="radio"/>	<input type="text" value="5"/> <input type="text" value="5"/>
AUG	<input type="radio"/>	<input type="text" value="6"/> <input type="text" value="6"/>
SEP	<input type="radio"/>	<input type="text" value="7"/> <input type="text" value="7"/>
OCT	<input type="radio"/>	<input type="text" value="8"/> <input type="text" value="8"/>
NOV	<input type="radio"/>	<input type="text" value="9"/> <input type="text" value="9"/>
DEC	<input type="radio"/>	

STUDENT ID NUMBER										
<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
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<input type="text" value="7"/>	<input type="text" value="7"/>	<input type="text" value="7"/>	<input type="text" value="7"/>	<input type="text" value="7"/>	<input type="text" value="7"/>	<input type="text" value="7"/>	<input type="text" value="7"/>	<input type="text" value="7"/>	<input type="text" value="7"/>	<input type="text" value="7"/>
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<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>	<input type="text" value="7"/>	<input type="text" value="8"/>	<input type="text" value="9"/>	<input type="text" value="10"/>	

OFFICE USE			
W	X	Y	Z
<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
<input type="text" value="3"/>	<input type="text" value="3"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
<input type="text" value="4"/>	<input type="text" value="4"/>	<input type="text" value="4"/>	<input type="text" value="4"/>
<input type="text" value="5"/>	<input type="text" value="5"/>	<input type="text" value="5"/>	<input type="text" value="5"/>
<input type="text" value="6"/>	<input type="text" value="6"/>	<input type="text" value="6"/>	<input type="text" value="6"/>
<input type="text" value="7"/>	<input type="text" value="7"/>	<input type="text" value="7"/>	<input type="text" value="7"/>
<input type="text" value="8"/>	<input type="text" value="8"/>	<input type="text" value="8"/>	<input type="text" value="8"/>
<input type="text" value="9"/>	<input type="text" value="9"/>	<input type="text" value="9"/>	<input type="text" value="9"/>
<input type="text" value="No"/>	<input type="text" value="No"/>	<input type="text" value="No"/>	<input type="text" value="No"/>

GENDER	
Female <input type="radio"/>	Male <input type="radio"/>

TEST FORM	
S <input type="radio"/>	T <input type="radio"/>

INFORMATION BOX • PLEASE PRINT	
Teacher _____	
School _____	Grade _____
City (System) _____	State _____
Date _____	Test Form _____

Administering the Vocabulary Test

Each student should now have an answer sheet with the information spaces properly filled in, *unless* you will administer more than one form of the tests and the students have not yet entered the Test Form on their answer sheets.

Follow the directions carefully, reading aloud the directions printed in **plain dark type**.

Distributing the test booklets

Say:

Now I am going to give you a test booklet. Leave it closed. Do not open it or write on it.

Distribute the test booklets, face up.

If the students are taking different forms of the tests, show them where to find the form letter (S or T) on the booklet covers. Then tell them

- ◆ to print their test form letter on the Test Form line in the INFORMATION BOX, and
- ◆ to code their test form letter in the TEST FORM block.

If you have prepared a transparency of the INFORMATION BOX, or have sketched it and the GENDER, DATE OF BIRTH, and TEST FORM blocks on the chalkboard, you can show the students where to print and code the form letter.

The form letter that is coded must agree with the form letter printed in the INFORMATION BOX.

Say:

Now turn your answer sheet over. Do not write on the lines at the bottom of the answer sheet. Leave them blank.

Sample question V-1

Say:

Open your booklet to page 1, the Vocabulary sample page.

When all the students have found page 1, say:

Find question V-1. Next to V-1 are the words a *big garage*. *Garage* has a line under it. One of the words or phrases below *garage* means the same, or nearly the same, as *garage*. The one that means most nearly the same as *garage* is *place for cars*.

Place for cars has the letter K in front of it. So the answer to question V-1 is K.

In the Vocabulary part of your answer sheet, find row V-1 in the box for SAMPLE QUESTIONS. We found that the answer to question V-1 is K. So you should fill in answer circle K in row V-1.

Make your mark strong and dark. Don't let your mark go outside the circle. Don't leave a white place in the middle.

Check that each student has marked the right answer circle. The circle does not need to be completely filled in, but most of it, including the center, should be dark.

Give individual instruction to any student who needs it.

*Sample
question V-2*

Say:

Now, in your test booklet, find question V-2.

Decide which word or phrase means most nearly the same as the underlined word. Look at the letter in front of that word or phrase and fill in the circle for that same letter in row V-2 on your answer sheet.

Give the students time to read the words and mark their answer sheets. Then say:

Shut means most nearly the same as *close*. Shut has the letter S in front of it, so you should have marked circle S in row V-2 on your answer sheet.

If you marked the wrong circle, erase the mark carefully, then mark circle S.

Check that each student has marked the right answer circle. Give individual instruction to any student who needs it. Make sure that any student who has changed an answer has erased the wrong mark thoroughly.

Before beginning the test, all the students should have marked the answers for sample questions V-1 and V-2 correctly.

*Final
instructions*

Say:

When you begin the test, mark your answer for question 1 in row 1 on your answer sheet where the arrow is pointing.

Now, at the top of your answer sheet, find the box that says IMPORTANT. Read what it says to yourself, carefully.

When the students have finished reading, say:

You will do best if you mark an answer for each question, even if you are not sure. Mark the answer you think is right and go on.

You will have 20 minutes to do the questions. That will be enough time for you to do all, or nearly all, of them. When you come to the stop sign at the end, go back and check your work. Do not go on to the next test.

If you finish checking before time is up, turn your answer sheet over. Put your closed test booklet on top of it.

If your pencil breaks, raise your hand, and I will bring you another.

If you have any questions now before we begin, raise your hand.

Answer any questions.

*Starting the
Vocabulary test*

Say:

All right, turn to page 2 and begin.

As soon as you have said “begin,” write, in the box below, the time of day to the nearest minute. Also write down the time when the test should end.

Vocabulary test started at	_____ : _____
Add 20 minutes of testing time	_____ 20 _____
Test should end at	_____ : _____

About 5 minutes before the testing period is over, tell the students how many more minutes they will have to work.

