

REFERENCES

- AARON, P.G. 1991. Is there a hole in the whole language? Contemporary Education, 62(2), 127 - 133.
- ADAMS, M.J. 1990. Beginning to read : Thinking and learning about print. Cambridge, Massachusetts: MIT Press.
- AFFLERBACH, P. 1995. Reading assessment : Teachers' choices in classroom assessment. The Reading Teacher, 48(7), 622-624.
- BACHMAN, L.F. 1990. Fundamental considerations in language testing. London: Oxford University Press.
- BADIAN, N.A. 1998. A validation of the role of preschool phonological and orthographic skills in the prediction of reading. Journal of Learning Difficulties, 31(5), 472 - 481.
- BARRON, R.W. 1986. Word recognition in early reading : A review of the direct and indirect access hypothesis. Cognition, 24, 93 - 119.
- BAUMANN, J.F. 1991. Editorial Comment : Of rats and pigeons : Skills and whole language. Reading Psychology : An International Quarterly, 12, iii - xiii.
- BEECH, J.R. 1985. Learning to read : A cognitive approach to reading and poor reading. London: Croom Helm.
- BEECH, J.R. & SINGLETON, C. 1997. The psychological assessment of reading : Theoretical issues and professional solutions. In: BEECH, J.R. & SINGLETON, C. (Eds.). The psychological assessment of reading. London : Routledge, 1 - 26.
- BEERY, K.E. & BUCKTENICA, N.A. 1989; 1967. VMI - Developmental Test of Visual-motor Integration. 3rd ed. Cleveland: Modern Curriculum Press.
- BHANA, K. 1987. Psychological research with Indian South Africans : Exploration in method. In: MAUER, K.F., RETIEF, A.I. (Eds.) Psychology in context : Cross-cultural research trends in South Africa. Pretoria: HSRC, 159-181.

BORKO, H. 1997. New forms of classroom assessment : Implications for staff development. Theory into Practice, 36(4), 232-238.

BOUWER, A.C. 1993. Wordwise Reading Programme : Programme Guide. Pietermaritzburg : Shuter & Shooter.

BOUWER, A.C. 1992. Application of modern reading theory in computer-assisted reading instruction. Suid-Afrikaanse Tydskrif vir Opvoedkunde, 12(1), 12-16.

BOUWER, A.C. 1990a. Content and reading levels for black pupils Std 2 - 5 : Guidelines for a reading development kit. Pretoria : HSRC.

BOUWER, A.C. 1990b. The diagnostic evaluation of language skills. Basiese Edumetrika (Opvoedkundige toetsing, meting en evaluering) Deel 1. Pretoria : UNISA.

BOUWER, A.C. 1989. Guidelines for an English reading programme for black primary school pupils standard 2 - 5. Unpublished doctoral dissertation, University of Pretoria.

BRADY, D. 1997. Assessment and the Curriculum. In: CULLINGFORD, C. (Ed.). Children, Teachers and learning : Assessment versus evaluation. London: Cassel, 8-23.

BROWN, D.A. 1982. Reading diagnosis and remediation. Englewood Cliffs: Prentice-Hall.

BRYANT, P. 1974. Perception and understanding in young children : An experimental approach. London : Methuen & Co Ltd.

BRYANT, P. & BRADLEY, L. 1985. Children's reading problems : Psychology of education. Oxford : Basil Blackwell.

BRYANT, P. & NUNES, T. 1998. Learning about the orthography : A cross- linguistic approach. In: PARIS, S.G. & WELLMAN, H.M. (Eds.). Global prospects for education : Development, culture, and schooling. Washington DC : American Psychological Association, 171-191.

BRYANT, P.E., MACLEAN, M., BRADLEY, L.L. & CROSSLAND, J. 1990. Rhyme and alliteration, phoneme detection and learning to read. Developmental Psychology, 26(3), 429 - 438.

BURDEN, R. 1996. Meaningful questions or meaningful answers : Worthwhile assessment in a changing world. In: ENGELBRECHT, P., KRIEGLER, S.M. & BOOYSEN, M.J. (Eds.). Perspectives on learning difficulties. International concerns and South African realities. Pretoria: J.L. van Schaik, 96-108.

BURNS, P.C., ROE, B.D. & ROSS, E.P. 1992. Teaching reading in today's elementary schools. 5th ed. Boston : Houghton Mifflin Company.

