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A STUDY OF THE RELATION BETWEEN
READING ACHIEVEMENT AND PERSONALITY TRAITS
(TITLE)
IN THIRD GRADE BOYS AND GIRLS

BY

Lois E. Seng

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER OF SCIENCE IN EDUCATION
AND PREPARED IN COURSE

Education 574

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,
CHARLESTON, ILLINOIS

1968

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

Aug 12, 68
DATE

[REDACTED]

ADVISER

Aug 12, 68
DATE

[REDACTED]

DEPARTMENT HEAD

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his personality pattern. It seemed quite plausible that a personality disturbance (temporary or permanent) might cause learning problems to develop. Since reading is such a critical area of learning and so important to other areas, this appeared to be a crucial focus of study.

The biggest problem that presented itself was: How does one judge a child's personality? Everyone has his own idea of a "good" personality or a "poor" personality, but it is a little harder to pin down any categories or attributes of personality. After reading research data and discussing this problem with some professors in the Education Department at Eastern Illinois University, the decision was made to administer the California Test of Personality to the third graders at Lowe School in Sullivan, and correlate the results with the Reading Achievement score of the SRA Achievement Series. Both were administered late in the school year of 1963.

As a second measure, a correlation was also run between the Reading Achievement Score of the SRA Achievement Series and the Scott-Foresman Basal Reader test score from the second semester to see how well these two reading instruments correlated at that grade level in that particular situation. The coefficient of correlation for these two tests was $+ .59$ for the boys and $+ .83$ for the girls, which--using the t Test of Significance--resulted in $.01\%$ level of confidence.

CHAPTER II

REVIEW OF RELATED RESEARCH

In view of the intangibility of the study of personality, it was difficult to find well-related research. However Edith Gann, in Reading Difficulty and Personality Organization,¹ supports her hypothesis that there is a definite connection between the child's personality and his reading ability with studies by many persons in this same area of study. She cites the studies of the following persons, with their observations:

D. W. Lewis, in "A Comparative Study of the Personalities, Interests and Home Background of Gifted Children of Superior and Inferior Achievement,"² observes that an inventory of personality traits showed reliable differences between the achieving and retarded groups, favorable personality traits being associated with the successful group, and unfavorable ones with the less successful.

¹Edith Gann, Reading Difficulty and Personality Organization (Morningside Heights, N. Y.: King's Crown Press, 1945), pp. 29-32.

²D. W. Lewis, "A Comparative Study of the Personalities, Interests and Home Background of Gifted Children of Superior and Inferior Achievement," quoted by Edith Gann, Reading Difficulty and Personality Organization (Morningside Heights, N. Y.: King's Crown Press, 1945), p. 30.

G. Lawton, in "Mental Hygiene and Scholarship,"³ finds that intellectual achievements cannot be separated from facilitating emotional attitudes.

G. S. Stodgill, in "Subject Disabilities--A Symptom,"⁴ sees variability in school achievement reflecting inadequate emotional development.

L. G. Portenier, in "Personality Factors in the Achievement of High School Pupils,"⁵ observes that home background and certain personality factors are more significant than intelligence and achievement tests in predicting high school success.

S. C. Karlan, in "Failure in Secondary School as a Mental Hygiene Problem,"⁶ finds emotional problems accounting for the failure of students with high intelligence quotients.

J. A. McGeoch and P. L. Whitely, in "Correlations Between Certain Measurements of Personality Traits and of

³G. Lawton, "Mental Hygiene and Scholarship," quoted by Edith Gann, Reading Difficulty and Personality Organization (Morningside Heights, N. Y.: King's Crown Press, 1945), p. 31.

⁴G. S. Stodgill, "Subject Disabilities--A Symptom," quoted by Edith Gann, Reading Difficulty and Personality Organization (Morningside Heights, N. Y.: King's Crown Press, 1945), p. 31.

⁵L. G. Portenier, "Personality Factors in the Achievement of High School Pupils," quoted by Edith Gann, Reading Difficulty and Personality Organization (Morningside Heights, N. Y.: King's Crown Press, 1945), p. 31.

⁶S. C. Karlan, "Failure in Secondary School as a Mental Hygiene Problem," quoted by Edith Gann, Reading Difficulty and Personality Organization (Morningside Heights, N. Y.: King's Crown Press, 1945), p. 31.

attitudes toward the reading experience.⁹

Many of those who have used the California Test of Personality have correlated the results with children's behavior in some field other than reading. Some of these areas were leadership, rural environment, speech, blindness, sibling variance, reputation, mental ability, thyroid deficiency, minority groups, chronological age, sex differences, parent-home-child adjustments, school success, intellectual giftedness, intelligence, delinquency, social structures, and family prosperity.¹⁰

The study closest in type to the one done by the writer of this paper, as reported in "Summary of Investigations, Number One," published by the California Test Bureau, concerning the California Test of Personality, was conducted by Eleanor Volberding.¹¹ She attempted to determine the degree of school success in the lives of 11-year-old children in a typical midwestern town. (A successful child was defined as one who was achieving academically according to his ability and who was also well-adjusted socially in the school setting. An unsuccessful child was defined as one who ranked below the average of the group on measures of social and academic success.)

"Guess-Who," a Moreno-type technique, was used to

⁹Gann, pp. 130-135.

¹⁰"Summary of Investigations, Number One," (Monterey, California: California Test Bureau, 1950), pp. 6-19.

¹¹Ibid., p. 13.

determine social adjustment. It was given to peers and teachers of these 11-year-old children, and was based on consideration for other children, absence of the wrong type of aggression, the feeling of being wanted in school (security), being found dependable and able, cooperation on group projects, and popularity with other children. The children were given a plus or a minus on each point, so there were twelve possible judgments. The number of pluses was divided by the number of minuses to establish social success.

To determine academic success, there were two methods used: a letter mark, and an accomplishment quotient which was determined by the child's educational age on the Metropolitan Achievement Test divided by his mental age on the Stanford-Binet Intelligence Test. If the child ranked in the lower half of his class on both of these two methods, he was thought of as unsuccessful academically. If he ranked in the upper half of either of them, he was considered successful.

