



**MANITOBA
READING
ASSESSMENT**

MAY 1985

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RESULTS OF THE
MANITOBA READING ASSESSMENT
CONDUCTED IN FEDERAL AND PROVINCIAL SCHOOLS
MAY 1985

A report of the
Education Branch
Department of Indian Affairs & Northern Development
Manitoba Region

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Secondary Ed.

FOR EXECUTIVE SUMMARY PURPOSES

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*Mean = Average of all student performances

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*Mean = Average of all student performances

INTRODUCTION

Sixteen federal schools participated in the Manitoba Reading Assessment Program of May, 1985. The schools are listed in Appendix 'A'.

Results are included for all students who were in attendance at that time:

Grade 3	n = 331	(n = number of students)
Grade 6	n = 309	
Grade 9	n = 132	

Student booklets were checked by the classroom teachers and forwarded with the test sheets for machine scoring utilizing the Provincial Scoring Service.

Answers to the open-ended questions were rechecked for placement on the machine sheets by teaching staff in Regional Office prior to the machine scoring.

The provincial preliminary report format is used and the provincial results are found on the left side of the page with the federal school results on the right side or directly beneath the provincial results for the open-ended questions.

Except for the Cloze passage, the grade twelve results are not included as the student numbers were too small (n = 4).

All student booklets were returned to schools for retention in their cumulative records. Individual school computer records were given to each principal.

Note the following excerpt from the Preliminary Report when considering the results:

"It is not possible to assign a "Pass-mark" to the whole test or to any of the subtests. An Interpretation Panel composed mainly of classroom teachers will be convened to set performance standards for the test. Results of this exercise will be reported in the Final Report".

"The Reading Assessment was designed to determine strengths and weaknesses, and degree of implementation, of the Manitoba curriculum. The tests can be used to examine strengths and weaknesses of local programs, as well. In any attempt to make a comparison with the provincial results, differences in emphasis in the local program must be kept in mind. These tests were designed to survey the knowledge and skills of a group of students and any attempt to draw conclusions about individual students must be done with caution".

The design of the tests was such that the objectives of the new language arts curriculum were tested. This means that the data from the Manitoba Reading Assessment of 1980 can not be compared as the goals were not compatible.

RECOMMENDATIONS

1. That principals meet with all their teaching staff in order to determine the effectiveness of the performance of their students.
2. That principals and teaching staff devise follow-up programs with copies to be submitted to Regional Office.
3. That students write something independently within the core subject areas every day.
4. That children read something another classmate has written every day.
5. That each child has a writing (growth) file.
6. That teachers utilize all subjects to teach reading.
7. That teachers use these tests as examples when they are making some of the assessments for their students.

EXPLANATION OF THE GRAPHS

The graphs are comprised of the measurements of Provincial and Federal students' mean (average) results at the grade 3, 6, and 12 levels.

Graph I compares the Cloze Comprehension passages. For Grade 3, the students were given two selections; the 'A' selection had no words supplied for the students to use in the blanks, while the 'B' passage had the correct number of words listed below. No words were supplied to any of the other grades.

In Cloze procedure, the first and last sentence are complete in a running passage of approximately one hundred words. Every sixth word is deleted and students are expected to fill in the exact missing word, as explained by the information sheet accompanying each school's computerized results.

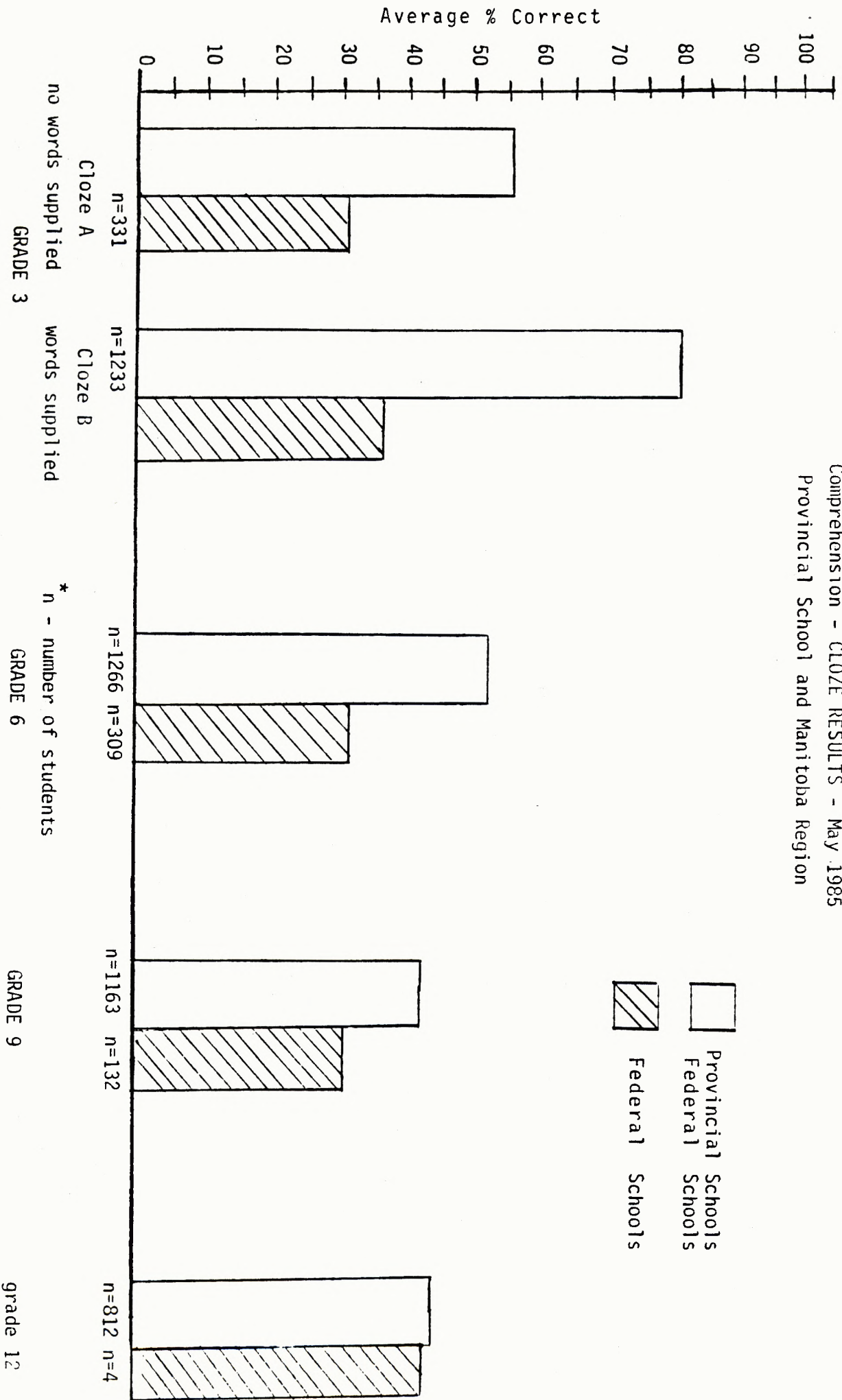
"The CLOZE passage was scored using exact word scoring. This avoids the subjectivity introduced when synonyms are allowed, and also makes the scoring easier. Of course, it must be kept in mind that under these circumstances, a much lower score would not indicate an acceptable level of performance. In scoring your students' work you can score allowing for synonyms, but if the intent is to compare performance with the province, then exact word scoring must be used. Whether you use exact or synonym scoring--the rank order of students' score should remain essentially the same".

A student who completes the blanks successfully indicates comprehension of the message, vocabulary meaning in context, and the underlying formation of sentence patterns and structure.

Graphs 2, 3 and 4 compare the Provincial and Federal student results of grades 3, 6, and 9 on the multiple-choice and open-ended questions. The questions relate directly to the requirements of the language arts curricula. Each question is listed according to the appropriate skill area at the beginning of the grade 3, 6, and 9 report found respectively on pages

GRAPH 1

Comprehension - CLOZE RESULTS - May 1985
Provincial School and Manitoba Region



EXPLANATION OF THE TABLES

Tables 1 to 5 compare the percentage of correct answers made by the grade 3 students in provincial and federal schools. The questions were categorized into five skill areas for the assessment, namely:

- A. Meaning and Vocabulary
- B. Literal Comprehension
- C. Interpretation
- D. Critical-Reflective
- E. Study Skills

Tables 6 to 10 compare the percentage of correct answers made by the grade 6 students in provincial and federal schools. The questions were categorized into the same areas of assessment as grade 3.

Tables 11 to 15 compare the percentage of correct answers made by the grade 9 students in provincial and federal schools. Questions were categorized into the same five areas.

from the Provincial Preliminary Report...

"Content Areas and Scoring - Grade 3

The test consisted of a number of reading tasks along with a series of questions based on these tasks. These questions were classified into five content or skill areas: meaning vocabulary, literal comprehension, interpretation, critical-reflective, and study skills. In addition, reading comprehension of the students was measured using two Cloze passages.

Below is a list of the questions used to test each content or skill area:

A. Meaning Vocabulary	11,22,25,29,40
B. Literal Comprehension	1,2,3,6,10,12,14,20,21 24,30,31,33,39,42
C. Interpretation	4,5,7,8,9,13,16,17, 18,19,23,26,28,32, 34,35,36,37,38,41
D. Critical-Reflective	15,43
E. Study skills	27,44

The remainder of the test consisted of two Cloze passages, one of which had a list of words supplied for students to use in completing the passage. The provincial sample was scored using exact word scoring only, (i.e., synonyms were not accepted). This was done to maintain high reliability in scoring and to avoid the difficult problem of deciding which words should count as synonyms. This in no way penalizes students, since instructional and independent reading levels would be indicated by lower scores with exact word scoring than with synonym scoring.

The provincial sample consisted of 1,233 students in grade 3.

Question one caused ambiguity in placement on the machine sheet. Teachers were requested to transfer the marks from their students booklets onto the sheets to avoid confusion in the minds of the children. It appears that the correct answer of Picture E could have been recorded as the C position or E position.

Similarly, in question 3 of the same cartoon story, A or D could have been pencilled in on the machine answer sheet."

GRADE 3

It was difficult to tell whether portions of the assessment were omitted due to the absence of a child or whether time was called or the item too difficult. Probably all of these things occurred. In some instances the poem was omitted all together.

Most children attempted the multiple choice questions. Spelling did not hinder students from attempting to answer the open-ended questions.

In many cases, the choice of a letter reflected the Native Language/English phonetic differences, which are to be expected, particularly in grade 3. Here are some samples.

STUDENT SPELLING

sat
slapped
foien
fole
thay
wringled
slideing
egg temy
rech
becus becuse because
trop
thing
evicidid
calen

ENGLISH WORD

sad
slipped
fine
full
they
wrinkled
sliding
tummy ache
reach
because
drop
think
excited
clean

Some common misuses or difficulties were: there - for their
do - for to or too
himself - themselves

and negatives: "He put the pebble because he don't
wants Sylvester not to use it".
...Because nobody couldn't stool it.
.. Because no one could not take it.

There was a wide range of achievement displayed. Some students gave well-stated facts and opinions in sentences, while others had not attempted to answer any of the open-ended questions. Some examples are as follows:

When asked what Henry felt or what he and Kitty would do after the cake was ruined, children came up with interesting and logical results, e.g. - He will make another cake - geting a sore stamick agg.

The children had interesting ideas about what Sylvester could have felt or done in his situation.

Examples: He cold just have a red shrit and the red shrit will skar the bear.
...turned invisabul

Be cause wene a bear came he hade to torn issself to a rock. He filt so sad because he even mist the picnic.

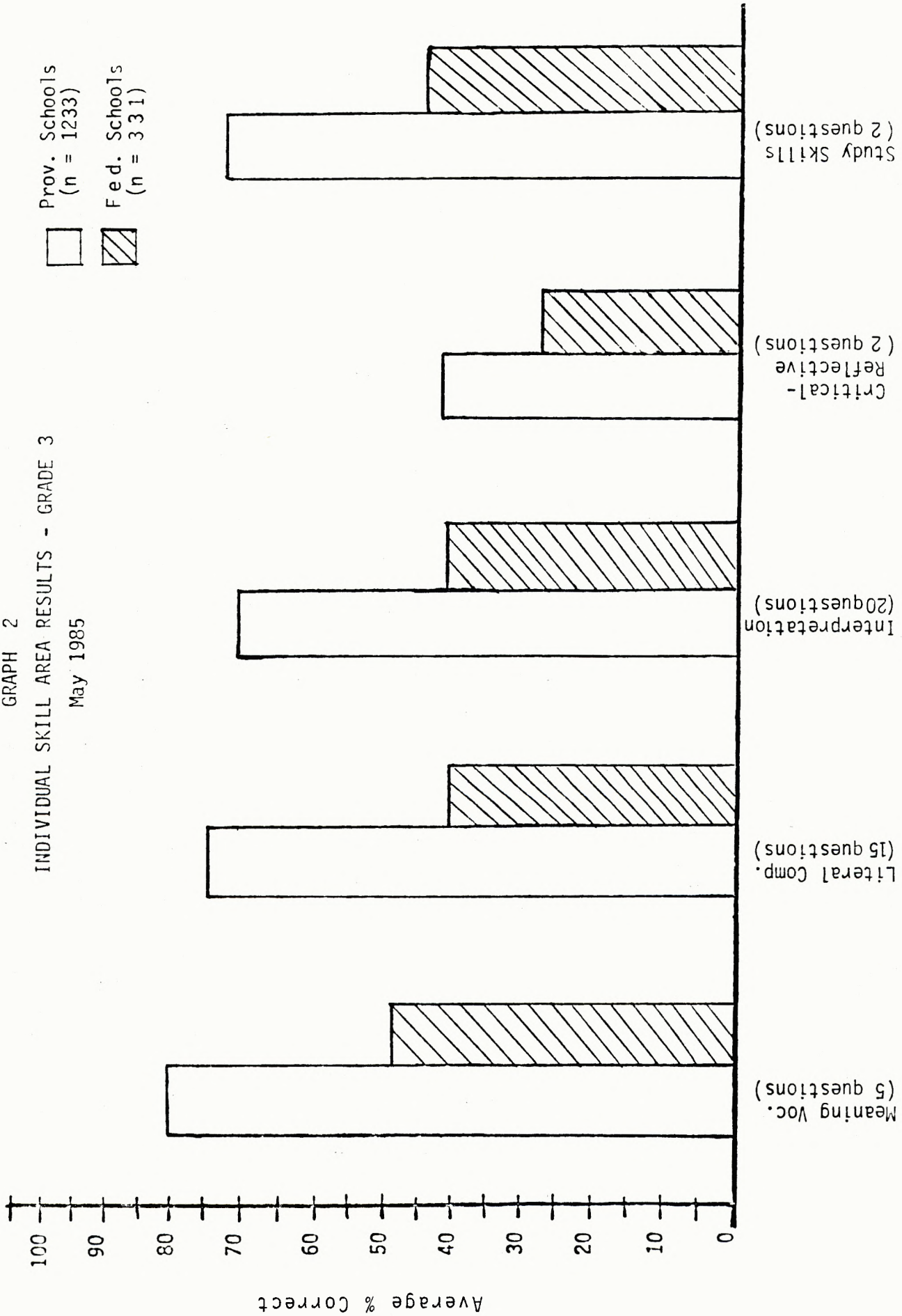
Question: Why might a farmer buy a goat?

