An updated and improved listing of test and measurement items useful in Adult Basic Education Classrooms is provided. Diagnostic, placement, achievement, and group and individual intelligence tests are reviewed. Information on test type and purpose, appropriate grade level, test time, number of forms, the manual, scoring, and format is included. All tests listed were either developed for adults or are tests which have proved useful with adults. The following criteria were used in the selection process: (1) Tests which were written for and/or normed for adults, (2) Other tests which, due to lack of "childish pictures" are not offensive to the adult, and (3) Tests which can be administered and interpreted by a classroom teacher. (Author/BJG)
CENTER FOR RESOURCE DEVELOPMENT
IN ADULT EDUCATION

TESTS
for
Adult Basic Education Teachers

Kathleen Vonderhaar
Donald W. Mocker
Robert E. Leibert
Vera Maass

February, 1975
The project reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>iii</td>
</tr>
<tr>
<td>About the Authors</td>
<td>v</td>
</tr>
<tr>
<td>Selecting and Using Tests by Robert E. Leibert</td>
<td>1</td>
</tr>
<tr>
<td>An Index of Test Information</td>
<td>5</td>
</tr>
<tr>
<td>Individualized Tests</td>
<td>6</td>
</tr>
<tr>
<td>Group Tests</td>
<td>7</td>
</tr>
<tr>
<td><strong>Diagnostic</strong></td>
<td></td>
</tr>
<tr>
<td>Doren Diagnostic Reading Test</td>
<td>9</td>
</tr>
<tr>
<td>McCullough Word Analysis Test</td>
<td>10</td>
</tr>
<tr>
<td>Silent Reading Diagnostic Test</td>
<td>11</td>
</tr>
<tr>
<td><strong>Placement</strong></td>
<td></td>
</tr>
<tr>
<td>Basic Reading and Word Test, The</td>
<td>12</td>
</tr>
<tr>
<td>Learning Lab Math Placement Inventory</td>
<td>13</td>
</tr>
<tr>
<td>Learning Lab Reading Placement Inventory</td>
<td>14</td>
</tr>
<tr>
<td><strong>Achievement</strong></td>
<td></td>
</tr>
<tr>
<td>Adult Basic Education Student Survey</td>
<td>15</td>
</tr>
<tr>
<td>Adult Basic Learning Examination</td>
<td>16</td>
</tr>
<tr>
<td>Adult Basic Reading Inventory</td>
<td>17</td>
</tr>
<tr>
<td>Gates Reading Survey</td>
<td>18</td>
</tr>
<tr>
<td>Iowa Test of Educational Development</td>
<td>19</td>
</tr>
<tr>
<td>Tests of Adult Basic Education</td>
<td>20</td>
</tr>
<tr>
<td><strong>Intelligence</strong></td>
<td></td>
</tr>
<tr>
<td>Quick Word Test</td>
<td>21</td>
</tr>
<tr>
<td><strong>Individual Tests</strong></td>
<td></td>
</tr>
<tr>
<td>Adult Informal Reading Inventory</td>
<td>22</td>
</tr>
<tr>
<td>An Informal Reading Inventory for Use by Teachers of ABE</td>
<td>23</td>
</tr>
<tr>
<td>Table of Contents (cont.)</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Individual Tests</strong> — Diagnostic cont.</td>
<td></td>
</tr>
<tr>
<td>Auditory Discrimination Test ...........................................24</td>
<td></td>
</tr>
<tr>
<td>Botel Reading Inventory .....................................................25</td>
<td></td>
</tr>
<tr>
<td>Follett Individual Reading ................................................26</td>
<td></td>
</tr>
<tr>
<td>Placement Inventory ............................................................26</td>
<td></td>
</tr>
<tr>
<td>Gates — McKillop Reading Diagnostic ......................................27</td>
<td></td>
</tr>
<tr>
<td>Gray Oral Reading Test .......................................................28</td>
<td></td>
</tr>
<tr>
<td>Idaho State Penitentiary ....................................................29</td>
<td></td>
</tr>
<tr>
<td>Informal Reading Inventory ..................................................29</td>
<td></td>
</tr>
<tr>
<td>Roswell-Chall Diagnostic Test ..............................................30</td>
<td></td>
</tr>
<tr>
<td><strong>Test of Individual Needs in Reading</strong> ..................................31</td>
<td></td>
</tr>
<tr>
<td><strong>Test That's Not A Test</strong> ...................................................32</td>
<td></td>
</tr>
<tr>
<td><strong>Word Discrimination Test</strong> ................................................33</td>
<td></td>
</tr>
<tr>
<td><strong>Placement</strong></td>
<td></td>
</tr>
<tr>
<td>Slosson Oral Reading ..........................................................34</td>
<td></td>
</tr>
<tr>
<td><strong>Achievement</strong></td>
<td></td>
</tr>
<tr>
<td>Reading/Everyday Activities .................................................35</td>
<td></td>
</tr>
<tr>
<td>In Life</td>
<td></td>
</tr>
<tr>
<td>Wide Range Achievement Test ................................................36</td>
<td></td>
</tr>
</tbody>
</table>
INTRODUCTION