Thus, the school success of these 11-year-old children was figured from their social success, their accomplishment quotient, and academic letter marks. The successful child in school was considered probably to be a child active out of school, who played over wide sections of town strenuously and adventurously, and liked team games (socially organized and competitive) better than did the unsuccessful child.

Eleanor Volberding concluded that girls are more

often successful in school than boys; the successful child is more often from the middle class than the upper or lower class and is more often from the upper-lower than from the lower-lower. He is more intelligent (judged from the standardized verbal intelligence test), and better adjusted personally and socially (judged from two commercial tests and two instruments made especially for rating children on social adjustment). He is more interested in active play, likes to move over a wide living space, and prefers twilight play. He is more concerned with play in competitive groups. He is more likely to attend movies less but listen to the radio more. (The author of this paper must impose the fact that this study of 11-year-old children was taken in 1949--pre-television.)

Eleanor Volberding found the score differences between the two groups on the California Test of Personality were large enough to be statistically significant. Those who were more successful in school were shown by test scores to be better adjusted personally and socially.¹²

Sister Mary Vera Niess made a study of certain physiological, emotional, and motivating factors as determining elements in a remedial reading program. She found that non-problem or normal readers seemed to be better adjusted than readers having problems. For the normal readers, there

¹²Eleanor Volberding, "Characteristics of Successful and Unsuccessful Eleven Year Old Pupils," Elementary School Journal, March, 1949, pp. 405-410.

was apparently a relationship between superior reading achievement and adjustment. For the problem reader, however, the extent of deviation from reading norms did not seem to be commensurate with the extent of the maladjustment. Problem cases improved significantly in personality characteristics during remedial programs, but it did not appear that improvement could be attributed solely to the satisfaction and encouragement experienced because of the reading success.¹³

R. W. Edmiston and Catherine E. Hollahan studied a group of 115 first-graders entering two elementary schools in Dayton, Ohio. The pupils were tested and given physical examinations. Among the tests used were achievement, reading readiness, intelligence and the California Test of Personality.

All factors with zero order correlations below .10 were discarded as lacking significant relationships with successful achievement. Partial correlations further reduced the factors to three mental ages, reading readiness test results, and the California Test of Personality. Multiple correlation of these three factors with the achievement test which had been selected as a criterion test, was .66.¹⁴

At Emerson School in Bloomington, Illinois, Geraldine A. Twining studied the relationship existing between personality and the reading achievement of primary grade pupils as

¹³"Summary of Investigations, Number One," p. 14.

¹⁴Ibid., p. 14.

a whole, primary grade girls, and primary grade boys. Her research indicated that no single behavior trait was characteristic of all superior or all inferior readers. However, good readers usually were rated above average in self-confidence, persistence, and concentration of attention.

The results of this correlation were +.26 (not significant) when the entire group was used, +.64 (significant at the 1% level of confidence) when only the girls' scores were used, and +.18 (not significant) when the boys' scores only were used. Her recommendation was that teachers should consider factors other than personality--especially with boys--when attempting to discover causes of reading retardation.¹⁵

¹⁵Geraldine A. Twining, "The Relationship of Personality with Reading Achievement," Illinois School Research, Vol. II, No. 2., pp. 33-35.

CHAPTER III

METHOD OF PROCEDURE

Because of immediate access to third graders, the writer of this paper used them as subjects of her testing. The California Test of Personality was administered to 105 third graders (all but about 15 of the entire third grade population of the Sullivan, Illinois Elementary School). Then, as the SRA Achievement Series was administered at the end of the school year, the reading section of it was correlated with the California Test of Personality.

To be more specific, the California Test of Personality was administered personally by the writer to each of the five sections of the third grade at Lowe School, Sullivan, Illinois. This method assured more uniform results than if each teacher had administered it to her own group. Each question was read through to the group to be sure that there were not any words or phrases the children did not understand. (There was one question that didn't seem clear to them. It said, "Do you feel that some of the teachers 'have it in for' you?" That idea needed to be clarified for them.) The test administered was the Primary Form--grades kindergarten to 3-- but when an entire grade is being tested, there are many children who are much below grade level in reading ability.

The classes were given explicit instructions about circling one--and only one--answer for each question, and requested to be sure they did not skip any pages. Of 105 students tested, only one violated either of these instructions. They had all the time they needed to work on the test. The tests were then scored and each room's results tabulated. The achievement tests were administered by the individual teachers. A variance in instructions was possible. This could not be avoided however, for it is a school policy for each teacher to do her own testing and scoring at third grade level.

Because of the interest of the writer in the reading area, scores from the basal reader tests at the end of the second semester (Scott-Foresman 3₂) were kept, and the possibility of correlating those scores also with the California Test of Personality was considered. But in view of the great amount of time required to do the one correlation, the writer satisfied her curiosity to the extent of correlating the two sets of reading scores for the boys and girls separately. The results were +.59 for the boys and +.83 for the girls, both significant at the .01 level of confidence.

Because of the fact that girls of the same grade level have fewer reading problems than boys, as a usual pattern, the SRA Achievement Series and the California Test of Personality were correlated separately, boys and girls. The only score correlated with the group as a whole was the Total Adjustment score of the California Test of

Personality with the SRA Achievement Series reading total. The result was $+.38$, which is significant at the $.01$ level of confidence.

The California Test of Personality is made up of two main parts, one which tests the child's personal adjustment and another which tests his social adjustment. Each of these parts has six components, so there are twelve components, plus a total personal adjustment score, a total social adjustment score, and a total adjustment score. Following is a description of each component and a sample question from each.

Self-reliance: An individual may be said to be self-reliant when his overt actions indicate that he can do things independently of others, depend upon himself in various situations, and direct his own activities. The self-reliant person is also characteristically stable emotionally, and responsible in his behavior. Question: "Can you do things even when they are hard?"

Sense of personal worth: An individual possesses a sense of being worthy when he feels he is well regarded by others, when he feels that others have faith in his future success, and when he believes that he has average or better than average ability. To feel worthy means to feel capable and reasonably attractive. Question: "Do you think you are going to do well when you grow up?"

Sense of personal freedom: An individual enjoys a

sense of freedom when he is permitted to have a reasonable share in the determination of his conduct and in setting the general policies that shall govern his life. Desirable freedom includes permission to choose one's own friends and to have at least a little spending money. Question: "Does someone try to boss you too much?"

