CHAPTER IV

CONSTRUCTION OF READING ABILITY TESTS

In a research work a researcher has to select valid data gathering instruments and devices to gather facts from the relevant fields. These devices and instruments called 'research tools' must have relevance to the work undertaken. Any single instrument cannot measure all types of abilities or attainments. Hence the tools have to be prepared for specific purposes. Moreover, from the points of view of objectivity, discriminating power and comprehensiveness, a research tool should be acceptable.

The research tools may be readily available or they may have to be developed by the researcher. Construction of appropriate tools for research work is a time consuming process requiring skill and perseverance. It is always advisable to study the available tools and if possible select the appropriate ones for one's study.

Different studies have used different tools. Since the present study was aimed at measuring the reading ability of students, the only tools required were reading ability tests.

In an effort to identify a few reading ability tests in English suitable for the present study, the investigator scrutinized the available tests. Earlier, Grover (1990) used six reading ability tests for her study and she was able to identify two factors of reading ability. For each factor, a minimum of two to three tests is required.
Therefore, there was need for more tests to cover all the areas of word knowledge and comprehension. Hence, the investigator decided to use not only Grover's tests but also to construct new tests to cover all the aspects of reading ability.

The cycle of test construction can be divided into four phases - designing, developing or preparing, trying-out and item analysis. Utmost care was taken by the investigator to follow the above pattern in constructing the reading ability tests for the present study.

The first step was to chalk out a test design appropriate for the present study.

4.1 Test Design

A really comprehensive test design must start with a definition of the purpose of the test and for whom the test is made, the nature of the test, the type of items, the number of items, item analysis procedures, test administration procedures and scoring procedures.

Generally three types of reading ability tests are prepared to serve three different purposes. They are (a) reading readiness tests to find out whether the child has acquired the necessary skills for learning to read, (b) survey tests to measure the overall level of achievement of the child in reading and (c) diagnostic tests to gather information about the strengths and weaknesses of the child in reading.

It is also important in test designing to define the testee for whom the tests are prepared and the settings in
which he has to take the test. In the present study, the reading ability of the ninth and eleventh grade public school girls of Delhi was to be measured. Hence it was decided to prepare a battery of survey type reading ability tests.

It was also decided to develop objective type tests considering the fact that scoring could be done quickly and consistently with objective type tests. Of the different item forms of objective type tests multiple choice variety was decided to be used for these tests.

In multiple choice tests, a stem i.e., an incomplete statement or a question is followed by three to five plausible alternatives out of which only one is the correct or best answer. The pupil has to choose the correct or the best response. But the multiple choice items are not easily constructed as there are certain technical problems involved requiring care in the drafting of items.

While constructing multiple choice tests it is advisable to use at least four or five choices one of which would be the correct or best response while others called distractors, based as they are on partial information and misinformation prevalent amongst the testees, are plausible responses. It is also advisable to avoid highly technical distractors as also to scatter the correct responses equally among possible answer positions as far as possible.

The investigator took particular care to follow these guidelines while preparing the test items. In all the subtests, the number of possible responses was four. By preparing a response count sheet, distractors which were not plausible were spotted out and they were improved.
4.2 Sources of the Test Items

Before the various vocabulary and comprehension tests were decided, the investigator chalked out the sources from which the items could be selected and the materials which would help in item construction.

4.2.1. Roget’s International Thesaurus

As a battery of tests was to be constructed a wide ranging word pattern was essential. Selecting the items for vocabulary tests posed some difficulty for the investigator. A dictionary was not sufficient enough to give a representative pattern to the words selected for a battery of vocabulary tests. Therefore, the investigator decided to make use of Roget’s Thesaurus (1978 edition) and to select the words using a random selection technique. While a dictionary provides meaning for a word, a thesaurus provides a class of words with its several categories, and finally words within each category. It provides a number of synonyms within each category - nouns, verbs, adjectives etc. followed by another which is usually an antonyms category.

Achieving randomness in the selection of words is often a difficult aspect of an investigation. For the present study, the Table of Random Numbers (Table XI) from Walker and Lev’s ‘Statistical Inference’ (1953) enabled the investigator to overcome this difficulty. Roget’s International Thesaurus consists of one thousand and forty categories of words with their different shades of meaning (synonyms) and antonyms, broadly classified into eight classes. viz., Abstract Relations, Space, Physics, Matter, Sensation, Intellect, Volition and Affections. Using the Table of Random Numbers, the investigator selected 215
groups of words from Roget's Thesaurus. From each category, one word was invariably taken and incorporated in one test or the other. Apart from this the investigator used Thomas Y. Crowell's 1946 edition of Roget's Thesaurus also which contained adages, proverbs, idioms and metaphors just below the word class. The investigator found these to be of much help in the construction of some test items.