Supervising the Vocabulary test

Walk about the room, checking to make sure that all the students have started at the right place and that they are

- ◆ Doing the questions in the right order;
- ◆ Turning the page when appropriate;
- ◆ Marking their answers in the correct rows on the answer sheet;
- ◆ Marking their answers neatly but not painstakingly;
- ◆ Making their answer marks dark;
- ◆ Marking just one answer circle for each question;
- ◆ Erasing thoroughly when changing an answer;
- ◆ Not making unnecessary marks;
- ◆ Not looking at the work of other students;
- ◆ Not stopping work before they have finished;
- ◆ Not going on to the Comprehension test.

Do not give any hints that might give away an answer.

If any student is marking answers without reading the words, encourage that student to try to read them.

Encourage the students to check their work after they have finished.

If any students have finished *and checked* their work before it is time to stop, they should turn their answer sheets over, put their closed test booklets on top of them, and do other quiet desk work. You may collect the answer sheets and booklets as the students finish, or wait until the test is over. If *all* the students have finished and have checked their work before the time is over, you may stop the test and collect all the materials.

Stopping the Vocabulary test

Exactly 20 minutes after the test began, say:

It is time to stop. Put your pencil down, even if you have not finished. Turn your answer sheet over. Close your booklet. Leave it face up.

First collect the answer sheets. Then collect the test booklets.

Administering the Comprehension Test

If any students were absent for the Vocabulary test, be sure their names are written on their answer sheets before you begin the test. It is best if such students can make up the Vocabulary test before taking the Comprehension test. If that is not possible, it will be especially important to check their work on the Comprehension sample questions. *Be sure the students know they may change an answer by erasing the old mark thoroughly.*

Follow the directions carefully, reading aloud the directions printed in **plain dark type**.

*Redistributing
answer sheets
and test
booklets*

Say:

I am going to give you back the answer sheets and the reading test booklets. If the answer sheet you get is not yours, raise your hand.

Distribute the answer sheets NAME BLOCK side up, so the students can read their names.

Make sure that each student gets his or her own answer sheet. Then say:

When you get a test booklet, leave it closed.

Distribute the test booklets. It is *not* necessary for the students to get the same booklet that they used for the Vocabulary test.

If the students took different levels or forms of the Vocabulary test, each student must get a booklet for the same level and form that he or she worked on during the Vocabulary test.

*Sample
question C-1*

Say:

Turn your answer sheet over.

Open your booklet to page 7, the Comprehension sample page.

When all the students have found page 7, say:

The passage on page 7 tells the most common idea of what a “blue moon” is. Read the passage to yourself as I read it aloud.

Sometimes—not very often—we get two full moons in one month. That second full moon is called a “blue moon.” **No one knows why.** Now we say “once in a blue moon” to mean “once in a long time.”

Question C-1, below the passage, is an unfinished sentence. It says *To be a “blue moon,” the moon must be. . . .* One of the words below the sentence finishes the sentence correctly.

The passage says that a second **full** moon is called a “blue moon.” So to be a “blue moon,” the moon must be **full**. **Full** has the letter **L** in front of it, so the answer to question C-1 is **L**.

Look at your answer sheet. Find row C-1, in the box for SAMPLE QUESTIONS in the Comprehension part of your answer sheet. We found that the answer to question C-1 is **L**. So you should fill in answer circle **L** in row C-1.

Make your mark strong and dark. Don’t let your mark go outside the circle. Don’t leave a white place in the middle.

Check that each student has marked the right answer circle. If necessary, help any student find and mark the right circle.

Sample
question C-2

Say:

Now look at your booklet. In question C-2 there is a line under the words **no one knows**. The words **no one knows** are underlined in the passage, too. When words are underlined in a question, the same words are always underlined in the passage. You should use the underline to find what the question is asking about.

Question C-2 asks *What is it that **no one knows**?* Read the answers to yourself and decide which one is right. If you need to, go back and read again what the passage says. The underline will help you find the words **no one knows**. When you decide which answer is right, look at the letter in front of it. Then, in row C-2 on your answer sheet, mark the circle for the same letter.

Give the students time to read the words and mark their answer sheets. Then say:

The passage says that **no one knows why** the second full moon is called a “blue moon.” So no one knows *where the name came from*. *Where the name came from* is answer **O**. You should have marked circle **O**, in row C-2 on your answer sheet.

If you marked the wrong circle, erase the mark carefully, then mark circle **O**.

Check that each student has marked the right answer circle. If necessary, help any student find and mark the right circle. Make sure that any student who has changed an answer has erased the wrong mark thoroughly.

Before beginning the test, all the students should have marked the answers for sample questions C-1 and C-2 correctly.

*Final
instructions*

Say:

Each passage in the test tells what you need to know to answer the questions about it. If you don't know which answer is right, read in the passage again. If you still are not sure which answer is right, mark the one you think is right and go on.

You will have 35 minutes to do the passages. That will be enough time for you to do all, or nearly all, of them. When you come to the stop sign at the end, go back and check your work. Do not turn back to the Vocabulary test.

If you finish checking before time is up, turn your answer sheet over. Put your closed test booklet on top of it.

If your pencil breaks, raise your hand, and I will bring you another.

When you begin, mark your answer for question 1 in row 1 in the Comprehension part of the answer sheet.

If you have any questions now before we begin, raise your hand.

Answer any questions.

*Starting the
Comprehension
test*

Say:

Now turn to page 8 and begin.

As soon as you have said "begin," write, in the box below, the time when the test started and the time when the test should end.

Comprehension test started at	_____	:	_____
Add 35 minutes of testing time	_____		35
Test should end at	_____	:	_____

About 5 minutes before the testing period is over, tell the students how many more minutes they will have to work.

*Supervising the
Comprehension
test*

Walk about the room, checking to make sure that all the students have started at the right place and that they are

- ◆ Doing the questions in the right order;
- ◆ Turning the page when appropriate;
- ◆ Marking their answers in the correct rows on the answer sheet;
- ◆ Marking their answers neatly but not painstakingly;
- ◆ Making their answer marks dark;
- ◆ Marking just one answer circle for each question;
- ◆ Erasing thoroughly when changing an answer;
- ◆ Not making unnecessary marks;
- ◆ Not looking at the work of other students;
- ◆ Not stopping work before they have finished;
- ◆ Not going back to the Vocabulary test.

Do not give any hints that might give away an answer.

If any student is marking answers without reading the passages, encourage that student to try to read them.

Encourage the students to check their work after they have finished.

If any students have finished *and checked* their work before it is time to stop, they should turn their answer sheets over, put their closed test booklets on top of them, and do other quiet desk work. You may collect the answer sheets and booklets as the students finish, or wait until the test is over. If *all* the students have finished and have checked their work before the time is over, you may stop the test and collect all the materials.