Feeling of belonging: An individual feels that he belongs when he enjoys the love of his family, the well-wishes of good friends, and a cordial relationship with people in general. Such a person will as a rule get along well with his teachers or employers and usually feels proud of his school or place of business. Question: "Do the other children like to have you with them?"

Freedom from withdrawing tendencies: The individual who is said to withdraw is the one who substitutes the joys of a fantasy world for actual successes in real life. Such a person is characteristically sensitive, lonely, and given to self-concern. Normal adjustment is characterized by a reasonable freedom from these tendencies. Question: "Do you like to stay alone so people will not bother you?"

Freedom from nervous symptoms: The individual who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep, or a tendency to be chronically tired. People of this kind may be exhibiting physical expressions or emotional conflicts.

Question: "Do you often bite your fingernails?"

The above six components make up the personal adjustment section of the test. Following are the descriptions of the six components of the social adjustment section.

Social standards: The individual who recognizes desirable standards is the one who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group. Such an individual understands what is regarded as being right or wrong. Question: "Should a person keep a promise that he wishes he hadn't made?"

Social skills: An individual may be said to be socially skillful or effective when he shows a liking for people, when he inconveniences himself to be of assistance to them, and when he is diplomatic in his dealings with both friends and strangers. The socially skillful person subordinates his or her egoistic tendencies in favor of interest in the problems and activities of his associates. Question: "Do you usually keep from hurting other people's feelings?"

Freedom from anti-social tendencies: An individual would normally be regarded as anti-social when he is given to bullying, frequent quarreling, disobedience, and destructiveness to property. The anti-social person is the one who endeavors to get his satisfactions in ways that are damaging and unfair to others. Normal adjustment is characterized by reasonable freedom from these tendencies. Question: "Are

some people so mean that you have to be unfair to them?"

Family relations: The individual who exhibits desirable family relationships is the one who feels that he is loved and well-treated at home, and who has a sense of security and self-respect in connection with the various members of his family. Superior family relations also include parental control that is neither too strict nor too lenient. Question: "Do your parents blame you a lot but seldom praise you?"

School relations: The student who is satisfactorily adjusted to his school is the one who feels that his teachers like him, who enjoys being with other students, and who finds the school work adapted to his level of interest and maturity. Good school relations involve the feeling on the part of the student that he counts for something in the life of the institution. Question: "Do you do as well as most of the children at school?"

Community relations: The individual who may be said to be making good adjustments in his community is the one who mingles happily with his neighbors, who takes pride in community improvements, and who is tolerant in dealing with both strangers and foreigners. Satisfactory community relations include as well the disposition to be respectful of laws and of regulations pertaining to the general welfare. Question: "Are some of the people near your home so mean that you like to do things to make them angry?"¹⁶

¹⁶Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs, "Manual, California Test of Personality, 1953 Revision," (Monterey, California: California Test Bureau, 1953), pp. 3-4.

Because of the extremely personal involvement with a test of this type, there seems to be a limitation in that perhaps a child would fail to answer honestly a question that might damage his self-concept or the concept he wanted his peers or his teacher to have of him. The authors of this test have this explanation to offer:

The problem of slanting answers or beating the test has little significance on the levels where personality tests are of greatest assistance to teachers. On the lower levels, the problem is non-existent. Harry Baker, in Introduction to Exceptional Children, says, "There is often a theoretical but entirely invalid objection upon the part of those who have never used such tests (personality inventories) that children will not be truthful. It is generally known that children's problems are so close to their lives that they can scarcely refrain from answering what applies to them. This situation is similar to the quite universal tendency of most individuals to unburden themselves about their problems even to strangers¹⁷ if they are encouraged to talk about themselves."

Later on, the authors of the test state that in order to lessen the effects of a tendency to distortion, they have attempted to disguise as many items as possible which might conflict with the examinee's tendency to protect himself. They do not ask, "Are you sometimes mean?" but rather, "Do you find some people so unfair that it is all right to be mean to them?" Nor do they ask, "Do you tell lies?" but rather, "Have you found that telling falsehoods is one of the easiest ways for people to get out of trouble?" The question "Are you too sensitive?" is not asked, but rather, "Have you found that many people do not mind hurting your feelings?" So it appears that the authors

¹⁷Ibid., pp. 9-10.

of the California Test of Personality have taken great precaution to make this test as honest and perceptive as is possible when dealing with such a tenuous area as personality.¹⁸

In actually carrying out the correlation procedure, the rank-order method was used, with the following formula:

$$r = 1 - \frac{6(\sum d^2)}{N(N^2 - 1)}$$
 To determine whether the resulting coefficient was significant, this formula was used: $t = \frac{D}{SEd}$.
 The table included in Chapter IV will show the results.

¹³Ibid., p. 10.

CHAPTER IV

SUMMARY AND CONCLUSION

The conclusion of the writer of this paper is that, testing the population of 105 third graders of Lowe School at Sullivan, Illinois and using the California Test of Personality as correlated with the reading section of the SRA Achievement Series, there is a very low positive correlation between personality characteristics and achievement results when considering the boys. However, in the case of the girls, there is a substantial positive correlation in all characteristics except freedom from nervousness (a personal adjustment component of the California Test of Personality), social skills and family relations (both social adjustment components of the California Test of Personality). In six of the components of the California Test of Personality--sense of personal freedom and feeling of belonging (both from the personal adjustment section of the test) and social standards, freedom from anti-social tendencies, community relations and school relations (all from the social adjustment section of the test)--the level of significance for the coefficients of correlation when considering the girls was at the .01 level of confidence. The components of self-reliance, sense of personal

TABLE 1

RELATIONSHIP BETWEEN COMPONENTS OF THE CALIFORNIA TEST OF PERSONALITY AND THE READING SECTION OF THE SRA ACHIEVEMENT SERIES ADMINISTERED TO THIRD GRADE PUPILS AT LOWE SCHOOL, SULLIVAN, ILLINOIS

