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ABSTRACT
This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 28 titles deal with a variety of topics, including the following: (1) a method of individually appraising the precursory skills of beginning readers; (2) the effects of instructing third grade students in interpretive reading comprehension using the basal reader; (3) selected variables related to early prediction of performance on a school district's proficiency test; (4) educational cognitive style and the assessment of reading comprehension; (5) the relative readability of ten college English handbooks with a validation of the Fry Readability Graph for levels 13 through 17; (6) the relationship between a norm referenced secondary level reading test and a criterion referenced functional literacy test; (7) the design, implementation, and evaluation of a staff development program in a comprehensive reading/communication arts curriculum; (8) using readability estimates to measure redundancy of a cloze instrument; (9) student self-tracking with microcomputer; and (10) relationships among measures of intelligence and reading achievement in young gifted children. (FL)
Testing and Evaluation in Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1981 (Vol. 42 Nos. 1 through 6)

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Order No. 8127544

ANDERSON, CAROLYN C. Ph.D. University of Illinois at Urbana-Champaign, 1981. 157pp.

To validate the Informal Reading Readiness Inventory (IRRI), kindergarten and first grade studies were conducted in three central Illinois school districts during the 1979-1980 school year. The Kindergarten Study established that a significant mean gain \( p < .01 \) in scores existed where 89 students were tested in September and April with the IRRI. Concurrent validity was determined by April testing with the Metropolitan Reading Test \( r = .51, p < .01, n = 78 \). An Alpha reliability coefficient of .94 \( (n = 123) \) was calculated from fall IRRI data. Sex and ethnic difference was discovered when a two tailed test with an alpha of .20 was applied to fall data. Bias was not found to be significant for scoring IRRI data.

The First Grade Study, to estimate predictive validity, correlated the IRRI with the California Achievement Test. Reading, 1970 \( r = .47, p < .01, n = 69 \) and the Metropolitan Achievement Test: Total Reading, 1970 \( r = .56, p < .01, n = 73 \). The Alpha reliability coefficient calculated on fall IRRI data was .92 \( (n = 182) \). Sex and ethnic difference were evident when tested with alpha set at .20. Nine raters recorded student responses. The variance among raters was not statistically significant. A First Grade Test-Relist Study was conducted over a four week period in August using the same form of the IRRI. A correlation of .66 \( (p < .01, n = 40) \) was achieved. All teachers indicated they used IRRI information to group for instruction and found the instrument to be both sensitive to detecting students' abilities and convenient to administer.

THE EFFECTS OF DIAGNOSTIC/PRESCRIPTIVE READING INSTRUCTION AND TRADITIONAL BASAL READING INSTRUCTION ON THE READING ACHIEVEMENT OF THIRD AND FOURTH GRADE STUDENTS

Order No. 8127367

Bowman, Peggy Sue, E.O.D. East Texas State University, 1981. 118pp

Adviser: Bill B. Bryant

Purpose of the Study. The purpose of this study was to evaluate the reading achievement of two groups of randomly selected third- and fourth-grade children who were taught reading by two different learning modes. Objective data were collected to determine if there were significant differences between the reading achievement of students who received diagnostic, reading instruction and the reading achievement of students who received the traditional basal reading instruction. Procedures. The subjects selected for this study were third- and fourth-grade students enrolled in Northeast Texas suburban elementary schools. The test used was the Barratt Loit Specific Skill Series. This pretest and posttest diagnostic test measured eight skills: Working with Sounds, Following Directions, Using the Context, Locating the Answer, Getting the Facts, Getting the Main Idea, Drawing Conclusions, and Detecting the Sequence. In order to contribute empirical support in conducting this investigation, thirty-two hypotheses were formulated. An analysis of covariance was used to test each hypothesis. The pretest reading scores and intelligence quotients IQs were used as covariates. The Alpha level was set at .05.

Findings. An analysis of covariance revealed that of the thirty-two hypotheses identified in this study, eighteen hypotheses were rejected and fourteen hypotheses were not rejected. The findings were as follows: (1) There was a significant difference in the reading achievement of third-grade girls favoring the experimental group in four skill areas out of the eight skills tested. (2) There was no significant difference in the reading achievement of third-grade girls in four skill areas out of the eight skills tested. (3) There was a significant difference in the reading achievement of third-grade boys favoring the experimental group in two skill areas out of the eight skills tested. (4) There was a significant difference in the reading achievement of third-grade boys favoring the control group in one skill area out of the eight skills tested. (5) There was no significant difference in the reading achievement of third-grade boys in five skill areas out of the eight skills tested. (6) There was a significant difference in the reading achievement of fourth-grade boys favoring the experimental group in six skill areas out of the eight skills tested. (7) There was no significant difference in the reading achievement of fourth-grade girls in two skill areas out of the eight skills tested. (8) There was a significant difference in the reading achievement of third-grade boys favoring the experimental group in five skill areas out of the eight skills tested. (9) There was no significant difference in the reading achievement of fourth-grade boys in three skill areas out of the eight skills tested.

Conclusions. Conclusions of this study were as follows: (1) When compared with the traditional basal approach of teaching reading, the diagnostic/prescriptive approach of teaching reading does provide for moderate improvement of the reading skills of elementary school students. (2) Each of the two methods of teaching reading was effective in increasing student reading achievement. (3) Generally fourth-grade students made more progress using the diagnostic/prescriptive approach than did third-grade students. Specifically the fourth-grade students made greater progress in almost twice as many of the skills areas taught as did the third-grade students. (4) Analysis of the group performance of third- and fourth-grade students in the diagnostic/prescriptive approach, showed a significant difference on the subtests. Working with Sounds and Following the Answer. (5) Analysis of group performance of third- and fourth-grade students in the diagnostic/prescriptive/approach showed no significant difference on the subtest, Getting the Main Idea. (6) Analysis of the group performance of third-grade boys showed a significant difference favoring the control group on the subtest, Detecting the Sequence.

THE EFFECTS OF TASK DIFFICULTY ON DISTRACTIBILITY ON A READING TASK FOR GOOD AND POOR READERS

Order No. 8113827

CHARLES, LINDA SWANSON, Ph.D. University of California, Los Angeles, 1980. 141pp

Co-Chair: Professor Gerald J. Mahoney, Professor Judith S. Margolis

The purpose of this study was to examine the effects of task difficulty on the vulnerability of good and poor readers to the effects of visual distractors within a reading task. According to Kahneeman (1973), when a task is easy, an individual has sufficient spare capacity to allocate some attention to irrelevant stimuli. However, when tasks are added to a task, difficulty is increased still further. The relatively greater distraction effects demonstrated by poor readers may therefore be a function of task difficulty which has exceeded capacity limits rather than differences in selective attention. A selective reading task adapted from the one used by Willows (1974) was administered individually to 48 fourth grade children classified as poor readers and good readers based on performance on a standardized oral reading test. The procedures may be summarized as follows: After the administration of a screening instrument, each child was presented twice, once with a distraction passage before the non-distraction passage at each difficulty level. All children read six passages in addition to two practice passages. After each story was read aloud, the child silently read and answered multiple choice questions on the content of the story. This design provided a measure of the influence of distracters on reading performance at three difficulty levels as well as a measure of the influence of distracters at each difficulty level, and a comparison of these effects for poor and good readers. The findings indicated that the methodology was successful in that the tasks were not more difficult for one group than another. As predicted, reading performance declined as task difficulty increased, and differences were significant between each difficulty level. The performance of poor readers was not more disrupted by the distracters than the performance of good readers. However, contrary to predictions, distraction effects were not significant at any level of task difficulty. Limited evidence in support of the hypothesis that task difficulty influences vulnerability to distraction was provided by correlational data.

