

Dear Educators:

The editors at Townsend Press have released online versions of our popular reading tests: Form A, Form B, and now, Forms C and D. The four tests are equal in difficulty and scope.

About the Tests

The four tests—Form A, Form B, Form C, and Form D—can be used as diagnostic, placement, or exit exams. Each test consists of a series of four reading passages followed by multiple-choice questions—40 items in all.

The tests cover seven key reading skills: main ideas; vocabulary in context; supporting details; relationships; inferences; fact and opinion; purpose and tone.

On the basis of much teacher input, we recommend a test time of 50 minutes, although some instructors may prefer to allow more time or give the test untimed.

Following each test, students will get their overall score as well as a readout on how they did with each skill.

Interpreting Results

When using the tests as *diagnostic or placement exams*:

- Students who score below 70 percent should be placed in a lower-level developmental reading course;
- Students who score between 70 and 90 percent should be placed in an upper-level reading course;
- Students who score above 90 percent may be considered for exemption from a developmental reading course.

Note: Schools may want to use the test to take the place of whatever conventional test they may be using. Cutoff scores can, of course, be adjusted to fit local norms.

When using the tests as *exit exams*:

The tests can be used as exit exams for reading courses whose goal is for students to be reading on at least a 10.5 grade level. A raw score of 28 (the equivalent of 70 percent, the passing grade) would be evidence of this competency.

When using the tests for *differentiated instruction*:

Test results include students' overall scores AND their performance on specific skill areas. Using this detailed scoring, instructors can identify students' strengths and adjust instruction to address students' specific needs.

On the next page are the skills covered on each test and the item numbers which test each skill. Note that in all four tests, there are the same number of test items for each skill.

FORM A

Main Ideas (9 questions): 1, 11, 12, 13, 21, 22, 31, 32, 33

Vocabulary in Context (4): 2, 14, 23, 34

Supporting Details (8): 3, 4, 5, 15, 24, 25, 35, 36

Relationships (6): 6, 7, 16, 17, 18, 37

Inferences (7): 8, 19, 26, 27, 28, 38, 39

Fact and Opinion (3): 9, 29, 40

Purpose and Tone (3): 10, 20, 30

FORM B

Main Ideas (9 questions): 1, 2, 3, 11, 12, 21, 22, 31, 32

Vocabulary in Context (4): 4, 13, 14, 23

Supporting Details (8): 5, 6, 15, 16, 24, 25, 33, 34

Relationships (6): 17, 18, 26, 27, 35, 36

Inferences (7): 7, 8, 19, 20, 28, 37, 38

Fact and Opinion (3): 9, 29, 39

Purpose and Tone (3): 10, 30, 40

FORM C

Main Ideas (9 questions): 1, 2, 11, 12, 21, 22, 31, 32, 33

Vocabulary in Context (4): 3, 13, 23, 34

Supporting Details (8): 4, 5, 14, 15, 24, 25, 35, 36

Relationships (6): 6, 7, 16, 17, 26, 37

Inferences (7): 8, 9, 18, 27, 28, 38, 39

Fact and Opinion (3): 19, 29, 40

Purpose and Tone (3): 10, 20, 30

FORM D

Main Ideas (9 questions): 1, 2, 3, 11, 12, 21, 22, 31, 32

Vocabulary in Context (4): 4, 13, 23, 33

Supporting Details (8): 5, 6, 14, 15, 24, 25, 34, 35

Relationships (6): 7, 16, 26, 27, 36, 37

Inferences (7): 8, 9, 17, 18, 28, 38, 39

Fact and Opinion (3): 10, 19, 29

Purpose and Tone (3): 20, 30, 40

When using the tests *to select a textbook*:

Below are guidelines to help instructors select the appropriate *Reading Series* textbook for their students.

- For raw scores below 20, use: *Groundwork for College Reading*
- For raw scores of 20 to 24, use: *Ten Steps to Building College Reading Skills*
- For raw scores of 25 to 29, use: *Ten Steps to Improving College Reading Skills*
- For raw scores of 30 to 34, use: *Ten Steps to Advancing College Reading Skills*
- For raw scores above 34, use: *Ten Steps to Advancing College Reading Skills*
OR
Ten Steps to Advanced Reading

Recommended Skills Practice

Below are guidelines that may help instructors decide which reading skills to focus on with their students.

If a student has more than 1 answer incorrect with “Main Ideas,” “Vocabulary in Context,” “Supporting Details,” “Relationships,” or “Inferences,” work on those skills. Keep in mind that main ideas is by far the most important skill for students to master.

If a student has all 3 answers incorrect with “Fact and Opinion” or “Purpose and Tone,” pay some attention to those skills. By comparison, however, they are less important to everyday reading comprehension than the other skills. “Purpose and Tone” questions are a kind of inference, and practice with “Inferences” will help students deal with these questions. “Fact and Opinion” questions tend to be explicitly fact or opinion—in which case they are fairly obvious once a student understands the concepts.