COMPONENTS OF THE CALIFORNIA TEST OF PERSONALITY	BOYS		GIRLS	
	COEF. OF CORR.	LEVEL OF CONF.	COEF. OF CORR.	LEVEL OF CONF.
Self-reliance	+.08	Not significant	+.29	.05
Sense of personal worth	+.18	Not significant	+.32	.05
Sense of personal freedom	+.03	Not significant	+.43	.01
Feeling of belonging	+.16	Not significant	+.40	.01
Freedom from withdrawing tendencies	.00	Not significant	+.29	.05
Freedom from nervousness	+.22	Not significant	+.23	Not significant
Social standards	+.23	Not significant	+.41	.01
Social skills	+.03	Not significant	.00	Not significant
Freedom from anti-social tendencies	+.08	Not significant	+.45	.01
Family relations	+.16	Not significant	+.21	Not significant
Community relations	+.14	Not significant	+.35	.01
School relations	+.12	Not significant	+.48	.01
Personal Adjustment Total	+.10	Not significant	+.45	.01
Social Adjustment Total	+.19	Not significant	+.42	.01
Personality Total	+.18	Not significant	+.66	.01

worth and freedom from withdrawing tendencies (all included in the personal adjustment section of the test) produced coefficients of correlation at the .05 level of confidence. The girls had only three components which resulted in coefficients less significant than .05. These were freedom from nervousness in the personal adjustment section, and social skills and family relations in the social adjustment section. The formulae used in the study were $r = 1 - \frac{6(\sum d^2)}{N(N^2-1)}$, and $t = \frac{D}{SEd}$. Details of the findings are summarized in Table 1.

The writer will have to agree with Geraldine Twining, quoted earlier in this paper, in her conclusion that teachers should consider factors other than personality when attempting to discover causes of reading retardation, especially with boys.

The results of this study might well have produced different results if carried out with a different type of population. The children attending school at Lowe School at Sullivan, Illinois are essentially a rural group (farm background in many cases and small-town background in all others), so more research should be carried out in an urban area to clarify the effects of the environment upon the results of the study.

Another variation which might have produced different results is the ethnic nature of the population. There were no minority groups represented in the population--no

Negroes, Indians, children from foreign lands, etc. It would be interesting to know the results of the same type of study carried out with children of these backgrounds.

Even though there are naturally many shades of difference in socio-economic background of a mixed population such as the third graders at Lowe School in Sullivan, Illinois, there are fewer basic differences between these backgrounds and the ones which might be found in a large urban school. The difference in extremes of social and economic variances of background might well prove to provide a difference in study results.

The personality of children may well change a great deal from year to year in a school situation, so there might be a great difference in the correlations between reading and personality at various levels. It would be interesting to check this same group of 105 students at a later time in their school experience, to note how the change in personality accompanying growth and maturation would affect the test correlations.

Thus, there is much more that might be done in this area of relating personality traits and reading achievement. Until the results prove more decisively that both boys' and girls' personalities affect their reading achievement, other factors will need to be considered when dealing with students having problems in the area of reading.

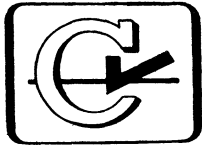
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Volberding, Eleanor. "Characteristics of Successful and Unsuccessful Eleven Year Old Pupils," Elementary School Journal, March, 1949.

APPENDIX A



Primary • GRADES KGN. to 3 • form AA

California Test of Personality

1953 Revision

Devised by

LOUIS P. THORPE, WILLIS W. CLARK, AND ERNEST W. TIEGS

(CIRCLE ONE)

Name..... Grade..... Boy Girl
Last First Middle

School..... City..... Date of Test.....
Month Day Year

Examiner..... (.....) Pupil's Age..... Date of Birth.....
Month Day Year

TO BOYS AND GIRLS:

This booklet has some questions which can be answered YES or NO. Your answers will show what you usually think, how you usually feel, or what you usually do about things. Work as fast as you can without making mistakes.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.

PRACTICE QUESTIONS

- A. Do you have a dog at home? YES NO
- B. Did you walk all the way to school today? YES NO

SECTION 1 A

1. Is it easy for you to play by yourself when you have to? YES NO
2. Is it easy for you to talk to your class? YES NO
3. Do you feel like crying when you are hurt a little? YES NO
4. Do you feel bad when you are blamed for things? YES NO
5. Do you usually finish the games you start? YES NO
6. Does someone usually help you dress? YES NO
7. Can you get the children to bring back your things? YES NO
8. Do you need help to eat your meals? YES NO

Section 1 A
(number right)

SECTION 1 B

1. Do the children think you can do things well? YES NO
2. Do the other children often do nice things for you? YES NO
3. Do you have fewer friends than other children? YES NO
4. Do most of the boys and girls like you? YES NO
5. Do your folks think that you are bright? YES NO
6. Can you do things as well as other children? YES NO
7. Do people think that other children are better than you? YES NO
8. Are most of the children smarter than you? YES NO

Section 1 B
(number right)



1. Do your folks sometimes let you buy things? YES NO
2. Do you have to tell some people to let you alone? YES NO
3. Do you go to enough new places? YES NO
4. Do your folks keep you from playing with the children you like? YES NO
5. Are you allowed to play the games you like? YES NO
6. Are you punished for many things you do? YES NO
7. May you do most of the things you like? YES NO
8. Do you have to stay at home too much? YES NO

SECTION 1 C

Section 1 C
(number right)

1. Do the boys and girls often try to cheat you? YES NO
2. Do you feel very bad when people talk about you? YES NO
3. Are most of the boys and girls mean to you? YES NO
4. Do you feel bad because people are mean to you? YES NO
5. Do many children say things that hurt your feelings? YES NO
6. Are many older people so mean that you hate them? YES NO
7. Do you often feel so bad that you do not know what to do? YES NO
8. Would you rather watch others play than play with them? YES NO

SECTION 1 E

Section 1 E
(number right)

1. Do you need to have more friends? YES NO
2. Do you feel that people don't like you? YES NO
3. Do you have good times with the children at school? YES NO
4. Are the children glad to have you in school? YES NO
5. Are you lonesome even when you are with people? YES NO
6. Do people like to have you around them? YES NO
7. Do most of the people you know like you? YES NO
8. Do lots of children have more fun at home than you do? YES NO

SECTION 1 D

Section 1 D
(number right)