The purpose of this publication is to provide a current listing of test and measurement instruments which can aid instruction in the Adult Basic Education classroom. This listing is a revision of the original publication of May, 1972. The revision resulted from additional experience in using tests in classrooms and because of tests which have been developed since the first publication.

The tests listed were either developed for adults or are tests which have proven useful with adults. The following criteria were used in the selection process:

1. Tests which were written for and/or normed for adults.

2. Other tests which, due to their lack of "childish words" or "childish pictures" are not offensive to the adult.

3. Tests which can be administered and interpreted by a classroom teacher.
ABOUT THE AUTHORS

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She is a doctoral student in the Department of Counselor Education and a staff associate with the Center for Resource Development in Adult Education, University of Missouri-Kansas City.
SELECTING AND USING TESTS

As stated in the introduction, this publication provides information on some of the tests currently available which have been found useful in diagnosis, and in the measurement of reading attainment or progress.

The following comments are offered as guides and cautions in the process of selecting and using tests for the classroom.

PRODUCT TESTS

Standardized achievement tests exemplify instruments designed to assess what has been learned — the "product" of — formal and informal education. They are constructed so that the tests may be administered in groups.

Achievement tests are most powerful when used to assess group performance and to measure reading gains. Another asset of standardized tests is that they provide a norm or standard of attainment by which the test scores can be compared. Scores can also be interpreted as an indication of how the adult would respond to other instruments measuring the same achievement area(s). Achievement tests permit the user to compare one type of performance with another, but do not indicate how the reader achieved as he or she did.

Manuals usually provide sufficient information for successful test administration and scoring, and for making basic interpretations of the scores. Because of the nature of these tests, they usually require little in the way of specialized training and experience beyond careful use of the manual for acceptable implementation.
PROCESS TESTS

Whether group or individually administered, these tests attempt to provide a measure or a record of the observed reading performance of the student. Some tests are organized so these scores yield a profile of performance. Usually tests of this type are designed to measure specific aspects of reading performance (e.g., word analysis, comprehension, etc.).

While some tests in this group also provide norms for making comparisons, the utility of these tests reside in their potential for assisting the teacher pinpoint those aspects of reading which are adequate, and if and where the process being tested begins to break down. Process tests generally involve greater skills to administer and interpret these tests and therefore require more training and knowledge on the part of the user than do achievement tests.

GROUP TESTS

Group tests have certain advantages over individual tests such as the relatively shorter administration time involved. However, responses to items on pen and pencil tests give the impression that the student could and did read the material. Because such tests are silent and particularly when the items are multiple-choice, an examiner cannot discriminate between responses which were made through correct or incorrect reading nor among those which came about through reasoned or random guessing. The negative effects of such testing can be reduced by matching the adult with a test which best fits his or her current reading capability. Fewer errors in interpretation will be made when dealing with group scores than will be made if individual scores are analyzed.

Product tests have a variety of important functions such as providing a way of screening people for further testing and establishing baseline data for conducting a continuous program evaluation.
INDIVIDUAL TESTS

Most of these tests are oral and are administered individually. Tests provide the examiner with specific information about the ability to handle the reading tasks involved. The resulting information can be directly linked with instructional decisions.

However, the potential user should be cautioned that the utility of these tests depends almost entirely upon the capability and training of the examiner. Test results are affected by variations in test administration, in the subjectivity involved in the scoring of items, and in test interpretation.

These tests can provide intensive diagnostic data on individuals for making instructional decisions. On the other hand, they are not well suited for assessing long term effects of the instructional program.