Examples: Milk
A farmer would buy a goat because they give milk.
A farmer wood bought a goat becuse they have wool.

Overall the children missed the main idea about the dentist. Rather than refer to his work or the things a dentist does, children answered this part by saying that it was about brushing your teeth, or phrases to that effect.

Students seem to have found it slightly easier to cross off the given words in the Cloze B passage than provide their own in the Cloze A passage.

GRAPH 2
INDIVIDUAL SKILL AREA RESULTS - GRADE 3
May 1985

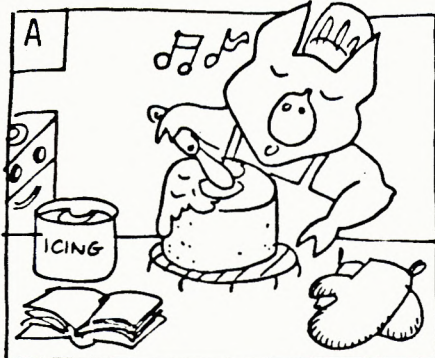


Provincial
Results

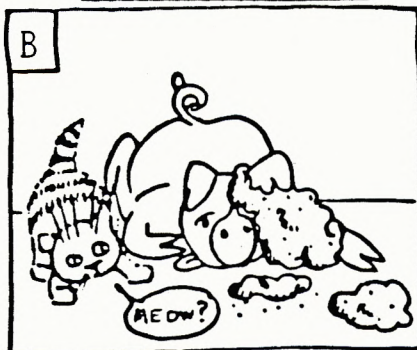
Federal
Results

Read this picture story and then answer questions 1 to 9

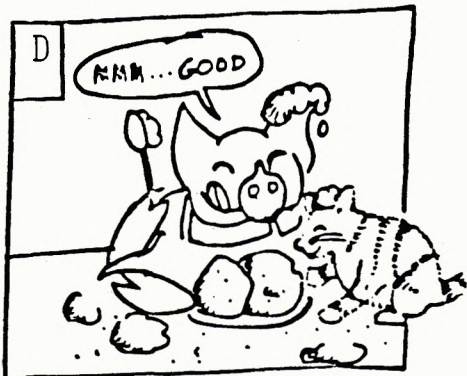
HENRY BAKES A CAKE



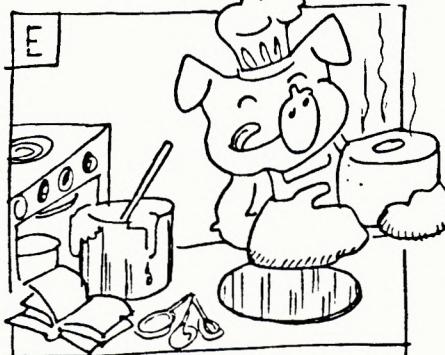
What a wonderful treat!



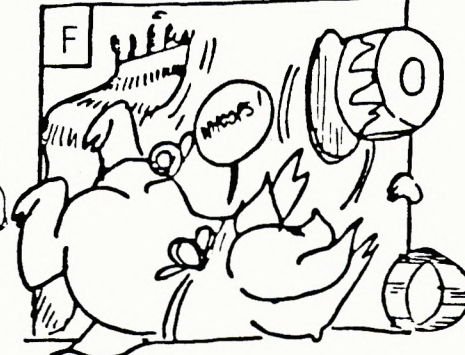
The cake is smashed to bits. Won't Kitty be surprised?



But Kitty likes it anyway!



Henry is making a cake for Kitty.



Oh no! Poor Henry..

1 In the cartoon story which picture tells what happened first?

23 3%
7.2
67.1
1 2
1.0

Picture A
Picture B
*Picture E
Picture C
N.R.

19 9%
15.7
34.7
3 9
16.0

2 In the cartoon story, which picture tells what happened after picture F?

5 1%
69 0
4 6
19 4
1.9

Picture A
*Picture B
Picture F
Picture D
N.R.

14.2%
36.6
16.6
19 9
12 7

3. In the cartoon story, which picture tells what happened last?
- | | | |
|-------|------------|-------|
| 72.0% | *Picture D | 30.5% |
| 7.2 | Picture B | 17.5 |
| 17.4 | Picture F | 19.3 |
| 2.4 | Picture A | 16.9 |
| 1.0 | N.R. | 15.7 |
4. From the pictures, we know that Henry fell because he SLIPPED ON THE RUG
- | | | |
|-------|--|-------|
| 50.2% | | 46.5% |
|-------|--|-------|
5. Because Henry and the cat are licking their lips and smiling, we know the cake tastes,
- | | | |
|------|---------------|-------|
| 1.9% | A. sour | 19.9% |
| 94.6 | *B. delicious | 64 |
| 2.6 | C. awful | 12.7 |
| 0.9 | N.R. | 3.3 |
6. The cake was a treat for
- | | | |
|-------|-------------------|-------|
| 91.5% | *A. Henry's cat | 67.1% |
| 5.4 | B. Henry himself | 15.7 |
| 2.5 | C. Henry's mother | 13.6 |
| 0.6 | N.R. | 3.6 |
7. From the pictures, how did Henry know how to make the cake?
- | | | |
|------|---------------------------|-------|
| 0.6% | A. From his mother | 13.6% |
| 3.3 | B. From his head | 8.5 |
| 95.4 | *C. By reading a cookbook | 74.3 |
| 0.6 | N.R. | 3.6 |
8. How do you think Henry felt when the cake was baked?
PROUD, HAPPY
- | | | |
|-------|--|------------|
| 87.1% | | 47.1% |
| | | 52.9% N.R. |
9. What will happen after Kitty and Henry eat the cake? THEY WILL CLEAN THE KITCHEN/
THEY WILL HAVE TO REST BECAUSE THEY HAVE
EATEN SO MUCH/THEY WILL GO OUT TO PLAY
- | | | |
|-------|--|------------|
| 48.9% | | 35.0% |
| | | 65.0% N.R. |

SYLVESTER AND THE MAGIC PEBBLE

Sylvester, the donkey lived with his mother and father at Pine Road. One of his hobbies was collecting pebbles of unusual shape and color. On a rainy Saturday during vacation, he found a quite extraordinary one. It was flaming red, shiny and round, like a marble. As he was looking at this remarkable pebble, rain began to fall. "I wish it would stop raining," he said

To his great surprise the rain stopped. It didn't stop gradually as rains usually do. It ceased. The drops vanished and the clouds disappeared. Everything was dry, and the sun was shining as if it had never rained

In all his young life Sylvester had never had a wish granted so quickly. It struck him that magic must be at work, and he guessed that the magic must be in the remarkable red pebble. To make a test, he put the pebble on the ground and said, "I wish it would rain again". Nothing happened. But when he said the same thing holding the pebble in his hoof, the sky turned black and the rain came shooting down.

"What a lucky day this is! thought Sylvester. "From now on I can have anything I want. My father and mother can have anything they want. My relatives, my friends and anybody at all can have everything they want!"

On his way home Sylvester was startled to see a mean, hungry bear. He was frightened. If he had not been so frightened, he could have made the bear disappear, but he panicked and could not think carefully.

"I wish I were a rock," he said, and he became a rock. There was Sylvester, a rock on Strawberry Hill with the magic pebble beside him on the ground. He could not pick it up so he could not be himself again.

Sylvester fell asleep. What else could he do? Night came with many stars.

Meanwhile, back at home his mother and father frantically paced the floor all night. Sylvester had never been late. Where could he be? At dawn, they went about inquiring of all the neighbours. No one had seen Sylvester since the day before yesterday. They searched and searched. Days and months passed and they did not find Sylvester. Life had no meaning anymore.

One day in May, Sylvester's mother and father went for a picnic. "Let's cheer up," they said. They went to Strawberry Hill.

Mrs. Duncan sat down on the rock. The warmth of his own mother sitting on him woke Sylvester up from his deep winter sleep. How he wanted to shout, "Mother! Father! It's me, Sylvester, I'm right here". But he could not talk. He had no voice. He was stone-dumb.

Suddenly Sylvester's father saw the red pebble. "Sylvester would have loved this pebble," he said. He put the pebble on the rock. Then they sat down to eat.

"You know, Father," Sylvester's mother said suddenly, I have the strangest feeling that our dear Sylvester is still alive and not far away".

"I am, I am!" Sylvester wanted to shout, but he could not. If only he had realized that the pebble resting on his back was the magic pebble.

"Oh, how I wish he were here with us on this lovely May day!" said Sylvester's mother, and Sylvester's father only looked sadly at the ground.

"I wish I were myself again, I wish I were my real self again!" thought Sylvester.

And in less than a minute he was.

You can imagine the scene that followed - the embraces, the kisses, the questions, the answers, the loving looks, and the fond exclamations!

When they had eventually calmed down a bit and had returned home, Sylvester's father put the magic pebble in an iron safe. Now, they had all that they wanted.

10. Sylvester's hobby was,

1.9%	A. going on picnics	20.2%
7.5	B. turning himself into a rock	28.1
2.0	C. walking in the rain	9.4
87.7	*D. collecting pebbles	37.8
0.9	N.R.	4.5

11. When the author said that the rain "ceased", he meant that:

4.9%	A. the rain was cold	13.6%
7.0	B. the rain became heavier	9.1
75.4	*C. the rain stopped suddenly	53.5
11.9	D. the rain slowed down	19.3
0.8	N.R.	4.5

12. What did Sylvester's parents do when he didn't come home right away?

	*A. they searched and asked everyone if they had seen him.	40.5%
79.5%		
12.3	B. they went on a picnic	20.2
2.9	C. they had dinner and went to bed	10.9
3.7	D. they searched for rocks.	22.1
1.5	N.R.	6.3

13. Instead of turning himself into a rock, Sylvester could have saved himself from the bear by wishing the bear away. What else could Sylvester have done to save himself?

WISH HIMSELF AWAY/TURN THE BEAR INTO A CAT OR ANY OTHER LOGICAL WISH THAT WOULD HAVE IMPROVED THE SITUATION.

75.7%		28.1%
		71.9 N.R.

14. When Sylvester became a rock, he could not change himself back into a donkey because

4.8%	A. the pebble was not magic anymore	17.8%
1.6	B. he was afraid of the lion	11.8
87.3	*C. the pebble was not touching the rock	47.4
2.8	D. it was not raining anymore	14.5
3.6	N.R.	8.5

15 Sylvester found the magic pebble and said, "What a lucky day this is!" Do you think it was a lucky day?

YES, THEY GOT EVERYTHING THEY WANTED. OR NO, HE WAS TURNED INTO A ROCK

74.6%		28.7%
		71.0% N.R.

16. How do you suppose Sylvester felt when he was a rock?
LONELY, ANGRY WITH HIMSELF, DEPRESSED

89.6%	39.9%
	58.9% N.R.

17. Why did Sylvester's parents decide to go on a picnic?

7.0%	A. To look for Sylvester	19.9%
82.9	B. to make themselves feel better	42.0
5.7	C. to enjoy the spring	12.7
2.8	D. to hunt for pebbles	8.5
1.7	N.R.	16.9

18. When the family returned home, why do you think Sylvester's father put the pebble in an iron safe?

TO KEEP IT FROM GETTING LOST OR STOLEN/TO PREVENT FURTHER ACCIDENTS/, ETC.

65.0%	27.8%
	71.9% N.R.

Goats always seem to be second best to other farm animals. They give milk, but not as much as cows do. They provide wool, but not as much as sheep do. They pull carts and carry loads, but not as well as horses do.

But like all animals, goats have their very own talents. They can climb just about anything. They do well eating weeds and twigs that would make cattle and sheep sick, and need very little grass. They also need very little space. Goats may not be the stars of the barnyard in most of the world, but everywhere they find someone to love them.

Years ago, goats were raised in the barnyards of city dwellers. The animals were happy and healthy as long as there was something for them to climb.

In the mountains, goats are really popular. They are very sure-footed. They grow up in the mountains, then they are driven down the steep slopes into town.

Goats are quick on their feet and playful. They are also curious and like to explore. This is why some ranchers keep goats as shepherds. The sheep need to keep moving to new pastures. The frisky goats are used to lead them along.

The farm goats of today came from the longhorned wild goats of Asia and Greece. They are raised for their milk, meat, hair, and fine leather.

19. Tell why goats are often kept instead of cows. THEY NEED LITTLE GRASS TO EAT/THEY TAKE UP VERY LITTLE SPACE/THEY PROVIDE WOOL/THEY CAN EAT FOOD THAT WOULD MAKE CATTLE SICK/THEY CAN CARRY LOADS AND PULL CARTS.

43.3%		23.0%
		76.1% N.R.

20. Because goats are curious and like to explore, they

21.8%	A. pull carts and carry loads	23.3%
29.1	*B. are good sheep herders	20.5
29.0	C. are very playful	18.4
17.4	D. give us leather and wool	23.3
2.6	N.R.	14.5

21. To be happy and healthy, goats need:

3.0%	A. sheep to lead	15.7%
3.9	B. carts to pull	9.7
57.8	*C. something to climb	42.0
33.4	D. a farmyard to live in	20.8
1.9	N.R.	11.8

22. The author said that goats are, surefooted
This means that,

5.0%	A. goats slip easily when climbing mountains	11.5%
71.2	*B. goats do not fall when climbing mountains	45.6
6.2	C. goats' feet hurt when climbing mountains	12.1
15.0	D. goats are very frisky	18.4
2.5	N.R.	12.4

23. When the author said that goats "are not the stars of the barnyard", he meant that goats,

6.2%	A. do not have stars on their foreheads	17.2%
6.5	B. are not in the barnyard sky	13.6
4.1	C. do not fall down and see stars	15.7
80.6	*D. are not the best farm animals	41.1
2.6	N.R.	12.4

24. From reading this story, tell which sentence is not true.

7.2%	A. goats give milk	20.5%
6.4	B. goats are curious	17.2
20.4	C. goats are raised for meat	19.9
63.3	*D. goats move slowly	26.9
2.7	N.R.	15.4

25. In paragraph 2, what do you think talents means?

4.2%	A. something small	11.2%
76.6	B. something special about an animal	42.9
8.8	C. something with four legs	19.9
7.2	D. something funny	10.3
3.2	N.R.	15.7

26. Why might a farmer buy a goat? FOR ITS MILK, WOOL, AND MEAT/TO BE A SHEPHERD FOR THE FARMER'S FLOCK OF SHEEP.

62.1%	(36.6%)	36.6%
		61.0 N.R.