1. Do you often wake up because of bad dreams? YES NO
2. Is it hard for you to go to sleep at night? YES NO
3. Do things often make you cry? YES NO
4. Do you catch colds easily? YES NO
5. Are you often tired even in the morning? YES NO
6. Are you sick much of the time? YES NO
7. Do your eyes hurt often? YES NO
8. Are you often mad at people without knowing why? YES NO

SECTION 1 F

Section 1 F
(number right)



1. Should you mind your folks even when they are wrong? YES NO
2. Should you mind your folks even if your friends tell you not to? YES NO
3. Is it all right to cry if you cannot have your own way? YES NO
4. Should children fight when people do not treat them right? YES NO
5. Should a person break a promise that he thinks is unfair? YES NO
6. Do children need to ask their folks if they may do things? YES NO
7. Do you need to thank everyone who helps you? YES NO
8. Is it all right to cheat if no one sees you? YES NO

SECTION 2 A

Section 2 A
(number right)

1. Do you talk to the new children at school? YES NO
2. Is it hard for you to talk to new people? YES NO
3. Does it make you angry when people stop you from doing things? YES NO
4. Do you say nice things to children who do better work than you do? YES NO
5. Do you sometimes hit other children when you are playing with them? YES NO
6. Do you play games with other children even when you don't want to? YES NO
7. Do you help new children get used to the school? YES NO
8. Is it hard for you to play fair? YES NO

SECTION 2 B

Section 2 B
(number right)

1. Do people often make you very angry? YES NO
2. Do you have to make a fuss to get people to treat you right? YES NO
3. Are people often so bad that you have to be mean to them? YES NO
4. Is someone at home so mean that you often get angry? YES NO
5. Do you have to watch many people so they won't hurt you? YES NO
6. Do the boys and girls often quarrel with you? YES NO
7. Do you like to push or scare other children? YES NO
8. Do you often tell the other children that you won't do what they ask? YES NO

SECTION 2 C

Section 2 C
(number right)

1. Are your folks right when they make you mind? YES NO
2. Do you wish you could live in some other home? YES NO
3. Are the folks at home always good to you? YES NO
4. Is it hard to talk things over with your folks because they don't understand? YES NO
5. Is there someone at home who does not like you? YES NO
6. Do your folks seem to think that you are nice to them? YES NO
7. Do you feel that no one at home loves you? YES NO
8. Do your folks seem to think that you are not very smart? YES NO

SECTION 2 D

Section 2 D
(number right)



SECTION 2 E

1. Do you often do nice things for the other children in your school? YES NO
2. Are there many bad children in your school? YES NO
3. Do the boys and girls seem to think that you are nice to them? YES NO
4. Do you think that some teachers do not like the children? YES NO
5. Would you rather stay home from school if you could? YES NO
6. Is it hard to like the children in your school? YES NO
7. Do the other boys and girls say that you don't play fair in games? YES NO
8. Do the children at school ask you to play games with them? YES NO

Section 2 E
(number right)

SECTION 2 F

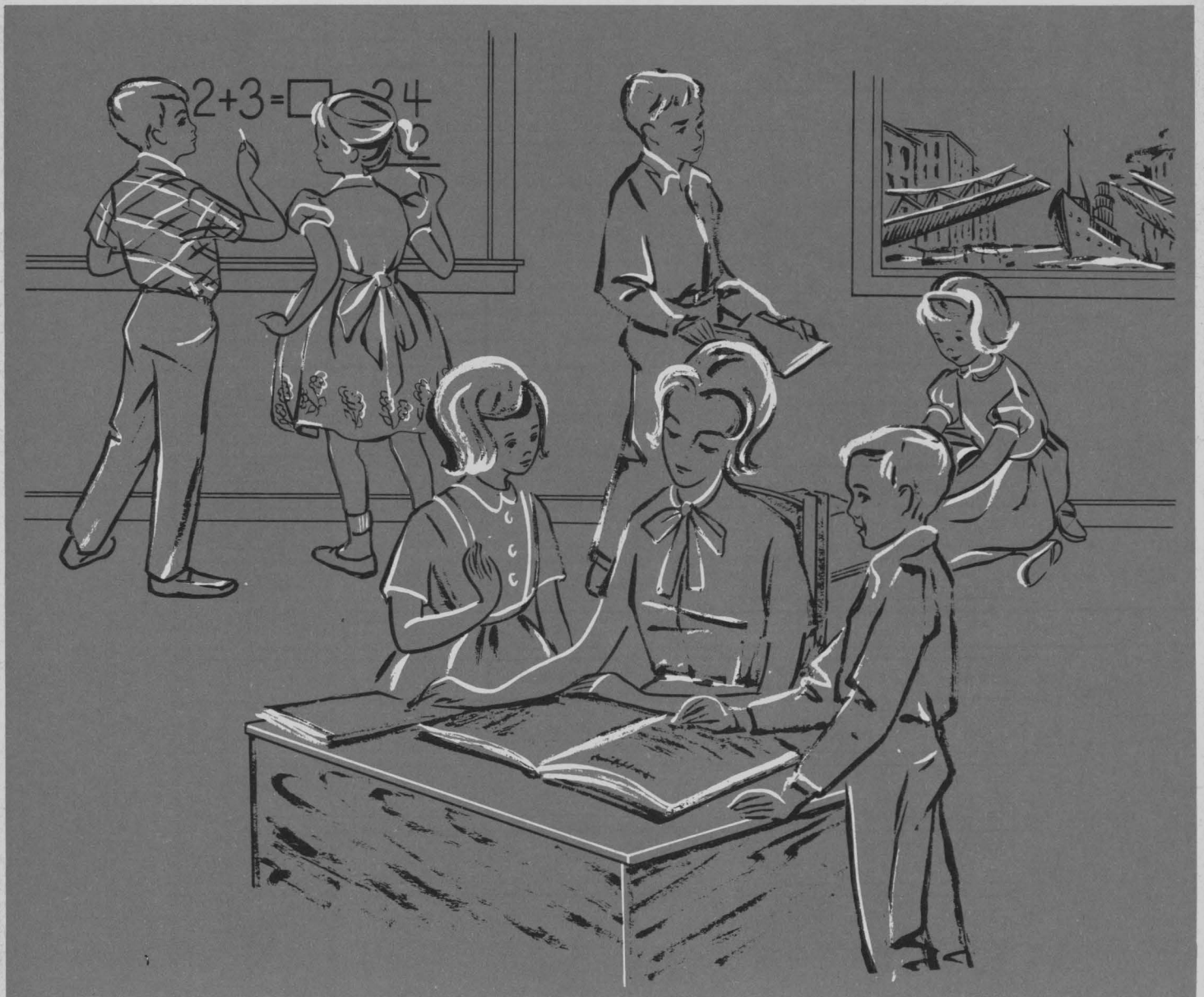
1. Do you play with some of the children living near your home? YES NO
2. Do the people near your home seem to like you? YES NO
3. Are the people near your home often mean? YES NO
4. Are there people near your home who are not nice? YES NO
5. Do you have good times with people who live near you? YES NO
6. Are there some mean boys and girls who live near you? YES NO
7. Are you asked to play in other people's yards? YES NO
8. Do you have more fun near your home than other children do near theirs? YES NO

