

Individual Diagnostic Silent Reading Seatwork Tests

By

Eleanor M. Johnson

For

The Child-Story Primer

Name

School

Grade

Bennett Thor
Lowell
First

Copyright 1927

LYONS AND CARNAHAN, Publishers
Chicago New York

Directions for Teachers

Purposes of These Tests

The purposes of the *Individual Diagnostic Silent Reading Seatwork Tests* are three-fold:

1. They give the teacher a measure of each individual pupil's comprehension and mastery of practically every story in the *Child-Story Readers*. They individualize classroom instruction without raising administrative difficulties.
2. The tests are diagnostic in character in that they help the teacher to discover pupil strength or weakness in five different reading abilities, namely:
 - a. The ability to comprehend facts
 - b. The ability to follow directions
 - c. The ability to organize ideas
 - d. Development of vocabulary in meaningful situations
 - e. The ability to use books effectively and economically
3. They provide profitable educative seatwork based on previous teacher-directed reading activities.

Vocabulary

In developing these tests, the same vocabulary has been used which occurs in the corresponding story or previous stories in the *Child-Story Readers*. Such arrangement affords repeated use of the same vocabulary in new situations.

Method of Procedure

1. After a story in the *Child-Story Reader* has been taught according to the plan set forth under "Specific Lesson Helps" in the teacher's manual, the *Individual Diagnostic Seatwork Test* appropriate for that same story may be given for seatwork.
2. The first three or four tests given should be carefully directed by the teacher. If necessary, in the early stages the teacher should place on the blackboard, for explanatory purposes, materials similar to (but not identical with) the test proper.
3. The directions for each test are given in small print at the top of the test itself. These directions should be read by the teacher with the pupils before they start to work independently. Any directions which are given in the test exercise proper should *not* be read by the teacher. Each child should do this work independently for himself. Only in this way may a teacher know the real mastery achieved by *each* pupil for *each* story in the reader.
4. After pupils have a clear understanding of what is to be done, they should proceed *unaided* with the test in the pamphlet. Pupils should not use their readers during these tests unless directed to do so by the directions of the test.
5. These test books are easier to administer than card materials which are cut into smaller pieces and placed in envelopes. After a short time some of the pieces are lost and then all the material is valueless.

Remedial Work

If pupils fail to make a satisfactory score upon any Individual Diagnostic Silent Reading Seatwork Test, the remedy is apparent to the teacher at once, namely, that such pupils need more practice exercises of the *same* kind. Thus the amount of drill necessary for mastery of fundamental words and different reading abilities is indicated by the results of each test for practically every story in the reader. Additional practice can be given to such pupils in two ways, (1) at a separate, extra period each day, (2) at a regular teacher-directed period after these pupils have been placed in a group by themselves and by providing similar extra practice exercises for seatwork.

Underscored words which appear in any of the testing materials proper indicate that those words have not occurred in the reading vocabulary up to date. There is a minimum number of these words, the majority of which occur in the earliest tests for the Primer. The teacher should tell these words to the children so that they will not be handicapped in their comprehension of the test.



1. Make Terry black.
2. Make Jack blue.
3. Make Kitty black.
4. Make Jane blue.



Terry



Kitty



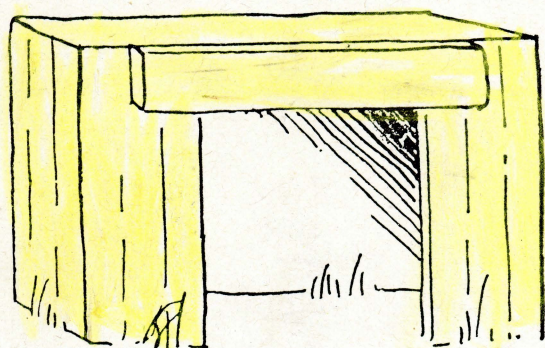
Jack



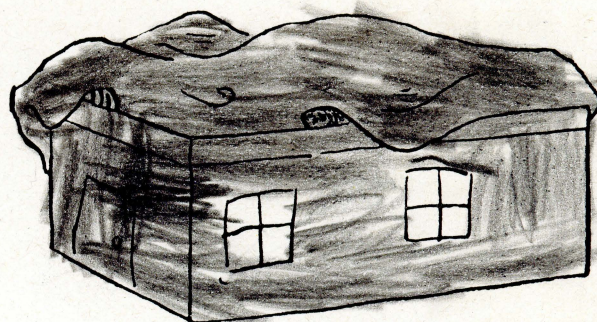
Jane



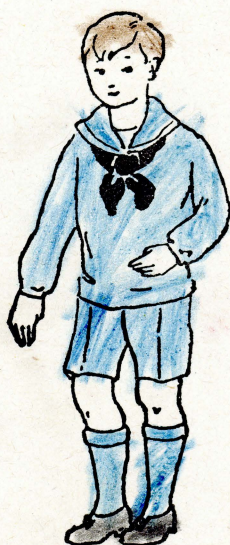
1. Make Terry's house yellow.
2. Make Kitty's house black.
3. Make Jack blue.
4. Make Jane orange.



Terry's house



Kitty's house



Jack



Jane

WORD RECOGNITION TEST No. 1
Through Page 16

(By each picture write the appropriate numbers of the sentences which the picture illustrates. See number one.)

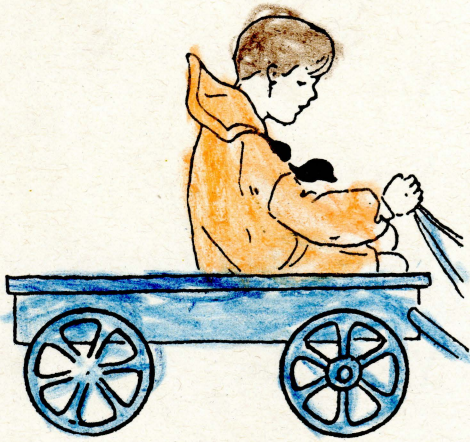


1. Who says "Bow-wow"?
2. Who made Terry's house?
3. Who made Kitty's house?
4. Who says "Meow"?
5. Who plays with Jack?
6. Who plays with Jane?

Score equals the number right.



1. Make the wagon blue.
2. Make Billy black.
3. Make the playhouse orange.
4. Make the doll blue.
5. Jack is in the wagon.
6. Make Jack orange.



the wagon



Billy



the playhouse



the doll