The researcher could notice that the advantage of this type of selection was that words from almost all branches of learning could be selected and pupils' knowledge of them could be tested.

4.2.2. Written Assignments of Pupils

The written assignments of students could provide some material for the tests for the present study. The researcher being a teacher of English herself, had already noted down certain frequent errors of pupils in their written assignments. She decided to include such common errors also in her tests.

Discussions with some experienced teachers and colleagues helped the researcher in identifying the students' weaknesses in certain vocabulary items.

This also helped her to identify the misinformation and partial information prevalent among students and prepare plausible distractors based on these.

4.2.3 Standardised Reading Tests

The researcher made a study of the following standardised Reading Ability Tests as well:
3. Durrell and Sullivan (1944): Reading Capacity and Achievement Test.
4. Davis F.B. et. al. (1948) Co-operative English Test.

These standardised tests were not found suitable to be used as such in Indian schools, for the items represent a culture and standard alien to Indian children. Nevertheless, the tests could provide the researcher with a few vocabulary and comprehension item - ideas which could be included in her tests.

In the Indian educational research front, a few achievement tests in English have been constructed. Out of these, two tests are purely reading ability tests. Patel (1971) standardised a silent reading comprehension test in English for the S.S.C. pupils of Gujarat. Skariah (1981) standardised an oral reading comprehension test in English for the pupils of Class VIII of Gujarat. The other achievement tests in English were developed by Aram, Rengaswamy and Feroz (1957), Buch, Patel and Kotwal (1960), Mishra (1970), Deshpande (1972), Sinha (1967) and Chatterjee et. al. (1970). The researcher could not obtain any help from these tests as the attempts made by her to get these tests proved futile. However, it was decided that reading ability tests prepared by Grover (1990) be included in the battery of tests for the present study.
They consisted of two vocabulary tests - a synonymity test and an antonymity test - and three comprehension tests - Reading for Inference, Reading for General significance and Reading to Note details.

4.3 Test Development - Vocabulary Tests

Words play an important role in speaking, writing and reading. A conversation or a piece of writing becomes boring and colourless if the words used are inadequate, whereas a wide vocabulary gives one advantage in expression. Often vocabulary problems can serve as formidable obstacles to the development of meanings in reading.

Numerous researches have established the role of word knowledge in the process of comprehension. According to Bond et. al:

"The acquisition of word meanings is fundamental to all comprehension in reading. When word meanings are simple, precise and rich and when semantic variations are understood, there are adequate concepts for the pupils to draw upon to do effective reading. Without satisfactory word meanings, comprehension of either spoken or printed language is impossible. Comprehension of sentences and paragraphs naturally requires an understanding of their words."

(Bond et. al. 1984)

In the present study, to test the word knowledge of the public school girls of the ninth and eleventh grades, the following eight vocabulary tests were used:
Vocabulary Test I - Recognition of word meaning
Vocabulary Test II - Synonyms
Vocabulary Test III - Antonyms
Vocabulary Test IV - Identification of a word to replace a phrase or idea.
Vocabulary Test V - Recognition of words in context
Vocabulary Test VI - Recognition of the keyword for a proverb.
Vocabulary Test VII - Recognition of the Meaning of a phrasal verb.
Vocabulary Test VIII - Recognition of Diction and Usage.

Of these vocabulary Test II (Synonyms) and Vocabulary Test III (Antonyms) were selected from Grover's (1990). Reading Ability Test Battery. The other six vocabulary tests were constructed by the investigator herself.

4.3.1 Vocabulary Test I (Recognition of Word Meaning)

The first requirement of reading is the ability to know words and their meaning. Hence knowledge of word meaning is given emphasis in vocabulary building. Good vocabulary is also essential in comprehending passages as well.

In this test, the testees are required to find out the word which is the nearest in meaning to the italicised word in the given sentence. A choice of four words is also given for each item.

Example:

The **verdict** was in his favour
4.3.2. Vocabulary Test II (Synonyms)

One who has a store of synonyms at his command has language which is more useful, forceful and interesting. Therefore, synonyms are worth cultivating.