27. In which of these books would you likely find information about goat? (Circle A, B, or C).

ZOO
ANIMALS

CIRCUS
ANIMALS

FARM
ANIMALS

	A	B =	C*	
P:	5.7%	1.7%	89.6%	N.R. 3.0%
F:	14.2%	11.2%	55.0%	19.6%

There's a big, big hill beside the house,
 Ad it's so very high
 That, when you stand on top of it,
 You think you're near the sky.

And when the snow has covered it
 And made it round and white,
 I take my sled and slide down fast,
 And steer with all my might.

And when I reach the end of it,
 I always hate to stop,
 For then I have to turn around
 And climb up to the top.

- Arthur S. Bourinot
 Adapted

28. How do you think the poet feels about sliding?
- | | | |
|------|---------------------------------------|-------|
| 8.5% | A. he feels that it is too much work. | 23.3% |
| 84.9 | *B. he enjoys it very much | 46.8 |
| 4.5 | C. he hates it | 14.2 |
| 2.1 | N.R. | 15.7 |
29. The poet says that he steers with all his might. Might means
- | | | |
|------|--------------|-------|
| 3.6% | A. arms | 21.1% |
| 6.1 | B. hope | 16.0 |
| 84.8 | *C. strength | 34.1 |
| 3.2 | D. gears | 14.2 |
| 2.4 | N.R. | 14.5 |
30. The poet does not like to stop at the bottom of the hill because,
- | | | |
|------|-------------------------------------|-------|
| 4.3% | A. he has to go inside the house | 16.6% |
| 79.2 | *B. the climb up is not as much fun | 38.1 |
| 7.9 | C. he falls off the sled | 15.4 |
| 6.0 | D. he is covered with snow | 14.8 |
| 2.6 | N.R. | 15.1 |
31. How do you know that the hill in the poem is a high hill?
THE POET SAYS THAT WHEN YOU STAND ON THE HILL, YOU THINK YOU ARE NEAR THE SKY.
- | | | |
|-------|--|------------|
| 71.4% | | 30.5% |
| | | 69.2% N.R. |

32. A good title for the poem is THE
BIG HILL/SLIDING

69.1%

36.3%
63.1 N.R.

The brothers tiptoed into the kitchen. Tommy lifted the cookbook from the shelf. "We don't need that", said Roy. "I learned to cook bacon and eggs at camp". He put the bacon into a pan on the stove.

"Here's some orange juice", said Tommy. "I'll make toast, too".

"Just imagine Mother's face when she sees this breakfast," said Roy.

Suddenly they smelled something burning. Roy hurried to the stove. The bacon was smoking. "It's a little burned. Maybe Mother likes it that way". Suddenly he fell on a wet spot on the floor.

"Tommy," Roy said, "did you spill the orange juice?" Why didn't you mop it up?

"I was busy making toast," Tommy said. "What's burning now"? Then he ran to the toaster.

"These eggs look good," Roy said. "I'm hungry".

At last breakfast was ready. "Happy Mother's Day!" they shouted.

Mother sat up in bed. She was very surprised when she saw the tray. Then she smiled. "What a wonderful present! I didn't know that you boys could cook. This is the nicest Mother's Day I've ever had".

33. Roy said that he had learned to cook
bacon and eggs,

86.3%

2.6

5.9

5.2

*A. at camp
B. from his mother
C. from the cookbook
N.R.

45.3%

19.0

25.4

10.3

34. Which title for this story would be best?
- | | | | |
|-------|------|---------------------|-------|
| 92.1% | *A. | surprise for Mother | 61.3% |
| 1.9 | B. | making supper | 13.3 |
| 3.7 | C. | cooking at camp | 22.1 |
| 2.3 | N.R. | | 3.3 |
35. How do you think the boys felt as they gave breakfast to their mother?
- | | | | |
|------|------|---------|-------|
| 3.2% | A. | tired | 25.4% |
| 3.7 | B. | ashamed | 15.1 |
| 90.8 | *C. | proud | 54.4 |
| 2.4 | N.R. | | 5.1 |
36. Mother liked her breakfast because,
- | | | | |
|------|------|-----------------------------------|-------|
| 7.1% | A. | she did like burned bacon | 19.9% |
| 72.3 | *B. | Roy and Tommy had made it for her | 39.3 |
| 18.2 | C. | the boys were good cooks | 36.6 |
| 2.4 | N.R. | | 4.2 |
37. Mother thought,
- | | | | |
|------|------|--------------------------|-------|
| 1.1% | A. | the boys were slow | 11.8% |
| 35.2 | *B. | he boys were loving | 29.0 |
| 59.7 | C. | the boys were good cooks | 53.2 |
| 4.0 | N.R. | | 6.0 |
38. What should the boys do next?
- CLEAN UP THE KITCHEN/BRING MOTHER
HER MOTHER'S DAY PRESENT.
- | | | | |
|-------|--|--|------------|
| 70.0% | | | 37.8% |
| | | | 60.7% N.R. |

A dentist is a doctor who takes care of people's teeth and mouths. The dentist is a good friend. He teaches people how to avoid tooth decay. He uses special tools to examine a patient's mouth. Sometimes he takes x-ray pictures of a patient's teeth to look for holes in them called cavities. If he finds a cavity, the dentist fixes it so that it does not hurt.

The dentist says: BRUSH YOUR TEETH AFTER MEALS
FLOSS YOUR TEETH EVERY DAY
VISIT YOUR DENTIST AT LEAST ONCE A
YEAR

39. A dentist's main job is to

0.5%	A.	take care of people's eyes and ears	6.3%
4.2	B.	take X-rays of teeth	26.6
91.3	*C.	take care of people's teeth and mouths	60.1
4.0	N.R.		6.9

40. A cavity is

93.9%	*A.	a hole in a tooth	60.4%
1.7	B.	an X-ray picture of a tooth	17.8
1.7	C.	a tooth	16.0
2.7	N.R.		5.7

41. If you follow the dentist's rules, your teeth

50.6%	A.	should be stronger	55.3%
1.3	B.	should have many cavities	20.8
45.3	*C.	should have fewer cavities	16.9
2.8	N.R.		6.9

42. The X-ray helps the dentist,

1.9%	A.	floss your teeth	15.4%
4.5	B.	clean your teeth	32.6
88.8	*C.	look for cavities	44.4
4.9	N.R.		7.6

43. The author wrote this to tell you THE JOB A DENTIST DOES/ABOUT A DENTIST'S WORK, ETC.

8.4%

26.6%
N.R. 72.2

44. This is a table of contents from a book about dentists:

<u>CHAPTER</u>	<u>PAGE</u>
Offices	3
Equipment	6
Germ Control	9
Training	10

If you wanted to find out more about the kind of X-ray machines dentists use, to which page would you turn? PAGE 6

57.3%

36.6%

CLOZE PASSAGES

(A) MY HANDS AND FEET

Read the passage. Fill in the blanks with words that you think belong. If you do not know how to spell a word, spell it as best you can.

My hands and feet are important parts of me. I use them for almost everything I do.

My fingers and thumbs pick up THINGS (76.2%)/45.9% and hold them. When I try TO (94.2%)/69.5% pick things up without using my THUMB (16.8%)/25.4%, my fingers do not work well.

My (70.6%)/54.7 hands are good tools. I use THEM (72.7%)/37.8 to button my coat, tie my LACES (50.4%)/31.4% on my runners, turn a doorknob. POUND (3.3%)/12.7 a nail with a hammer and LOTS (34.8%)/15.1% of other jobs.

My hands touch AND (61.5%)/22.1% feel things. They help me know WHEN (20.7%)/18.4% something is hot or cold, soft OR (68.9%)/20.2% hard, smooth or rough.

My feet CAN (65.7%)/26.0% do some of the things my HANDS (75.3%)/30.8% can do. I can use my feet to TOUCH (47.0%)/28.7% and feel things.

My feet can DO (80.5%)/32.9% things my hands can't do. My feet support the weight of all the rest of my body so that I can stand, walk, run, and jump.

(B) THE FOX AND THE CROW

A hungry crow saw a fine lump of cheese in a window. She flew down and snapped up the cheese in her beak. Then she flew into a tall TREE (94.7%)/64.4% with it. There she sat, pleased AT (48.7%)/24.5% the good dinner she was going TO (93.9%)/55.9% have.

Now, a fox walking under THE (84.6%)/61.9% tree saw the crow. Being hungry, he wanted the cheese that he SAW (81.1%)/33.5% in her beak. So he called TO (65.0%)/25.7% the crow, "Good morning, Mrs. Crow. HOW (78.6%)/30.5% well you are looking today".

The CROW (82.6%)/33.5% was pleased, but she could not SAY (83.8%)/29.0 anything because of the cheese.

"What A (84.8%)/34.7% fine head you have. And your WINGS (84.3%)/31.7% are so black and shining.

This PLEASED (74.6%)/20.2% the crow more.

"I hear that YOU (85.4%)/27.8% are a fine singer, "said the FOX (86.1%)/40.2% Would you sing for me?

This was too much for the crow. She opened her beak and gave a big "Caw"!

Down fell the cheese right into the mouth of the waiting fox.

TABLE 1

A. Meaning Vocabulary - Grade 3

Questions in subtest: 11, 22, 25, 29, 40

Performance on Items		
Test Item	% of Responses Correct	
	Prov.	Fed.
11	75.4	53.5
22	71.4	45.6
25	76.6	42.9
29	84.8	34.1
40	93.9	60.4

TABLE 2

B. Literal Comprehension - Grade 3

Questions in subtest: 1, 2, 3, 6, 10, 12, 14, 20, 21, 24, 30, 31, 33, 39, 42

Performance on Items		
Test	% of Responses Correct	
	Prov.	Fed.
1	67.1	34.7
2	69.0	36.6
3	72.0	30.5
10	87.7	67.1
12	79.5	40.5
14	87.3	47.4
20	29.1	20.5
21	57.8	42.0
24	63.3	26.9
30	79.2	38.1
31	71.4	30.5
33	86.3	45.3
39	91.3	60.1
42	88.8	44.4

TABLE 3

C. Interpretation - Grade 3

Questions in subtest: 4, 5, 7, 8, 9, 13, 16, 17, 18, 19, 23, 26
28, 32, 34, 35, 36, 37, 38, 41

Performance on Items		
Test Item	% of Responses Correct	
	Prov.	Fed.
4	50.2	46.5
5	94.6	64.0
7	95.4	74.3
8	87.1	47.1
9	48.9	35.0
13	75.7	28.1
16	89.6	39.9
17	82.9	42.0
18	65.0	27.8
19	43.3	23.0
23	80.6	41.1
26	62.1	36.6
28	84.9	46.8
32	69.1	36.3
34	92.1	61.3
35	90.8	54.4
36	72.3	39.3
37	35.2	29.0
38	70.0	37.8
41	45.3	16.9

TABLE 4

D. Critical-Reflective - Grade 3

Questions in Subtest: 15, 43

Performance on Items		
Test Item	% of Responses Correct	
	Prov.	Fed.
15	74.6	26.6
43	8.4	28.7

TABLE 5

E. Study Skills - Grade 3

Questions in subtest: 27, 41

Performance on Items		
Test Item	% of Responses Correct	
	Prov.	Fed.
27	89.6	55.0
44	57.3	36.6

GRADE 3 READING INTEREST SURVEY

Teachers who know their class will be able to tell whether their students were able to read the survey questions. Most students appeared to be able to do this.

Students, in answer to the question "Do you like to read?" overwhelmingly answered "yes". Only nine students said "no". The reasons for the "yes" were varied and predictable. The negative responses stated...it is hard...it is to hard...cause the words are hard.

When asked what do you like to read, students checked mostly the following in rank order:

stories
comics
science
animals

Under others were listed - song book, joke books, poetry or pome, scary stories.

One child made the statement "all of them".

Children said that they read for these reasons in rank order;

teacher tells me to
fun
learn something
parents tell me to
nothing to do

Only 12 students checked that they hardly ever read. Most students said they read every day or three times a week. Northern students indicated that they would read on the weekends more than students in a more southerly location.

from the Provincial Preliminary Report...

"Content Areas and Scoring - Grade 6

The test consisted of a number of reading tasks along with a series of questions based on these tasks. These questions were classified into five content or skill areas: meaning vocabulary, literal comprehension, interpretation, critical-reflective, and study skills. In addition, reading comprehension of the students was measured using a Cloze passage.

Below is a list of the questions used to test each content or skill area:

A. Meaning Vocabulary	4,9,11,13,18,27,32
B. Literal Comprehension	3,5,12,19,20,26,29,31, 35
C. Interpretation	1,2,6,8,14,16,21,23, 24,28,30,33,34
D. Critical-Reflective	10,15,17,22,25
E. Study skills	7, outline question (39,40,41,42,43,44, 45,46)

The remainder of the test consisted of a Cloze passage, which was scored using exact word scoring only (i.e., synonyms were not accepted). This was done to maintain high reliability in scoring and to avoid the difficult problem of deciding which words should count as synonyms. This in no way penalizes students, since instructional and independent reading levels would be indicated by lower scores with exact word scoring than with synonym scoring.

The provincial sample consisted of 1,266 Grade 6 students.

It is not possible to assign a "pass-mark" either to the whole test or to any of the subtests. An Interpretation Panel composed mainly of classroom teachers will be convened to set performance standards for the test. Results of this exercise will be reported in the Final Report.

The Reading Assessment was designed to determine strengths and weaknesses, and degree of implementation, of the Manitoba curriculum. The tests can be used to examine strengths and weaknesses of local programs as well. In any attempt to make a comparison with the provincial results, differences in emphasis in the local program must be kept in mind. These tests were designed to survey the knowledge and skills of a group of students and any attempt to draw conclusions about individual students must be done with caution."

GRADE 6

At the grade 6 level, many students used the following homonyms incorrectly:

e.g. no	know
pare	pear paer
through	threw
plane	plain
houle	whole hole
to	too
you're	your
new	knew
right	write
there	their

Phonetic spelling is still very prevalent:

e.g. famaly	thate = thought
dropt	= mentioned
thougt	aother
menchend	
uthers	
enogh	= wrote
prety	
rote	
hansom	= cold
gold	= to
do	= learned
lernd	= off
of	= exciting
exiding	= garbage
grapch	= sick
sike	= sled
slad	= falling
folling	= covered
cavared	= interested
intristed	= about
about	
becus	
wought	= would

Some reversals were present: thier paer

Some common errors and difficulties,

formulating negatives such as -

When the workers buff the bones, they are trying to.....