CALLIS, D.M. 1994. The development and validation of oral/aural tests for the senior primary phase. Unpublished M.Ed. dissertation, RAU.

CALLIS, D.M. 1993. English First Language Standardised Achievement Test Standard 6. Pretoria: HSRC.

CHRISTIE, T. 1995. Defining the reading domain : Is a curriculum definition sufficient to establish a standard? In: OWEN, P. & PUMFREY, P. (Ed.). Curriculum and assessment issues: Messages for teachers, 2. London : The Falmer Press, 107 - 120.

COLTHEART, M., CURTIS, B., ATKINS, P. & HALLER, M. 1993. Models of reading aloud: Dual-route and parallel-distributed processing approaches. Psychological Review, 100(4), 589 - 608.

CULLINGFORD, C. 1997. Introduction. In: CULLINGFORD, C. (Ed.). Children, teachers and learning : Assessment versus evaluation. London: Cassell, 1-7.

CUNNINGHAM, A.E. & STANOVICH, K.E. 1990. Assessing print exposure and orthographic processing skill in children : A quick measure of reading experience. Journal of Educational Psychology, 82(4), 733 - 740.

DAVIES, A. 1990. Principles of language testing. Oxford: Basil Blackwell Ltd.

DECHANT, E. 1991. Understanding and teaching reading : An interactive model. New Jersey: Lawrence Erlbaum Associates.

DECHANT, E.V. 1982. Improving the teaching of reading. 3rd ed. Englewood Cliffs : Prentice-Hall.

DEFIOR, S., JUSTICIA, F. & MARTOS, F.J. 1996. The influence of lexical and sublexical variables in normal and poor Spanish readers. Reading and writing : A Interdisciplinary Journal, 8, 487 - 497.

DE JONGH, A.J. 1988. 'n Doelwitanalise vir die remediëring van Afrikaansleesprobleme in die juniorsekondêreskoolfase. Unpublished M.Ed. dissertation, University of Pretoria.

DOCTOR, E., DEAR, K. & MAKGAMATHA, M. 1996. Multilingual assessment of children's literacy. In: ENGELBRECHT, P. KRIEGLER, S.M. & BOOYSEN, M.I. (Eds.). Perspectives on learning difficulties. International concerns and South African realities. Pretoria: J.L. van Schaik, 364-374.

DOMINGUEZ, A., DE VEGA, M. & CUETOS, F. 1997. Lexical inhibition from syllabic units in Spanish visual word recognition. Language and Cognitive Processes, 12(4), 401 - 422.

DONALD, D. 1996. The issue of an alternative model : Specialised education within an integrated model of education support services in South Africa. In: ENGELBRECHT, P., KRIEGLER, S.M. & BOOYSEN, M.J. (Eds.). Perspectives on learning difficulties. International concerns and South African realities. Pretoria : J.L. van Schaik, 71 - 85.

DOREN, M. 1973. Doren Diagnostic Reading Test of Word Recognition Skills : Manual. 1973 ed. Minnesota : A.G.S.

EBEL, R.L. & FRISBIE, D.A. 1991. Essentials of educational measurement. 5th ed. Engelwood Cliffs: Prentice-Hall Inc.

EHRI, L. 1995. The emergence of word reading in beginning reading. In : OWEN, P. & PUMFREY, P. (Eds.). Emergent and developing reading : Messages for teachers, vol 1. London: The Falmer Press, 9 - 31.

ELLIS, N. 1990. Reading, phonological skills and short-term memory : Interactive tributaries of development. Journal of Research in Reading, 13(2), 107-122.

ELLIS, N. & CATALDO, S. 1990. The role of spelling in learning to read. Language and Education, 4(1), 1-28.

ERIC DIGEST #E540, 1996. Beginning Reading and Phonological awareness for students with learning disabilities. The Council for Exceptional Children, 28(3), 78 - 79.

ESTERHUISE, K.G.F. 1997. Die opstel en standaardisering van lees- en speltoetse vir primêreskoolleerlinge. Unpublished PhD dissertation, University of the Orange Free State.

FREDERICKSON, N. & FRITH, U. 1998. Identifying dyslexia in bilingual children : A phonological approach with inner London Sylheti speakers. Dyslexia, 4, 119 - 131.