TEST SELECTION AND USE

The following ideas might be considered if the selection and use of new tests is a concern:

1. The bulk of the test items should reflect the curriculum or outcomes expected of your program. This requires a close inspection of the test items. Purchase or borrow a specimen set (test and manual) to examine the items and for brain, as well as information concerning test norms and interpretation. In addition, check the available reviews of the test in an appropriate edition of the Mental Measurements Yearbook (Oscar Buros, Editor, the Gryphon Press, 7 editions).
TEST SELECTION AND USE (Cont.)

2. Standardized achievements or product tests increase in utility when employed over a span of several years. Experience with the test and its relation to subsequent instruction can provide insights to help determine how the results may relate to other tests and to predict instructional needs.

Year to year measurement of the program can be managed more efficiently if the same standardized test is used each year. When different tests are administered each year, the results cannot be compared with the scores of previous years because of differences in test content and norms.

3. Essentially, selection of process tests should be based upon the training and experience of the person(s) using the test. Administration and interpretation can be improved by experience and additional graduate coursework or specialized training procedures.
AN INDEX OF TEST INFORMATION

For those readers who are unfamiliar with the tests included in this publication, the following two tables provide a general reference to test type, content and level.

Separate tables are provided for individual and for group tests. Titles of general skills or for subject areas, and the grade levels for which the tests were designed are found in one column and the specific tests which contain such features are listed in the other column.
## INDIVIDUAL TESTS

<table>
<thead>
<tr>
<th>TESTS</th>
<th>GRADE LEVELS</th>
<th>TEST INFORMATION</th>
<th>READING LEVEL</th>
<th>GENERAL READING ABILITY</th>
<th>WORD RECOGNITION</th>
<th>WORD ANALYSIS</th>
</tr>
</thead>
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<tr>
<td></td>
<td>0/1</td>
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<tr>
<td>Adult Informal Reading Inventory</td>
<td>p. 22</td>
<td>X X X X X X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X X</td>
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<tr>
<td>An Informal Reading Inventory</td>
<td>p. 23</td>
<td>X X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Auditory Discrimination Test</td>
<td>p. 24</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Botel Reading Inventory</td>
<td>p. 25</td>
<td>X X X X X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Follett Indiv. Read. Placement Inv.</td>
<td>p. 26</td>
<td>X X X X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Gates-Mckillop Read. diag. Test</td>
<td>p. 27</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Gray Oral Reading Test</td>
<td>p. 28</td>
<td>X X X X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>Idaho St. Pen. Informal Rdg. Inv.</td>
<td>p. 29</td>
<td>X X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Roswell-Chall Diagnostic Test</td>
<td>p. 30</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Test of Indiv. Needs in Reading</td>
<td>p. 31</td>
<td>X X X X X X X X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Test That's Not A Test</td>
<td>p. 32</td>
<td>X X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Word Discrimination Test</td>
<td>p. 33</td>
<td>X X X X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Slosson Oral Reading</td>
<td>p. 34</td>
<td>X X X X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>R/EAL Test</td>
<td>p. 35</td>
<td>X X X X X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wide Range Achievement</td>
<td>p. 36</td>
<td>X X X X X X</td>
<td>X</td>
<td>X</td>
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<td>11/12</td>
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<td>13+</td>
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</tr>
</tbody>
</table>

**Note:** The table represents the presence of tests across different grade levels and reading abilities. The symbols X indicate the presence or applicability of the test at that level.
<table>
<thead>
<tr>
<th>TESTS</th>
<th>GRADE LEVELS</th>
<th>TEST INFORMATION</th>
<th>ACHIEVEMENT OR PRODUCT INFORMATION</th>
<th>PROCESS OR DIAGNOSTIC INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doren Diagnostic Reading Test</td>
<td>p. 9</td>
<td></td>
<td>X X X X X X</td>
<td>X X X X X X</td>
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<tr>
<td>Silent Reading Diagnostic Test</td>
<td>p. 11</td>
<td>X X</td>
<td></td>
<td>X X X X X X</td>
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<tr>
<td>McCullough Word Analysis Tests</td>
<td>p. 10</td>
<td>X X X</td>
<td></td>
<td>X X X X X</td>
</tr>
<tr>
<td>Basic Reading and Word Test</td>
<td>p. 12</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Reading Placement Inventory</td>
<td>p. 14</td>
<td>X X X X</td>
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<td>X X X X X</td>
</tr>
<tr>
<td>Math Placement Inventory</td>
<td>p. 13</td>
<td>X X X X</td>
<td></td>
<td>X X X X X</td>
</tr>
<tr>
<td>Tests of Adult Basic Education</td>
<td>p. 20</td>
<td>X X X X X X X X</td>
<td></td>
<td>X X X X X</td>
</tr>
<tr>
<td>Gates Reading Survey</td>
<td>p. 18</td>
<td>X X X X X X X</td>
<td></td>
<td>X X X X X</td>
</tr>
<tr>
<td>Iowa Test (ITED)</td>
<td>p. 19</td>
<td>X X</td>
<td></td>
<td>X X X X X</td>
</tr>
<tr>
<td>Adult Basic Learning Examination</td>
<td>p. 16</td>
<td>X X X X X X X X</td>
<td></td>
<td>X X X X X</td>
</tr>
<tr>
<td>Adult Basic Ed. Student Survey</td>
<td>p. 15</td>
<td>X X X X X X X X</td>
<td></td>
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</tr>
<tr>
<td>Adult Basic Reading Inventory</td>
<td>p. 17</td>
<td>X X X</td>
<td></td>
<td>X X X X X</td>
</tr>
<tr>
<td>Quick Word Test</td>
<td>p. 21</td>
<td>X X X</td>
<td></td>
<td>X X X X X</td>
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</tbody>
</table>
Type — Group, diagnostic