These findings were interpreted as indicating that poor readers are not more distractible than good readers when tasks are not more difficult for them. However, as the distractors used in this study did not affect reading performance at any difficulty level, the relationship of task difficulty and distractibility remains unclear. It is proposed that until the principles of task difficulty and distractibility are better understood comparisons where non-distraction performance is equal. Establishing difficulty levels individually for children in comparison studies is one way the effects of distraction may be studied without the confounding effects of unequal task difficulty.
The purpose of this study was to develop and validate a procedure for predicting the future performance of fifth grade students on the seventh grade form of the Maryland Functional Reading Test. The test is required statewide in Maryland for accountability and minimum competency purposes.

The investigation was designed as a descriptive study. From out of the total seventh and ninth grade populations of a large, suburban Maryland county, two random samples were selected. The seventh grade sample of 1,030 students were used to develop a prediction procedure and to conduct three accuracy checks. The ninth grade sample of 185 students was used to check the accuracy of the prediction procedure over time.

The three scores recorded by the researcher for each student were the following: (1) fifth grade percentile rank on the reading comprehension subtest of the Iowa Tests of Basic Skills; (2) fifth grade standard score on the Cognitive Abilities Test, Non-Verbal Battery; and (3) seventh grade total percentage on Form A of the Maryland Functional Reading Test (MFRT).

A double cross-validation of the seventh grade sample was undertaken to estimate the degree of shrinkage of the R² Low (85), middle (86.94), and high (95–100) achievement ranges were identified based upon a cumulative frequency distribution of student scores on Form A of the MFRT. A prediction equation was calculated using multiple linear regression on the subset of the seventh grade sample. The fifth grade scores were the predictor variables, and the MFRT score was the criterion variable. Predicted MFRT values were calculated for each of the students. A multiple correlation of 0.99 was associated with the prediction equation. The accuracy of the prediction procedure was determined by comparing each student's predicted and actual MFRT scores. If both scores fall within the same achievement range, the procedure was judged to have accurately predicted performance for that student. The procedure correctly predicted high achievement, middle achievement, or low achievement for 68.8%, 84.6%, and 62.4% of the seventh grade sample, and for 63.2% of the ninth grade sample. Using a two range classification scheme, the procedure correctly predicted low or other achievement for 84.8% of the seventh grade sample and for 81.6% of the ninth grade sample. Of the three identified achievement ranges, the prediction procedure provided the highest prediction accuracy for students predicted to score in the high range. The accuracy of the procedure over time was checked using the ninth grade sample. The accuracy of the prediction procedure did not appear to be adversely affected by either extreme predictor scores or time.

Several implications were drawn from the study. The data from the study suggested further investigation into the relationship of the skills involved in general textual reading comprehension and in functional reading comprehension. The accuracy of the procedure suggested that it might be used as a comprehensive variable for evaluation and possible remediation in the area of functional reading. It was also suggested that similar prediction procedures might be developed in other LEAS using guide lines developed in the study. Implications for research that were suggested by the results of the study included the following: (1) development and validation of other prediction equations based upon similar procedures; (2) comparison of prediction procedures with teacher nomination; and (3) extension of the prediction procedure into lower grades.

A STUDY OF THE EFFECTS OF INSTRUCTING THIRD GRADERS IN INTERPRETIVE READING COMPREHENSION USING THE BASAL READER

The purpose of this study was to determine the effect of instructing third graders of three different levels of general reading ability for a five month period in interpretive reading comprehension using material from basal readers. Interpretive reading comprehension skills were considered to be those that pertain to identifying and understanding the relationships of ideas, interpreting meaning, determining the author's intention, and inferring cause-effect relationships. Eighty-five third graders participated in the study. Forty-eight students in the experimental group were given instruction in four interpretive reading comprehension skills. Thirty-seven students in the control group received instruction in vocabulary development. Four null hypotheses were tested. Two involved testing the difference between two treatment groups in (1) final vocabulary and comprehension achievement and (2) final comprehension achievement. Both vocabulary and comprehension achievement were measured using the Gates MacGinitie Reading Test, Level C. The third hypothesis involved testing the difference between the two treatment groups on each of nine interpretive reading skills that were measured in a test developed by the author called the Interpretive Reading Comprehension Test. For the fourth hypothesis, the total sample was divided into three general reading ability groups and comparisons were made of the interpretive reading comprehension scores between the two treatments and among the three reading abilities.

The Interpretive Reading Comprehension Test, written to determine the effect of instruction, consisted of thirty-nine open-ended questions written for two reading selections. Two selections were taken from basal readers and the instrumen tal tool used in the study. The third selection was taken from a social studies text to demonstrate the application of interpretive reading comprehension skills to another area of the curriculum.

The results of the one way analysis revealed that the final scores for the two groups in both vocabulary and comprehension were not significantly different from each other. Significant changes were obtained on the interpretive reading comprehension skills in favor of the experimental group. The results of the chi-square test of significance measuring two levels of cause-effect relationships, making comparisons, and making contrasts were not obtained on questions measuring the highest level of cause-effect relationship, two levels of drawing conclusions, formulating the main idea, and sequencing.

The Newman-Keuls Test was used to compare the three reading ability groups on the nine skills with significant differences in reading achievement. High and low groups were significantly different on all of the nine skills and on the total score. Significant differences were obtained between middle and low ability students on two levels of cause-effect and the total reading score. The high and middle groups attained significance on the total score but not on any of the individual scores.

An examination of the answers to the Interpretive Reading Comprehension Test revealed that the examiner should have probed more in an attempt to have the students focus on the correct response. Students in the experimental group appeared to have benefited from instruction during the five months in four of the nine levels of skills Perhaps a longer amount of time would have yielded different results.

The use of the basal as the instructional tool for teaching interpretive reading comprehension has possibilities. However, reserve programs should be held to acquaint teachers with appropriate instructional strategies so that they can be better prepared to implement an interpretive reading comprehension program.

SELECTED VARIABLES RELATED TO EARLY PREDICTION OF PERFORMANCE ON A DISTRICT READING PROFICIENCY TEST

A STUDY OF THE EFFECTS OF INSTRUCTING THIRD GRADERS IN INTERPRETIVE READING COMPREHENSION USING THE BASAL READER


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SELECTED VARIABLES RELATED TO EARLY PREDICTION OF PERFORMANCE ON A DISTRICT READING PROFICIENCY TEST

FREELAND, WILLIAM DARRELL, ED. D. University of Southern California, 1981. Chairman: Professor Charles M. Brown.

Problem. Numerous American states, including California, have passed legislation designed to improve the quality of education. After June 1980, any student who has not met proficiency requirements in reading, writing, and computation shall not receive a diploma from a California high school. The major purpose of this study was to ascertain whether students most likely to fail a district reading proficiency test could be identified through information located in school records before the test was administered. The possibility of this identification was determined by establishing whether significant relationships exist between success on the reading proficiency test and intelligence, reading achievement test results, and home language, and sex.