*Stopping the
Comprehension
test*

Exactly 35 minutes after the test began, say:

It is time to stop. Put your pencil down, even if you have not finished. Turn your answer sheet over. Close your booklet. Leave it face up.

First collect the answer sheets. Then collect the test booklets.

Preparing GMRT Answer Sheets for Machine Scoring

When answer sheets will be scored by machine, it is essential to handle and inspect them carefully to ensure that the scores will be accurate.

Setting Aside Answer Sheets That Should Not Be Scored

Locate the answer sheets of any students who, during the testing,

- ◆ Copied the work of other students;
- ◆ Did not understand what to do;
- ◆ Were ill or very upset;
- ◆ Marked answers in the wrong column or section of the answer sheet (and whose answers you could not restore on a second answer sheet).

Also look through the answer sheets to see if any have

- ◆ Nearly all answers marked in the same position;
- ◆ Answers marked in a repeated pattern, such as 1, 2, 3, 4, 1, 2, 3, 4, etc.;
- ◆ Only a very few circles marked at all;
- ◆ More than one circle marked for many of the questions.

Scores from any such answer sheets will not show how well the students could do; they should not be sent for scoring. Write the nature of the problem at the top of the NAME BLOCK side of the sheets and keep them separate from those to be scored. If the test was given as part of your school's testing program, your testing coordinator will tell you what to do with any answer sheets that should not be scored.

As the section "Makeup Testing" suggests, you should consider giving makeup tests to students whose tests should not be scored.

Inspecting the Answer Sheets

- ◆ Unfold and smooth out any folded or wrinkled answer sheets.
- ◆ Darken faint answer marks.
- ◆ If any answers were marked with pen or colored pencil, go over the marks with a soft black-lead (No. 2) pencil.
- ◆ Thoroughly erase incompletely erased marks.
- ◆ Erase any unnecessary marks.

Checking the Information Blocks

Check the information entered on each answer sheet:

- ◆ Is the written information printed legibly?
- ◆ Is the NAME BLOCK coded correctly?
- ◆ Is the TEST FORM coded correctly?
- ◆ Are the DATE OF BIRTH and GENDER blocks coded?

If your test coordinator gave you instructions for coding any other blocks, you should code them. If you did *not* receive instructions for filling in other blocks, just leave them blank.

If your school is using a bar code identification service, ask your test coordinator what information should be coded on the answer sheets. Also, check that there is a label for each student. If a label is missing, you should ask your test coordinator for directions.

Stack the answer sheets with the NAME BLOCK side up. You do not need to put them in alphabetical order, unless your test coordinator tells you to do so.

Do *not* fasten the answer sheets together with clips, staples, or rubber bands.

TESTING WITH GMRT ANSWER SHEETS THAT WILL BE HAND SCORED



Entering Identifying Information

If the students will be tested with more than one test level, each student must receive the answer sheet for the test level that he or she will take.

The students should fill in the identifying information on the answer sheets *before the test booklets are distributed.*

The students are to fill in only one information box—the information box on the answer circle side of the answer sheet. (The boxes on the back cover of the test booklet and the NAME BLOCK side of the answer sheet are not for students whose answer sheets will be hand scored.) A reproducible copy master of the information box is on the following page.

Follow the directions carefully, reading aloud the directions printed in **plain dark type.**

Distributing the answer sheets

Say:

I will give you an answer sheet for the reading tests that you will be taking. Do not make any marks on it until I tell you to.

Distribute the answer sheets with the *answer circle side up.*

Filling in the information box

Say:

At the bottom of your answer sheet, find the box with lines in it for your name and other information. On the line for your name, print your last name, then your first name.

If you have filled in an information box on either the chalkboard or a transparency made from the copy master on this page, add:

Then print what I have printed here.

Point to the box that you have filled in.

If you have not filled in an INFORMATION BOX, add:

Then print the other information that is asked for.

Tell the students the form letter (S or T) to print on the Test Form line, *unless they will not all be taking the same form.*

If the students will be taking different forms (S and T) of the test, say:

Leave the line for Test Form blank. You will add the test form later.

It is essential that the form (S or T) of the test that a student is taking be identified correctly on the line for Test Form.

↓ Fill in the spaces below **ONLY** if answers will be scored by hand.

Name _____
(Last Name, First Name)

Date _____ Test Form _____

Grade _____ Teacher _____

School _____

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Administering the Vocabulary Test

Each student should now have an answer sheet with the information spaces properly filled in, *unless* you will administer more than one form of the test and the students have not yet entered the Test Form on their answer sheets.

Distributing the test booklets

Say:

Now I am going to give you a test booklet. Leave it closed. Do not open it or write on it.

Distribute the test booklets, face up.

If the students are taking different forms of the tests, show them where to find the form letter (S or T) on the booklet covers. Then tell them to print their test form letter on the Test Form line in the information box they have filled in. If you have prepared a transparency of the information box, or have sketched it on the chalkboard, you can show the students where to print the test form letter.

Sample question V-1

Say:

Open your booklet to page 1, the Vocabulary sample page.

When all the students have found page 1, say:

Find question V-1. Next to V-1 are the words *a big garage*. *Garage* has a line under it. One of the words or phrases below *garage* means the same, or nearly the same, as *garage*. The one that means most nearly the same as *garage* is *place for cars*. *Place for cars* has the letter *K* in front of it. So the answer to question V-1 is *K*.

In the Vocabulary part of your answer sheet, find row V-1 in the box for SAMPLE QUESTIONS. We found that the answer to question V-1 is *K*. So you should fill in answer circle *K* in row V-1.

Make your mark strong and dark.

Check that each student has marked the right answer circle. Give individual instruction to any student who needs it.

Say:

Now, in your test booklet, find question V-2.

Decide which word or phrase means most nearly the same as the underlined word. Look at the letter in front of that word or phrase and fill in the circle for that same letter in row V-2 on your answer sheet.

Give the students time to read the words and mark their answer sheets. Then say:

***Shut* means most nearly the same as *close*. *Shut* has the letter **S** in front of it, so you should have marked circle **S** in row V-2 on your answer sheet.**

If you marked the wrong circle, erase the mark carefully, then mark circle **S.**

Check that each student has marked the right answer circle. Give individual instruction to any student who needs it. Make sure that any student who has changed an answer has erased the wrong mark thoroughly.

Before beginning the test, all the students should have marked the answers for sample questions V-1 and V-2 correctly.

*Final
instructions*

Say:

When you begin the test, mark your answer for question 1 in row 1 on your answer sheet where the arrow is pointing.