Synonyms are actually words expressing what is essentially the same idea but which differ from one another in some shade of meaning, in emphasis or in their connotations. This means that no two words have the same meaning. Hence in this test students are instructed to select from the four alternatives, the word which is most nearly the same in its meaning as the original word.

Example:

Error:

a. defect  b. wrong
a. defect  b. wrong
c. mistake  d. blunder
c. mistake  d. blunder

Here 'c' 'mistake' is most nearly the same in meaning as 'error'. Such correct responses were awarded one score each.

4.3.3. Vocabulary Test III (Antonyms)

Antonyms are just the opposite of synonyms. Here
the testees are expected to select the word opposite in meaning to the original word. In English antonyms are formed in two ways:

1. By adding a prefix to the given word. For example
   Honest - Dishonest
   Happy - Unhappy

2. By suggesting words opposite in meaning.
   For example:
   Cruel - Kind
   Interesting - Boring

In the present test, the second type of antonyms are used. Students are asked to find out the correct antonym of the given word from the four alternatives given.

Example:

Foolish:

a. intelligent  c. clever
b. brilliant     d. wise

Among these four alternatives 'd' 'wise' is the correct opposite of the word 'foolish'. Such correct responses were awarded one score each.

4.3.4 Vocabulary Test IV (Identification of a word to replace a phrase or idea)

An apt word which rightly expresses an idea will render
beauty to a sentence. A practice at this will also help children to express their ideas with brevity and clarity.

In this test, the testees are required to select the appropriate word which conveys the meaning of a given phrase or idea from the four alternatives given.

Example (1)

1. Off the Subject:

   a. irrelevant  
   b. impertinent  
   c. inapplicable  
   d. inconsequent

Here, 'a' 'irrelevant' is the word which conveys the meaning of the phrase 'Off the subject'.

Example (2)

Beneficial use of money.

   a. management  
   b. economy  
   c. savings  
   d. prudence

Here, 'b' 'economy' is the word to be used to express the idea 'beneficial use of money'.

Such correct responses were given one score each.

4.3.5. Vocabulary Test V (Recognition of words in context)

Students are faced with the problem of understanding the meaning of certain new words, especially when the
subject matter they read is unfamiliar to them. Then they depend greatly on context clues.

This particular test is designed to find out how the students manage to get the right word looking at the context of the sentence. The students are asked to fill up the blanks in the given sentences selecting the right word from the four alternatives given after each sentence.

Example:

The boy thanked the teacher ___.

a. extensively  b. profusely  c. fully  d. generously

Here 'b' 'profusely' is the word befitting the context of the sentence. Such correct responses were given one score each.

4.3.6. Vocabulary Test VI (Recognition of the key word for a proverb)

Proverbs are a valuable medium for measurement in the area of reading ability. They are easily comprehended by students since they nearly always consist of the familiar objects and events of everyday life. The meaning of a proverb can be expressed in a paragraph or in a sentence or it can be compressed into a single word.

In this test, the testees are required to find out the word which best conveys the essence of some well-known proverbs and quotes. For each item a choice of four words
also is given.

Example:

A stitch in time saves nine

a. convenience  b. opportunity
  c. timeliness  d. emergency

The given proverb refers to the importance of timely action. Hence, of the four alternatives 'c' 'timeliness' conveys the essence of the proverb. Such correct responses were awarded one score each.

4.3.7 Vocabulary Test VII (Recognition of the Meaning of a Phrasal Verb)

In English language certain verbs followed by prepositions and adverbs attain the status of idioms. They are otherwise called phrasal verbs and are widely used in literary and spoken language. Students are expected to attain some mastery over the use of such phrasal verbs by the time they reach the higher secondary level.

In this test, the students are required to find out alternative words for the italicised phrasal verbs in the given sentences from the given alternatives.

Example:

I cannot put up with his insolence.

a. admit     b. support
  c. tolerate d. submit to
Here 'c' 'tolerate' is the word that conveys the sense of the phrasal verb 'put up with'. Such correct responses were given one score each.

4.3.8. Vocabulary Test VIII (Recognition of Diction and Usage)

In learning to read English a knowledge of vocabulary alone is not sufficient. Along with a knowledge of the choice of right words, students should be aware of how words are related to one another in a sentence. This is otherwise known as awareness of diction and usage.

This test consists of sentences with a blank space in each sentence. Students are asked to fill up the blank spaces with the correct words or usages chosen from the four alternatives given after each sentence.