Methodology. A sample of 175 tenth grade students was randomly selected from two high schools. Instruments used for the variables of intelligence, reading achievement test results, and home language were, respectively, the Slosson Intelligence Test, the Comprehensive Test of Basic Skills (CTBS), the Nelson Reading Test, and the Home Language Survey. Pearsonian correlations were calculated for the total distribution of scores and biserial correlations were calculated for the pass/fail dichotomy. Chi-square and t tests of statistical significance were calculated for sex and home language. A series of eight multiple regressions was calculated.
A LONGITUDINAL STUDY OF THE EFFECTS OF A KINDERGARTEN READING PROGRAMME
LIGHT, MARTHA CAROLYN. Ph.D University of Toronto (Canada), 1980

A controversy exists over the value of visually-based pre-first grade reading programmes. Advocates contend that a "whole word" approach to beginning reading at an early age will facilitate the development of a sight vocabulary. They assume that this process will eventually generalize so as to enable the reader to understand the correspondences between sound and letter, and will improve word attack skills so that the child can read new words easily. Thus the early start leads to the development of sight reading. An alternative point of view is that these "phonics inferences" do not derive spontaneously from a sight vocabulary learned at an early age. The latter position considers that phonics development requires a mental ability that is not necessary for the acquisition of a sight vocabulary. One must wait until the child's brain has matured sufficiently before introducing phonics. This position questions whether any advantage to participating in a pre-first grade reading programme based on the development of sight vocabulary, generalizes to aspects of reading beyond what was taught (either immediately or later) or endures over time.

The present study tests these opposing theoretical positions. It reports the reading achievement in grades two, three and four on Metropolis Achievement Tests (MAT), subtests Word Knowledge and Reading, of students in a pre-first grade kindergarten reading programme, as compared to classroom controls who did not. The reading programme was based on the development of a sight vocabulary of words which were most meaningful to each child. The development of phonics was not stressed.

The present study included a retrospective and a prospective component. The retrospective analysis evaluated the long-term effect of the early reading programme on word recognition skills, MAAT vocabulary, Language, Spelling, Math Computation, Math Concepts and Problem Solving were included in grades three and four to determine whether any long-term advantage generalized to other school subjects. The Bristol School Adjustment Guide provided further information.

The short-term advantage of participation in the reading programme was investigated by comparing a sight vocabulary program, an experimental and control children on measures of visual and phoneme discrimination skills at entry into junior kindergarten and in senior kindergarten immediately after two years of the reading programme. These groups were compared also on reading achievement.

The results indicate that the individualized development of a sight vocabulary in kindergarten did have a positive effect on later reading achievement. An initial advantage in word recognition skills was to be expected as this aspect of reading had been specifically taught. But this advantage did not dwindle over time. Indeed, experimental subjects were increasingly superior in successive grades. They enjoyed some advantage in Problem Solving and Math Concepts subtests (which included an element of reading). But no significant differences were seen between experimental and control groups on language or spelling skills (which are customarily based on phonics), nor on math computation skills. Nor did any immediate advantage accrue with respect to the development of specific cognitive readiness skills.

The two competing theoretical positions are both, in part, supported by the results of this study. The early start did lead to a maintained advantage in reading, which endured over time. But phonics skills development was not facilitated by the early reading instruction. This finding supports the view that these "phonics inferences" do not derive spontaneously from a sight vocabulary learned at an early age. Thus the early start leads to a maintained advantage in reading. An alternative point of view is that these "phonics inferences" do not derive spontaneously from a sight vocabulary learned at an early age. The latter position considers that phonics development requires a mental ability that is not necessary for the acquisition of a sight vocabulary. One must wait until the child's brain has matured sufficiently before introducing phonics. This position questions whether any advantage to participating in a pre-first grade reading programme based on the development of sight vocabulary, generalizes to aspects of reading beyond what was taught (either immediately or later) or endures over time.

THE RELATIVE READABILITY OF TEN COLLEGIATE ENGLISH HANDBOOKS WITH A VALIDATION OF THE FRY READABILITY GRAPH FOR LEVELS 13-17
Longo, Judith Arlene, Ph.D. Indiana University of Pennsylvania, 1981. 142pp., Chairman Dan T Nannicito

The purpose of the study is twofold: to assess the readability of English handbooks by using both the Fry graph and other methods to provide comparative validity data for levels 13-17 of the Fry Readability Graph. No readability studies of college English texts have been done and the Fry Graph has not been validated at these levels.

Handbooks were chosen primarily from those whose content had been evaluated in Barbara Gurner Bell's "Choosing a Reference Book for Writing," College Composition and Communication, 32 (1981), 38-46. The following ten handbooks were selected for analysis of readability:
The major conclusions were: (1) The CTBS/S, Level 4, reading test and the ABC reading test are measuring many of the same reading skills. (2) Fifty-six percent of the variation in a student's score on the CTBS/S, Level 4, reading test can be predicted by the variation in a student's score on the ABC reading test. (3) A score of 94 on the ABC test is a grade equivalent of 8.1 on the CTBS/S, Level 4, total reading test and requires a study time of 34 minutes. (4) Only 4% of the variations in test scores can be attributed to variations in course content. (5) The average performance of students on either reading test does not differ significantly whether there is relatively even course emphasis on traditional and practical reading skills or whether there is more emphasis on traditional reading skills. (6) Neither of the two course emphases produced relatively higher scores on either reading test.

AN ANALYSIS OF READING MISCUPE PATTERNS AND COMPREHENSION: PERFORMANCE MADE BY FOURTH AND SIXTH GRADE STUDENTS IN REGULAR AND REMEDIAL CLASSROOMS

Order No. 8125649
MCARTHUR, JANICE RAE, Ed.D. Northern Arizona University, 1981. 118pp. Adviser: Dr. Donald L. Platz

This research investigation was an analytical study of syntactic and semantic reading miscues as they related to comprehension of fourth and sixth grade students. The population of the study was 55 students.

The Reading Miscue Inventory (RMI) was used to analyze the miscue patterns of students. The problems selected to be analyzed were those of the semantic and syntactic miscues as they related to comprehension.

Frequency tabulations and percentages were used in reporting the data for the four groups studied. The Mant-Whitney U nonparametric test was used to analyze data for significance.

Data was collected by having students read a story without assistance into a tape recorder. The tapes were listened to and the miscues were marked by the investigator. The miscues were analyzed according to the RMI for syntactic and semantic acceptability.

Readers were also asked to retell the story in their own words. This was used to measure comprehension.

The data showed that there was no significant difference in the syntactic miscues made by the fourth grade students in the regular classroom and remedial reading program. The same results were found with the sixth grade students in both groups.

A significant difference did occur when looking at the syntactic miscues of the two fourth grade groups. However, no significant difference was found in the syntactic miscue patterns of the two sixth grade groups.

Also investigated was meaning and partial meaning errors to determine understanding. The fourth grade students in the regular and remedial reading classrooms showed a significant difference on percent of meaning errors. The sixth grade reading groups showed no significance in the two meaning categories.

The scores of all boys and girls used in the study were analyzed. There was no significant difference found between fourth grade boys and girls in the categories analyzed. The sixth grade boys and girls had scores which showed a significant difference for percent of miscues and percent of meaning errors. The girls had a higher mean score for these categories.