Section 2 F
(number right)

APPENDIX B

SRA ACHIEVEMENT SERIES

Grades 2-4 Form C



prepared by Louis P. Thorpe, D. Welty Lefever, and Robert A. Naslund, all of the University of Southern California

S R A

Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611
A Subsidiary of IBM

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Directions

This is a test to see how well you can read. There are stories in this part of the test. Each story has questions after it for you to answer.

Fun with Rags

Tom and Sally have a pet dog. His name is Rags. The children like to play with him. They sometimes toss a ball to Rags. Then Tom and Sally try to catch him. The children soon have to rest. Rags barks at them to play some more. Mother likes to watch them play before she cooks dinner.

A. Is this story about two children and a dog?

- a. Yes.
 b. No.
 c. We can't tell.

B. Was Rags tired?

- a. Yes.
 b. No.
 c. We can't tell.

C. Was Father home?

- a. Yes.
 b. No.
 c. We can't tell.

Spot

Look, Tom.

See Spot jump through the hoop.

Spot can run fast, too.

Can you run fast, Tom?

Can you catch Spot?

1. Did Spot jump?

- a. Yes.
- b. No.
- c. We can't tell.

4. Did Tom catch Spot?

- a. Yes.
- b. No.
- c. We can't tell.

2. Can Spot run fast?

- a. Yes.
- b. No.
- c. We can't tell.

5. Can Tom run faster than Spot?

- a. Yes.
- b. No.
- c. We can't tell.

3. Can Tom run fast?

- a. Yes.
- b. No.
- c. We can't tell.

Bob and Jane

Mother was happy.

Bob and Jane were happy too.

Father was coming home. He had a new car.

“Is it blue?” asked Jane.

“Wait and see,” said Mother.

“Oh, here comes Father,” said Bob.

The children ran to meet him.

“See, it is green,” Jane said.

The children jumped up and down.

Mother and Father laughed at them.

Soon they all were ready to go for a ride.

Off they went to show Grandmother the new car.

1. Was the new car blue?
 a. Yes.
 b. No.
 c. We can't tell.
2. Did the children run to meet Mother?
 a. Yes.
 b. No.
 c. We can't tell.
3. Did the family go for a ride?
 a. Yes.
 b. No.
 c. We can't tell.
4. Was the family happy?
 a. Yes.
 b. No.
 c. We can't tell.
5. Did Grandmother live in the country?
 a. Yes.
 b. No.
 c. We can't tell.
6. Did Father come into the house?
 a. Yes.
 b. No.
 c. We can't tell.
7. Had Bob and Jane seen the new car before Father came home?
 a. Yes.
 b. No.
 c. We can't tell.
8. A good name for this story would be
 a. Going for a Ride
 b. A Visit to Grandmother
 c. The New Car

New Shoes for Ned and Sally

Mother called, "Come, Sally. Come, Ned."

"Oh, Mother," said Sally. "Where are we going?"

"I know," said Ned. "School begins tomorrow. We are going to buy new shoes."

Mother laughed, "You are right, Ned."

Mother and the children gaily went to Mr. Green's store.

Sally liked some pretty black shoes. Ned chose some brown shoes. Mother laughed. She said, "Mr. Green, the children want those shoes. We will take them home with us."

"Do you think Father will like our new shoes?" asked Sally.

"We will ask him," said Ned.

When Father came home, the children ran to see him. Father looked at the new shoes. "They are just right for school," he said. Sally and Ned were glad. Father liked the new shoes too.

1. How many people does the story tell us about?
 - a. Three
 - b. Four
 - c. Five

2. Did Sally want brown shoes?
 - a. Yes.
 - b. No.
 - c. We can't tell.

3. Did Ned find brown shoes?
 - a. Yes.
 - b. No.
 - c. We can't tell.

4. Did the children go to Mr. Green's store?
 - a. Yes.
 - b. No.
 - c. We can't tell.

5. Did the children ride on a bus?
 - a. Yes.
 - b. No.
 - c. We can't tell.

6. Did the children wear the new shoes to school?
 - a. Yes.
 - b. No.
 - c. We can't tell.

7. Did Father go to the store with Ned and Sally?
 - a. Yes.
 - b. No.
 - c. We can't tell.

8. Were Ned and Sally happy to have new shoes?
 - a. Yes.
 - b. No.
 - c. We can't tell.

9. Was Mother glad to buy the new shoes?
 - a. Yes.
 - b. No.
 - c. We can't tell.

10. Did Father take Ned and Sally to school?
 - a. Yes.
 - b. No.
 - c. We can't tell.

Miss Gray

One morning Miss Gray had something in a box when she came to school. The boys and girls took the cover off the box as soon as their teacher said they could. Inside was a soft white rabbit. All the children laughed as the rabbit jumped out and hopped around the floor.

Just then Tom came into the room with his pet kitten in his arms. He laughed when he saw that Miss Gray had brought a pet too. Miss Gray asked Tom and Nancy to put the rabbit and the kitten in the corner.

Mary watched Tom and Nancy carry the new pets. She had brought her pet frog and baby chick the day before. They were already in the corner in a pen the boys and girls had made. Now there were four pets for the class to feed and play with.