Example:

He glanced through all three of the books, but he did not think he would like_____ of them.

a. either  b. neither
c. any      d. none

Here 'c' 'any' is the correct usage. Such correct responses were given one score each.

4.4 Comprehension Tests

'Comprehension' is the name given to a list of mental reactions to the printed material. When a text is being
read, both mechanical and intellectual processes take place. Along with the mechanical process of vision, recognition and reproduction, intellectual processes of recalling, remembering, judging, appreciating, evaluating etc. go on. The product of the mechanical processes is the technique and that of the intellectual processes is comprehension.

According to Russell:

"Comprehension carries the understanding of a word or a phrase beyond recognition to the understanding of the meaning intended by the author. It involves determining the meaning of words in their language setting and at the same time linking the meaning into larger language patterns and fusing them to a chain of related ideas usually those that the author had in mind."

(Russell 1949)

Comprehension, according to Sanford (1971) literally means 'holding together'. Hence, it is a process in which the reader holds together in his mind the meaning coded by a writer into print.

To establish whether a pupil has understood a given passage, he has to be given one or more of a set of tasks like whether he can tell the meaning of the words in a passage, whether he can derive the meaning of ambiguous words from the given context, whether he can identify the main themes of a passage or translate into direct terms ideas that may have been presented by a metaphor and the like. These questions enable one to construct comprehension questions because the answers that are obtained from the pupils will constitute an operational criterion of their comprehension.
For children above twelve years of age Schonell and Goodacre (1974) suggest that their ability to organise information, which means the ability to search relevant information from different sources and assessing the value of information can be tested. Another skill for this age group is the ability to read material and then to make a summary of it. Besides these skills, they also recommend the ability to read material involving a sequence of related steps so that the pupils may arrive at a conclusion and the ability to predict the outcome of events or to make inferences.

Therefore, the researcher decided to include the following seven comprehension tests also in the Reading Ability Test Battery. They are:

Comprehension Test I Recognition of the Paraphrase of a Keyword.
Comprehension Test II Recognition of Idiomatic Expressions.
Comprehension Test III Recognition of Sentence Meaning.
Comprehension Test IV Recognition of the Meaning of Proverbs.
Comprehension Test V Reading for Inference.
Comprehension Test VI Reading for General Significance.
Comprehension Test VI Reading to Note Details.

Of these Comprehension Test V (Reading for Inference), Comprehension Test VI (Reading for General significance) and Comprehension Test VII (Reading to Note Details) were taken from Grover (1990) and the others were
constructed by the investigator herself.

4.4.1 Comprehension Test I (Recognition of the Paraphrase of the Keyword)

Lennon (1962 p.326) has identified "matching words with definitions" as a comprehension skill.

In this test, the testees are required to select the paraphrase which best explains a word. They are given four choices also for each item.

According to Strang (1961 p.156) "In order to comprehend accurately the literal meaning of a passage one must give proper weight to each word, phrase and sentence". In a test like this particular one, the meaning comes more from the emphasized word than from its context.

Example.

The old man was rather eccentric. He had

a. traditional ideas  
b. an unsteady character  
c. odd behaviour  
d. an unreliable nature.

Here, the paraphrase which defines the word 'eccentric' is 'odd behaviour'. Correct answers like this were given one score each.
4.4.2 Comprehension Test II (Recognition of Idiomatic expressions)

The ability to deal with idiomatic and figurative expressions and picturesque language are included by Lennon (1962 p.328) in the category of 'Interpretive and Appreciative skills'. A knowledge of metaphoric and idiomatic expressions is essential very often to comprehend the tone and mood of an author and the purpose of a passage. In this test, the testees are asked to find out the meaning of the idiomatic and metaphoric expressions in the given sentences. Each sentence is followed by four choices also.

Example:

I think we are on a wild goose chase.

a. a very difficult and tiresome task.
b. a foolish and fruitless search
c. in a helpless and tricky situation
d. in pursuit of a wild goose.

The idiom 'wild goose chase' means 'the hunt for something which does not exist, or if it does, is not worth catching.' Therefore, the correct choice is 'b''a foolish and fruitless search.' Such correct responses were awarded one score each.

4.4.3 Comprehension Test III. (Recognition of Sentence Meaning)

It is generally presumed that a test of sentence meaning is a comprehension test. In this test, students
are asked to choose the correct explanation of a given sentence from the four explanations given after each item.