Many students responded...Not to buff off any marks.....

If there were no plastic skeletons, medical students would.....

"Not know want part of the bodies do the have".

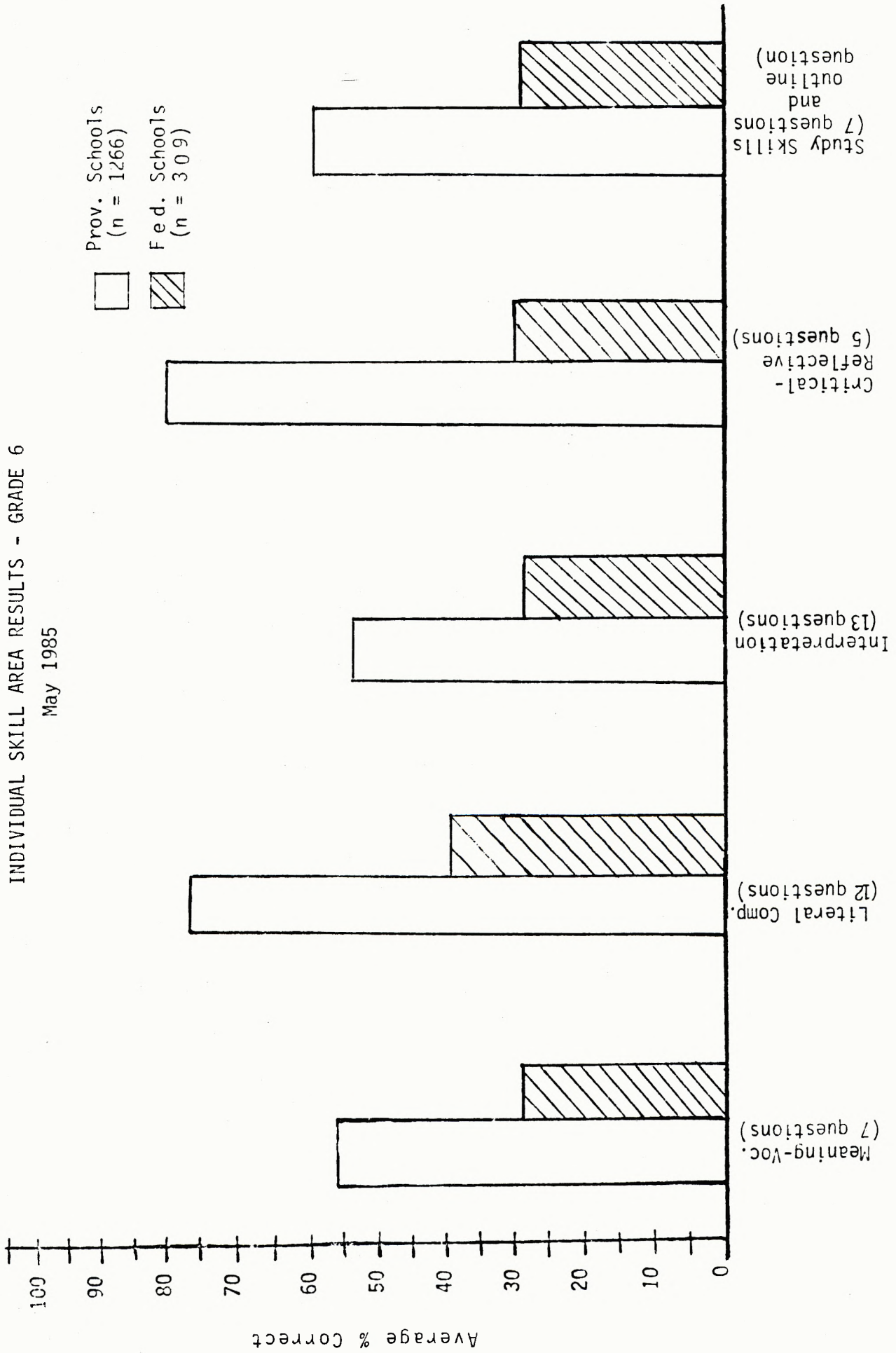
Many answers indicated that "Jan" was a "she".

The word meanings were difficult and not well done.

Some students did not attempt the open-ended questions at all. The advertisement and the poem were omitted. Again, one could not say whether it was due to lack of time, student absences or reading difficulties.

Outlining was a very weak area. It appears that many students guessed at supporting facts, but could not pick out the main idea. The schema approach to paragraph construction or story grammars, with the various episodes, are forms which could support outlining.

GRAPH 3
INDIVIDUAL SKILL AREA RESULTS - GRADE 6
May 1985



SKELETON FACTORY

Being in a room full of skeletons might scare some people, but workers at the Educational and Scientific Plastics factory do not mind. That's because their job is to build skeletons.

The skeletons they build look almost real. There is one big difference in these skeletons. All of the bones are made of plastic.

The workers put the skeletons together from more than 200 pieces. There is one piece for each bone in the human body. The bones are made of a plastic material called acrylic (say uh-Krill-ik).

When the skeletons are complete, they are shipped to hospitals and medical schools. The plastic skeletons are helpful. People study them to learn more about the human body.

About 20 skeletons - all of them 5 feet 7 inches tall - rattle out of the factory every week. The factory has a mold for each bone in the body. Workers make the bones by pouring soft acrylic into the molds. After about two hours, the acrylic hardens, and then the bones are taken out of the molds.

When the bones first come out of the molds, they are very rough. They have marks where the two halves of the mold meet. Workers remove the marks with machines. They are careful not to buff off any marks that are found on real bones.

After the bones are smoothed, they are ready to be put together like the pieces of a puzzle.

The workers drill tiny holes in each bone. Then they put wire through the holes and fasten the bones together. If new workers do not know where a bone goes, they can look at a skeleton that is kept on display.

When the hands, arms, feet, and legs have been put together, they are attached to the main part of the body. Then the head and neck are added. After the workers have wired on these parts, the plastic creation is finished - ready to show people the bare facts about skeletons.

<u>Provincial Results</u>		<u>Federal Results</u>
1. The main purpose of the Skeleton Factory article is to tell you <u>HOW PLASTIC SKELETONS ARE MADE.</u>		
53.6%		24.3% N.R. 73.5
2. Which part of the skeleton is put together first?		
2.2%	A. The head, hands, and feet	5.5%
70.7	B. the hands, arms, feet, and legs	67.3
23.9	*C. the main part of the body	20.7
1.7	D. the head and the neck	5.5
1.5	N.R.	1.0
3. The pieces of skeleton are put together with,		
87.0%	*A. wire	56.6%
2.4	B. plastic	22.0
0.7	C. glue	0.6
8.3	D. acrylic	19.7
1.7	N.R.	1.0
4. In this article, the underlined word <u>mold</u> means,		
48.3%	A. to shape	36.2%
3.6	B. a fungus	19.7
2.4	C. to change	14.6
43.2	*D. a form	26.5
		N.R. 2.6
5. When the workers buff the bones, they are trying to <u>REMOVE MARKS OR ROUGH SPOTS MADE BY THE MOLD.</u>		
61.4%		19.7% N.R. 79.3
6. These plastic skeletons are important. If there were no plastic skeletons, medical students would <u>NOT BE ABLE TO LEARN EASILY ABOUT BONES/HAVE TO USE REAL SKELETONS, CHARTS OR PICTURES/HAVE TROUBLE LEARNING ABOUT THE BODY.</u>		
23.9%		34.6% N.R. 64.4
7. Where would you most likely find this article?		
3.5%	A. <u>Hobbies and Crafts</u>	7.4%
59.2	*B. <u>Scientific News</u>	41.7
30.2	C. <u>Health and Fitness</u>	34.6
4.3	D. <u>World Book</u>	11.3
		N.R. 4.9

Please read the following story and then answer the questions.

THE CAT WHO THOUGHT SHE WAS A DOG AND THE
DOG WHO THOUGHT HE WAS A CAT

Once there was a poor peasant, Jan Skiba by name. He lived with his wife and three daughters in a one-room hut with a straw roof, far from the village. The house had a bed, a bench bed, and a stove, but no mirror. A mirror was a luxury for a poor peasant. And why would a peasant need a mirror? Peasants aren't curious about their appearance.

But this peasant did have a dog and a cat in his hut. The dog was named Burek and the cat, Kot. They had both been born within the same week. As little food as the peasant had for himself and his family, he still wouldn't let his dog and cat go hungry. Since the dog had never seen another dog and the cat had never seen another cat and they saw only each other, the dog thought he was a cat and the cat thought she was a dog. True, they were far from being alike by nature. The dog barked and the cat meowed. The dog chased rabbits and the cat lurked after mice. But must all creatures be exactly like their own kind? The peasant's children weren't exactly alike either. Burek and Kot lived on good terms, often ate from the same dish, and tried to mimic each other. When Burek barked, Kot tried to bark along, and when Kot meowed, Burek tried to meow too. Kot occasionally chased rabbits and Burek made an effort to catch a mouse.

The peddlers who bought goats, chickens, eggs, honey, calves, and whatever was available from the peasants in the village, never came to Jan Skiba's poor hut. They knew that Jan was so poor he had nothing to sell. But one day a peddler happened to stray there. When he came inside and began to lay out his wares, Jan Skiba's wife and daughters were bedazzled by all the pretty doodads. From his sack, the peddler drew yellow beads, false pearls, tin earrings, rings, broaches, coloured kerchiefs, garters, and other such trinkets. But what enthralled the women of the house most was a mirror set in a wooden frame. They asked the peddler its price and he said a half gulden, which was a lot of money for poor peasants. After a while, Jan Skiba's wife, Marianna, made a proposition to the peddler. She would pay him five groshen a month for the mirror. The peddler hesitated a moment. The mirror took up too much space in his sack and there was always the danger it might break. He, therefore, decided to go along, took the first payment of five groshen from Marianna, and left the mirror with the family. He visited the region often and he knew the Skibas to be honest people. He would gradually get his money back and a profit besides.

The mirror created a commotion in the hut. Until then, Marianna and the children had seldom seen themselves. Before they had the mirror, they had only seen their reflections in the barrel of water that stood by the door. Now they could see themselves clearly and they began to find defects in their faces, defects they had never noticed before. Marianna was pretty but she had a tooth missing in front and she felt that this made her ugly. One daughter discovered that her nose was too snub and too broad; a second that her chin was too narrow and too long; a third that her face was sprinkled with freckles. Jan Skiba, too, caught a glimpse of himself in the mirror and grew displeased by his thick lips and his teeth, which protruded like a buck's. That day, the women of the house became so absorbed in the mirror they didn't cook supper, didn't make up the bed, and neglected all the other household tasks. Marianna had heard of a dentist in the big city who could replace a missing tooth, but such things were expensive. The girls tried to console each other that they were pretty enough and that they would find suitors, but they no longer felt as jolly as before. They had been afflicted with the vanity of city girls. The one with the broad nose kept trying to pinch it together with her fingers to make it narrower; the one with the too-long chin pushed it up with her fist to make it shorter; the one with the freckles wondered if there was a salve in the city that could remove freckles. But where would the money come from for the fare to the city? And what about the money to buy this salve? For the first time the Skiba family deeply felt its poverty and envied the rich.

But the human members of the household were not the only ones affected. The dog and the cat also grew disturbed by the mirror. The hut was low and the mirror had been hung just above a bench. The first time the cat sprang up on the bench and saw her image in the mirror, she became terribly perplexed. She had never before seen such a creature. Kot's whiskers bristled, she began to meow at her reflection and raised a paw to it, but the other creature meowed back and raised her paw too. Soon the dog jumped up on the bench, and when he saw the other dog he became wild with rage and shock. He barked at the other dog and showed him his teeth, but the other barked back and bared his fangs too. So great was the distress of Burek and Kot that for the first time in their lives, they turned on each other. Burek took a bite out of Kot's throat and Kot hissed and spat at him and clawed his muzzle. They both started to bleed and the sight of blood aroused them so that they nearly killed or crippled each other. The members of the household barely managed to separate them. Because a dog is stronger than a cat, Burek had to be tied outside, and he howled all day and all night. In their anguish, both the dog and the cat stopped eating.

When Jan Skiba saw the disruption the mirror had created his household, he decided a mirror wasn't what his family needed. "Why look at yourself," he said, "when you can see and admire the sky, the sun, the moon, the stars, and the earth, with all its forests, meadows, rivers, and plants?" He took the mirror down from the wall and put it away in the woodshed. When the peddler came for his monthly instalment, Jan Skiba gave him back the mirror and in its stead, bought kerchiefs and slippers for the women. After the mirror disappeared, Burek and Kot returned to normal. Again, Burek thought he was a cat and Kot was sure she was a dog. Despite all the defects the girls had found in themselves, they made good marriages.

The village priest heard what had happened at Jan Skiba's house and he said, "A glass mirror shows only the skin of the body. The real image of a person is in his willingness to help himself and his family and, as far as possible, all those he comes in contact with. This kind of mirror reveals the very soul of the person".

7. Where would you most likely find this article?

3.5%	A. <u>Hobbies and Crafts</u>	7.4%
59.2	*B. <u>Scientific News</u>	41.7
30.2	C. <u>Health and Fitness</u>	
4.3	D. <u>World Book</u>	11.3
		N.R. 4.9

8. In this story a peasant is a,

11.8%	A. slave	21.0%
24.9	B. peddler	49.5
59.8	*C. farmer	22.0
1.7	D. storekeeper	3.2
1.8	N.R.	3.9

9. "But what enthralled the women of the house most was a mirror set in a wooden frame". Enthralled means,

20.8%	A. excited	19.7%
63.6	*B. fascinated	37.5
8.0	C. worried	15.9
5.5	D. encouraged	23.0
1.8	N.R.	3.9

10. Jan thought "the family should look at the sky, the sun, the moon, the stars, and the earth, with all its forests, meadows, rivers, and plants" because he thought they should,

58.8%	*A. look beyond themselves	34.6%
5.2	B. be more observant	10.0
31.1	C. enjoy nature	43.4
3.0	D. get back to work	8.7
1.9	N.R.	3.2

11. "They had been afflicted with the vanity of city girls". Vanity means,

16.5%	*A. pride	18.1%
61.8	B. beauty	57.9
8.7	C. foolishness	9.7
11.1	D. selfishness	10.7
1.8	N.R.	3.6

12. The peddler came to Jan Skiba's hut because,

13.3%	A. he heard the family had no mirror	41.1%
3.1	B. he was hungry	6.5
7.3	C. he heard that the family had money	15.2
74.4	*D. he strayed	32.7
1.8	N.R.	4.5

13. "When Jan Skiba saw the disruption the mirror had created..". Disruption means,

29.1%	A. concern	26.5%
2.5	B. joy	14.2
56.0	*C. chaos	23.0
10.0	D. surprise	32.0
2.4	N.R.	4.2

14. When the members of the family saw themselves in the mirror, they felt,

35.5%	A. annoyed	29.1%
13.7	B. conceited	20.4
40.2	*C. humiliated	40.1
8.3	D. elated	5.8
2.3	N.R.	4.5

15. Explain in your own words what the family learned from this experience.

ANY LOGICAL STATEMENT THAT IS SUPPORTED .