1. What did Miss Gray bring in the box?
 - a. A baby chick
 - b. A frog
 - c. A rabbit
 - d. A kitten
2. What did Tom bring to school?
 - a. A white rabbit
 - b. A kitten
 - c. A pet frog
 - d. A box
3. Where did Miss Gray tell the children to put the rabbit?
 - a. In the corner
 - b. In the box
 - c. On the table
 - d. On the floor
4. Who made a pen for the pets?
 - a. Miss Gray
 - b. Mary
 - c. The children in Miss Gray's class
 - d. Tom and Nancy

5. The story tells us that
- a. Nancy brought a pet to school
 - b. Mary's pet was a baby kitten
 - c. Miss Gray had a frog in the box
 - d. all the pets were put in a corner
6. We know from the story that
- a. Mary brought two pets to school
 - b. Mary helped Tom carry the rabbit and the kitten
 - c. Mary did not like rabbits
 - d. Mary liked the rabbit better than the kitten
7. We know from the story that
- a. the baby chick came to school before the frog
 - b. the rabbit and the kitten came to school on the same day
 - c. the kitten came to school before the rabbit did
 - d. the frog came to school before any of the other pets
8. We can tell from the story that
- a. the pets quarreled with each other
 - b. Tom took his pet back home after school was over
 - c. the children took care of the pets
 - d. the pets were unhappy at school
9. A good name for this story would be
- a. Making a Pen for Pets
 - b. Mr. Frog Hops Away
 - c. Fun with Pets at School
 - d. The Kitten and the Rabbit Ran Away
10. In the story, which of these things happened first?
- a. Tom and Nancy carried the rabbit and the kitten to the corner.
 - b. The rabbit hopped around the floor.
 - c. Miss Gray brought a box to school.
 - d. The children fed all of the pets.

Trapping Echoes

One autumn day in 1877, two men were working in their shop. On the table before them was a strange machine. In the center of the machine was a metal cylinder about the size and shape of a soup can. Attached to the side of the cylinder was a small crank, which was used to turn the cylinder. Above the cylinder were two tubes. Each tube had a piece of dried skin stretched across the bottom, making it look like a small drum. A steel needle was attached to the center of the skin. The men had worked hard making this machine and were almost ready to try it out.

One of the men was Tom Edison, the famous inventor. He spoke to his helper. "John, give me that sheet of tinfoil."

John was puzzled but he gave Tom what he had asked for. Tom carefully wrapped the tinfoil around the metal cylinder. Then he moved one of the tubes so that its needle touched the cylinder. He began to turn the crank slowly and to speak into the tube in a loud voice. As he talked, the needle wiggled back and forth, making a groove in the tinfoil. When he stopped talking, Tom turned the cylinder back to where he had started and moved the other tube down so that its needle was resting in the groove he had just made.

By this time John was very impatient to find out what was going to happen next. Tom turned the crank again at the same speed as the first time, and the cylinder began to turn. John was

astounded when Tom's voice came out of the tube repeating the rhyme that he had spoken into it before:

"Mary had a little lamb;

Its fleece was white as snow."

Tom Edison had just invented the world's first phonograph!

In a few years phonographs were manufactured and shown all over the country. Many people came to investigate this strange machine wherever it was shown.

Tom thought of ways to make his invention better. In place of the tinfoil he used a hollow tube of wax. The needle worked much better on the wax tube than it had on the sheet of tinfoil. Then he put a point made of diamond, a precious stone, on the steel needle. Later he used a spring motor instead of a handle to turn the cylinder. This motor turned the cylinder at a steady speed, so that the words and music sounded much better. Still later a large horn was used to make the sounds louder.

By this time many people had begun to buy Tom's machine to use in their homes. As the years passed, many more refinements made the machine work even better, so that now the phonograph is a very fine instrument. Certainly Edison's invention gives us many pleasant hours as we listen to records of great music and fine stories in our homes. We will always be grateful to this famous man.

1. The story tells us that the invention of the phonograph made
 - a. our lives more pleasant
 - b. little difference in our lives
 - c. radio broadcasting possible
 - d. television possible
2. Tom Edison improved the phonograph by making
 - a. the machine cost more
 - b. the cylinder turn faster
 - c. longer handles for turning the cylinder
 - d. the cylinder turn with a spring motor
3. The story is mostly about how
 - a. hard it was to invent the phonograph
 - b. important the phonograph is today
 - c. the phonograph was invented and made better
 - d. we use phonographs today
4. According to the story, the phonograph was
 - a. very expensive at first
 - b. not very expensive after it was made better
 - c. bought by many people after it was made better
 - d. bought by many people as soon as it was invented
5. We can tell from the story that
 - a. most inventions are useful
 - b. most inventors become rich
 - c. some inventions need a lot of work to make them better
 - d. the phonograph made the radio possible
6. When Edison first improved the phonograph, he used
 - a. a large horn
 - b. a wax cylinder
 - c. an electric motor
 - d. a large crank
7. We can tell from the story that
 - a. the sound of Edison's voice was stored in the dried skin
 - b. the needles tore the tinfoil
 - c. the machine would not have worked if John had spoken into it
 - d. the needle scratches on the tinfoil allowed the machine to repeat the poem
8. The story does NOT tell us
 - a. that John was surprised
 - b. that dried skin was used in the first phonograph
 - c. how radios play records
 - d. what words the first phonograph played
9. The story tells us that, on the first phonograph, Edison used
 - a. a needle with a diamond point
 - b. a tinfoil sheet wrapped round the tubes
 - c. an electric motor to turn the cylinder
 - d. two tubes, each with skin stretched over one end
10. The story tells us that Tom Edison's voice came out of
 - a. the metal cylinder
 - b. the tube
 - c. the steel needle
 - d. the tinfoil

Directions

This is a test to see how well you know what words mean. There are stories in this part of the test. Each story has questions after it for you to answer.

Tom and Blackie

Tom had a big dog.

A

His name was Blackie.

Tom told a joke about him.

B

A. In this story big means

- a. small
- b. large
- c. tiny
- d. friendly

B. In this story joke means

- a. a song
- b. a sad story
- c. a poem
- d. a funny story

Spot

Look, Tom.

See Spot jump through the hoop.

Spot can run fast, too.

Can you run fast, Tom?

Can you catch Spot?