The purpose of the test is to provide a diagnostic instrument identifying a student's word recognition problems as well as suggesting remediation.

Range
1 - 9

Time
3 hours
(in 3 sessions)

Forms
One

Manual, Scoring and Format

- Manual provides instructions for administering and scoring along with technical data concerning the test. Also provided are suggestions for remedial activities and reliability and validity data. No norms are given.

- Hand scored by administrator

- Subtests sample skills in the following:
  - Letter recognition
  - Beginning sounds
  - Whole-word recognition
  - Words within words
  - Speech consonants
  - Discriminate guessing (use of context clues)
  - Ending sounds
  - Blending
  - Rhyming
  - Vowels
  - Sight words
Type — Group diagnostic

The purpose of the test is to provide a diagnostic instrument for the measurement of phonetic and structural word-analysis skill.

<table>
<thead>
<tr>
<th>Range</th>
<th>Time</th>
<th>Forms</th>
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<tbody>
<tr>
<td>4 - 6</td>
<td>Approx. 70 min.</td>
<td>One</td>
</tr>
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</table>

Manual, Scoring and Format

- Manual provides description of objectives and content of subtests. Also provided are norms, separate for female and male, and reliability data. No validity data is given.
- Hand scored by administrator

- This test provides diagnostic information in the following areas:
  - Initial blends and digraphs
  - Phonetic discrimination
  - Matching letters to vowel sounds
  - Sounding whole words
  - Structural analysis total
  - Interpreting phonetic symbols
  - Phonetic analysis total
  - Dividing words into syllables
  - Root words in affixed forms
SILENT READING DIAGNOSTIC TEST
1970

Lyons and Carnahan
407 East 25th Street
Chicago, Illinois 60616

By: Guy L. Bond
Bruce Balow
Cyril J. Hoyt

Type — Group, diagnostic

The purpose of the test is to provide a diagnostic instrument for the assessment of word recognition and analysis skills.

Range  
Time  
Forms  
2 - 6  
90 minutes  
One  
(two sections)

Manual, Scoring and Format

• Manual provides instructions for administration, scoring and interpretation. Also provided is reliability data, grade equivalent norms and percentile and stanine norms by grade. (The 1970 edition is a shortened version of the 1955 edition.)

• Window cards for easy scoring (15 minutes). Scores in word recognition and word analysis techniques. Provides skills profile.

• One booklet — 8 subtests

I  Words in Isolation  
II  Words in Context  
III  Visual-Structural Analysis  
IV  Syllabication  
V  Word Synthesis  
VI  Beginning Sounds  
VII  Ending Sounds  
VIII  Vowel and Consonant Sounds

17
THE BASIC READING AND WORD TEST

1968

Richardson, Bellows, Henry & Co.
1140 Connecticut Ave., N.W.
Washington, D. C. 20036

Type — Group or Individual, placement

The purpose of the test is to provide an instrument to determine minimum reading capability for selection in training programs for hard-core or disadvantaged persons

<table>
<thead>
<tr>
<th>Range</th>
<th>Time</th>
<th>Forms</th>
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</thead>
<tbody>
<tr>
<td>3 - 8</td>
<td>Approx. 25 - 30 minutes</td>
<td>One</td>
</tr>
</tbody>
</table>

Manual, Scoring and Format

- Manual provides instructions for administration along with data on norms, reliability and validity. Expectancy charts are also provided.