FROSTIG, M. 1961. Developmental Test of Visual Perception. 3rd ed. Palo Alto: Consulting Psychologist Press.

GIPPS, C.V. 1994. Quality assurance in teachers' assessments. Journal of Education Evaluation : Special conference edition. South Africa, 91-100.

GOODMAN, K.S. 1992. I didn't found whole language. The Reading Teacher, 46(3), 188 - 199.

GOODMAN, K.S. 1986. What's whole in Whole Language? Parent/teacher guides to children's learning. New York : Scholastic Inc.

GOSWAMI, U. & BRYANT, P. 1990. Chronological skills and learning to read. London : Lawrence Erlbaum Ltd.

GOUGH, P.B. & TUNMER, W.E. 1986. Decoding, reading, and reading disability. Remedial and Special Education, 7(1), 6-10.

GRIGORENKO, E.L. & STERNBERG, R.J. 1998. Dynamic Testing. The American Psychological Bulletin, 124(1), 75-111.

GRINDLER, M.C. & STRATTON, B.D. 1992. Whole language assessment. Reading Improvement, 29(4), 262-264.

GROFF, P. 1990. An analysis of the debate : Teaching reading without conveying phonics information. Interchange, 21(4), 1 - 14.

GROSSEN, B. & CARNINE, D. 1990. Translating research on initial reading instruction into classroom practice. Interchange, 21(4), 15 - 23.

GUTKNECHT, B. 1992. Learning about language learners : The case for informal assessment in the Whole Language classroom. Reading Improvement, 29(4), 210 - 219.

HALADYNA, T., HAAS, N. & ALLISON, J. 1998. Continuing tensions in standardised testing. Childhood Education, 74 (5), 262-273.

HANCOCK, J., TURNBILL, J. & CAMBOURNE, B. 1994. Assessments and evaluation of literacy learning. In: VALENCIA, S.W., HIEBERT, E.H. & AFFLERBACH, P.P. (Eds.). Authentic reading assessment : Practices and possibilities. Newark: International Reading Association, 46-70.

HEESE, H. 1990. Multiple-choice questions in testing and/or teaching reading skills. Crux, Aug 1990, 35 - 42.

HERMAN, J. 1997. Assessing new assessments : How do they measure up? Theory into Practice, 36(4), 196-204.

HIEBERT, E.H., VALENCIA, S.W. & AFFLERBACH, P.P. 1994. Understanding authentic reading assessment : Definitions and perspectives. In: VALENCIA, S.W., HIEBERT, E.H. & AFFLERBACH, P.P. (Eds.) Authentic reading assessment : Practices and possibilities. Newark: International Reading Association, 6-21.

HILLEN, N.A. 1995. Towards establishing reading norms for a group of ESL children. Unpublished M.Ed. dissertation, University of the Witwatersrand.

HSRC 1987. Education for the black disabled. HSRC Education Research programme No 10. Pretoria: HSRC.

HULME, C. 1981. Reading retardation and multi-sensory teaching. London : Routledge & Kegan Paul Ltd.

HUNTER - CARSCH, M. 1995 Stance, meaning and voluntary reading. In: OWEN, P. & PUMFREY, P. (Eds.). Emergent and developing reading : Messages for teachers, vol 1. London: The Falmer Press, 137 - 160.

JOHNSON, D. 1998. Teacher assessments and literacy profiles of primary school children in South Africa. Assessment in Education, 5(3), 381-412.

JOHNSTON, R. CONNELLY, V. & WATSON, J. 1995. Some effects of phonics teaching on early reading development. In: OWEN, P. & PUMFREY, P. (Eds.) Emergent and developing reading : Messages for teachers, vol 1. London : The Falmer Press, 32 - 42.

JOHNSTON, P.H. & WINOGRAD, P.N. 1985. Passive failure in reading. Journal of Reading Behavior, xvii(4), 279 - 301.

JONES, R.W. 1994. Performance and alternative assessment techniques : Meeting the challenge of alternative evaluation strategies. Journal of Educational Evaluation : Special conference edition, South Africa, 101-110.

KARLSEN, B., MADDEN, R. & GARDNER, E.F. 1966. Stanford Diagnostic Reading Test. New York : Harcourt, Bruce & World.