Now, at the top of your answer sheet, find the box that says IMPORTANT. Read what it says to yourself, carefully.

When the students have finished reading, say:

You will do best if you mark an answer for each question, even if you are not sure. Mark the answer you think is right and go on.

You will have 20 minutes to do the questions. That will be enough time for you to do all, or nearly all, of them. When you come to the stop sign at the end, go back and check your work. Do not go on to the next test.

If you finish checking before time is up, turn your answer sheet over. Put your closed test booklet on top of it.

If your pencil breaks, raise your hand, and I will bring you another.

If you have any questions now before we begin, raise your hand.

Answer any questions.

*Starting the
Vocabulary test*

Say:

All right, turn to page 2 and begin.

As soon as you have said “begin,” write, in the box below, the time of day to the nearest minute. Also write down the time when the test should end.

Vocabulary test started at	_____ : _____
Add 20 minutes of testing time	_____ 20 _____
Test should end at	_____ : _____

About 5 minutes before the testing period is over, tell the students how many more minutes they will have to work.

*Supervising the
Vocabulary test*

Walk about the room, checking to make sure that all the students have started at the right place and that they are

- ◆ Doing the questions in the right order;
- ◆ Turning the page when appropriate;
- ◆ Marking their answers in the correct rows on the answer sheet;
- ◆ Marking their answers neatly but not painstakingly;
- ◆ Making their answer marks dark;
- ◆ Marking just one answer circle for each question;
- ◆ Erasing thoroughly when changing an answer;
- ◆ Not making unnecessary marks;
- ◆ Not looking at the work of other students;
- ◆ Not stopping work before they have finished;
- ◆ Not going on to the Comprehension test.

Do not give any hints that might give away an answer.

If any student is marking answers without reading the words, encourage that student to try to read them.

Encourage the students to check their work after they have finished.

If any students have finished *and checked* their work before it is time to stop, they should turn their answer sheets over, put their closed test booklets on top of them, and do other quiet desk work. You may collect the answer sheets and booklets as the students finish, or wait until the test is over. If *all* the students have finished and have checked their work before the time is over, you may stop the test and collect all the materials.

*Stopping the
Vocabulary test*

Exactly 20 minutes after the test began, say:

It is time to stop. Put your pencil down, even if you have not finished. Turn your answer sheet over. Close your booklet. Leave it face up.

First collect the answer sheets. Then collect the test booklets.

Administering the Comprehension Test

If any students were absent for the Vocabulary test, be sure their names are written on their answer sheets before you begin the test. It is best if such students can make up the Vocabulary test before taking the Comprehension test. If that is not possible, it will be especially important to check their work on the Comprehension sample questions. *Be sure they know they may change an answer by erasing the old mark thoroughly.*

Follow the directions carefully, reading aloud the directions printed in **plain dark type**.

*Redistributing
answer sheets
and test
booklets*

Say:

I am going to give you back the answer sheets and the reading test booklets. If the answer sheet you get is not yours, raise your hand.

Distribute the answer sheets so the students can read their names.

Make sure that each student gets his or her own answer sheet. Then say:

When you get a test booklet, leave it closed.

Distribute the test booklets. It is *not* necessary for the students to get the same booklet that they used for the Vocabulary test.

If the students took different levels or forms of the Vocabulary test, each student must get a booklet for the same level and form that he or she worked on during the Vocabulary test.

*Sample
question C-1*

Say:

Open your booklet to page 7, the Comprehension sample page.

When all the students have found page 7, say:

The passage on page 7 tells the most common idea of what a “blue moon” is. Read the passage to yourself as I read it aloud.

Sometimes—not very often—we get two full moons in one month. That second full moon is called a “blue moon.” No one knows why. Now we say “once in a blue moon” to mean “once in a long time.”

Question C-1, below the passage, is an unfinished sentence. It says *To be a “blue moon,” the moon must be. . .* One of the words below the sentence finishes the sentence correctly.

The passage says that a second full moon is called a “blue moon.” So to be a “blue moon,” the moon must be full. *Full* has the letter *L* in front of it, so the answer to question C-1 is *L*.

Look at your answer sheet. Find row C-1, in the box for SAMPLE QUESTIONS in the Comprehension part of your answer sheet. We found that the answer to question C-1 is *L*. So you should fill in answer circle *L* in row C-1.

Make your mark strong and dark.

Check that each student has marked the right answer circle. If necessary, help any student find and mark the right circle.

*Sample
question C-2*

Say:

Now look at your booklet. In question C-2 there is a line under the words no one knows. The words *no one knows* are underlined in the passage, too. When words are underlined in a question, the same words are always underlined in the passage. You should use the underline to find what the question is asking about.

Question C-2 asks *What is it that no one knows?* Read the answers to yourself and decide which one is right. If you need to, go back and read again what the passage says. The underline will help you find the words *no one knows*. When you decide which answer is right, look at the letter in front of it. Then, in row C-2 on your answer sheet, mark the circle for the same letter.

Give the students time to read the words and mark their answer sheets. Then say:

The passage says that no one knows why the second full moon is called a “blue moon.” So no one knows where the name came from. *Where the name came from* is answer *O*. You should have marked circle *O*, in row C-2 on your answer sheet.

If you marked the wrong circle, erase the mark carefully, then mark circle *O*.

Check that each student has marked the right answer circle. If necessary, help any student find and mark the right circle. Make sure that any student who has changed an answer has erased the wrong mark thoroughly.

Before beginning the test, all the students should have marked the answers for sample questions C-1 and C-2 correctly.

*Final
instructions*

Say:

Each passage in the test tells what you need to know to answer the questions about it. If you don't know which answer is right, read in the passage again. If you still are not sure which answer is right, mark the one you think is right and go on.

You will have 35 minutes to do the passages. That will be enough time for you to do all, or nearly all, of them. When you come to the stop sign at the end, go back and check your work. Do not turn back to the Vocabulary test.

If you finish checking before time is up, turn your answer sheet over. Put your closed test booklet on top of it.

If your pencil breaks, raise your hand, and I will bring you another.

When you begin, mark your answer for question 1 in row 1 in the Comprehension part of the answer sheet.

If you have any questions now before we begin, raise your hand.

Answer any questions.

*Starting the
Comprehension
test*

Say:

Now turn to page 8 and begin.

As soon as you have said "begin," write, in the box below, the time when the test started and the time when the test should end.