- Hand scored by administrator

- The test is built to cover a wide reading-vocabulary range and contains 80 items cast in the true-false format and arranged in order of difficulty.
LEARNING LAB MATH PLACEMENT INVENTORY

By: Joseph B. Carter

Learning Lab Associates, Inc.
Box 8137
Washington, D. C. 20034

Type — Group, placement

The purpose of this test is to provide a fast means of initial placement in a learning center.

<table>
<thead>
<tr>
<th>Range</th>
<th>Time</th>
<th>Forms</th>
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</thead>
<tbody>
<tr>
<td>1 - 10</td>
<td>No limit</td>
<td>One</td>
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</tbody>
</table>

Manual, Scoring and Format

- Manual provides information on administration and scoring. Placement charts are also provided. No reliability or validity data is given.

- Hand scored by test administrator

- 60 computation problems
  About four (4) examples of each basic skill, going as far as high school algebra and geometry.
Type — Group, placement

The purpose of this test is to provide a fast means of initial placement in a learning center.

<table>
<thead>
<tr>
<th>Range</th>
<th>Time</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 10</td>
<td>No limit</td>
<td>One</td>
</tr>
</tbody>
</table>

Manual, Scoring and Format

- Manual provides information on administration and scoring. Placement charts are also provided. No reliability or validity data is given.

- Hand scored by test administrator

- 50 sentences or short paragraphs increasing in difficulty which must be completed by using the correct word or phrase.
Type — Group, achievement

The purpose of the survey is to provide an instrument for the measurement of growth and the placement of adult basic education students.

Range: 1 - 8
Time: Approx. 4 hrs.
Forms: Two

Manual, Scoring and Format

- Manual provides information on norms and reliability and validity data.
- Templates are available for hand scoring. Scores are in grade equivalents 1.1 - 7.9.
- Four (4) parts:
  I  Reading Comprehension
  II  Word Recognition
  III  Arithmetic Computation
  IV  Arithmetic Problems
The purpose of the test is to provide an instrument for the determination of general education levels of adults who have not completed formal eighth grade education; the evaluation of programs designed to raise their educational level; diagnosis of individual strengths and weaknesses; measurement of progress; and educational planning.

Manual, Scoring and Format

- Manual provides instructions for administration and scoring and reliability and validity data.
- Levels I and II have a KEY for handscoring
- Level III has a special sheet for machine scoring
- Sections for each level:
  - Vocabulary
  - Reading
  - Spelling
  - Arithmetic computation
  - Arithmetic problem solving
The purpose of the inventory is to provide an instrument for the identification of strengths and weaknesses in reading skills of functional illiterates.

**Range**

0 - 4

**Time**

60 minutes

**Forms**

One

**Manual, Scoring and Format**

- Manual provides instructions on administration and scoring, but no information is given on norms, reliability and validity.

- Hand scored

- Booklet, five (5) parts:
  
  I Vocabulary — picture and word matching
  II Hearing discrimination
  III Vocabulary (synonyms)
  IV Listening vocabulary
  V Contextual material
The purpose of the survey is to provide an instrument which reveals specific strengths and weaknesses in reading abilities and indicates the type of training most needed by a class or individual pupil.

### Range

<table>
<thead>
<tr>
<th>Type</th>
<th>Group, achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>60 - 70 minutes; some parts are not timed</td>
</tr>
<tr>
<td>Forms</td>
<td>Three</td>
</tr>
</tbody>
</table>

### Manual, Scoring and Format

- IBM answer sheets (1960) revision
- This test provides:
  - I Speed accuracy
  - II Accuracy
  - III Vocabulary
  - IV Level of comprehension
  - V Total reading score

- Manual provides instructions for administration, norm tables, percentile tables, data on reliability, and table indicating minimum differences necessary for significant variations among subtest score. No validity data provided.
The purpose of this achievement battery is to provide teachers with an instrument for comprehensive and objective description of pupil development and for obtaining measures of growth and comparable measures for all pupils.

Range: 9 - 12
Time: Approx. 4½ hrs.
Forms: Two (S 4 & Y4)

Manual, Scoring and Format

- Manual provides instructions for administration, scoring, and interpretation. Also provided are sample exercises, norm tables, and reliability and validity data.

- Hand or machine scored.

- Of the nine tests in the total battery, the following are appropriate for GED programs:
  Test 3 — Correctness of Expression
  Test 4 — Math
  Test 5 — Social Studies
  Test 6 — Science
  Test 7 — Literature
The purpose of the test is to measure adult achievement in Reading, Arithmetic, Language, and Spelling.