When analyzing miscue scores by grade level, it was found that fourth grade students had a mean for percent of miscues that did not differ from the sixth grade students. Sixth grade students had a higher mean score for the percent of semantic errors and the two types of meaning errors.

The fourth grade remedial students showed that syntactic errors had a relationship to meaning errors, which may have influenced their ability to understand what they read.

Some of the conclusions drawn from the study suggest that boys may be placed in special reading programs for different reasons than girls.

It was found that both fourth and sixth grade students made more semantic errors that were tied in with partial meaning errors.

Teachers and clinicians should be aware that semantic miscues are acceptable if the reader has gained meaning from the printed page. Syntax may interfere with meaning for remedial readers; therefore, remedial reading programs should include instruction in syntax.
A COMPARISON OF THE PERFORMANCE OF READING DISABLED AND NON READING DISABLED CHILDREN ON A TIME/ SPEECH COMPRESSION TASK

MENKEN, GREGORY ELIOTT, PH.D. University of Southern California, 1981

Chairman: Professor Gerald S. Hasterok

Purpose: This study was designed to investigate: (1) the effectiveness of time/speech compression task in determination of the presence of auditory processing problems. (2) the degree to which it identified normal auditory processors (NAP's) from disabled auditory processors (DAP's). and (3) the effectiveness of group comparisons based on average response latencies (RL) and response accuracy (RA) when subjects responded to speech compressed semantically meaningful and meaningless monosyllables.

Procedures: Subjects were 17 normal readers and three groups of 15 reading disabled boys, each experimental group had a specific reading disabled subtype diagnosed on the Boder Reading-Spelling Patterns Test (BRSP). All subjects listened to an audio tape of fifty-four monosyllables, presented at 0%, 50%, and 75% speech compression rates. A timer designed for this study measured response latencies from stimulus initiation to button pushing by a subject.

Dependent measures for prediction and categorization of reading disabled subtype were average RL and RA. The data were analyzed using a 4 x 3 x 3 x 2 Multiplied Repeated Measures ANOVA. One-way ANOVA's with post-hoc Student-Newman-Keuls group mean comparisons measured group differences in mean RL and RA. RL and RA were also assessed based on word meaningfulness. Separate ANOVA's compared group means with each dependent variable. A Multiple Regression analysis determined the extent to which average response latencies predicted chronological age.

Findings: Analysis of response accuracy indicated significant main effects for group membership as defined by the BRSP. Significantly fewer errors were displayed by NAP's than DAP's. Response latency measurement alone was not predictive of group membership. However, it did discriminate between the two DAP subcategories. A Repeated Measures ANOVA revealed all groups made more errors on meaningless than on meaningful words. Word meaningfulness did not influence RL. No significant RL differences were apparent on comparison at 50% and 75% compression. Post-hoc comparisons showed longer mean RL's at 0% than at 50% or 75%. RA did not vary according to degree of compression, nor did it decrease in proportion to increases in age.

Conclusions: Analysis of the data in this study generally supported the models of auditory processing upon which this study was based. Use of time/speech compression as described in this study appeared to be a worthwhile approach for determining normal and disabled auditory processors. DAP's were significantly less efficient than NAP's in the processing of oral language when compared on measures of response accuracy and, to a lesser extent, response latency. Significant greater errors by DAP's implies problems in speech sound discrimination and in their ability to rapidly assess the presence of meaning. Evidence was uncovered that all children correctly identify meaningful words more often than meaningless words. When used alone, response latency measures discriminate children with severe auditory processing disabilities from less severely auditory disabled children.

Results of this study suggest that use of time/speech compressed monosyllables with comparison of RA and RL's between NAP's and DAP's is useful in assessment of the intactness of the auditory processing mechanism as it relates to reading skills.

Recommendations: Future investigations should examine: (1) comparison between NAP's and DAP's on differences in response latency and error scores with the use of monosyllables versus semantical approximations and minimally phonemically different words, (2) determination of the efficiency of use of time/speech compression in assessment of the integrity of the auditory processing mechanism in pre-school age children, for each diagnosis, (3) comparison of time/speech compression measurement with results of Evoked Auditory Potential tests, and (4) employment of various methods of speech sound signal distortion to determine which maximally identify children with auditory processing deficits.

AN EVALUATION OF THE LANGUAGE CENTER FOR LIMITED AND NON-ENGLISH SPEAKING STUDENTS IN THE ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT IN SAN JOSE, CALIFORNIA


Chairperson: Rosit Galang

Purpose of the Study: The Alum Rock Union Elementary School District in San Jose, California attempts to meet the educational needs of limited and non-English speaking students by providing bilingual classes that serve students within boundaries of particular schools, and by providing a central facility that serves students from several schools. The latter serves students from eight language backgrounds.

The purpose of this study was to assess the effectiveness of the Language Center during its second year of implementation (1978-79) with respect to student, teacher, aide, and classroom process outcomes.

Methodology: The primary group, twenty-five Spanish-speaking students in Grades K-8 at the Language Center, were compared to a norm group and a matched group of Spanish-speaking students in bilingual classrooms at Mayfair and Mathon School. Data were also gathered from eighty-two other Spanish-speaking students in Grades K-8 and also teachers and adhibit teachers. Chairperson or chairperson's appropriate and content analysis was used with the descriptive data.

Results: Student Outcomes (1) A comparison of post-test scores of Language Center students (grades K-8) and those of a norm group showed that the Center students obtained significantly higher achievement scores in English and Spanish reading. (2) A comparison of post-test scores of Language Center students and non-Center students (grades K-8) showed no significant differences. However, the Language Center students averaged 3 percentile points higher in English reading achievement and 10 percentile points higher in Spanish reading achievement. (3) There were significant differences of higher self-esteem on 9 out of 58 items favoring the Language Center students (grades 6-8). (4) There was a significant difference in attendance records favoring the Language Center students.

(5) There were no significant differences between Language Center and non-Center students in terms of student rating of instructors. (6) There were generally no significant differences in the student's perception of the classroom process. Only one item was reported as significant indicating that the Language Center students felt that the rules in their class changed more often.

Teacher and Aide Outcomes (1) The Language Center staff was generally satisfied with the program administration, student placement, and overall student improvement.

Classroom Process Outcomes (1) There were significant differences in classroom processes observed at the Language Center and non-Center classroom: (a) Language Center teachers utilized drilling while non-Center teachers spent more time facilitating oral and/or silent reading/viewing; (b) non-Center teachers utilized more time in small groups than Language Center teachers; (c) Language Center students spent twenty-four percent more time involved in academic instruction and interaction with the teacher than non-Center students; (d) there were no significant differences in the number of bilingual materials in the Language Center than non-Center classrooms; (e) During primary language instruction, Language Center teachers and students used Spanish 54 percent of the time while non-Center teachers and students used Spanish only 29 percent of the time. (2) The findings on the nature and major characteristics of the Language Center indicated: (a) parent/community participation was limited; (b) instruction drew upon student's own culture and experiences; (c) a variety of language experiences in both English and primary language was used; (d) there was a lack of primary language materials; (e) staff was highly qualified and motivated: multiple criteria for student selection and placement was used; and (f) both staff and administration felt supportive of each other.