Comprehension test started at	_____ : _____
Add 35 minutes of testing time	_____ 35 _____
Test should end at	_____ : _____

About 5 minutes before the testing period is over, tell the students how many more minutes they will have to work.

*Supervising the
Comprehension
test*

Walk about the room, checking to make sure that all the students have started at the right place and that they are

- ◆ Doing the questions in the right order;
- ◆ Turning the page when appropriate;
- ◆ Marking their answers in the correct rows on the answer sheet;
- ◆ Marking their answers neatly but not painstakingly;
- ◆ Making their answer marks dark;
- ◆ Marking just one answer circle for each question;
- ◆ Erasing thoroughly when changing an answer;
- ◆ Not making unnecessary marks;
- ◆ Not looking at the work of other students;
- ◆ Not stopping work before they have finished;
- ◆ Not going back to the Vocabulary test.

Do not give any hints that might give away an answer.

If any student is marking answers without reading the passages, encourage that student to try to read them.

Encourage the students to check their work after they have finished.

If any students have finished *and checked* their work before it is time to stop, they should turn their answer sheets over, put their closed test booklets on top of them, and do other quiet desk work. You may collect the answer sheets and booklets as the students finish, or wait until the test is over. If *all* the students have finished and have checked their work before the time is over, you may stop the test and collect all the materials.

*Stopping the
Comprehension
test*

Exactly 35 minutes after the test began, say:

It is time to stop. Put your pencil down, even if you have not finished. Turn your answer sheet over. Close your booklet. Leave it face up.

First collect the answer sheets. Then collect the test booklets.

Instructions for scoring and tables of norms are in the Manual for Scoring and Interpretation for Levels 7/9 and 10/12.

TESTING WITH SELF-SCORABLE ANSWER SHEETS



Entering Identifying Information

If the students will be tested with more than one test level, each student must receive the answer sheet for the test level that he or she will take.

The students should fill in the identifying information on the answer sheets *before the test booklets are distributed.*

The students are to fill in only one information box—the INFORMATION BOX at the top of the answer sheet. (The box on the back cover of the test booklet is not for students who are using answer sheets.) A reproducible copy master of the INFORMATION BOX is on the following page.

Follow the directions carefully, reading aloud the directions printed in **plain dark type.**

Distributing the answer sheets

Say:

I will give you an answer sheet. Handle it carefully. Do not fold it. Do not make any marks on it until I tell you to.

Distribute the answer sheets.

Filling in the INFORMATION BOX

Say:

At the top of your answer sheet, find the box with lines in it for your name and other information. On the line for your name, print your last name, then your first name.

If you have filled in an INFORMATION BOX on either the chalkboard or a transparency made from the copy master on this page, add:

Then print what I have printed here.

Point to the box that you have filled in.

If you have not filled in an INFORMATION BOX, add:

Then print the other information that is asked for.

Tell the students the form letter (S or T) to print on the Test Form line, *unless they will not all be taking the same form.*

If the students will be taking different forms (S and T) of the tests, say:

Leave the line for Test Form blank. You will add the test form later.

It is essential that the form (S or T) of the test that a student is taking be identified correctly on the line for Test Form.

↓ Fill in the spaces below **ONLY** if answers will be scored by hand.

Name _____
(Last Name, First Name)

Date _____ Test Form _____

Grade _____ Teacher _____

School _____

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Administering the Vocabulary Test

Each student should now have an answer sheet with the information spaces properly filled in, *unless* you will administer more than one form of the test and the students have not yet entered the Test Form on their answer sheets.

Distributing the test booklets

Say:

Now I am going to give you a test booklet. Leave it closed. Do not open it or write on it.

Distribute the test booklets, face up.

If the students are taking different forms of the tests, show them where to find the form letter (S or T) on the booklet covers. Then tell them to print their test form letter on the Test Form line in the information box they have filled in. If you prepared a transparency of the information box, or have sketched it on the chalkboard, you can show the students where to print the test form letter.

Sample question V-1

Say:

Open your booklet to page 1, the Vocabulary sample page.

When all the students have found page 1, say:

Find question V-1. Next to V-1 are the words *a big garage*. *Garage* has a line under it. One of the words or phrases below *garage* means the same, or nearly the same, as *garage*. The one that means most nearly the same as *garage* is *place for cars*. *Place for cars* has the letter *K* in front of it. So the answer to question V-1 is *K*.

In the Vocabulary part of your answer sheet, find row V-1 in the box for SAMPLE QUESTIONS. We found that the answer to question V-1 is *K*. So you should fill in answer circle *K* in row V-1.

Press down hard and make your mark dark. Don't let your mark go outside the circle.

Check that each student has marked the right answer circle. The circle does not need to be completely filled in, but most of it should be dark.

Give individual instruction to any student who needs it.

*Sample
question V-2*

Say:

Now, in your test booklet, find question V-2.

Decide which word or phrase means most nearly the same as the underlined word. Look at the letter in front of that word or phrase and fill in the circle for that same letter in row V-2 on your answer sheet.

Give the students time to read the words and mark their answer sheets. Then say:

***Shut* means most nearly the same as *close*. *Shut* has the letter **S** in front of it, so you should have marked circle **S** in row V-2 on your answer sheet.**

If you marked the wrong circle, make an X through the mark, then mark circle **S.**

Check that each student has marked the right answer circle. Give individual instruction to any student who needs it. Make sure that any student who has changed an answer has made a clear X through the wrong mark.

Before beginning the test, all the students should have marked the answers for sample questions V-1 and V-2 correctly.

*Final
instructions*

Say:

When you begin the test, mark your answer for question 1 in row 1 on your answer sheet where the arrow is pointing.

Now, at the top of your answer sheet, find the box that says **IMPORTANT. Read what it says to yourself, carefully. Be sure you understand how to change an answer.**

When the students have finished reading, say:

You will do best if you mark an answer for each question, even if you are not sure. Mark the answer you think is right and go on.

You will have 20 minutes to do the questions. That will be enough time for you to do all, or nearly all, of them. When you come to the stop sign at the end, go back and check your work. Do not go on to the next test.

If you finish checking before time is up, turn your answer sheet over. Put your closed test booklet on top of it.

If your pencil breaks, raise your hand, and I will bring you another.

If you have any questions now before we begin, raise your hand.

Answer any questions.

*Starting the
Vocabulary test*

Say:

All right, turn to page 2 and begin.

As soon as you have said “begin,” write, in the box below, the time of day to the nearest minute. Also write down the time when the test should end.