<table>
<thead>
<tr>
<th>Range</th>
<th>Time</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 12</td>
<td>2 hrs. - 3½ hrs.</td>
<td>Two</td>
</tr>
<tr>
<td></td>
<td>(depending on level)</td>
<td></td>
</tr>
</tbody>
</table>

**Manual, Scoring and Format**

- A manual is provided but with minimum information for interpretation of scores. No norms other than grade equivalent scores are given. Also, no information is provided on reliability or validity.

- Hand or machine scoring.

- Four tests:

<table>
<thead>
<tr>
<th>Practice Exercise</th>
<th>Range</th>
<th>Form</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 12</td>
<td>one</td>
<td>20 min.</td>
<td></td>
</tr>
<tr>
<td>Locater Test</td>
<td>0 - 12</td>
<td>one</td>
<td>10 min.</td>
</tr>
<tr>
<td>Level E (easy)</td>
<td>1 - 5</td>
<td>two</td>
<td>94 min.</td>
</tr>
<tr>
<td>Level M (medium)</td>
<td>2 - 9</td>
<td>two</td>
<td>176 min.</td>
</tr>
<tr>
<td>Level D (difficult)</td>
<td>3 - 12</td>
<td>two</td>
<td>158 min.</td>
</tr>
</tbody>
</table>
QUICK WORD TEST
1967

By: Edgar F. Borgatta
Raymond J. Corsini

Type — Group. general intelligence

The purpose of the test is to provide a quick, inexpensive and easily applied measure of general ability.

<table>
<thead>
<tr>
<th>Range</th>
<th>Time</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - 12</td>
<td>Unlimited</td>
<td>Parallel forms at each level</td>
</tr>
</tbody>
</table>

Manual, Scoring and Format

- Manual provides norm tables for translating raw scores on the tests into percentiles and stanines. Reliability data is also provided.
- Easy — Stencil keys for hand scoring

- Elementary Level
  Level I (4-5-6) (high school)
ADULT INFORMAL READING INVENTORY
1972

Reading Center
University of Missouri - Kansas City
52nd and Holmes
Kansas City, Missouri 64110

By: Robert Leibert

Type — Individual, diagnostic

The purpose of the test is to provide an instrument for the estimation of the adult's functional reading abilities, giving information about specific instructional needs and the adult's performance at different levels of materials.

<table>
<thead>
<tr>
<th>Range</th>
<th>Time</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 10</td>
<td>No time limit, approx. 15 min.</td>
<td>Two</td>
</tr>
</tbody>
</table>

Manual, Scoring and Format

- Manual provides instructions for administration and scoring. Also provided are norms in form of two reading performance tables and rate charts for finding rate of reading.

- Hand scored by test administrator. Scores are given in rate, comprehension, and word recognition.

- Two (2) parts:
  1. Word recognition skills
  2. Six graded paragraphs for oral reading: each followed by five (5) comprehension questions.
The purpose of the inventory is to provide an instrument for measuring reading performance and instructional readability level for teaching purposes.

**Range**
1 - 6

**Time**
Approx. 20 minutes

**Forms**
One

**Manual, Scoring and Format**

- Manual provides instructions for administration and scoring, but no information on norms, reliability, and validity is given.

- Hand scored by administrator and includes summary sheet of reading difficulties.

- Four (4) parts:
  I  Word recognition and analysis
  II  Oral reading
  III  Listening ability
  IV  Letter and blend recognition
AUDITORY DISCRIMINATION TEST

1958

Language Research Associates
175 East Delaware Place
Chicago. Illinois 60611

By: Joseph M. Wepman

Type — Individual, diagnostic

The purpose of the test is to provide an instrument for the determination of the learner's ability to recognize the fine differences between the phonemes in English speech.

<table>
<thead>
<tr>
<th>Range</th>
<th>Time</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 3</td>
<td>5 - 10 minutes</td>
<td>Two</td>
</tr>
</tbody>
</table>

Manual, Scoring and Format

- Manual provides instructions for administration and scoring and gives reliability and validity data.

- Hand scored by administrator

- 40 word pairs (three to five letter words) of the consonant-vowel-consonant variety.
Type — Individual, diagnostic

The purpose of the test is to provide an instrument for easy and accurate estimation of reading ability.