KLEIN, D. 1996. The effect on orthographic depth on dyslexia : an analysis with specific reference to the South African linguistic situation. In: ENGELBRECHT, P. KRIEGLER, S.M. & BOOYSEN, M.I. (Eds.). Perspectives on learning difficulties. International concerns and South African realities. Pretoria : JL van Schaik, 353-363.

KRIEGLER, S.M. & SKUY, M. 1996. Perspectives on psychological assessment in South African schools. In: ENGELBRECHT, P., KRIEGLER, S.M. & BOOYSEN, M.I. (Eds.). Perspectives on learning difficulties. International concerns and South African realities. Pretoria: J.L. van Schaik, 109-122.

LERNER, J. 1993. Learning disabilities : Theories, diagnosis and teaching strategies. 6th ed. Boston : Houghton Mifflin Company.

LEVANDE, D. 1993. Standardised reading tests : Concerns, limitations and alternatives. Reading Improvement, 30(2), 125-127.

LIBERMAN, I.Y. & LIBERMAN, A.M. 1990. Whole language vs Code emphasis : Underlying assumptions and their implications for reading instruction. Annals of Dyslexia, 40, 51 - 76.

LIPSON, M.Y. & WIXSON, K.K. 1989. Student evaluation and basal instruction. In: WINOGRAD, P.N., WIXSON, K.K. & LIPSON, M.Y. (Eds.) Improving basal reading instruction. New York : Teachers College, 109 - 139.

MACLEAN, M., BRYANT, P. & BRADLEY, L. 1988. Rhymes, nursery rhymes, and reading in early childhood. In: STANOVICH, K.E. (Ed.) Children's reading and the development of phonological awareness. Detroit : Wayne State University Press, 11 - 37.

MANN, V.A. 1993. Phoneme awareness and future reading ability. Journal of Reading Disabilities, 26(4), 259 - 269.

McCARTHY, K.E. 1995. The experimental basic beginning reading program at Costano School in East Palo Alto, California. Reading Improvement, 2(1), 13 - 29.

MEIJ, M.C. 1995. Breinfisiologiese fasette as basis vir 'n aantal parameters vir 'n aanvangsleesmetode. Unpublished M.Ed. dissertation, UNISA.

MERTENS, D.M. 1998. Research methods in education and psychology : Integrating diversity with quantitative and qualitative approaches. California: Sage Publications.

MORAWSKI, C.M. 1992. The "reading and writing family constellation disclosure" : Applications in holistic assessment and remediation. Reading Improvement, 29(2), 82 - 92.

MORRIS, R.D., SHAYWITZ, S.E., SHANKWEILER, D.P., KATZ, L., STUEBING, K.K., FLETCHER, J.M., LYON, G.R., FRANCIS, D.J., SHAYWITZ, B.A. 1998. Subtypes of reading disability : Variable around a phonological core. American Psychological Associations, 347-373.

NICHOLSON, T., BAILEY, J. & McARTHUR, J. 1991. Context cues in reading : The gap between research and popular opinion. Reading, Writing and Learning Disabilities, 7, 33 - 41.

OLSON, R., FORSBERG, H., WISE, B. & RACK, J. 1994. Measurement of word recognition, orthographic and phonological skills. In: LYON, G.R. (Ed.) Frames of reference for the assessment of learning disabilities : new views on measurement issues. Baltimore : Paul H. Brookes, 243 - 277.

OWEN, K. 1996. Construction of tests and questionnaires: Basic psychometric principles. In: OWEN, K. & TALJAARD, J.J. (Eds.) Handbook for the use of psychological and scholastic tests of the HSRC. revised ed. Pretoria: HSRC, 19-75.

OWEN, K. & CHAMBERLAIN, J.C. 1996. Measurement and evaluation in psychology and education. In: OWEN, K. & TALJAARD J.J. (Eds.). Handbook for the use of psychological and scholastic tests of the HSRC. revised ed. Pretoria: HSRC, 9-17.

PEARSON, P.D. & TIERNEY. 1983. In search of a model of instructional research in reading. In : PARIS, S.G., OLSON, G.M. & STEVENSON, H.W. (Eds.). Learning and motivation in the classroom. New Jersey : Lawrence Erlbaum, 39 - 60.