1. In this story jump means

- a. leap
- b. run
- c. walk
- d. catch

3. In this story run means

- a. walk
- b. jump
- c. hop
- d. race

2. In this story hoop means

- a. a box
- b. a toy
- c. a gate
- d. a ring

4. In this story catch means

- a. toss
- b. get hold of
- c. let go of
- d. chase

Bob and Jane

Mother was happy.

Bob and Jane were happy too.

Father was coming home. He had a
new car.

"Is it blue?" asked Jane.

"Wait and see," said Mother.

"Oh, here comes Father," said Bob.

The children ran to meet him.

"See, it is green," Jane said.

The children jumped up and down.

Mother and Father laughed at them.

Soon they all were ready to go for
a ride.

Off they went to show Grandmother
the new car.

1. In this story happy means

- a. sad
- b. full of fun
- c. glad
- d. busy

2. In this story too means

- a. also
- b. beside
- c. already
- d. now

3. In this story car means

- a. toy
- b. cart
- c. wagon
- d. automobile

4. In this story meet means

- a. join
- b. race
- c. kiss
- d. catch

5. In this story ride means

- a. drive
- b. party
- c. vacation
- d. fun

6. In this story off means

- a. from
- b. to jump
- c. to fall
- d. away

7. In this story show means

- a. allow to drive
- b. a movie
- c. allow to see
- d. give

New Shoes for Ned and Sally

Mother called, "Come, Sally. Come, Ned."

"Oh, Mother," said Sally. "Where are we going?"

"I know," said Ned. "School begins¹ tomorrow. We are going to buy² new shoes."

Mother laughed, "You are right³, Ned."

Mother and the children gaily went to Mr. Green's store⁴.

Sally liked some pretty black shoes. Ned chose⁵ some brown shoes. Mother laughed. She said, "Mr. Green, the children want⁶ those shoes. We will take them home with us."

"Do you think Father will like our new shoes?" asked Sally.

"We will ask him," said Ned.

When Father came home the children ran to see him. Father looked at the new shoes. "They are just right for school," he said. Sally and Ned were glad. Father liked the new shoes too.

1. In this story begins means

- a. opens
- b. closes
- c. teaches
- d. stops

2. In this story buy means

- a. past
- b. get
- c. have
- d. look for

3. In this story right means

- a. good
- b. find the answer
- c. send a letter
- d. correct

4. In this story store means

- a. to put away
- b. where things are sold
- c. to keep
- d. where things are found

5. In this story chose means

- a. picked out
- b. paid for
- c. saw
- d. looked for

6. In this story want means

- a. must have
- b. wish to have
- c. need
- d. tease for

Miss Gray

One morning Miss Gray had something in a box when she came to school. The boys and girls took the cover off the box as soon as their teacher said they could. Inside was a soft white rabbit. All the children laughed as the rabbit jumped out and hopped around the floor.

Just then Tom came into the room with his pet kitten in his arms. He laughed when he saw that Miss Gray had brought a pet too. Miss Gray asked Tom and Nancy to put the rabbit and the kitten in the corner.

Mary watched Tom and Nancy carry the new pets. She had brought her pet frog and baby chick the day before. They were already in the corner in a pen the boys and girls had made. Now there were four pets for the class to feed and play with.

1. In this story the word cover means
- a. clothes
 - b. the top
 - c. bottom
 - d. blanket
2. In this story the word soft means
- a. not hard
 - b. not black
 - c. not big
 - d. not strong
3. In this story the word hopped means
- a. wished
 - b. limped
 - c. ran
 - d. jumped
4. In this story the word pet means
- a. to pat
 - b. tame
 - c. to handle
 - d. loving
5. In this story the word carry means
- a. to take hold of
 - b. to lead away
 - c. to lift carefully
 - d. to take somewhere
6. In this story the word chick means
- a. a young duck
 - b. a young hen
 - c. a young goose
 - d. a young swan
7. In this story the word already means
- a. after this time
 - b. not yet
 - c. for a long time
 - d. by this time
8. In this story the word pen means
- a. something to write with
 - b. to write something
 - c. a cage
 - d. a pin

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even better, so that now the phonograph is a very fine instrument. Certainly Edison's invention gives us many pleasant hours as we listen to records of great music and fine stories in our homes. We will always be grateful to this famous man.

1. In this story crank means
 - a. bad-tempered person
 - b. handle
 - c. wrench
 - d. pulley
2. In this story stretched means
 - a. fastened
 - b. made tight
 - c. made thin
 - d. snapped
3. In this story impatient means
 - a. eager
 - b. irritable
 - c. cranky
 - d. uneasy
4. In this story astounded means
 - a. confused
 - b. puzzled
 - c. alarmed
 - d. amazed
5. In this story manufactured means
 - a. built
 - b. crated
 - c. taken apart
 - d. sold
6. In this story investigate means to
 - a. purchase
 - b. guard
 - c. search
 - d. examine
7. In this story precious means
 - a. scarce
 - b. beautiful
 - c. hard
 - d. of great value
8. In this story refinements means
 - a. dignified parts
 - b. additions
 - c. lowered costs
 - d. improvements

SRA ACHIEVEMENT SERIES

Grades 2-4 Form C

ARITHMETIC

Concepts

PAGE	MAXIMUM SCORE	RAW SCORE
47	10	
48	9	
49	4	
50	8	
51	8	
TOTAL Concepts	39	

GRADE EQUIVALENT	PERCENTILE

Reasoning

55	4	
56	4	
57	4	
58	3	
59	4	
60	1	
61	5	
TOTAL Reasoning	25	

GRADE EQUIVALENT	PERCENTILE

Computation

63	25	
64	25	
TOTAL Computation	50	
TOTAL Arithmetic	114	

GRADE EQUIVALENT	PERCENTILE

COMPOSITE SCORE

	MAXIMUM SCORE	RAW SCORE
TOTAL Reading	76	
TOTAL Language Arts	126	
TOTAL Arithmetic	114	
COMPOSITE SCORE	316	

GRADE EQUIVALENT	PERCENTILE

Name _____ Date of Birth _____ Boy Girl

School _____ City _____ State _____

Grade _____ Semester (1 or 2) _____ Teacher _____ Date of Testing _____

SRA ACHIEVEMENT SERIES

Grades 2-4 Form C

Name _____ Date _____

School _____ Grade _____

Teacher's Name _____

Age _____ Boy Girl