<table>
<thead>
<tr>
<th>Range</th>
<th>Time</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 12</td>
<td>Approx. 70 min.</td>
<td>Two</td>
</tr>
</tbody>
</table>

Manual, Scoring and Format

- Manual provides instructions for administration and scoring. Also given is a table of Standards and reliability data. No data on norms and validity is given.

- Hand scored by test administrator

- Three (3) parts:
  
  I Phonics Mastery
  Consonants
  Vowels
  Syllabication
  Nonsense words
  
  II Word recognition
  
  III Word opposites

  reading or listening test
FOLLETT INDIVIDUAL READING PLACEMENT INVENTORY

1970

Follett Educational Corporation
P.O. Box 5705
Chicago, Illinois 60680

By: Edwin H. Smith
Weldon G. Bradtmuel

Type — Individual, diagnostic

The purpose of this test is to provide grade placement plus a refined analysis of reading difficulties.

Range | Time | Forms
---|---|---
0 - 7 | 15 minutes | Two

Manual, Scoring and Format

- Manual provides instructions on administration, scoring and interpretation.
- Hand scored by administrator
- This test provides
  I  The level at which a student can read easily
  II The level at which instruction should be started
  III The level that is beyond the student's ability
  IV The level at which the student could read with comprehension if he possessed the necessary reading skills.
GATES-McKILLOP READING DIAGNOSTIC TEST
1962

By: Arthur I. Gates
Anne S. McKillop

Bureau of Publications
Teachers College, Columbia University
502 W. 121 St.
New York, New York 10027

Type — Individual, diagnostic

The purpose of these tests is to provide a reading battery for individual diagnosis.

<table>
<thead>
<tr>
<th>Range</th>
<th>Time</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 - 6</td>
<td>30 - 60 minutes</td>
<td>Two</td>
</tr>
</tbody>
</table>

Manual, Scoring and Format

- Manual provides information on administration, but no information is given on reliability or norms for auditory discrimination.

- Hand scored by administrator

- Subtests — Wide range of skills:
  I  Oral Reading — 7 paragraphs
  II Words — Flash Presentation
  III Words — Untimed Presentation
  IV Phrases — Flash Presentation
  V Knowledge of Word Parts — Word Attack
  VI Recognizing the Visual Form of Sounds
  VII Auditory Blending
  VIII Supplementary Tests
    a) Spelling (40)
    b) Oral Vocabulary
    c) Syllabication
    d) Auditory Discrimination
Type — Individual, diagnostic

The purpose of the test is to provide an instrument for the objective measurement of growth in oral reading, from early grade to college, and for diagnosis of oral reading difficulties.

- Manual gives detailed directions for administration, scoring, interpreting and recording the scores. Also provided are tentative norms, interpretation of three illustrative examples and information about reliability in terms of standard error of measurement.

- Scored by administrator (There are 4 literal questions on each selection. These are not included in the score.)

- I A student booklet of 13 reading selections
- II An examiner's record booklet

Types of errors noted:
- Aid on words
- Omissions
- Substitutions
- Inversions
- Mispronunciation
- Insertions
- Repetition
IDAHO STATE PENITENTIARY INFORMAL
READING INVENTORY
1971

Reading Education Center
Boise State College
Boise, Idaho

By: Ernie White
William Kirkland

Type — Individual, diagnostic

The purpose of this test is to identify the Independent, Instructional and Frustration levels, and to diagnose specific needs.

<table>
<thead>
<tr>
<th>Range</th>
<th>Time</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 6+</td>
<td>Approx. 15 minutes</td>
<td>Two</td>
</tr>
</tbody>
</table>

Manual, Scoring and Format

• Manual gives instructions on administration, scoring and interpretation. No data on reliability and validity is provided.

• Word lists for word recognition

• Six paragraphs for oral reading, each followed by six questions for comprehension. The interest level is geared to adults with a prison background.
Type — Individual, diagnostic

The purpose of this test is to provide an instrument to assess strengths and weaknesses of selected word recognition skills. (The 5 subtests deal mainly with phonic skills.)

<table>
<thead>
<tr>
<th>Range</th>
<th>Time</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 - 6</td>
<td>5 to 10 minutes</td>
<td>Two</td>
</tr>
</tbody>
</table>

Manual, Scoring and Format

- Manual is easy to follow, but information on scoring and interpretation is limited. No normative data or reliability and validity is provided.
- Hand scored by test administrator
- Five (5) subtests covering phonic skills
TEST OF INDIVIDUAL NEEDS IN READING

By: Hap Gilliland

Montana Reading Publications
517 Rimrock Road
Billings, Montana 59102

Type — Individual, diagnostic

The purpose of the test is to provide a diagnostic instrument for determining progress in reading skills, the level of book to be used, and possible problem areas with which each student needs help.