Example:

After breakfast, Mary and Dora played games on the street.

a. Mary and Dora played games after breakfast.
b. Mary and Dora played games and ate breakfast on the street.
c. After breakfast on the street, Mary and Dora played games.
d. Mary and Dora played games on the street and then had breakfast.

Here, the explanation 'a' 'Mary and Dora played games after breakfast' is the correct one. To get the correct meaning of a sentence students should have word knowledge as well as an awareness of correct diction and usage. Such correct responses were awarded one score each.

4.4.4 Comprehension Test IV (Recognition of the Meaning of Proverbs)

This is a Proverb Test. It requires the students to identify the meaning of a proverb from the four choices given.

Example:

Don't cry over spilt milk.

a. It won't do any good to cry.
b. Don't be concerned about mistakes of the past.
c. Stop crying and clean it up.
d. It is better to laugh than to cry.

Here the right choice is 'b' 'Don't be concerned about mistakes of the past'. A proverb test is a good measurement of the verbal comprehension of students. The material of the proverb is easily comprehended by students since usually it consists of the familiar objects and events of everyday life. Items like the one given above require the testees' comprehension of the valuable moral lessons they convey. Such correct responses were awarded one score each.

4.4.5 Comprehension Test V(Reading for Inference)

In this test the testee is required to read the given passage carefully and to infer what might happen next, taking into account the context clues provided in the passage. Bond and Wagner (1969, p. 221) call it the ability of predicting outcomes. The accuracy of the prediction depends in some measure upon his ability to read, to appraise and to estimate the sequence of events. While reading, children are required to think beyond the facts given in the passage while comprehending the passage thoroughly so that they could infer what probably would happen next.

Example:

Mother Teresa has dedicated her entire life to the service of the poor. To serve this noble cause, she requires a lot of help in cash and kind both. Once, a
factory manager gave her a big tin of broken biscuits.

a. She kept them with herself.
b. She did not accept them.
c. She distributed them among the hungry.
d. She distributed them among her friends.

The testee, considering Mother Teresa's noble cause of service to the poor, would infer that she would distribute the biscuits among the poor and choose 'c' as the right answer. The other three are distractors. Such correct responses were awarded one score each.

4.4.6 Comprehension Test VI - (Reading for General Significance.

Here, the testee is required to exercise judgement in selecting and relating relevant facts found in a passage and to arrive at generalisations and conclusions. According to Bond and Wagner:

"Reading to generalize is a type of comprehension in which the important elements within a passage are related one to another so that they can be combined into a principle, inference or generalization. The teacher should be careful not to discourage the child from generalizing. Reading to generalise is so frequently required of the child in Science, Arithmetic and Social Studies that there are many opportunities for the teacher to lead the children to discover the usefulness of this ability and to enable the children to become proficient in generalizing from their reading.

(Bond and Wagner 1960 p.206)

The passages in this test provide enough information to the testees to arrive at correct generalizations. Each
passage is followed by one incomplete statement. This is followed by four distractors, one out of which rightly completed that incomplete statement.

Example:

Karim often borrowed money from others but never returned it. If the people demanded it, he would say, he never borrowed it. Now, people knew his nature and would avoid him. Karim was_______

a. dishonest b. a thief
c. selfish d. miserly

The passage provides evidence to the testee to come to the generalisation that Karim was dishonest. The right choice therefore, is 'a' - 'dishonest'. Such correct responses were awarded one score each.

4.4.7 Comprehension Test VII (Reading to Note Details)

This test measured the literal comprehension of students, i.e., the literal understanding of the material. Here, the pupils note details that are significant.

Some pupils who are expert rapid readers in fiction and who get the main ideas easily in factual material seem to have little or no interest in details, do not notice them as they read and cannot remember them later. Balanced training in reading should include practice in reading for details.

This test consists of ten passages. Each passage is followed by three questions, each followed by four
Example:

A poor woodman, one day was cutting a tree on the bank of a river. By chance, his axe slipped from his hand and fell into water. The woodman sat down and began to cry.

i) The woodman was cutting a tree

   a. in a dense forest
   b. on a mountain top
   c. by the side of a river
   d. in a nearby garden

ii) What mishap took place?

   a. someone snatched his axe.
   b. He slipped the axe by chance
   c. he fell into the river
   d. His axe was broken.

iii) The woodman was crying because

   a. His axe had hurt his hand.
   b. The handle of the axe was broken
   c. he slipped into the river
   d. he had lost his axe

According to the passage the correct answers to questions i, ii and iii are 'c', 'b' and 'd' respectively. Each correct answer was awarded one score each.
4.5 The Pre Try-out

After the test items were prepared, the item pool along with answers and distractors were scrutinized by a few experts. Each item was reviewed for psychological soundness, clarity of expression and suitability of test's purpose. On scrutiny some drawbacks could be found in a few test items. These items were redrafted and distractors were modified. Some items were deleted and a few new ones were added.