65.6%	21.4%
	N.R.77.3

16. Why did Jan decide the mirror was not what his family needed?

ANY LOGICAL STATEMENT THAT IS SUPPORTED/ E.G.,
DISRUPTION, UNHAPPINESS

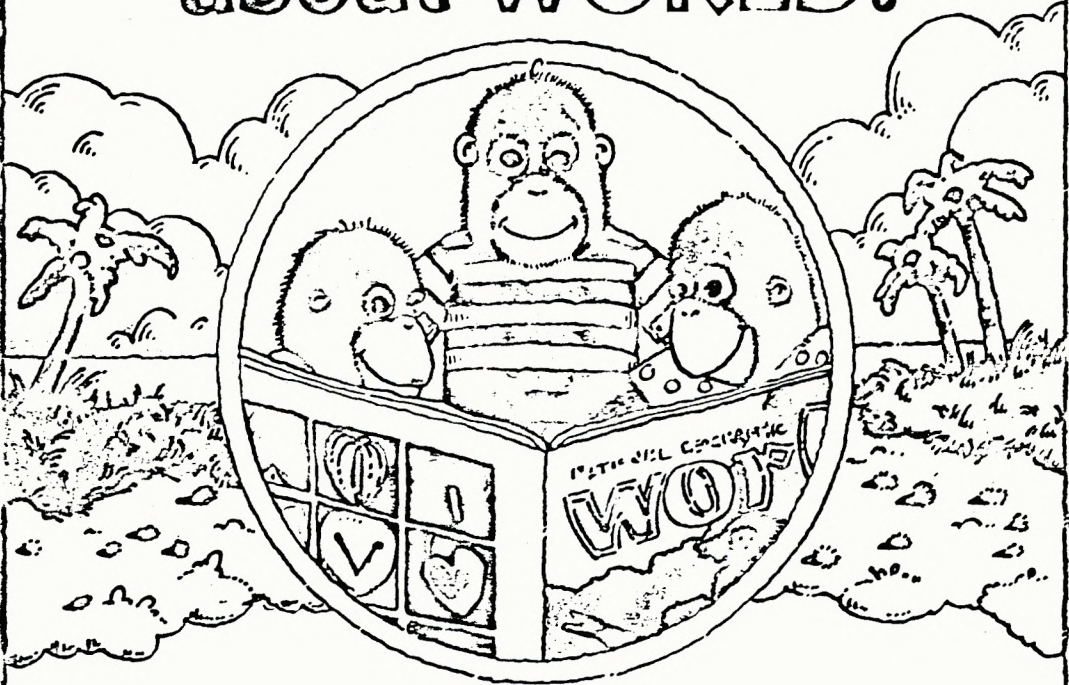
72.3%	26.5%
	N.R.72.5

17. Did Jan use good judgement in returning the mirror? Tell why or why not.

ANY LOGICAL STATEMENT THAT IS SUPPORTED .

61.4%	24.6%
	N.R.74.4

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R3G 1G6

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18. This advertisement says that the adventures in this magazine are "real life". This means,

1.3%	A. they are tall tales	4.9%
11.0	B. they are exciting	14.6
6.6	C. they are fun	20.7
79.0	*D. they are true	50.5
2.1	N.R.	9.4

19. This advertisement is trying to get you to convince a friend to buy a subscription by,

8.7%	A. making your friend's subscription cost less.	18.4%
76.6	*B. saying, "Don't keep a good thing to yourself"	36.9
5.2	C. giving away prizes to friends	14.6
7.7	D. providing a mailing envelope	19.4
1.8	N.R.	10.7

20. In this magazine you will find,

7.8%	A. stories and photographs	34.6%
8.7	B. mazes and puzzles	20.7
2.0	C. pull-out pages	8.4
79.4	*D. all of the above	25.2
2.1	N.R.	11.0

21. The three-year subscription cost says "(U.S. addresses only)". This means that Canadians,

62.8%	*A. cannot buy a 3-year subscription	30.7%
3.4	B. cannot buy a 1-year subscription	12.9
10.6	C. must have friends in the U.S.	19.4
20.7	D. pay less than Americans for a subscription	25.2
2.5	N.R.	11.3

22. From the advertisement, list 3 words that are used to persuade you to order the magazine.

15.5%	A. <u>1 CORRECT</u> e.g., good, love, fun-filled, colourful, favourite, enjoy, wonderful, real-life, supersize, surprises, etc.	9.4%
19.1%	B. <u>2 CORRECT</u>	3.6%
30.3%	C. <u>3 OR MORE CORRECT</u>	4.5%
34.9%	N.R.	80.9%

Please read the following poem and then answer the questions:

MY TOBOGGAN AND I CARVE WINTER

My toboggan and I carve winter
We crunch over the powdery snow
the one by one glistening grains
they sigh and squeak

then RACE
faster and faster
whipping the wind apart
carving jet trails with swirling tails
circling the shadow of every tree
nearing full flight
til
WHOMP!
a lurking bump tumbles us
into the drifts of freezing snow
We trudge slowly skyward for another run

Jane Wadley

23. What word would best describe the mood of this poem?

3.0%	A. Frightening	9.7%
84.7	*B. Exciting	57.3
5.3	C. Exhausting	7.1
4.1	D. Anxious	8.4
2.9	N.R.	17.5

24. Why do you think two words are printed in capital letters?

FOR EMPHASIS/TO STRESS ACTION/MAKES THE IDEAS STAND OUT

55.5%	10.4%
	N.R.89.3%

25. The reader knows it is a cold day in this poem because OF THE WORDS, E.G., CRUNCH, SIGH AND SQUEAK, WIND, SNOWDRIFTS/ FREEZING SNOW

63.7%	38.2%
	N.R.61.2%

26. With what does the poet compare the toboggan track?

JET TRAILS (WITH SWIRLING TAILS)

57.8%	17.5%
	N.R.81.9

27. What word does the poet use to show that walking up is not easy?

72.7% TRUDGE 18.1%
N.R.81.6%

28. Why do you think the poet used "carve" in the first line?

21.6% THE TOBOGGAN CUTS THROUGH THE SNOW 10.7%
N.R.88.7

Read the following selection and answer questions 29 to 35.

DEW

Until recently people thought that dew fell from the sky during the night. That was easy to believe because dew can be seen only in the morning. Since it wasn't there the evening before, people thought it must have fallen like rain. But now we know that dew does not fall from the sky; it comes out of the air around us.

Even though we can't see it, there is moisture called WATER VAPOR in the air. Warm air can hold more water vapor than cool air. On certain hot summer days you can even feel the moisture in the air. We call air moisture humidity. Some summer days are humid, others are not.

When warm air cools, it gives up some of its water vapor. It condenses. That is, it forms droplets of water that you can see.

Sometimes you see the condensation as clouds or rain. In cold weather you see it as snow or frost! When a lot of it hangs near the ground, you see it as fog. On a clear morning you see it clinging to grass and leaves. That is dew.

Here is an experiment. Put a glass of water and ice cubes in the refrigerator. After the glass is fairly cold, remove it. Place it on a table for a few minutes. Soon, water droplets will form all over the outside of the glass. What happens is that the warm air next to the cold glass cools. This cooling makes the water vapor in the air condense and form droplets that cling to the glass.

Nature makes dew in the same way. During a warm sunny day the air is heated. The hot air contains a lot of water vapor. At night when the sun goes down, thin things like grass and leaves cool off very quickly. The air close to them cools off, too. The water vapor in the cooled air condenses to make dew. The dew stays on the grass and leaves until the warmth of the sun makes it EVAPORATE or go back into the air as vapor.

29. People know that dew,

89.9%	*A.	comes from the air around us	67..3%
5.0	B.	falls from the sky	20.4
0.2	C.	comes from the goddesses	3.2
2.4	D.	comes from the ground	4.2
2.5	N.R.		4.9

30. This passage mainly tells us,

6.7%	A.	how to do an experiment about dew	23.3%
15.6	B.	that cold air holds water vapor	28.5
67.2	*C.	how nature makes dew	23.3
7.7	D.	that people thought dew fell from the sky	19.7
2.8	N.R.		5.2

31. Condensation can be seen as,

23.0%	A.	clouds and rain	39.2%
4.4	B.	snow and frost	15.5
12.1	C.	dew	18.1
57.6	*D.	all of the above	21.4
2.9	N.R.		5.5

32. The word humid is used in the second paragraph. It means,

1.0	A.	tiring	7.8%
14.8	B.	dry	31.4
57.2	*C.	damp	27.5
23.9	D.	none of the above	25.6
3.1	N.R.		6.8

33. We do not have dew in the late autumn months because THE DAYS ARE USUALLY COOL IN AUTUMN (FALL)/LESS WATER EVAPORATES INTO THE AIR

66.4%			30.7%
			N.R.66.7%

34. Dew is formed when,

20.8%	A.	cool air touches a warm object	16.8%
63.1	*B.	warm air touches a cool object	36.6
10.7	C.	clouds have too much water vapor	23.0
1.9	D.	a glass is warmed	13.6
3.5	N.R.		10.0

35. Tell the correct order for carrying out the experiment by putting the numbers 1, 2, 3 and 4 beside the statements.

- | | | |
|----------------|--|------------|
| 80.4% <u>B</u> | A. Put a glass of water and ice into the refrigerator. | 51.5% (35) |
| 85.5% <u>A</u> | B. Fill a glass with water and ice. | 59.9% (36) |
| 77.1 <u>D</u> | C. Place the glass on a table for a few minutes. | 42.1% (37) |
| 75.9 <u>C</u> | D. Wait until the glass is cold. | 42.1% (38) |

Read the following selection:

WATER POLLUTION

At one time people thought that oceans were so large that they would always remain pure. We now know that this isn't true. Oceans may be polluted by oil spills from freighters and from sewage that is dumped into the oceans or into the rivers that flow into them.

Lakes and rivers are polluted in many ways. Factories dump poisons such as mercury into the waters. Farmers spray crops and trees with insect poisons. The poisons are then washed into rivers and lakes by systems that empty into lakes and rivers. Human wastes are poured into our waters. In 90 percent of our towns and cities, the wastes are not even treated to make them safe.

Complete the following outline by stating the main idea and supporting detail for each paragraph:

WATER POLLUTION

I. Main Idea

47.9%	<u>THE WORLD'S OCEANS ARE GETTING POLLUTED</u>	28.5%	(39)
-------	--	-------	------

Supporting Detail

52.4%	1. <u>OIL SPILLS</u>	23.9%	(40)
-------	----------------------	-------	------

54.5%	2. <u>SEWAGE</u>	24.9%	(41)
-------	------------------	-------	------

II. Main Idea

51.1%	<u>LAKES AND RIVERS ARE GETTING POLLUTED</u>	29.8%	(42)
-------	--	-------	------

Supporting Detail

67.6%	1. <u>FACTORY POISONS</u>	34.3%	(43)
-------	---------------------------	-------	------

67.9%	2. <u>CROP SPRAYS</u>	29.4%	(43)
-------	-----------------------	-------	------

63.6%	3. <u>WASHING DETERGENTS</u>	25.9%	(45)
-------	------------------------------	-------	------

57.5%	4. <u>UNTREATED HUMAN WASTE</u>	23.0%	(46)
-------	---------------------------------	-------	------

In order to enjoy running, you must have the proper footwear. You may see runners wearing socks. And you may see RUNNERS (63.8%)/36.2% not wearing socks.

If YOU (91.5%)/69.9% think you run best WITHOUT (48.4%)/13.3% socks, you don't need THEM (26.9%)/19.4%. But others say, "Yes, I (33.2%)/42.1% need socks. They make MY (25.9%)/32.4% feet feel better".

If YOU (91.2%)/74.8% are going to wear SOCKS (80.7%)/65.9% what color will they BE (83.5%)/52.8%? You like blue? Blue IS (90.2%)/76.4% nice. But expert runners SAY (32.1%)/14.2% white is best. If YOU (82.1%)/75.7% happen to get a BLISTER (11.1%)/8.4% clean white socks will HELP (45.9%)/13.6% stop infection. And infection IS (74.1%)/40.5% something runners don't need.

SOME (43.0%)/17.2% expert runners wear two PAIRS (81.02%)/47.2% socks. Is this TO (78.0%)/31.4% keep their feet warm? NO (66.6%)/20.7% it's so the socks WILL (26.1%)/25.2% rub against each other. SOCKS (52.0%)/24.3% that rub against each OTHER (73.7%)/50.5% won't rub blisters on YOUR (64.8%)/41.7% feet. Blisters are another THING (80.6%)/35.9% runners don't need.

If YOU (87.9%)/68.0% run a mile, each SHOE (5.0%)/8.4% hits the ground about 1,000 times. That means you NEED (45.3%)/12.6% good shoes.

You can RUN (63.3%)/29.1% in almost any KIND (68.7%)/33.0% of shoe. But some KINDS (3.6%)/13.9% are much better than OTHERS (85.8%)/25.2%.

Because you'll be picking UP (76.1%)/36.2% each shoe about 1,000 TIMES (88.4%)/47.6% per mile, weight IS (91.4%)/55.0% important. But it's not THE (86.4%)/43.7% most important thing. Here's AN 47.7%)/26.5% expert's list of things YOU (69.8%)/30.4% need for good running SHOES (35.2%)/35.0%:

1. Good fit over the SOCKS (17.7%)/7.1% you're going to wear FOR (28.2%)/14.2% running.
2. A soft, rippled SOLE (17.1%)/4.2% to protect your feet AND (31.1%)/12.9% keep you from slipping.
3. A (37.2%)/10.7% cushion inside protects the BONES (17.5%)/6.5% in your legs and FEET (39.7%)/20.7%. Remember, you land on EACH (27.9%)/7.8% foot 1,000 times per MILE (81.5%)/40.5%. The cushion makes the LANDINGS (8.1%)/1.3% softer.
4. Good support for YOUR (45.3%)/24.6% heels and arches.
5. Shoes that feel comfortable as you run along, working you your stride.