Conclusions: The results of this study indicated that the Language Center can be an effective organizational model for the bilingual instruction of limited and non-English speaking students in an elementary school district. The results further suggest that the transfer of students from the neighboring schools and their subsequent regrouping in a multi-lingual and multi-cultural environment would not be detrimental to their levels of achievement or to their attitudes toward school and toward themselves as learners.
AN ASSESSMENT OF METROPOLITAN READING PROGRAMS IN SELECTED TEXAS PUBLIC MIDDLE, INTERMEDIATE, AND JUNIOR HIGH SCHOOLS

Order No. 8116685
Adviser: Dr James B. Wilson

Purpose of the Study. The purpose of this study was to examine the metropolitan reading programs in selected Texas public middle, intermediate, and junior high schools. Specifically, techniques of instruction, academic preparation of reading instructors, and methods of screening students for participation in reading programs were analyzed in order to describe the structure of these reading programs.

Procedure. The metropolitan, public, intermediate schools in Texas were selected if school districts were designated as being metropolitan according to the Texas Almanac, 1979-1980. The Texas School Director, 1979-1980, identified those schools which had middle school, intermediate school, or junior high school as a part of their site. A total of 338 individual schools were examined.

A questionnaire was used to gather the data. A cover letter was sent directly to each school principal with a request for the letter to the person or persons in charge of reading on that campus. Respondents were asked to list his/her position as follows: principal, reading specialist, department chairperson, organizer, or coordinator; or classroom teacher. A follow-up letter was sent to schools that had not responded after two weeks. This mailing included a cover letter, a return envelope, and a survey questionnaire.

Findings. Each responding school reported having some type of instructional reading program. Forty percent of the respondents felt that developmental reading was their choice of the type of reading program to be offered at this level. A total of 43 percent of the schools placed the responsibility for reading with a special reading department. More schools were required to read in the sixth grade than in other grades. All schools reported having at least two full-time reading instructors, and 64.5 percent of the schools did not employ a part-time teacher. The most widely used evaluative instrument was a standardized achievement test.

Conclusions. Based on the findings of this study, conclusions relative to reading programs in selected public, metropolitan, intermediate schools in Texas were derived as follows: (1) Developmental reading was the most widely used program. (2) More sixth graders were grouped in class by teacher judgment only than by any other method. (3) Students were evaluated most often by a standardized achievement test.

DESIGN, IMPLEMENTATION AND EVALUATION OF A STAFF DEVELOPMENT PROGRAM IN A COMPREHENSIVE READING/COMMUNICATION ARTS CURRICULUM

Order No. 8117675
PELTZMAN, DORIS LAMBERT, ED D, University of Pennsylvania, 1981, 307pp; Chairperson: Morton Botel

This field study was concerned with the process of designing, implementing, and evaluating a Staff Development Program to introduce a new comprehensive reading/communication art curriculum into one of the eight districts in the Philadelphia school system. The study concentrated on thirteen Title I elementary schools and took place over a period of one and a half years.

At the time of this study, the Philadelphia Board of Education was involved in a process of implementing a Basic Reading Program for all students in the school district and a Title I Reading Program for a specific population. In addition, the school board was encouraging implementation of a new curriculum, The Pennsylvania Comprehensive Reading/Communication Arts Plan. This new curriculum appeared to this researcher to be the link to bind together two separate and distinct reading programs and meet the unique needs of every pupil.

The researcher developed strategies to accomplish this task. The plan was to follow a series of four stages as parts of the new curriculum; the development of strategies to implement the staff development program; the introduction of the Coordinated Staff Development Program; and the follow-up, or evaluation of the program.

The process of designing, implementing, and evaluating a series of staff development programs was aimed at changing the behaviors of Language Skills Teachers and Title I Reading Aides. The new curriculum was to be incorporated into the existing reading curriculum.

The variety of field design techniques was employed to trace the change process, summative evaluation of participation and non-participation observations, and post-attitude and opinion surveys, observations of Language Skills Teachers and Title I Reading Aides in the classroom, logs, journals, personal interviews, checklists, and questionnaires, provided detailed information relating to the program.

Findings of the study indicated that the new curriculum was implemented in the majority of selected schools; the behaviors of Language Skills Teachers and Title I Reading Aides were altered as a result of the staff development program; and the majority of Language Skills Teachers became facilitators and change agents in their schools.

The study provided insights into the design of a staff development program and its effects on the behavior of Language Skills Teachers, reading aides, classroom teachers, and principals.

USING RELIABILITY ESTIMATES TO MEASURE REDUNDANCY OF A CLOZE INSTRUMENT

Order No. 8122317
PODOLAK, JAMES JOAQUIN PENA, PH D, University of Colorado, Boulder, 1981, 116pp; Director: Professor Donald E Catine

The purpose of the study was to measure the degree of redundancy, which is reflected in responses of 100 Cloze instruments constructed from selected passages for grades 4 to 7 using a verified methodology developed for the study. The study assumed that items which were redundant were dependent on each other or on a third factor. The dependencies of these items would be reflected in their correlations. The two methods of measuring redundancy were: (1) to compare the degree to which dependent responses would influence three different reliability estimates; (2) to compare selected median correlations of adjacent items of selected instruments. The three estimates of reliability were constructed to measure two types of redundancy. Redundancy I and Redundancy II. Redundancy I is that redundancy reflected in causal relationships between sequential responses. Redundancy II is that redundancy found in paragraphs.

The distortion of the reliability estimates, being a measure of redundancy, was also a source of concern. It could be that the reliability calculations were distorted by redundancy. The study examined this question and suggested an appropriate reliability estimate for the Cloze instrument.

The results of the comparisons indicate that when estimating the reliability of the same instruments several different ways, the differences in estimates were systematic and in many cases indicated that there was at least one type of redundancy measure. Redundancy II. The comparison of the adjacent and non-adjacent median correlations provided meaningful information.

The effect of redundancy on reliability estimates was consequential in the case of one type of redundancy estimate used. However, the estimate is not one which is normally used.

The results of the study suggest that of the two types of redundancy measured, one exists to a degree in the 100 passages analyzed.

The results of measuring Redundancy II are consistent with earlier studies which found the Cloze instrument to have measured redundancy in one form or another.

It is important to those who feel that responses to a Cloze test more clearly approximate the reading process than the responses on a multiple choice test, to find more information on the construct of the Cloze instrument.

Although additional studies should be conducted before definite statements could be made, this study certainly adds information to the construct of the Cloze instrument and perhaps to the reading process itself.
A DESCRIPTIVE STUDY OF PARENTAL INVOLVEMENT USING THE PENNSYLVANIA COMPREHENSIVE READING/COMMUNICATION ARTS PLAN

Order No. 8117676
Renfrow, Gladys Spann, Ed D University of Pennsylvania, 1981 174pp

Since the Pennsylvania Comprehensive Reading/Communication Arts Plan is relatively new in the area of improving skills, there has not been much information on its effectiveness. This study was one of several which were conducted to assess the effectiveness of PCRP and to extend the knowledge base about PCRP and the four critical areas (1) Responding to Literature, (2) Self-Selected and Sustained Silent Reading, (3) Composing-Oral and Written, and (4) Investigating and Mastering Language Patterns.