<table>
<thead>
<tr>
<th>Range</th>
<th>Time</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>pp - 12</td>
<td>Untimed,</td>
<td>One</td>
</tr>
<tr>
<td></td>
<td>Approx. 30 min.</td>
<td></td>
</tr>
</tbody>
</table>

Manual, Scoring and Format

- Manual provides instructions for administering and scoring along with guidelines regarding the use of the test. Discussion on validity, reliability, and construction of the test is given, but no data regarding these issues are offered.

- Hand scored by administrator with Test Record Graphs provided.

- Three (3) parts:
  1. Silent Reading
  2. Oral Reading
  3. Word Analysis
Test That's Not A Test

(T - NAT)

Basic Education Trade House
1827 26th Avenue Court
Greeley, Colorado 80631

By: Don A. Brown

Type — Individual, diagnostic

The purpose of the test is to provide an instrument for initial screening and indicating instructional levels based on oral reading ability.

<table>
<thead>
<tr>
<th>Range</th>
<th>Time</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 6</td>
<td>No time limit, approx. 20 minutes</td>
<td>One</td>
</tr>
</tbody>
</table>

Manual, Scoring and Format

- No manual is furnished but instructions for administration and scoring is given on test cards. No information about the rationale of the test is given and no data on norms, reliability and validity are provided.

- Scored by administrator as student reads each passage. Easy to use in classroom situation.

- Six short paragraphs of increasing difficulty printed on separate cards.
WORD DISCRIMINATION TEST

1958

Miami University Alumni Association
Miami University
Oxford, Ohio 45056

By: Charles B. Huelzman, Jr.

Type — Individual, diagnostic

The purpose of this test is to provide an instrument for the determination of how students use length, internal design, and external configuration in perceiving words.

<table>
<thead>
<tr>
<th>Range</th>
<th>Time</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 8</td>
<td>Approx. 20 minutes</td>
<td>Two</td>
</tr>
</tbody>
</table>

Manual, Scoring and Format

• No manual or reliability and validity data is provided.

• Hand scored by test administrator with grade equivalents provided on scoring sheet.

• A series of 96 word-like forms which progress with increasing difficulty.
The purpose of this test is to provide an instrument for initial placement based upon power of word identification.

Range: 1 - 8
Time: Approx. 3 minutes
Forms: One

Manual, Scoring and Format

- No manual, with all test and examiner's directions and norms on a single sheet.
- Hand scored by test administrator.
- 200 words on graded levels of difficulty.
R/EAL
READING/EVERYDAY ACTIVITIES IN LIFE
1972

By: Marilyn Lichtman

CAL Press, Inc.
76 Madison Avenue
New York, New York 10016

Type — Individual, achievement

The purpose of this test is to provide a diagnostic and evaluative instrument to assess whether or not the tested individual is capable of performing reading tasks common to experiences of daily living.

Range
5th and above

Time
Self-paced

Forms
One (second form in developmental stage.)

Manual, Scoring and Format

- Manual provides background information, description of the test, instructions for administering, scoring, and interpretation. Manual also gives sample questions of the 9 subtests, norm tables, reliability and validity data.

- Hand scored by test administrator

- Self-administered with cassettes in either English or Spanish covering nine reading selections and questions from the following categories often encountered by most individuals.

  A set of road signs
  A TV schedule
  A set of directions for preparing cheese pizza
  A reading selection on the topic of narcotic drugs
  A food market ad
  An apartment lease
  A road map
  A want ad
  A job application
WIDE RANGE ACHIEVEMENT TEST
1946

The Psychological Corporation
304 East 45th Street
New York, New York 10017

By: Joseph Jastak
Sidney Bijou

Type — Individual, achievement

The purpose of the test is to provide a screening instrument in math, reading and word identification.

<table>
<thead>
<tr>
<th>Range</th>
<th>Time</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 - 16</td>
<td>20 - 45 minutes</td>
<td>One</td>
</tr>
</tbody>
</table>

Manual, Scoring and Format

- Manual does not provide sufficient data on norms and no data on reliability and validity is given.

- Hand scored by test administrator

- Math — Fundamental skills to basic algebra
  Reading — Vocabulary list beginning with letter names to college level words.