TABLE 6

A. Meaning Vocabulary - Grade 6

Questions in subtest: 4, 9, 11, 13, 18, 27, 32

Performance on Items		
Test Item	% of Responses Correct	
	Prov.	Fed.
4	43.2	26.5
9	63.6	37.5
11	16.5	18.1
13	56.0	23.0
18	79.0	50.5
27	72.7	18.1
32	57.2	27.5

TABLE 7

B. Literal Comprehension - Grade 6

Questions in subtest: 3, 5, 12, 19, 20, 26, 29, 31, 35

Performance on Items		
Test Item	% of Responses Correct	
	Prov.	Fed.
3	87.0	56.6
5	61.4	19.7
12	74.4	32.7
19	76.6	36.9
20	79.4	25.2
26	57.8	17.5
29	89.9	67.3
31	57.6	21.4
35	80.4	51.5

TABLE 8

C. Interpretation - Grade 6

Questions in subtest: 1, 2, 6, 8, 14, 16, 21, 23, 24, 28, 30, 33,
34

Performance on Items		
Test Item	% of Responses Correct	
	Prov.	Fed.
1	53.6	24.3
2	23.9	20.7
6	23.9	34.6
8	59.8	22.0
14	40.2	40.1
16	72.3	26.5
21	62.8	30.7
23	84.7	57.3
24	55.5	10.4
28	21.6	10.7
30	67.2	23.3
33	66.4	30.7
34	63.1	36.6

TABLE 9

D. Critical-Reflective - Grade 6Questions in subtest: 10, 15, 17, 25

Performance on Items		
Test Item	% of Responses Correct	
	Prov.	Fed.
10	58.8	34.6
15	65.6	21.4
17	61.4	24.6
25	63.7	38.2

TABLE 10

E. Study Skills - Grade 6Questions in subtest: 7

Performance on Items		
Test Item	% of Response Correct	
	Prov.	Fed.
7	59.2	41.7
39	47.9	28.5
40	52.4	23.9
41	54.5	24.9
42	51.1	29.8
43	67.6	34.3
44	67.9	29.4
45	63.6	25.9
46	57.5	23.0

GRADE 6 READING ASSESSMENT SURVEY

Teachers who know their class will be aware of how truthfully or realistically students answered the survey questions.

Interests of students should be taken into account when choosing topics for language arts, projects in science, social studies, etc., and particularly for the purchase of new reading materials.

When asked whether they enjoyed reading or not...these are actual responses given by more than one student:

because I have nothing to do,
 when I'm bored
 to learn some new words
 I'm interested in adventure stories and animals
 like dinosaurs,
 it is good to read and find out things,
 I don't like reading
 to learn more words, to be smart, to be done in school
 because a true story is real,
 I like to read because it is important in school,
 I think it is fun,
 because true stories are exciting,
 I like finding out things,
 because they are funny, scary and sad stories,
 reading is boring,
 because it helps me get smart,
 it is my hobby.

When asked what would encourage you to read more...actual responses were:

a lot of interesting pictures,
 the pictures I think,
 adventure stories,
 romance stories,
 \$1,000,000 would encourage me to read,
 a good animal book
 fact and fiction book,
 funny things...I like humour,
 some more new books,
 a friend told me about it, or it was a movie or the
 pictures,
 I like drawing people from books,
 when I have lots of time
 a cartoon book,
 I have to be a good clear reader and fast as my dad,
 a ten-speed bike and a large swimming pool,
 if there are more magazines about science.

from the Provincial Preliminary Report...

"Content Areas and Scoring - Grade 9

The test consisted of a number of reading tasks along with a series of questions based on these tasks. These questions were classified into five content or skill areas: meaning vocabulary, literal comprehension, interpretation, critical-reflective, and study skills. In addition, reading comprehension of the students was measured using a Cloze passage.

Below is a list of the questions used to test each content or skill area:

A. Meaning Vocabulary	4,7,18,24,33,34
B. Literal Comprehension	10,13,15,16,17,20,30, 31,36,37,38,39,40
C. Interpretation	1,8,9,11,12,14,19,21, 22,23,32
D. Critical-Reflective	2,3,5,6,35
E. Study skills	25,26,27,28,29

The remainder of the test consisted of a Cloze passage, which was scored using exact word scoring only (i.e., synonyms were not accepted). This was done to maintain high reliability in scoring and to avoid the difficult problem of deciding which words should count as synonyms. This in no way penalizes students, since instructional and independent reading levels would be indicated by lower scores with exact word scoring than with synonym scoring.

The provincial sample consisted of 1,163 Grade 9 students.

It is not possible to assign a "pass-mark" either to the whole test or to any of the subtests. An Interpretation Panel composed mainly of classroom teachers will be convened to set performance standards for the test. Results of this exercise will be reported in the Final Report.

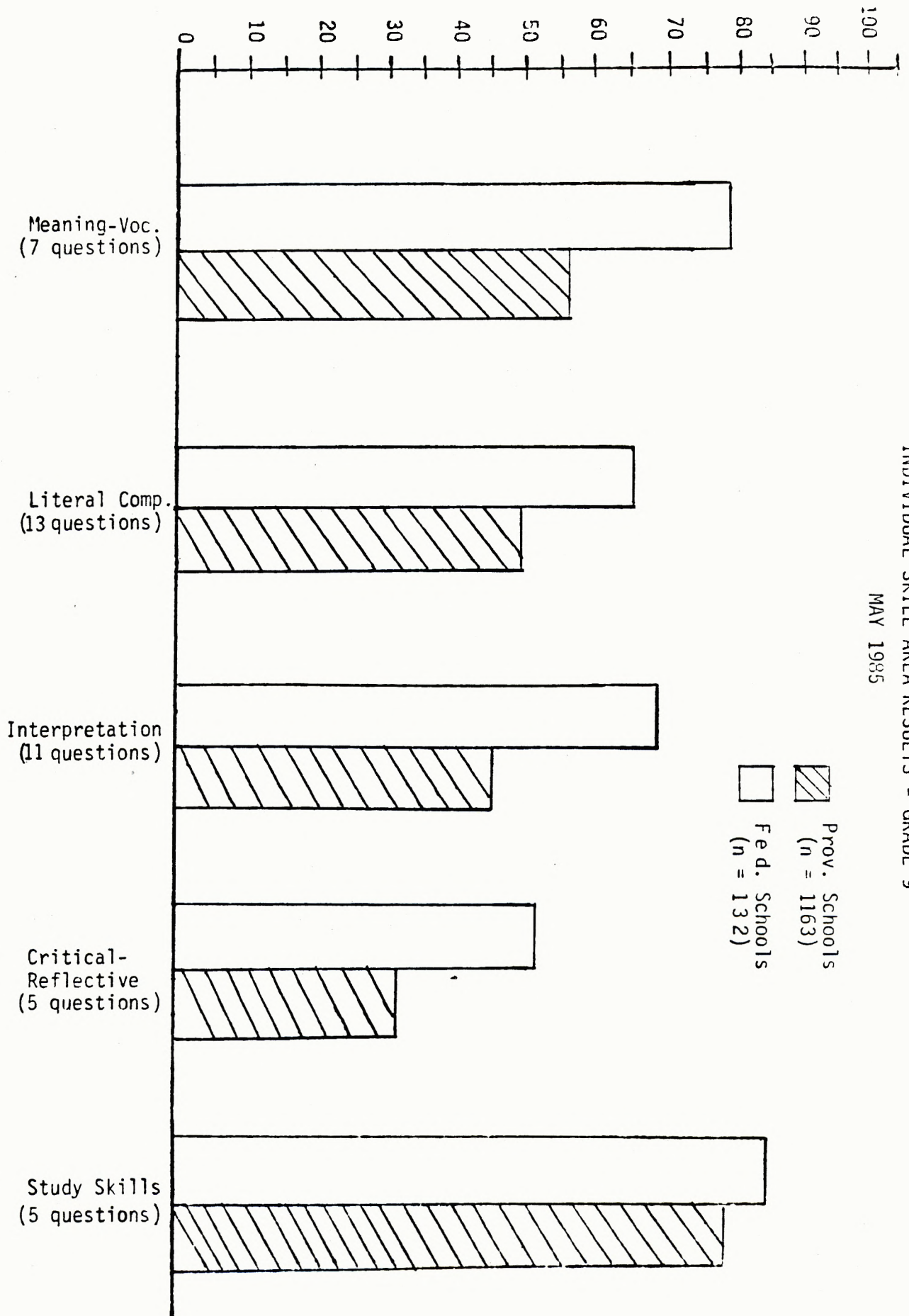
The Reading Assessment was designed to determine strengths and weaknesses, and degree of implementation, of the Manitoba curriculum. The tests can be used to examine strengths and weaknesses of local programs as well. In any attempt to make a comparison with the provincial results, differences in emphasis in the local program must be kept in mind. These tests were designed to survey the knowledge and skills of a group of students and any attempt to draw conclusions about individual students must be done with caution."

GRADE 9

There were few open-ended questions for the grade 9 students, so comments are minimal.

The students had very little difficulty reading the skating schedule, and performed almost to the provincial level in this study skill.

Students seemed to have difficulty identifying who made the error in the \$43,000 mistake.



GRAPH 4
INDIVIDUAL SKILL AREA RESULTS - GRADE 9
MAY 1985

□ Fed. Schools
(n = 132)
▨ Prov. Schools
(n = 1163)

READING ASSESSMENT PROGRAM

Data on Individual Questions

Read the editorial and letter to the editor carefully and choose the best answer for each of the following questions.

EDITORIAL

INTIMIDATION IS INDICATION
OF STUPIDITY

Threats are a part of the news business.

Readers who get angry over a story or picture may threaten to take legal action when they feel wronged by the media.

After a while, we get used to dealing with it. It's give and take that becomes part of the daily routine.

Yesterday we got a threat of a different kind.

One of our reporters awoke to the news that what appeared to be an explosive device had been found in the lobby of his apartment block.

It seems more than coincidence that the reporter in question has been involved in covering biker-related bombings in Winnipeg.

Police and our own sources feel that the device was probably a warning; that even if capable of detonating, it wouldn't do much damage.

That's cold comfort. The point here is that someone of minimal intelligence and brutish tendencies seems to think he can bully us.

Think again.

We have no intention of changing how we do business. We will continue to cover this story in our usual fashion; we will continue to turn over the occasional rock and examine what crawls out from underneath.

This kind of threat we'll never accept as a normal part of the business. No one has to put up with intimidation tactics.

The whole episode brings to mind an incident several years ago in which a local sports figure, unhappy with our coverage, threatened to break a reporter's arms.

We told him then - and we'll tell our unknown bomber now - that a letter to the editor would do, thanks.

Winnipeg Sun
November 2, 1984

LETTER TO THE EDITOR

Dear Editor:

I consider it very rude of you to accuse our gang of putting a bomb in the apartment block where your journalist lives. It may interest you to know that the bomb was not left by one of us. Anyhow, since there are probably other people living in the building, how do you even know that the device was meant for your friend?

Even if we had left the bomb, perhaps there was a reason. This paper has been running loads of very nasty stories about bike-gangs. Unfortunately, they have neglected to look at any of our good features. We are just human beings, and you journalists have smudged our names just like you do to everyone else.

In future, perhaps you would consider including some positive characteristics of the people in your reports. It would save you the embarrassment of receiving these letters, and us the time it takes to write them.

Big Lou

Provincial
ResultsFederal
Results

	1.	How does the author of the letter feel about the bomb accusation?	
9.0%	A.	He has mixed feelings.	9.8%
20.2	B.	He is open-minded	15.2
67.7	*C.	He is angry and defensive	62.1
2.2	D.	He is frightened.	11.4
0.9	N.R.		1.5
	2.	The statement "you journalists have smudged our names, just like you do to everyone else" is,	
26.1%	A.	a statement supported by evidence in the editorial	10.6%
34.7	*B.	a statement <u>not</u> supported by evidence in <u>the</u> editorial	10.6
19.4	C.	a statement supported by all bike gangs.	34.1
18.3	D.	a statement supported by all people	42.4
1.1	N.R.		2.3

	3.	From reading the editorial, which statement is a fact?	
22.8%	A.	the device was probably a warning	37.9%
42.1	*B.	Several years ago, a local sports figure threatened to break a reporter's arms	18.9
15.8%	C.	Someone of minimal intelligence and brutish tendencies seems to think he can bully us	22.0
17.8	D.	That a letter to the editor will do, thanks	18.9
1.3	N.R.		2.3
	4.	"Intimidation tactics" means,	
68.2%	*A.	actions aimed at frightening	47.0%
1.1	B.	actions aimed at pleasing	4.5
4.0	C.	actions aimed at humouring	15.2
25.2	D.	actions aimed at harming	32.6
1.2	N.R.		0.8
	5.	The author's purpose in writing the letter to the editor is to,	
3.4%	*A.	threaten the editor	20.5%
7.5	B.	expose the guilty party	17.4
85.9	C.	defend his and other biker-gangs	59.1
1.9	D.	further the "macho" image of bikers	1.5
1.1	N.R.		1.5
	6.	The editor's point of view is that those who threaten his business are,	
31.8%	A.	vulgar	18.2%
7.7	B.	delirious	20.5
12.6	C.	Desperate	12.1
45.9	*D.	Despicable	45.5
1.4	N.R.		2.3

Read the poem carefully and choose the best answer for each of the following questions.