Vocabulary test started at	_____ : _____
Add 20 minutes of testing time	_____ 20 _____
Test should end at	_____ : _____

About 5 minutes before the testing period is over, tell the students how many more minutes they will have to work.

*Supervising the
Vocabulary test*

Walk about the room, checking to make sure that all the students have started at the right place and that they are

- ◆ Doing the questions in the right order;
- ◆ Turning the page when appropriate;
- ◆ Marking their answers in the correct rows on the answer sheet;
- ◆ Marking their answers neatly but not painstakingly;
- ◆ Making their answer marks dark;
- ◆ Marking just one answer circle for each question;
- ◆ Making any changes carefully and clearly;
- ◆ Not making unnecessary marks;
- ◆ Not looking at the work of other students;
- ◆ Not stopping work before they have finished;
- ◆ Not going on to the Comprehension test.

Do not give any hints that might give away an answer.

If any student is marking answers without reading the words, encourage that student to try to read them.

Encourage the students to check their work after they have finished.

If any students have finished *and checked* their work before it is time to stop, they should turn their answer sheets over, put their closed test booklets on top of them, and do other quiet desk work. You may collect the answer sheets and booklets as the students finish, or wait until the test is over. If *all* the students have finished and have checked their work before the time is over, you may stop the test and collect all the materials.

Stopping the Vocabulary test

Exactly 20 minutes after the test began, say:

It is time to stop. Put your pencil down, even if you have not finished. Turn your answer sheet over. Close your booklet. Leave it face up.

First collect the answer sheets. Then collect the test booklets.

Administering the Comprehension Test

If any students were absent for the Vocabulary test, be sure their names are written on their answer sheets before you begin the test. It is best if such students can make up the Vocabulary test before taking the Comprehension test. If that is not possible, it will be especially important to check their work on the Comprehension sample questions.

You should make sure that the students know that

- ◆ They should cross out marks that they want to change, *not* erase them;
- ◆ They should circle crossed-out marks that they decide are right after all.

Follow the directions carefully, reading aloud the directions printed in **plain dark type**.

Say:

I am going to give you back the answer sheets and the reading test booklets. If the answer sheet you get is not yours, raise your hand.

Distribute the answer sheets.

Make sure that each student gets his or her own answer sheet. Then say:

When you get a test booklet, leave it closed.

Distribute the test booklets. It is *not* necessary for the students to get the same booklet that they used for the Vocabulary test.

If the students took different levels or forms of the Vocabulary test, each student must get a booklet for the same level and form that he or she worked on during the Vocabulary test.

Sample
question C-1

Say:

Open your booklet to page 7, the Comprehension sample page.

When all the students have found page 7, say:

The passage on page 7 tells the most common idea of what a “blue moon” is. Read the passage to yourself as I read it aloud.

Sometimes—not very often—we get two full moons in one month. That second full moon is called a “blue moon.” No one knows why. Now we say “once in a blue moon” to mean “once in a long time.”

Question C-1, below the passage, is an unfinished sentence. It says *To be a “blue moon,” the moon must be. . . .* One of the words below the sentence finishes the sentence correctly.

The passage says that a second full moon is called a “blue moon.” So to be a “blue moon,” the moon must be full. *Full* has the letter *L* in front of it, so the answer to question C-1 is *L*.

Look at your answer sheet. Find row C-1, in the box for SAMPLE QUESTIONS in the Comprehension part of your answer sheet. We found that the answer to question C-1 is *L*. So you should fill in answer circle *L* in row C-1.

Press down hard and make your mark dark. Don't let your mark go outside the circle.

Check that each student has marked the right answer circle. If necessary, help any student find and mark the right circle.

*Sample
question C-2*

Say:

Now look at your booklet. In question C-2 there is a line under the words no one knows. The words no one knows are underlined in the passage, too. When words are underlined in a question, the same words are always underlined in the passage. You should use the underline to find what the question is asking about.

Question C-2 asks *What is it that no one knows?* Read the answers to yourself and decide which one is right. If you need to, go back and read again what the passage says. The underline will help you find the words no one knows. When you decide which answer is right, look at the letter in front of it. Then, in row C-2 on your answer sheet, mark the circle for the same letter.

Give the students time to read the words and mark their answer sheets. Then say:

The passage says that no one knows why the second full moon is called a "blue moon." So no one knows where the name came from. Where the name came from is answer O. You should have marked circle O, in row C-2 on your answer sheet.

If you marked the wrong circle, make an X through the mark, then mark circle O.

Check that each student has marked the right answer circle. If necessary, help any student find and mark the right circle. Make sure that any student who has changed an answer has made a clear X through the wrong mark.

Before beginning the test, all the students should have marked the answers for sample questions C-1 and C-2 correctly.

*Final
instructions*

Say:

Each passage in the test tells what you need to know to answer the questions about it. If you don't know which answer is right, read in the passage again. If you still are not sure which answer is right, mark the one you think is right and go on.

You will have 35 minutes to do the passages. That will be enough time for you to do all, or nearly all, of them. When you come to the stop sign at the end, go back and check your work. Do not turn back to the Vocabulary test.

If you finish checking your work before time is up, turn your answer sheet over. Put your closed test booklet on top of it.

If your pencil breaks, raise your hand, and I will bring you another.

When you begin, mark your answer for question 1 in row 1 in the Comprehension part of the answer sheet.

If you have any questions now before we begin, raise your hand.

Answer any questions.

*Starting the
Comprehension
test*

Say:

Now turn to page 8 and begin.

As soon as you have said "begin," write, in the box below, the time when the test started and the time when the test should end.

Comprehension test started at	_____	:	_____
Add 35 minutes of testing time	_____	35	_____
Test should end at	_____	:	_____

About 5 minutes before the testing period is over, tell the students how many more minutes they will have to work.

*Supervising the
Comprehension
test*

Walk about the room, checking to make sure that all the students have started at the right place and that they are

- ◆ Doing the questions in the right order;
- ◆ Turning the page when appropriate;
- ◆ Marking their answers in the correct rows on the answer sheet;
- ◆ Marking their answers neatly but not painstakingly;
- ◆ Making their answer marks dark;
- ◆ Marking just one answer circle for each question;
- ◆ Making any changes carefully and clearly;
- ◆ Not making unnecessary marks;
- ◆ Not looking at the work of other students;
- ◆ Not stopping work before they have finished;
- ◆ Not going back to the Vocabulary test.

Do not give any hints that might give away an answer.

If any student is marking answers without reading the passages, encourage that student to try to read them.