PERFETTI, C.A., BECK, I., BELL, L.C. & HUGHES, C. 1988. Phoneme knowledge and learning to read are reciprocal : A longitudinal study of first grade children. In : STANOVICH, K.E. (Ed.). Children's reading and the development of phonological awareness. Detroit : Wayne State University Press, 39 - 75.

PUMFREY, P. 1995. Reading standards at Key Stage 1 in schools in England and Wales : Aspiration and evidence. In: OWEN, P. & PUMFREY, P. (Eds.). Curriculum and assessment issues : Messages for teachers, vol 2. London: The Palmer Press, 135-154.

PUMFREY, P. & OWEN, P. 1995. Introduction: International concerns and controversies. In: OWEN, P. & PUMFREY, P. (Eds.). Emergent and Developing reading : Messages for teachers, vol 1. London: The Palmer Press, 1-5.

RACK, J.P., SNOWLING, M.J. & OLSON, R.K. 1992. The nonword reading deficit in Developmental Dyslexia : a review. Reading Research Quarterly, 27(1), 29-53.

RAMARUMO, M.M. 1996. Dyslexia versus illiteracy. In : ENGELBRECHT, P., KRIEGLER, S.M. & BOOYSEN, M.I. (Eds.). Perspectives on learning difficulties. International concerns and South African realities. Pretoria : J.C. van Schaik, 344 - 352.

RICHARDSON, S.O. 1992. Historical perspectives on Dyslexia. Journal of Learning Disabilities, 25(1), 40 - 47.

RUBIN, D. 1982. Diagnosis and correction in reading instruction. New York : Holt, Rinehart & Winston.

RUDE, R.T. & OEHLKERS, W.J. 1984. Helping students with reading problems. Englewood Cliffs: Prentice Hall.

SCHAUWEKER, M.D. 1995. A review of standards for the assessment of reading and writing. The Clearing House, 68(4), 233-234.

SINGLETON, C. 1997. Screening early literacy. In : BEECH, J.R. & SINGLETON, C. (Eds.). The Psychological Assessments of reading. London : Routledge, 67 - 101.

SMITH, P. 1995. A framework for literacy assessment. In : OWEN, P & PUMFREY, P. (Eds.). Curriculum and assessment issues : Messages for teachers, vol 2. London : The Falmer Press, 121 - 134.

SNOWLING, M. 1991. Developmental Reading Disorders. Journal of Child Psychology and Psychiatry, 32(1), 49 - 77.

SNOWLING, M. 1987. Dyslexia : A cognitive developmental perspective. Oxford : Basil Blackwell.

SOUTH AFRICAN DEPARTMENT OF EDUCATION. 1998. Draft assessment policy in the general education and training phase : Grade R to 9 and ABET. Government Gazette 24 Junie 1998. Pretoria : Development of Education.

SOUTH AFRICAN DEPARTMENT OF EDUCATION. 1997a. Curriculum 2005 : Lifelong learning for the 21st century. Pretoria: Department of Education.

SOUTH AFRICAN DEPARTMENT OF EDUCATION. 1997b. Discussion document : Curriculum 2005 : Specific outcomes assessment criteria range statements : Grades 1-9. Pretoria: Department of Education.

SOUTH AFRICAN DEPARTMENT OF EDUCATION. 1997c. Education for all from "Special needs and Support" to develop quality education for all learners. Summary of public discussion document by the Education Policy Unit. Western Cape : University of Western Cape.

SOUTH AFRICAN DEPARTMENT OF EDUCATION. 1997d. Quality education for all : Overcoming barriers to learning and development. Report of the NCSNET (National Commission on Special Needs in Education and Training NCESS) National Committee on Education Support Services.

SOUTH AFRICAN DEPARTMENT OF EDUCATION. 1997(e). Towards a policy framework for assessment in general and further education and training in South Africa : Discussion document. Pretoria : Department of Education.

SPEAR-SWERLING, L. & STERNBERG, R.J. 1994. The road not taken : An integrative theoretical model of reading disability. Journal of Learning Disabilities, 27(2), 91 - 103.

SPIEGEL, D.L., 1992. Blending whole language and systematic direct instruction. The Reading Teacher, 46(1), 38 - 44.

STANOVICH, K.E. (Ed.) 1988. Children's reading and the development of phonological awareness. Detroit : Wayne State University Press.