A JANUARY MORNING

The glittering roofs are still with frost; each worn 1
 Black chimney builds into the quiet sky 2
 Its curling pile to crumble silently 3
 Far out to westward on the edge of morn, 4
 The slender misty city towers up-borne 5
 Glimmer faint rose against the pallid blue 6
 And yonder on those northern hills, the hue 7
 of amethyst, hang fleeces dull as horn. 8

And here behind me come the woodmen's sleighs 9
 With shouts and clamorous squeakings; might and main 10
 Up the steep slope the horses stamp and strain, 11
 Urged on by hoarse-tongued drivers - cheeks ablaze 12

Iced beards and frozen eyelids - team by team, 13
 With frost-fringed flanks, and nostrils jetting steam.14

7. Words or phrases which convey colour are found in line
- | | | | |
|------|------|--------|------|
| 6.5% | A. | three | 8.3% |
| 78.4 | *B. | eight | 61.4 |
| 7.6 | C. | ten | 18.2 |
| 4.6 | D. | eleven | 8.3 |
| 1.5 | N.R. | | 3.0 |
8. Lines 1 - 8 convey a mood of,
- | | | | |
|------|------|-------------|------|
| 4.0% | A. | excitement | 9.8% |
| 10.5 | B. | boredome | 31.8 |
| 6.4 | C. | unhappiness | 9.8 |
| 77.6 | *D. | calm | 47.0 |
| 1.4 | N.R. | | 1.5 |
9. As the poet watches the scene, he is standing,
- | | | | |
|-------|------|------------------|-------|
| 69.3% | *A. | on top of a hill | 56.1% |
| 4.7 | B. | in a house | 14.4 |
| 20.0 | C. | on a city street | 16.7 |
| 4.1 | D. | in a barn | 12.1 |
| 1.5 | N.R. | | 0.8 |
10. The rooftops are covered with,
- | | | | |
|------|------|---------|-------|
| 5.8% | A. | glitter | 16.7% |
| 89.6 | *B. | frost | 75.8 |
| 0.9 | C. | mist | 0.8 |
| 2.4 | D. | snow | 6.1 |
| 1.4 | N.R. | | 0.8 |

11. The difference which one notes in the details presented in lines 1 - 8 and those presented in lines 9 - 14 are,

78.7%	*A.	peacefulness changing to activity	51.5%
4.9	B.	peacefulness changing to anger	9.8
7.4	C.	peacefulness changing to relief	12.1
7.7	D.	peacefulness changing to anxiety	24.2
1.1	N.R.		2.3

12. The drivers are hoarse-tongued because,

12.1%	A.	they are working with horses	34.1%
14.0	B.	they are thirsty	16.7
67.5	*C.	they have been yelling	41.7
4.5	D.	they are hungry	6.1
1.5	N.R.		1.5

Read the directions for making pizza and choose the best answer for each of the following questions:

KRAFT PIZZA

Pizza Directions

Preheat oven to 425 F. Measure 1 cup warm water (not hot) into small mixing bowl. Gradually add Pizza Flour Mix, mixing well. Form into a ball. Cover and let rise in a warm place 5 minutes.

Grease two 13 1/2-inch cookie pans or four 9-inch pie pans. With fingers greased, press dough into pans and shape edge of dough to form a ridge. For a thicker crust, use two 12-inch pizza pans.

Spread Pizza Sauce evenly over dough. Shake envelope of Herb Spices to mix well and sprinkle over sauce. Top with grated Parmesan Cheese. Bake at 425 F, 18-20 minutes or until crust is brown.

13. When you make pizza, you first preheat the oven because YOU WANT IT TO BE READY AT THE RIGHT HEAT AT THE RIGHT TIME.
 82.7% 49.2%
14. You would grease your hands before handling the dough because YOU DO NOT WANT THE DOUGH TO STICK TO YOUR HANDS
 88.2% 56.1%

15. The directions give you a choice of how many types of pans?

36.0%	*A.	Three	23.5%
9.2	B.	Two	12.1
43.0	C.	Four	40.2
10.3	D.	Eight	22.0
1.3	N.R.		1.5

16. To make a thicker crust use,

3.9%	A.	four 9-inch pie pans	6.1%
87.9	*B.	two 12-inch pizza pans	88.6
2.0	C.	two 15 x 12-inch baking sheets	2.3
5.1	D.	four 12-inch pie pans	3.0
1.1	N.R.		0.0

Read the story carefully and choose the best answer for each of the following questions:

THE \$43,000 MISTAKE

by

Jean Sharda

In these days of machine-processed information, the possibilities for error are greatly reduced, but not done away with. Human beings must still feed information into the machines and, as we all know, human beings sometimes make mistakes. This is the story of one such mistake in the big impersonal world of banking.

The time was March, 1963, the place was Montgomery, Alabama, and the man to whom it happened was Thomas "Cotton" Thaggard.

Thaggard was thirty-seven at the time, a small man with pale blue eyes, a Southern drawl, and a large fluffy toupee. He had been fairly successful making money in such ventures as jukeboxes, high-stakes gambling, and a used-car business which he had conducted from an open lot. He had sold the used-car business the year before, keeping for possible future use, its name: Alabama Motor Company.

He kept a small bank account in the name of the Alabama Motor Company at the Union Bank and Trust Company in Montgomery, where he also had his personal account.

Around the first of March, Thaggard received through the mail the usual monthly statement for the two accounts. His personal account, as usual was lower than expected. The other, that of the Alabama Motor Company, was higher--so much higher that he gasped. The Alabama Motor Company showed a balance of \$43,498--more than \$43,000 over what it should have been!

About a week later, early on the morning of March 6, Thaggard went to the statements window at the rear of the bank. He asked for a reading on the two accounts. The figures were the same as those on the mailed statements. His personal account was lower than expected, while the used-car business account was \$43,156 more than he thought it should be.

For the next hour and a half Thaggard strolled about town, thinking. At eleven o'clock he returned to the bank and went straight to the window of Mrs. Edith Owen, one of the tellers. He asked Mrs. Owen for the balance in his used-car account. Mrs. Owen phoned the accounting department. Then she wrote a figure on a slip of pink paper and handed it to Thaggard. There it was again: \$43,498. The inflated bank account was confirmed a third time.

What to do? Thaggard had made up his mind. He produced a check payable to himself in the convenient amount of \$43,000.

"I'd like to make a withdrawal," he told Mrs. Owen.

Thaggard's request provoked a bustle of activity, because normally the bank did not keep this much money on hand. Mrs. Owen first tried to get cash from her fellow tellers. Then she went to the big safe where the money was kept. Slowly a pile of small bills began to form on the counter.

"If this will run you short," offered Thaggard, "I could take part of it in a cashier's check".

"No, indeed," insisted Mrs. Owen. "We have plenty of money".

Thirty minutes later the money was all there on the counter--a huge pile of small bills.

Bank officials expressed a friendly interest in what was going on. One of them even found a brown paper grocery bag to hold the money. When the bag was stuffed with bills, Thaggard thanked everyone for going to so much trouble. Then he tucked the paper bag under his arm and started for the door.

Watching him go, the assistant cashier turned to the band auditor with a wink. "You know," he said, "I believe old "Cotton" Thaggard is up to something.

When Thaggard was questioned later, he was hazy about what he did that afternoon. He did leave town, he recalled, and when he returned late in the afternoon, he learned from a friend that the police had been asking for him. Thaggard went directly to the bank.

Waiting for him there, were all the bank's officers. Their faces were flushed and their hands trembled. Immediately, they announced that the \$43,000 he had withdrawn was not his.

How was he supposed to know that, Thaggard asked. Only that morning the bank had told him the money WAS his.

But, asked the officers, wouldn't any reasonable person suspect that something was wrong when his account jumped suddenly from \$342. to \$43,498? Thaggard answered that he had supposed that some of his less talented gambling partners had dropped in at the bank to deposit what they owed him.

No, nothing like that had happened, retorted the bank auditor. Using deposit slips and other bank records, he soon proved that the \$43,156 had been intended, not for the Alabama Motor Company, but for the Alabama Power Company. A clerk had simply entered the deposits on the wrong ledger sheet. Then the bookkeeping machines had taken over. And how could a mere machine know what a large sum of money had been credited to the wrong account?

Faced with all the proof, Thaggard had to agree that a mistake had been made. It certainly did look, he admitted, as though he owed the bank \$43,000.

"Well?" asked the bank officers.

"Well," said Thaggard, "at this moment I don't have the necessary \$43,000 on hand. However, I always pay my debts and I would be glad to work out some system of repayment--perhaps a few dollars every week?

A bank official cut him off. "You have until nine tomorrow morning to get that money back here".

"I don't believe I can quite make it by then," Thaggard said.

"You don't, and you'll land in jail," said the bank officer.

Next day Thaggard was arrested and charged with "false pretenses". His attorneys immediately asked the court to release him on the grounds that he was being held illegally. They claimed that no crime had been committed.

The question of Thaggard's guilt or innocence eventually reached the Alabama Court of Appeals. Much to nearly everyone's surprise, this Court set Thaggard free. The judges reasoned that before a man can be convicted of a crime, it must first be shown that he intended to commit a crime.

The decision of the Appeals Court was later upheld by the Alabama Supreme Court.

Meanwhile, Thaggard became a sort of folk hero in Montgomery. People of all sorts would stop him on the street, pat his shoulder and wink. Some of them slyly suggested that if he needed a place to hide the \$43,000 he could use their backyards-- and they would even lend him a shovel.

Otherwise his life changed very little. He still visited his old haunts. Resplendent in alligator shoes and a fancy sports coat, he radiated confidence. If anyone mentioned the missing money, Thaggard would merely smile, adjust his toupee, and say, "What \$43,000?"

But the story didn't end there. Bank officials pressed the case until, the following year, it reached a federal court. On November 13, 1964, this court found Thaggard guilty of violating a federal bank larceny statute. A week later, he was sentenced to five years in a federal prison. He began serving his term in April, 1966.

The Union Bank and Trust Company also filed a civil action to regain the missing \$43,000. But when Thaggard's assets were sold at public auction, they brought only \$10,575. In 1967 the bank was still out \$32,425.

A sidelight to the story is that the Alabama legislature passed a bill to prevent a recurrence of the Thaggard action. It is known in the area as the "Cotton Thaggard Bill".

Since the federal court decision, Thaggard has not seemed so popular around Montgomery as he once was. A local newspaperman expressed the feeling of the people he knew by saying, "A lot of us figured "Cotton" finally got what was coming to him".

17. This story is about a mistake which was made by a BANK CLERK

37.5% 21.2%
N.R. 77.3

18. When questioned, Thaggard was hazy about what he did that afternoon. Hazy means,

2.8%	A.	he clearly stated his whereabouts	22.0%
85.7	*B.	he was vague and unclear about his whereabouts	47.0
6.2	C.	he would not state his whereabouts	18.2
3.4	D.	he lied about his whereabouts	9.1
1.5	N.R.		3.8

19. Describe Thaggard's personality
- | | | | |
|-------|------|------------------------|-------|
| 29.5% | A. | Friendly and honest | 25.0% |
| 7.7 | B. | hostile but honest | 19.7 |
| 58.1 | C. | Friendly but dishonest | 43.2 |
| 3.2 | D. | Hostile and dishonest | 9.8 |
| 1.5 | N.R. | | 2.3 |
20. Bank officials co-operated with Thaggard by,
- | | | | |
|------|------|---|------|
| 6.7% | A. | providing him with a paper bag | 9.8% |
| 5.1 | B. | giving him the money as requested | 11.4 |
| 3.1 | C. | checking his bank statements for
him | 15.9 |
| 82.7 | *D. | doing all of the above | 59.8 |
| 1.7 | N.R. | | 3.0 |
21. The "Cotton Thaggard Bill" was created to,
- | | | | |
|------|------|--|-------|
| 4.0% | A. | put a criminal in jail | 18.2% |
| 76.0 | *B. | prevent others from taking ad-
vantage of machine-processed
errors | 50.8 |
| 9.9% | C. | Protect citizens like Thaggard | 12.1 |
| 8.5 | D. | caution careless bank clerks | 17.4 |
| 1.4 | N.R. | | 1.5 |
22. The lesson in the story is that,
- | | | | |
|-------|------|--|-------|
| 29.1% | A. | machine-processed information
can be inaccurate | 33.3% |
| 4.3 | B. | machine errors usually are
identified | 13.6 |
| 8.9 | C. | crime doesn't pay | 17.4 |
| 56.0 | *D. | all of the above apply | 32.6 |
| 1.6 | N.R. | | 2.3 |
23. In which of the following books would you find this story?
- | | | | |
|------|------|---|------|
| 4.6% | A. | <u>The History of Texas: 1930-1981</u> | 4.5% |
| 3.9 | B. | <u>Making Money Work for You</u> | 3.8 |
| 48.8 | *C. | <u>Alabama's Notorious and Famous
Figures</u> | 15.2 |
| 40.6 | D. | <u>Alabama's Banking System</u> | 73.5 |
| 1.6 | N.R. | | 3.0 |

24. In the sentence, "Resplendent in alligator shoes and a fancy sports coat, he radiated confidence", the word resplendent means,

7.1%	A.	dressed in a youthful manner	9.1%
77.9	*B.	dressed in a flashy manner	61.4
11.3	C.	dressed in a conservative manner	18.9
2.2	D.	dressed in a sloppy manner	8.3
1.4	N.R.		2.3

Study the schedule carefully and choose the best answer for each of the following questions.

INDOOR ARENA SKATING SCHEDULE

ARENAS Listed by city divisions)	SUNDAY P.M.	MONDAY P.M.	TUESDAY P.M.	WEDNESDAY P.M.	THURSDAY P.M.	FRIDAY P.M.	SATURDAY P.M.
<u>CITY CENTRE</u>							
Pioneer	1:20-3:20 7:50-9:20	6:50-7:50					
Sargent	1:30-3:30 8:00-10:00				7:40-10:00		
Sam Southern	1:20-3:30 8:00-10:00	4:00-5:30	9:30-10:30 Adults			4:00-5:30	
<u>HARVARD</u>							
Civic Centre	2:00-3:30	7:00-8:00					2:00-3:30
Kinsmen	7:20-8:20 Adults	7:00-8:00	7:00- 8:00				2:00-3:30
Elks	2:00-3:00			7:00-8:00		7:00-8:00	2:00-3:30
<u>LORD SELKIRK</u>							
Western	1:30-2:30 2:30-4:30			6:30-8:30			
Keewatin	2:30-4:30 6:30-8:30			6:30-8:30	6:30-8:30		
Old Exhibition	1:30-3:30				6:30-8:30		
<u>YALE</u>							
Incinarena	2:00-4:00		7:00-9:00				
Eastern	2:00-4:00 7:30-9:30				7:00-9:00		7:30-9:30 2:00-4:00
Roland Michener	1:30-3:30						2:00-4:00
<u>SUTTON</u>							
Bertrand	1:30-2:30 3:00-4:00		7:30-8:30	6:00-7:00			
Maginot	1:30-2:30 3:00-4:00				6:30-7:30 8:00-9:00		
Berry	1:30-2:30 3:00-4:00	7:00-8:00		7:00-8:00			3:00-4:00
<u>HAMILTON</u>							
Eric Coy	1:00-2:00		7:10-8:35		7:10-8:35		1:00-2:45
Lord Grant	1:30-3:30			7:00-8:30			
Century	2:00-4:00	6:45-8:00					

25. The arenas which are available for morning skating are,

4.4%	A.	Pioneer	9.1%
2.1	B.	Western	5.3
2.6	C.	Century	3.0
88.8	*D.	none of the above	80.3
2.0	N.R.		2.3

26. The day which offers the least skating time is,

4.0%	A.	Tuesday	9.1%
3.7	B.	Wednesday	3.8
4.1	C.	Thursday	5.3
86.2	*D.	Friday	79.5
1.7	N.R.		2.3

27. The earliest opportunity for Sunday skating is offered by,

85.9%	*A.	Eric Coy	80.3%
2.3	B.	Bertrand	3.0
6.1	C.	Sargent	10.6
3.9	D.	Civic Centre	3.8
1.7	N.R.		2.3

28. The arenas which offer skating for Adults Only are,

2.4%	A.	Elks and Berry	4.5%
2.8	B.	Eastern and Maginot	3.8
90.5	*C.	Kinsmen and Sam Southern	87.1
2.1	D.	Lord Grant and Pioneer	2.3
1.9	N.R.		2.3

29. The arena which allows for the most free skating time is,

11.9%	A.	Roland Michener	24.2%
66.1	*B.	Sam Southern	56.8
9.6	C.	Old Exhibition	7.6
9.5	D.	Lord Grant	9.1
2.4	N.R.		1.5

Read the advertisement carefully and choose the best answer for each of the following questions:



When you outgrew your teens, you grew into new problems.