The purpose of this study was to describe the development of a model parent involvement program in which parents became teachers of their children's reading as it related to their reading achievement. The problem was: What is the effect of parental training in PCRP on the reading patterns of children? The problem was tested through observations, logs, questionnaires, and interviews. The results are reported in tables according to frequency and percentages and in a descriptive manner. This was a descriptive approach study which enabled small groups to be studied in depth, as opposed to a quantitative large scale study. The investigators observed, trained, and interviewed parents through home visits and in meetings on the school site. The small group settings gave parents the opportunity to learn in a non-threatening environment. The use of the parent component of PCRP gave parents a skill that they could use to become part of the school program as volunteers. The results of parental involvement in reading have been very positive in the urban, low socio-economic schools under study.

FACTORs ASSOCIATED WITH IMPROVING OR NON-IMPROVING SCORES IN READING ON THE MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM TEST

Order No. 8116327
Rosen, Janet W, Ph D. The University of Michigan 1981 158pp
Chairman Irene K. Heller

Factors Examined in the Study. The Michigan Educational Assessment Program (MEAP) is designed to assess students in grades 4, 7, and 10 in reading and mathematics achievement. In this study, the following factors were examined in conjunction with the improvement or non-improvement of grade 4 MEAP scores in reading in four selected schools in southeastern Michigan. (1) Teachers' and principals' attitudes (2) School climate (3) Specific teaching of the MEAP objectives (4) Curriculum policy and practices (5) Emphasis on compensatory education (6) Community factors.

Data Collection and Analysis. Pairs of schools from two districts were selected according to the following criteria: (1) similar school size, (2) similar low level scores on the 1978 MEAP test scores in reading, and (3) a significant difference in the MEAP test scores in reading by 1978 in one school of each pair.

A questionnaire was administered to participating teachers in grades K-3 and the principal of each selected school, followed by a personal interview with each one. Analysis of the data so collected suggests these factors may be associated with improving scores: (1) More positive change in school faculty toward their student's progress may affect improved scores. (2) When teachers feel they have a positive effect on student achievement, this attitude may affect achievement. (3) More "home on task" may contribute to higher MEAP scores. (4) Higher teacher morale may have a positive effect on student achievement. (5) Less use of teacher aides may have a positive effect on student achievement. (6) When parents are satisfied with their child's academic curricula, it may affect the child's level of achievement. (2) Parental involvement may have a positive effect on student achievement and MEAP scores.

Recommendations for Further Study. The results of the investigation suggest that further studies such as the following might prove useful: (1) The consideration of factors possibly related to improving and non-improving grade 4 MEAP test scores in reading. (2) Studies that would examine the quality of teaching skills, teachers' knowledge of specific subject matter and how different teaching styles affect MEAP scores. (2) Diagnostic evaluation of the vision and hearing skills of students taking MEAP tests. (3) Studies to explore the quality of test administration procedures, evaluation of the expertise of the persons administering the test, and the time of the day test administration influences the scores. (4) A study which would examine whether student absenteeism affects the overall reported school scores on the grade 4 MEAP reading tests. (5) A study which would examine whether the scheduling of compensatory education classes during the regular classroom period is a factor contributing to lower MEAP test scores. (6) Studies which would examine whether parental and community workshops and parental involvement with the reading curriculum differ in their effects on reading scores.

THE DEVELOPMENT AND VALIDATION OF AN INSTRUMENT TO SURVEY COGNITIVE AND MNEMONIC STRATEGIES USED IN PROBLEM-SOLVING

Order No. 8119220
Salinger, Terry Sickler, Ph D. New Mexico State University, 1981 131pp Chairman, Dr Gerard Giordano

An instrument to survey cognitive and mnemonic strategies for memory and problem-solving situations was developed and validated. An integrative review of the literature on cognitive psychology yielded a paradigm incorporating constructivist and associationist research on memory functioning. The review identified five specific categories of strategies used in mediating cognition and memory: acoustic mediation, visualization, rehearsal, episodic mediation, and a Gestalt or holistic approach.

A pool of situational questions was developed and carefully analyzed. From that pool, selected questions were administered orally to students in Alamogordo, New Mexico, Senior High School. Their responses were recorded and analyzed. Transcripts indicated that the students' responses were representative of the five categories identified in the literature review. The responses were used to generate forced-choice responses for the survey instrument. The students' responses were shown to reflect the strategies previously identified in a construct validity study. Initial forms of the instrument in written form were administered to students at New Mexico State University. Results were systematically analyzed, and the survey was revised appropriately. The final form of the instrument was administered to all students in Alamogordo Senior High School in May 1980 (n = 700). Results of that administration and data subsequently collected were subjected to several statistical analyses. A cluster analysis was performed on the responses of all students to whom the instrument was administered. The analysis determined that the categories of strategies identified in the literature review were independent and did represent distinct approaches to problem-solving situations. This was considered an indication of the validity of the instrument. Grade-point averages and reading, mathematics, and language scores from the California Test of Basic Skills were collected for a random sample of the students who had taken the survey. Students were placed into high, average, and low groupings on the basis of each of the four individual measures. Their responses to the survey instrument were then analyzed again. Chi-square contingency tables were calculated to investigate possible relationships between academic standing and strategies selected in the survey instrument. The analysis indicated a remarkable evenness in the distribution of cognitive and mnemonic strategies in the responses of students in all academic levels. This indicates that "cognitive preferences" are not highly specific as some research suggests and that the range of preferences across a population is widely and evenly dispersed.

Education and psychological research has indicated that less successful students use a less flexible approach to cognitive and memory tasks than do their more successful peers. Subsequent analyses of the data will investigate this question by looking closely at frequency counts of strategy selection within academic groupings. Additional analyses will also investigate the responses of specific subgroups, based on ethnic or sexual identity.

The study implies that it is not specifically which cognitive strategy or "preference" an individual demonstrates that is important. It is, instead, important that a person has a clearly articulated approach to problem-solving and memory demands—a dependable, perhaps flexible, strategy of set of strategies to mediate cognitive and mnemonic tasks.
AN EXAMINATION OF SKILLS PREREQUISITE TO "MINIMUM STANDARDS/MAXIMUM GOALS IN READING FOR LOUISIANA, GRADES 1-12," AS IDENTIFIED BY TWO GROUPS OF LOUISIANA EDUCATORS

Order No. 8126997

SEYMOUR, CATHLEEN REED, E.D. Northwestern State University of Louisiana, 1981. 130 pp. Directed by: Dr. Mildred Bailey

The major purpose of this study was to determine skills prerequisite to randomly selected objectives included in Minimum Standards/Maximum Goals in Reading for Louisiana, Grades 1-12 as determined by two groups of Louisiana educators. Secondary purposes included: (1) determination of prerequisite skills as identified by educators teaching graduate reading courses in the Spring, 1981 in public universities operating under the Louisiana Board of Regents and offering the master's degree in reading (Group One), (2) determination of prerequisite skills as identified by persons teaching reading in Louisiana public schools and holding a master's degree in reading from a public institution operating under the Louisiana Board of Regents (Group Two), and (3) comparison of prerequisite skills as identified by members of Group One and Group Two.