STANOVICH, K.E. 1986. Matthew effects in reading : Some consequences of individual differences in the acquisition of literacy. Reading Research Quarterly, 21(4), 360 - 407.

STANOVICH, K.E. 1980. Toward an interactive-compensatory model of individual differences in the development of reading fluency. Reading Research Quarterly, 16(1), 32-70.

STANOVICH, K.E. & CUNNINGHAM, A.E. 1992. Studying the consequences of literacy within a literate society : The cognitive correlates of print exposure. Memory & Cognition, 20(1), 51-68.

STANOVICH, K.E., CUNNINGHAM, A.E. & WEST, R.F. 1998. In: PARIS, S.G. & WELLMAN, H.M. (Eds.). Global prospects for education : Development, culture and schooling. Washington DC : American Psychological Association, 253 - 288.

SWANSON, H.L. 1991. Assessment Practices. In: REID, D.K., HRESKO, W.P., & SWANSON, H.L. (Eds.). A cognitive approach to learning disabilities. 2nd ed. Austin: Shoal Creek.

TORRANCE, H. 1994. Using assessment in school reform. In: Journal of Educational Evaluation: Special conference edition. South Africa, 81-90.

TREIMAN, J. & SCHWAGER, M. 1997. The emerging politics of assessment alternatives : Professional revolution versus public values. Journal of Education Policy, 12 (1-2), 89-99.

TURNER, M. 1997. Assessments by educational psychologists. In: BEECH, J.R. & SINGLETON, C. The Psychological Assessment of Reading. London: Routledge, 49-66.

TZURIEL, D. 1997. A novel dynamic assessment approach for young children : Major dimensions and current research. Educational and Child Psychology, 14(4), 83-108.

TZURIEL, D. & HAYWOOD, H.C. 1992. The development of interactive-dynamic approaches to assessment of learning potential. In: HAYWOOD, H.C. & TZURIEL, D. (Eds.). Interactive assessment. New York: Springer-Verlag, 3-37.

TZURIEL, D., & WEISS, S. 1998. Cognitive modifiability as a function of mother-child mediated learning-strategies, mothers' acceptance-rejection, and children's personality. Early Development and Parenting, 7, 79-99.

VALENCIA, S.W. 1997. Authentic Classroom Assessment of early reading : alternatives to standardised tests. Preventing School Failure, 41(2), 63 - 70.

VALENCIA, S.W. 1994. Authentic assessment in classrooms : Part 2. In: VALENCIA, S.W., HIEBERT, E.H., & AFFLERBACH, P.P. (Eds.). Authentic reading assessment : Practices and possibilities. Newark: International Reading Association, 23-25.

VALENCIA, S.W., HIEBERT, E.H., AFFLERBACH, P.P. 1994. Introduction. In: VALENCIA, S.W., HIEBERT, E.H. & AFFLERBACH, P.P. (Eds.). Authentic reading assessments practices and possibilities. Newark: International Reading Association, 1-5.

VAN DEN BERG, A.R. 1996. Test validity as a factor to consider when tests are chosen for a specific purpose. In: OWEN, K. & TALJAARD, J.J. (Eds.). Handbook for the use of psychological and scholastic tests of the HSRC. revised ed. Pretoria : HSRC, 97-120.

VAN DER MERWE, A. 1996 Life skills education : Empowering pupils for the future. In: ENGELBRECHT, P., KRIEGLER, S.M. & BOOYSEN, M.I. (Eds.). Perspectives on learning difficulties. International concerns and South African realities. Pretoria : J.L. van Schaik.

VELLUTINO, F.R. 1991. Introduction to three studies on reading acquisition : Convergent findings on theoretical foundations of code-orientated versus whole language approaches to reading instruction. Journal of Educational Psychology, 83(4), 437 - 443.

VELLUTINO, F.R. & SCANLON, D.M., 1998. Phonological coding, phonological awareness, and reading ability : Evidence from a longitudinal and experimental study. In : STANOVICH, K.E. (Ed.). Children's reading and the development of phonological awareness. Detroit : Wayne State University Press, 77 - 119.

VELLUTINO, F.R., SCANLON, D.M. & TANZMAN, M.S. 1994. Components of reading ability : Issues and problems in operationalizing word identification, phonological coding and orthographic coding. In : LYON, G.R. (Ed.). Frames of reference for the assessment of learning disabilities : New views on measurement issues. Baltimore : Paul H. Brookes, 279 - 332.