As the test items were ready, the next step was to see them pre-tried. Lindquist (1955 p. 251) defines the pre-pilot test as the preliminary administration of the tentative try-out units to small samples of examinees for the purpose of discovering gross deficiencies, but with no intention of analysing pre try-out data for individual items. Thus the purposes of the pre try-out are:

1. to discover gross deficiencies such as (a) major omissions, (b) ambiguities in the test items (c) inadequacies and errors in the general directions to the examinees (d) difficulties in the mechanics of taking tests (e) errors in the arrangement of test booklets.

2. to determine quickly whether the average level of difficulty of the items is satisfactory.

3. to estimate with considerable accuracy the amount of time required for taking the test and

4. to determine the inter-correlation among the items in order to avoid overlap in the item selection.
4.5.1 Sample of the Pre try-out

According to Conrad (1956) the sample of the pre try-out may be from half a dozen to a hundred examinees fairly representative of the population to whom the finished test is to be administered. The population for the final administration of the tests was decided to be the ninth and eleventh grade girl students of public schools. Therefore, the investigator decided to administer the pre try-out test to 12 ninth grade and 12 eleventh grade girl students. This sample was taken from St. Thomas Senior Secondary school, Trivandrum, Kerala.

4.5.2 Administration of the Pre try-out

It was pointed out that the Reading Ability Test Battery consisting of ten tests could not be administered to students at a single sitting as it could lead to fatigue and loss of interest. So it was decided that after the first five tests an interval of 30 minutes, should be given to students. The rest of the test was to be conducted after the interval.

The pre try-out test was conducted in December, 1990. The whole procedure was quite informal. The test was conducted in one class room. The researcher read out and explained the general instructions about how to take the test. The students were permitted to ask questions if they could not follow the instructions. The researcher managed to collect the opinion and views of the students about the tests in general.

4.5.3 Scoring

The scoring of the test was done according to the key
to the questions already prepared. Each correct response carried one point. Items were not given any weightage considering their assumed difficulty or importance. No formula for correction was applied in scoring. Total number of right answers and total number of wrong answers for each item of each test was found out.

4.5.4 Scrutinizing of Items

The purpose of the pre try-out was to get a rough estimate about the working of each item. Therefore, the total score of each examinee was not of any importance. Items which were found to be too easy and too difficult were discarded. A few faulty items were deleted. Corrections were made in distractors in certain items. The information gleaned from the testees' views and opinions about certain items enabled the investigator to make effective changes in the items and distractors. The practical difficulties the students had to face while taking the test were identified and rectified.

4.6 Arrangement of Test Items

There are two main methods of arranging the test items. They are, (a) Discrete method and (b) Omnibus method.

In discrete method the items of the same type are arranged in one sub test, generally in an ascending order of difficulty. All the sub tests are arranged one after the other. Time for each test is mentioned separately. On the other hand in omnibus method all the items are arranged in
ascending order of difficulty irrespective of types. The test as a whole has an overall time limit.

For the present study, the discrete method was adopted. The items were arranged in an ascending order of subjectively assumed difficulty. At the pre try-out level and at the try-out level the test battery was named only Reading Ability Test Battery. Out of the 349 items tested at the pre try-out level, 299 were selected for the try-out and they were classified into ten types of reading ability tests. For the convenience of students and for the practicability of administration, the test battery was divided into two parts - Part A and Part B - each part consisting of five tests.

It was decided to permit the students to take their own time to finish as much as possible of each test and hence no time limit was given. However, nobody was to be allowed to take inordinate time to finish a test. The students were asked to mention the time they took for each test in the space provided on the answersheet. It was also decided to keep a time-piece on a table in front of the students, so as to enable them to mention the time taken for each test.

The cover page of the test booklet had general instructions about how to answer the tests. Instructions with worked out examples were also given at the top of each sub-test. (See Appendix - A)