The population included twenty-seven Group One members and 462 Group Two members. An original questionnaire was used to gather the formal level data from all members of the population meeting the criteria of the study. A second questionnaire was sent to group members requesting a ranking of the skills identified in the original questionnaire in the order of their necessity prior to mastery of the stated objective. A third questionnaire was sent to validate rankings assigned in the second questionnaire to meet requirements of the Delphi technique, one of the data analysis methods chosen. A comparison of the validated mean ranks of the two groups was computed using the Friedman Test.

Conclusions: (1) Though differences were apparent, Group One members identified similar skills as prerequisite to five randomly selected objectives included in Minimum Standards/Maximum Goals in Reading for Louisiana, Grades 1-12. (2) Group Two also identified many of the same skills as prerequisite to the same five randomly selected objectives though some differences were evident. (3) Though some differences were noted, Group One and Group Two identified similar skills as prerequisite to five randomly selected objectives. (4) While the skills identified as prerequisite were similar, the order in which the two groups ranked the skills differed significantly.

AN ASSESSMENT OF THE READABILITY OF THE EXPERIENCIAL WORLD INVENTORY USING THREE MODIFIED READABILITY FORMULAS

Order No. 8114998


The present study investigated the effects of the response patterns of a hospitalized patient sample when the readability of certain test items taken from the Experiential World Inventory (EWI) were modified to lower readability levels. Two forms of selected test items found to be at the sixth grade reading level or higher were made. One form contained the items as they had appeared originally in the EWI. The other form contained the same items but reordered, rephrased, and in reverse order, so that they scored below the sixth grade reading level on three different readability formulas and were judged to have retained 90% or more of their original meaning by one of the co-authors of the EWI.

A counterbalanced design was used with 112 psychiatric patients, all 11 years of age and older, and all having signed a patient permission form for such research. Demographic data, IQ's, and test results were the data base.

Five hypotheses were tested. The first hypothesis investigated the reliability of the two forms of the test. The two forms were found to sample different domains of content, and the original form was more reliable than the rewritten form. The second hypothesis investigated the relationship between the mean number of pathological responses on the two test forms. No significant difference was found and the null hypothesis could not be rejected. The third hypothesis investigated the difference between the correlation of the total number of pathological responses to the 62 original items and the original item and the correlation of the total number of pathological responses to the 62 rewritten items and each original item. Although 13 items were found to be significantly changed in validity, only two were more valid in their rewritten forms. The fourth hypothesis tested the relationship between the pathological responses to the original items and the rewritten items for each of the item pairs. A chi square test for independence of the item pairs indicated that only seven of 62 item pairs were significantly changed. The last hypothesis investigated the difference between the correlation of intelligence and total pathological responses to original items, and the correlation of intelligence and total pathological responses to rewritten items. They were found to differ significantly, and the original form of the test had a higher negative correlation with intelligence than did the rewritten form. This indicates less reliance on intelligence for the rewritten items than for the original items. It was suggested by these findings that the modification of the items to lower reading levels was successful and appears to hold promise for similar efforts with different tests. The test of the first hypothesis indicated different domains of content for the two test forms, but no substantive significance was found. Hypothesis 2 suggested no significant difference between test forms and the third hypothesis indicated that the validity for the original form was higher than the validity of the rewritten form. Hypothesis 4 indicated that only seven of 62 items, the number of pathological responses were changed significantly. Finally, Hypothesis 5 indicated that intelligence was a greater influence on pathological responses on the original form than on the rewritten form.

Recommendations were for a replications study using a large sample size with subjects who were not mental patients but who had limited reading ability. Different criteria than IQ should be used. Perhaps a standard reading test or the close procedure would be better. Latency periods between test administration could be lengthened or an experimental between groups design utilized.

STUDENT SELF-TRACKING WITH A MICROCOMPUTER: THE INCENTIVE EFFECT UPON READING ATTITUDE AND WORK PRODUCED

Order No. 8118399


The purpose of this study was to determine the incentive effect of data self-recording by children using a microcomputer in an individualized reading program. This investigation studied the incentive effect of the microcomputer together with reading achievement, sex and grade level. The microcomputer, as used in this study, did not have a significant effect upon work performance, but attitude was affected.

The students were asked a question on the Semantic Differential Survey about attitude toward going to the reading laboratory (where an individualized reading program was housed). The other question asked in this study involved attitude toward reading in general (basal and recreational). More students had positive attitudinal responses toward reading than toward going to the reading laboratory during the first treatment period when no incentives were issued in the reading laboratory.

During the second and third treatment periods, when incentives were given, the opposite was true and attitude toward going to the reading laboratory had a larger number of positive student responses.

The three treatment periods were: (1) no points issued for reading performance and no incentives given; (2) aide recording points earned for correct reading performance and incentives given; and (3) student self-recording of points earned on the microcomputer plus incentives given. Each of the three treatment periods lasted for a period of 29 days.

During the third treatment period when the microcomputer was in use, the students earned the least performance points of the three treatment periods. However, this was the treatment period in which the least time was spent on the task of reading. Another factor which may have influenced results include the fact that the incentive program had already been established previously and the students expected it and the timing of the program was disadvantageous.

Both treatment period and achievement were significant beyond the .001 level. The aide recording period was the one in which the students earned the most points. High achievers also earned the most points. For sex and grade level did not have any effect on points earned by the students in this study.

The data in this research was treated by using a 2 x 3 x 3 analysis of variance with repeated measures, a 3 x 3 analysis of variance and a chi square test.

One conclusion that the study reaffirms is the validity of using incentives with programmed reading materials.
THE EFFECTS OF THE STETSON READING-SPELLING APPROACH ON THE SPELLING ACHIEVEMENT AND ATTITUDE OF SELECTED FIRST, SECOND, AND THIRD GRADE STUDENTS IN THE PASADENA INDEPENDENT SCHOOL DISTRICT

TAYLOR, WENDELIN ANN DAVIS, ED.D. University of Houston, 1981

506pp.

Introduction. Investigators have reported evidence of successful instructional methods for spelling since the late nineteenth century, yet many teachers have not applied such findings. This study was designed to provide a research-based model of spelling instruction.

Statement of the Problem. Questions addressed by this investigation were: (1) Will teachers giving instruction with the Stetson Reading-Spelling Approach demonstrate a more positive attitude toward spelling instruction than teachers giving instruction with the Harbrace Spelling Program only? (2) Will students receiving instruction with the Stetson Reading-Spelling Approach, in conjunction with the Harbrace Spelling Program, demonstrate a more positive attitude toward spelling instruction than students receiving instruction with the Harbrace Spelling Program only? (3) Will the Stetson Reading-Spelling Approach, when utilized with the Harbrace Spelling Program, result in significant gains on standardized achievement tests as compared with gains achieved using the Harbrace Spelling Program only? (4) Will the Stetson Reading-Spelling Approach, when utilized with the Harbrace Spelling Program, result in significant gains on long-term retention tests as compared with gains achieved using the Harbrace Spelling Program only? (5) Will the Stetson Reading-Spelling Approach, when utilized with the Harbrace Spelling Program, result in significant gains on weekly spelling tests as compared with gains achieved using the Harbrace Spelling Program only?

Procedures. Subjects were 1345 first, second, and third grade students and 55 teachers from four selected schools in Pasadena, Texas. During a twelve-week treatment period, all students received instruction using the Harbrace Spelling Program. Experimental Group students received instruction supplemented with the Stetson Reading-Spelling Approach. The week preceding and the week following the study all teachers were given the Teacher Attitude Test. All students were given the Student Attitude Test, the Wide Range Achievement Test spelling Subtest, and the Long Term Retention Test. Monday, pretests and Friday posttests were given for textbook units.