You get blemishes but your adult skin is more prone to irritating dryness. So getting rid of a blemish can be more irritating than getting one.

But now there's a blemish medicine made for adult skin: new Clearasil™ Adult Care.™ Its dermatologist-proven Resorsul™ formula helps effectively dry and clear up blemishes. Without overdrying your adult skin.

And no one will know you're using it because it's unscented and blends invisibly. Try new Clearasil Adult Care. You'll look better; you'll feel better.

That's the unblemished truth.

**TREATS BLEMISHES WITH STRENGTH.
TREATS ADULT SKIN WITH CARE.**

30. This advertisement is directed at,
- | | | | |
|------|------|-----------------|------|
| 2.6% | A. | teenagers | 7.6% |
| 1.5 | B. | children | 0.0 |
| 92.6 | *C. | adults | 88.6 |
| 1.2 | D. | senior citizens | 3.0 |
| 2.1 | N.R. | | 0.8 |
31. This advertisement tells you that,
- | | | | |
|------|------|---|------|
| 1.6% | A. | Clearasil Adult Care will be effective for teenagers, | 3.8% |
| 1.2 | B. | Clearasil Adult Care is an inexpensive product, | 0.0 |
| 42.6 | *C. | Clearasil AdultCare blends with your skin colour | 13.6 |
| 52.3 | D. | Clearasil Adult Care is the best skin product for adults, | 78.0 |
| 2.1 | N.R. | | 4.5 |
32. According to this advertisement, a Clearasil user will,
- | | | | |
|-------|------|----------------------------------|-------|
| 37.9% | A. | lose his/her blemishes overnight | 42.4% |
| 1.9 | B. | smell attractive | 3.0 |
| 52.1 | *C. | become beautiful | 46.2 |
| 4.6 | D. | become more popular | 5.3 |
| 2.5 | N.R. | | 3.0 |
33. In the statement, "That is the unblemished truth", unblemished means,
- | | | | |
|-------|------|----------------|-------|
| 77.6% | *A. | unquestionable | 51.5% |
| 6.4 | B. | unacceptable | 20.5 |
| 10.7 | C. | unknown | 19.7 |
| 2.8 | D. | untested | 6.1 |
| 2.5 | N.R. | | 2.3 |
34. In the context of this advertisement, the word dermatologist means someone who studies,
- | | | | |
|------|------|-------------|-------|
| 6.1% | A. | cosmetics | 15.9% |
| 1.5 | B. | advertising | 4.5 |
| 7.5 | C. | the face | 4.5 |
| 82.5 | *D. | untested | 72.7 |
| 2.4 | N.R. | | 2.3 |

35. In this advertisement, which statement is a fact?
- | | | | |
|-------|------|---|-------|
| 12.6% | A. | You'll look better; you'll feel better | 39.4% |
| 14.0 | B. | No one will know you're using it | 13.6 |
| 46.3 | *C. | Clearsil Adult Care contains dermatologist-proven | 19.7 |
| 24.1 | D. | As an adult, you get blemishes | 24.2 |
| 2.9 | N.R. | | 3.0 |

HOMEMADE WATER BAROMETER

In the first barometer, invented in 1643 by Evangelista Torricelli, the pressure of air on a column of water in a 34-foot tube was measured. Of course, using a 34-foot tube is inconvenient, but you can make a much smaller weatherglass that operates on the same principle as Torricelli's instrument.

You need a flask or a bottle with a narrow neck. In addition, you need a jar with a mouth that is just large enough for you to insert the flask or the neck of the bottle. Fill the jar with water. Invert the flask and then push its mouth down into the jar of water. The water will rise part of the way into the flask.

The air pressure pushing down on the water in the jar, will force some of the water to move up into the flask. The amount of water that will move up into the flask will depend on the air pressure. When the weather is fine, high pressure usually prevails. The water will rise farther in the flask, compressing the air that is above it. If it is likely to rain, low pressure predominates. The water level in the flask will go down.

Making Scientific
Toys
Carson Ritchie
Thomas Nelson Inc.
New York, 1975

36. To make this type of barometer, you need,
- | | | | |
|-------|------|-----------------------------|-------|
| 16.3% | A. | a bottle with a narrow neck | 20.5% |
| 1.0 | B. | a jar | 5.3 |
| 2.4 | C. | water | 2.3 |
| 76.6 | *D. | all of the above | 63.6 |
| 3.4 | N.R. | | 8.3 |
37. In the first step one must,
- | | | | |
|-------|------|-----------------------------|-------|
| 72.4% | *A. | fill the jar with water | 34.1% |
| 6.9 | B. | get 34 feet of tubing | 25.0 |
| 13.2 | C. | Invert the flask | 19.7 |
| 3.6 | D. | measure the pressure of air | 11.4 |
| 3.6 | N.R. | | 9.8 |

	38.	After inverting the flask, the next step is to,	
11.3%	A.	fill the jar with water	17.4%
71.5	*B.	push the mouth of the flask down into the jar of water	50.8
8.1	C.	do both A and B	15.9
6.0	D.	do none of the above	8.3
3.2	N.R.		7.6
	39.	This is an experiment	
5.1%	A.	which uses a 34-foot tube	8.3%
15.3	B.	which follows Torricelli's principle exactly	13.6
44.3	*C.	which measures the pressure of air on a column of water in a tube	28.8
31.0	D.	which does all of the above	40.9
4.1	N.R.		8.3
	40.	How many steps are there in this experiment?	
22.5%	A.	two	6.1%
38.6	*B.	Three	31.1
21.5	C.	Four	32.6
13.1	D.	Five	22.0
4.2	N.R.		8.3

You are to fill in the words that are missing in the passage.
Write your answers in the blanks.

EVERY DOG SHOULD OWN A MAN

Every dog should have a man of his own. There is nothing like A (90.9%)/75.0% well-behaved person around the HOUSE (83.0%)/65.9% to spread the dog's BLANKET (24.2%)/18.9% for him, or bring HIM (83.5%)/59.1% his supper when he COMES (47.4%)/24.2% home man-tired at night. PROPERLY (2.4%)/11.4% trained, a man can BE (86.7%)/72.7% a dog's best friend.

FOR (86.0%)/78.8% example, I happen to BELONG (29.7%)/10.6% to a medium-sized English setter, WHO (28.2%)/10.6% acquired me when he WAS (91.1%)/75.0% about six months old AND (56.0%)/34.8% has been training me QUITE (5.1%)/12.1% successfully ever since. He HAS (56.3%)/27.3% taught me to shake HANDS (63.7%)/60.6% with him, and fetch HIS (5.4%)/15.9% ball. I've learned not TO (93.9%)/77.3% tug at the leash WHEN (72.8%)/39.4% he takes me for A (87.6%)/74.2% walk. I am completely HOUSEBROKEN (1.3%)/14.4%, and I make him A (61.7%)/47.7% devoted companion.

The secret OF (20.8%)/29.5% a dog's success in HANDLING (0.9%)/10.6% a man is patience. SOME (40.9%)/26.5% men are a little SLOW (50.3%)/16.7% to respond, but a DOG (59.8%)/39.4% who makes allowances and TRIES (38.1%)/16.7% to put himself in THE (32.2%)/25.0% man's place will be REWARDED (10.7%)/6.1% with a loyal pal. MY (32.8%)/19.7% setter has broken me SO (32.6%)/7.6% thoroughly that I have DECIDED (3.6%)/2.3% to set a FEW (29.3%)/20.5% basic rules of manhandling, AS (8.5%)/76.8% a guide for other DOGS (47.3%)/25.0% who happen to own FRIENDS (18.5%)/7.6% of mine.

The first PROBLEM (0.7%)/18.9% is to pick out THE (81.5%)/47.0% right man. A dog SHOULD (15.7%)/15.9% exercise great care in MAKING (35.3%)/9.8% his choice, since he IS (48.8%)/21.1% apt to become quite ATTACHED (30.4%)/76.1% to the man and WILL (26.1%)/16.7% find it hard to get RID (60.8%)/23.5% of him later if HE (83.7%)/65.9% proves to be unsatisfactory. EVERY (12.7%)/15.2% dog wants to own A (73.8%)/48.5% champion, but a gay AND (31.1%)/8.3% affectionate disposition is more IMPORTANT (17.5%)/10.6% than an expensive pedigree.

I (38.2%)/30.3% do not happen to BE (61.2%)/44.7% registered, for example, but my setter is just as fond of me as though I came from a long line of blue bloods.

TABLE 11

A. Meaning Vocabulary - Grade 9

Questions in subtest: 4, 7, 18, 24, 33, 34

Performance on Items		
Test Item	% of Responses Correct	
	Prov.	Fed.
4	68.2	47.0
7	78.4	61.4
18	85.7	47.0
24	77.9	61.4
33	77.6	51.5
34	82.5	72.7

TABLE 12

B. Literal Comprehension - Grade 9

Questions in subtest: 10, 13, 15, 16, 17, 20, 30, 31, 36, 37, 38, 39, 40

Performance on Items		
Test Item	% of Responses Correct	
	Prov.	Fed.
10	89.6	75.8
13	82.7	49.2
15	36.0	23.5
16	87.9	88.6
17	37.5	21.2
20	82.7	59.3
30	92.6	88.6
31	42.6	13.6
36	76.6	63.6
37	72.4	34.1
38	71.5	50.8
39	44.3	28.8
40	38.6	31.1

TABLE 13

C. Interpretation - Grade 9Questions in Subtest: 1, 8, 9, 11, 12, 14, 19, 21, 22, 23, 32

Performance on Items		
Test Item	% of Responses Correct	
	Prov.	Fed.
1	67.7	62.1
8	77.6	47.0
11	69.3	51.5
12	78.7	41.7
14	67.5	56.1
19	88.2	43.2
21	58.1	50.8
22	76.0	32.6
23	48.8	15.2
32	52.1	46.2

TABLE 14

D. Critical-Reflective - Grade 9Questions in subtest: 2, 3, 5, 6, 35

Performance on Items		
Test Item	% of Responses Correct	
	Prov.	Fed.
2	34.7	10.6
3	42.1	18.9
5	85.9	59.1
6	45.9	45.5
35	46.3	19.7

TABLE 15

E. Study Skills - Grade 9Questions in subtest: 25, 26, 27, 28, 29

Performance on Items		
Test Item	% of Responses Correct	
	Prov.	Fed.
25	88.8	80.3
26	86.2	79.5
27	85.2	80.3
28	90.5	87.1
29	66.1	56.8

GRADE 9 READING INTEREST SURVEY

The survey asked students for open-ended answers. There were few opportunities of this nature in the assessment. For this reason, there will be more direct quotes in order to show the divergent abilities and opinions of the students. Not all answers are included. An attempt has been made to show the variety of responses rather than the number of similar ones. When asked what would encourage them to read more, students wrote:

more types of poems, care, motorcycles, and body building books
 nothing
 would be other people's opinion on the book they read
 if the school would buy more books
 more sports magazines and newspapers
 if there was music playing, and if there was nice comfortable chairs, and if there was junk food to go along with the books
 being away from home
 recommended books
 more horror stories
 if I had something humorous and has action true stories and to get more romance books
 more good novels and magazines
 more books
 when I am alone
 magazines like rock, wrestling, and good science fiction books
 if I had to do a science project or other kinds as projects
 more time and new books in the school library
 a lifetime supply of horror stories, short stories, etc.
 the ways of living, business and jobs
 giving assignments.

When students were asked if they liked to read and why - the following answers were made. The negative ones are all tabulated "4 no's" and "2 never's":

no because every time I read I wanted to sleep
 because it bored's me
 because its boring
 I get tired very easily
 never
 because I'm not excellent reader
 I only like it for awhile

The positive responses were chosen for their individual reactions and you also have examples of the divergent language capabilities:

I practice for when I go to college or any other school
It's part of my life
because its a habit
it makes your brain function and concentration
you can waiste time
because it passes the time and they are usually exciting
I always feel that I see the whole thing
It's fun when you get to the climax
because I like it
because I love the pictures
to find excitement
because it is interesting and for the entertainment
I like reading what other people think
you learn a lot of things from reading
it helps me to relax
I like kept up with music. What happing in music
sometimes when there is nothing to do
to improve my vocabulary and keep me interested
I cn improve my speech and learn about new things
I enjoy good endings
because you have something to think about you forget
your problems
because I read slow it will help me to read faster.

The answer given most often was:

because I like to know what is going on around me

The majority of students indicated that they read about 3-5 hours per week. Again, seven students checked that they never read. Ten students checked that they read from 6-20 hours per week.

A P P E N D I X 'A'PARTICIPATING SCHOOLS

<u>S C H O O L</u>	<u>CODE NO.</u>	<u>GR. 3</u>	<u>GR. 6</u>	<u>GR. 9</u>	<u>GR. 12</u>
CROSS LAKE	5301	62	56	25	--
GARDEN HILL	5302	31	25	17	--
GEORGE KNOTT	5303	15	12	9	--
GOD'S NARROWS	5304	26	16	10	--
GOD'S RIVER	5305	8	18	5	--
LAC BROCHET	5306	10	12	--	--
LAKE ST. MARTIN	5307	7	9	8	--
LITTLE SASKATCHEWAN	5308	7	4	1	--
OXFORD HOUSE	5309	28	34	10	4
PUKATAWAGAN	5310	23	24	9	--
RED SUCKER LAKE	5311	13	11	--	--
SHAMATTAWA	5312	14	21	3	--
SPLIT LAKE	5313	27	33	11	--
ST. THERESA POINT	5314	45	31	22	--
TADOULE LAKE	5315	4	2	--	--
YORK LANDING	5316	5	8	2	--
		<u>331</u>	<u>*316</u> 309	<u>132</u>	<u>4</u>

* Some students had not completed even one section and were deleted.