Encourage the students to check their work after they have finished.

If any students have finished *and checked* their work before it is time to stop, they should turn their answer sheets over, put their closed test booklets on top of them, and do other quiet desk work. You may collect the answer sheets and booklets as the students finish, or wait until the test is over. If *all* the students have finished and have checked their work before the time is over, you may stop the test and collect all the materials.

*Stopping the
Comprehension
test*

Exactly 35 minutes after the test began, say:

It is time to stop. Put your pencil down, even if you have not finished. Turn your answer sheet over. Close your booklet. Leave it face up.

First collect the answer sheets. Then collect the test booklets.

Instructions for scoring are printed on the back of the answer sheets. Tables of norms are in the Manual for Scoring and Interpretation for Levels 7/9 and 10/12.

TESTING WHEN ANSWERS ARE MARKED IN TEST BOOKLETS



Follow the directions carefully, reading aloud the directions printed in **plain dark type**.

Entering Identifying Information

Say:

I will give you a booklet for the reading test. Leave it closed. Do not open it.

Distribute the test booklets, back cover up and turned sideways, so that the box for identifying information is at the top.

Filling in the information box

Say:

Find the box with lines in it for your name and other information. On the line for your name, print your last name, then your first name.

If you have filled in an information box on either the chalkboard or a transparency made from the copy master on the bottom of the next page, add:

Then print what I have printed here.

Point to the box that you have filled in.

If you have not filled in an information box, add:

Then print the other information that is asked for.

Administering the Vocabulary Test

Sample question V-1

Say:

Turn your booklet over and open it to page 1, the Vocabulary sample page.

When all the students have found page 1, say:

Find question V-1. Next to V-1 are the words a big garage. Garage has a line under it. One of the words or phrases below garage means the same, or nearly the same, as garage. The one that means most nearly the same as garage is place for cars. So the answer to question V-1 is place for cars.

To show that the answer for V-1 is place for cars, fill in circle K in front of the words place for cars. Make your mark strong and dark. Do not make any other marks.

Check that each student has marked the right answer circle with a strong, dark mark. Give individual instruction to any student who needs it.

Sample question V-2

Say:

Now look at question V-2. Decide which word or phrase means most nearly the same as the underlined word. Then fill in the circle in front of that word or phrase.

Give the students time to read the words and mark their answer. Then say:

Shut means most nearly the same as close. So you should have marked circle S in front of shut. If you marked the wrong circle, erase the mark, then mark circle S.

Name _____ (Last Name, First Name)
Teacher _____
Date of Testing _____ Grade _____
School _____

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Check that each student has marked the right answer circle.
Give individual instruction to any student who needs it.

Before beginning the test, all the students should have marked the answers for sample questions V-1 and V-2 correctly.

*Final
instructions*

Say:

When I tell you to begin, you should start with question 1 on the next page.

You will do best if you mark an answer for each question, even if you are not sure. Mark the answer you think is right and go on.

You will have 20 minutes to do the questions. That will be enough time for you to do all, or nearly all, of them. When you come to the stop sign at the end, go back and check your work. Do not go on to the next test.

If you finish checking before time is up, close your booklet.

If your pencil breaks, raise your hand, and I will bring you another.

If you have any questions now before we begin, raise your hand.

Answer any questions.

*Starting the
Vocabulary test*

Say:

All right, turn to page 2 and begin.

As soon as you have said “begin,” write, in the box below, the time of day to the nearest minute. Also write down the time when the test should end.

Vocabulary test started at	_____ : _____
Add 20 minutes of testing time	_____ 20 _____
Test should end at	_____ : _____

About 5 minutes before the testing period is over, tell the students how many more minutes they will have to work.

*Supervising the
Vocabulary test*

Walk about the room, checking to make sure that all the students have started at the right place and that they are

- ◆ Doing the questions in the right order;
- ◆ Turning the page when appropriate;
- ◆ Marking their answers neatly but not painstakingly;
- ◆ Making their answer marks dark;
- ◆ Marking just one answer circle for each question;
- ◆ Erasing when changing an answer;
- ◆ Not making unnecessary marks;
- ◆ Not looking at the work of other students;
- ◆ Not stopping work before they have finished;
- ◆ Not going on to the Comprehension test.

Do not give any hints that might give away an answer.

If any student is marking answers without reading the words, encourage that student to try to read them.

Encourage the students to check their work after they have finished.

If any students have finished *and checked* their work before it is time to stop, they should close their booklets and do other quiet desk work. You may collect the booklets as the students finish, or wait until the test is over. If *all* the students have finished and have checked their work before the time is over, you may stop the test and collect all the booklets.

*Stopping the
Vocabulary test*

Exactly 20 minutes after the test began, say:

It is time to stop. Put your pencil down, even if you have not finished. Close your booklet. Leave it face down with the back cover up.

Collect the test booklets.

Administering the Comprehension Test

If any students were absent for the Vocabulary test, be sure their names are written on the back covers of their test booklets before you begin the test. It is best if such students can make up the Vocabulary test before taking the Comprehension test. If that is not possible, it will be especially important to check the work of such students on the Comprehension sample questions. *Be sure they know they may change an answer by erasing the old mark.*

Follow the directions carefully, reading aloud the directions printed in **plain dark type**.

Redistributing test booklets

Say:

I am going to give you back the reading test booklets. When you get your booklet, leave it closed.

If the booklet you get is not yours, raise your hand.

Distribute the test booklets, back cover up. *Make sure that each student gets his or her own test booklet.*

Sample question C-1

Say:

Turn your booklet over and open it to page 7, the Comprehension sample page.

When all the students have found page 7, say:

The passage on page 7 tells the most common idea of what a “blue moon” is. Read the passage to yourself as I read it aloud.

Sometimes—not very often—we get two full moons in one month. That second full moon is called a “blue moon.” No one knows why. Now we say “once in a blue moon” to mean “once in a long time.”

Question C-1, below the passage, is an unfinished sentence. It says *To be a “blue moon,” the moon must be. . . .* One of the words below the sentence finishes the sentence correctly.

The passage says that a second full moon is called a “blue moon.” So to be a “blue moon,” the moon must be full. The correct answer is *full*, so you should fill in answer circle *L* in front of the word *full*. Make your mark strong and dark.

Check that each student has marked the right answer circle. If necessary, help any student find and mark the right circle.

*Sample
question C-2*

Say:

Now look at question C-2. In question C-2 there is a line under the words no one knows. The words *no one knows* are underlined in the passage, too. When words are underlined in a question, the same words are always underlined in the passage. You should use the underline to find what the question is asking about.