Analysis of the results involved percentage distributions, t-tests, and analysis of covariance. The hypothesis was tested by comparing three groups of students and three groups of teachers. Results. (1) Significant differences in teacher attitude were not indicated with fifty-one of sixty research knowledge and application subtests, but were indicated on four statements favoring the Stetson Reading-Spelling Approach. (2) Significant differences in student attitude were not indicated with one performance group sample favoring the Control Group. (3) Significant differences in spelling achievement were indicated with one performance group sample favoring the Experimental Group, two performance group samples, one grade level sample, and the overall study population favoring the Control Group. (4) Significant differences in long-term retention of spelling words were indicated with one performance group sample, one grade level sample, and the overall study population favoring the Experimental Group. (5) Significant differences in short-term memory of spelling words were indicated with one performance group sample, on grade level sample, and eleven of twelve overall study samples favoring the Experimental Group.

Recommendations. It is recommended that the Stetson Reading-Spelling Approach be utilized in schools with the following characteristics: students receiving instruction using the Stetson Reading-Spelling Approach only, students receiving instruction in geographical areas, fourth and fifth graders, secondary students, bilingual students, and low achievers.

It is also recommended that teacher education programs be designed to inform teachers about research-supported spelling methods.
The results of the multiple discriminant analyses indicated that virtually all of the between-groups variance could be accounted for by a relatively small subset of the variables on which data were collected. In both studies, the variables that best distinguished between groups of subjects were measures of the type and amount of parental assistance they had received in learning to read. In particular, it appeared that the parents of early readers were more likely (a) to engage their children in informal, game-like activities which could be expected to promote their mastery of letter sound correspondence, and (b) to take advantage of opportunities to help their children develop and/or extend their sight vocabulary; by pointing to the words when they were reading aloud to their children or by plunting out the words on signs, packages, etc. Both of the studies also suggested that at least part of the explanation for the preschool readers' early success might be attributed to the reading instruction they had received as part of their preschool program.

A double cross-validation procedure was adopted to evaluate the validity of the findings. This procedure suggested that both of the discriminant analyses were subject to sampling errors. Of the two analyses, only the one performed in Study II seemed to retain a reasonable amount of predictive power on cross-validation.

**RELATIONSHIPS AMONG MEASURES OF INTELLIGENCE AND READING ACHIEVEMENT IN YOUNG GIFTED CHILDREN**

Order No. 8112161

Whitson, Barbara Lee, Ph.D. University of Washington, 1981 270 pp

Chairman Professor Maurice E. Freehill

A relationship among three individual measures of intelligence, level of reading achievement, and differentiates cognitive abilities were investigated within a group of gifted first and second graders. The 43 subjects had earned Stanford-Binet or WISC-R IQ scores of 145 and above prior to selection. A series of reading lessons was taught for an instructional period of twenty-one sessions to both experimental and control groups. The groups were divided randomly into two groups containing an equal number of males and females. These groups were labeled the experimental groups and the control groups. The Illinois Test of Psycholinguistic Abilities (ITPA) was administered as a pretest to the sample. A stratified random sampling technique yielded a sample of thirty-six students: eighteen males and eighteen females. Each of the three grade level groups in the sample was divided randomly into two groups containing an equal number of males and females. These groups were labeled the experimental groups and the control groups.

The recommendations made as a result of the study were:

1. Additional studies should be conducted using larger samples and/or longer durations of time to determine whether selected psycholinguistic instructional aids are effective in remediation learning deficiencies among early, elementary children. Research suggested included auditory perception skills, language skills, motor skills and visual perception skills.

2. No significant difference was found between the scores achieved on the ITPA for the experimental groups and the control groups for grade levels one, two, or three. There was no significant difference found between the scores for the composite experimental group and the composite control group. The 0.05 level of significance was applied in all cases using the statistical technique of analysis of variance with the pretest as the covariate.

3. The comparison of experimental groups and control groups found that:
   - (1) The experimental groups for all grade levels showed higher increases than the control groups.
   - (2) The composite experimental group showed an increase over the composite control group.

4. The comparison of male and female control and experimental groups found that:
   - (1) The experimental groups showed an increase over the male control groups with the exception of the second grade level where the control group was slightly favored. The female experimental groups showed an increase over the female control groups in all grade levels. The female experimental groups showed a gain over the male experimental groups.

5. The recommendations made as a result of the study were:

   - (1) Studies should be conducted using larger samples and/or longer durations of time to determine whether selected psycholinguistic instructional aids are effective in remediation learning deficiencies among early, elementary children. Research suggested included auditory perception skills, language skills, motor skills and visual perception skills.

   - (2) Neither a single intelligence test nor rigid cut-off scores should be used to identify the gifted; individual performances on intelligence tests vary greatly. A child selected on one test may not be selected on another. (3) In the WISC-R (194), WISC-R MA and WISC-R IQ are correlated significantly with the Stanford-Binet MA and Vocabulary, and WISC-R IQ's, and Similarities with the FS IQ's. (4) Studies should be conducted on the impact of psycholinguistic instruction on students' self-concepts (5) Studies should be conducted to determine if paraprofessionals could enhance students' psycholinguistic performance.
This study reports the findings of an informal reading inventory (IRI) administered to 59 Spanish-speaking adults enrolled in Adult Basic Education/English as a Second Language classes, or English as a Foreign Language classes, and 20 American students enrolled Spanish as a Foreign Language classes at the college level. The informal reading inventory is an untimed, non-standardized power test and diagnostic tool systematically constructed to measure word recognition skills, as well as oral and silent reading comprehension. Among its attributes are the ease of construction and administration, and its content validity. The IRI was once the sole domain of elementary school teachers, but has been used by this research in second language reading assessment to yield baseline data unavailable in standardized tests.

Two hypotheses were formulated as a basis for this study: (1) the informal reading inventory can serve as an integrative facilitator for describing the cognitive silent reading strategies of second language readers in extracting the inferential or underlying message in written extended discourse; (2) the learning experience of both the Spanish-speakers and the Americans will reveal universality in the strategies utilized at a given level of second language reading proficiency.

This study is innovative in its investigation of another approach to the problem of placement in second language classes. Many Adult Education/English as a Second Language programs have admission policies that permit registration at any point during the term, although diagnostic or other testing is administered at the beginning of the term. This informal assessment tool can be administered at any time, individually, or groups, following the procedure described in this study. In addition, the strategies or techniques used by the reader were analyzed in this study with the assistance of tape recorder monitors through which the reader verbalized while processing the textual content without interruption, and interviews following reading session.

Reading passages were randomly selected from English and Spanish texts for L1 and L2 assessment of each participant to establish strategic priorities in both languages. The interviews served to determine the students' intuitive ability to evaluate or recognize specific techniques used, and to verify or supplement data that had been recorded.

The results of this study have significance for the reading specialist whose linguistic background does not include data on the diversity of skills the second language reader has internalized in L1, and for the instructor of Spanish or ESL/EFL who has not had training in reading methodology or the pedagogical implications of cognitive strategies in processing written extended discourse, and for those who wish to investigate the second language reader's hypothesis.
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