

1-1-1974

Round Robin

Dorothy E. Smith

Follow this and additional works at: https://scholarworks.wmich.edu/reading_horizons

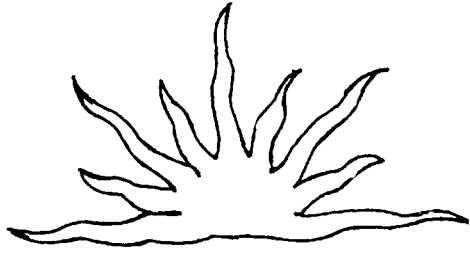
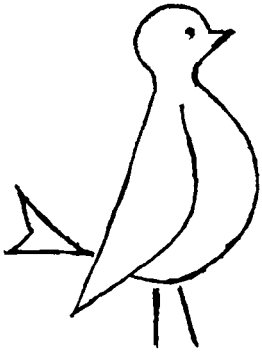


Part of the [Education Commons](#)

Recommended Citation

Smith, D. E. (1974). Round Robin. *Reading Horizons: A Journal of Literacy and Language Arts*, 14 (2). Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol14/iss2/9

This Article is brought to you for free and open access by the Special Education and Literacy Studies at ScholarWorks at WMU. It has been accepted for inclusion in Reading Horizons: A Journal of Literacy and Language Arts by an authorized editor of ScholarWorks at WMU. For more information, please contact maira.bundza@wmich.edu.



ROUND ROBIN

Dorothy E. Smith, Editor

Many books on reading diagnosis include descriptions of standardized tests. Appropriately, they are highly objective descriptions, but sometimes we would like a little juice with our meat; a little biased opinion mixed in with the data. Several teachers were asked to give a subjective rating of certain tests and we would like to share their opinions with you.

Sheryl McKay:

The Metropolitan Achievement Test, Primary 1 Battery, Harcourt, Brace and World, Inc., 1965.

"The reading skills tested are word knowledge, word discrimination, sentence meaning, and short stories with questions for comprehension. The vocabulary is quite realistic, and goes well with the pictures. The stories are fun, such as riddles, and are within the child's interest range. There are excellent directions for the examiner and the child, and the scoring charts are easily understood."

Galesburg-Augusta School System
Augusta Elementary School
Augusta, Michigan

Jill Schmidt:

The Gates-MacGinitie Reading Tests, Teachers College Press, Columbia University.

"All of the selections give words and stories of interest to the child. They have selections about family life, animals, clothing, jobs, and

utensils. The pictures help keep the child's interest. The tests range from grade one to grade twelve. The directions for administering and scoring are clear, easy, and definite."

Dawson Elementary School
Allegan Public School System
Allegan, Michigan

Colette Pfander:

Metropolitan Readiness Test, Harcourt, Brace and World, Inc., New York, 1964.

"The MRT is only for kindergarten and first grade. It measures word meaning, listening, matching, alphabet, numbers, copying, and draw-a-man (optional). When I gave this to my kindergarten class, both the children and I found the selections interesting. I did not lose their attention at any time. The test is set up so that the children can follow the instructions with a minimum of difficulty. The test is fairly easy to score, except for the copying subtest, which is determined by teacher judgment. I scored this part of the test as objectively as possible and found I was not as lenient as another teacher in the building."

Lakeview School
Battle Creek, Michigan

Sue Reading:

Diagnostic Reading Test: Survey Section, 7-13, Science Research Associates, Inc., Chicago, Illinois.

"This section may be used for screening purposes, to identify the students to whom the whole battery should be administered. There are three subtests: General Reading, Vocabulary, and Comprehension. According to the manual, the General Reading selections are interesting. However, upon reading them, I became bored immediately. The first selection deals with the intelligence of a crow. It is three and a half pages long. In the Comprehension section, the paragraphs were about the industrial revolution, how Alexander won his war steed, and astronomical facts about Mars. Since this test was copyrighted in 1952 and reprinted in 1961, I'm sure an updated version would prove to be more interesting."

Allegan High School
Allegan, Michigan

Jayne Current:

Iowa Silent Reading Test, Harcourt, Brace and World, Inc., New York.

“There are six or seven subtests which focus on separate silent reading skills. The selections are not spell-binding or fascinating. They reflect closely the style and level of interest found in most science and social studies texts. This makes the test results valuable to teachers of content areas as well as to language arts teachers. It is probably more valuable to find out how well a student reads classroom-simulated material than to have particularly attention-grabbing selections. One objection I have is the fact that the student is required to invert and flip the test booklet in a complicated fashion, which would be confusing for the elementary child.”

Otsego High School
Otsego, Michigan