Question C-2 asks *What is it that no one knows?* Read the answers to yourself and decide which one is right. If you need to, go back and read again what the passage says. The underline will help you find the words *no one knows*. When you decide which answer is right, mark the circle in front of it.

Give the students time to read the words and mark their answers. Then say:

The passage says that no one knows why the second full moon is called a “blue moon.” So no one knows where the name came from. You should have marked circle *O*, in front of *Where the name came from*.

If you marked the wrong circle, erase the mark, then mark circle *O*.

Check that each student has marked the right answer circle. If necessary, help any student find and mark the right circle. Make sure that any student who has changed an answer has erased the wrong mark.

Before beginning the test, all the students should have marked the answers for sample questions C-1 and C-2 correctly.

*Final
instructions*

Say:

Each passage in the test tells what you need to know to answer the questions about it. If you don't know which answer is right, read in the passage again. If you still are not sure which answer is right, mark the one you think is right and go on.

You will have 35 minutes to do the passages. That will be enough time for you to do all, or nearly all, of them. When you come to the stop sign at the end, go back and check your work. Do not turn back to the Vocabulary test.

If you finish checking before time is up, close your booklet.

If your pencil breaks, raise your hand, and I will bring you another.

When I tell you to begin, you should start with the first passage on the next page.

If you have any questions now before we begin, raise your hand.

Answer any questions.

*Starting the
Comprehension
test*

Say:

Now turn to page 8 and begin.

As soon as you have said "begin," write, in the box below, the time when the test started and the time when the test should end.

Comprehension test started at	_____ :
Add 35 minutes of testing time	_____ 35
Test should end at	_____ :

About 5 minutes before the testing period is over, tell the students how many more minutes they will have to work.

*Supervising the
Comprehension
test*

Walk about the room, checking to make sure that all the students have started at the right place and that they are

- ◆ Doing the questions in the right order;
- ◆ Turning the page when appropriate;
- ◆ Marking their answers neatly but not painstakingly;
- ◆ Making their answer marks dark;
- ◆ Marking just one answer circle for each question;
- ◆ Erasing when changing an answer;
- ◆ Not making unnecessary marks;
- ◆ Not looking at the work of other students;
- ◆ Not stopping work before they have finished;
- ◆ Not going back to the Vocabulary test.

Do not give any hints that might give away an answer.

If any student is marking answers without reading the passages, encourage that student to try to read them.

Encourage the students to check their work after they have finished.

If any students have finished *and checked* their work before it is time to stop, they should close their booklets and do other quiet desk work. You may collect the booklets as the students finish, or wait until the test is over. If *all* the students have finished and have checked their work before the time is over, you may stop the test and collect all the booklets.

*Stopping the
Comprehension
test*

Exactly 35 minutes after the test began, say:

It is time to stop. Put your pencil down, even if you have not finished. Close your booklet. Leave it face down, with the back cover up.

Collect the booklets.

Instructions for scoring and tables of norms are in the Manual for Scoring and Interpretation for Levels 7/9 and 10/12.

RESUMING THE TEST AFTER AN INTERRUPTION



If the Students Are Using Answer Sheets

When the students are ready to begin, but *before they turn their booklets and answer sheets over again*, say:

When I tell you to begin, you should start at the place where you had to stop. If you are not sure of an answer, mark the one you think is right and go on. Fill in only one circle for each question.

Keep working until you come to the stop sign. Then go back and check your work. If you have any questions before we begin again, raise your hand.

After any questions have been answered, say:

Now turn your booklet and answer sheet over. Do not begin yet. Find the place on your answer sheet where you marked your last answer. Then, in your booklet, find the question with the same number.

When all the students have found the place where they had stopped, say:

All right, begin.

Write down the time when you said “begin.” Stop the test when the amount of time left for the testing is over.

If the Students Are Marking Answers in Test Booklets

When the students are ready to begin, but *before they turn their booklets over again*, say:

When I tell you to begin, you should start at the place where you had to stop. If you are not sure of an answer, mark the one you think is right and go on. Fill in only one circle for each question.

Keep working until you come to the stop sign. Then go back and check your work. If you have any questions before we begin again, raise your hand.

After any questions have been answered, say:

Now turn your booklet over. Find the last question you answered.

When all the students have found the place where they had stopped, say:

All right, begin.

Write down the time when you said “begin.” Stop the test when the amount of time left for the testing is over.

MAKEUP TESTING



The coordinator of the testing program in your school will know the local policy about scheduling makeup testing for

- ◆ Students who missed all or part of the testing;
- ◆ Students who were ill or very upset during a testing session.

If makeup testing is possible, you should also consider it for

- ◆ Students who persisted in copying;
- ◆ Students who did not understand what to do;
- ◆ Students who marked answers in the wrong column or section of an answer sheet;
- ◆ Students whose answer sheets or test booklets are marked in a way that indicates their tests should not be scored:
 - ◆ Nearly all marked answers are in the same position.
 - ◆ Answers are marked in a repeated pattern.
 - ◆ Only a very few answers are marked at all.
 - ◆ More than one of the answer circles is marked for many of the questions.

If you believe that any of these students may be able to read much of the material in the tests, you may want to talk to them privately to find out the basis for the problem.

- ◆ If a student was ill or very upset, the student may be given the alternate form of the test.
- ◆ If a student did not understand the directions, but can understand them when you go over them individually with the student, the student may be given the alternate form of the test.
- ◆ If the test was simply much too difficult for a student, you will know, without having an actual test score, that the student will need further evaluation and extensive help with reading. You may want to consider giving the student a lower level of the tests. (If the test was much too difficult for a student, do not ask him or her to take the same test *level* as a makeup.)

Makeup tests should be scored in the usual way.

If the students have used GMRT Answer Sheets that will be scored by machine, makeup tests should be given as soon as possible, so that sending the answer sheets for scoring will not be long delayed, and so that the same set of norms will apply equally to all the scores. Makeup tests of any students who cannot be tested soon after the initial testing may be scored by hand. Directions for hand scoring and tables of norms are in the *Manual for Scoring and Interpretation* for Levels 7/9 and 10/12.

YOUR IDEAS ARE WELCOME



Your experiences in using the tests and manuals can continue to guide us in developing materials that will be helpful and easy to use. If you have any suggestions about how these tests or manuals might be improved in another edition, please send them to the authors:

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If you write about a manual, be sure to mention the test levels shown on the cover.