VINCENT, D. 1997. Assessment by classroom teachers. In : BEECH, J.R. & SINGELTON, C. (Eds.). The phonological assessment of reading. London : Routledge, 27 - 48.

WEAVER, C. 1994. Reading process and practice : From socio-psycholinguistics to Whole Language. 2nd ed. Portsmouth : Heinemann.

WINOGRAD, P.N. 1989. Introduction : Understanding reading instruction. In: WINOGRAD, P.N., WIXSON, K.K. & LIPSON, M.Y. (Eds.). Improving basal reading instruction. New York: Teachers College, 1 - 17.

WIXSON, K.K. & PETERS, C.W. 1989. Teaching the Basal Selection. In: WINOGRAD, P.N., WIXSON K.K. & LIPSON, M.Y. (Eds.). Improving Basal Reading Instruction. New York : Teachers College, 21 - 61.

WOLFENDALE, S. 1993. Baseline assessment : A review of current practice, issues and strategies for effective implementation. Staffordshire: Trentham Books Limited.



APPENDIX A : CASE STUDIES

CASE STUDY A	
Age:	8:2
Class:	Grade 2 ; end grade 2
Language:	Danish
IQ:	SSAIS-R V 103 NV 121 T 112
Reading:	Schonell Graded Word Reading: 7:1 Revised Neale Analysis of Reading Ability Rate of reading: 7:1 Accuracy score: 7:4 Comprehension: 6:11
Gender:	Male
Reason for referral:	Poor scholastic performance

CASE STUDY B	
Age:	7:2
Class:	End grade 1
Language:	English
IQ:	SSAIS-R V 104 NV 90 T 100
Reading:	Schonell Graded Word Reading: below norms Revised Neale Analysis of Reading Ability Rate of reading: below norms Accuracy score: below norms Comprehension: below norms
Gender:	Male
Reason for referral:	Poor scholastic performance, attends occupational therapy

CASE STUDY C	
Age:	9:6
Class:	Grade 3
Language:	English
IQ:	SSAIS-R V 109 NV 129 T 115
Reading:	Schonell Graded Word Reading: 7:8 Burt Graded Word Reading: 8:2 Revised Neale Analysis of Reading Ability Rate of reading: 7:3 Accuracy score: 8:0 Comprehension: 8:5
Gender:	Male
Reason for referral:	Referral to remedial school, very poor scholastic performance, emotional problems



CASE STUDY D	
Age:	8:7
Class:	Grade 2
Language:	English
IQ:	SSAIS-R V 114 NV 100 T 109
Reading:	Schonell Graded Word Reading: 7:10 Revised Neale Analysis of Reading Ability Rate of reading: 7:11 Accuracy score: 6:10 Comprehension: 7:10
Gender:	Male
Reason for referral:	Attention fluctuations, reading difficulty, not coping scholastically

CASE STUDY E	
Age:	6:10
Class:	Grade 1
Language:	English
IQ:	SSAIS-R V 91 NV 102 T 97
Reading:	Schonell Graded Word Reading: below norms Revised Neale Analysis of Reading Ability Rate of reading: below norms Accuracy score: 6:0 Comprehension: below norms
Gender:	Male
Reason for referral:	Not coping with Grade 1 work, possible repeat

CASE STUDY F	
Age:	9:8
Class:	Grade 3
Language:	Afrikaans
IQ:	SSAIS-R V 97 NV 116 T 107
Reading:	Schonell Graded Word Reading: 9:7 Revised Neale Analysis of Reading Ability Rate of reading: 9:3 Accuracy score: 9:5 Comprehension: 7:9
Gender:	Male
Reason for referral:	Poor scholastic performance, poor self-image



CASE STUDY G	
Age:	9:11
Class:	Grade 4
Language:	Zulu
IQ:	SSAIS-R V 95 NV 118 T 106
Reading:	Schonell Graded Word Reading: 8:8 Revised Neale Analysis of Reading Ability Rate of reading: 8:5 Accuracy score: 8:3 Comprehension: 6:9
Gender:	Female
Reason for referral:	Poor scholastic performance

CASE STUDY H	
Age:	9:3
Class:	Grade 3
Language:	English
IQ:	SSAIS-R V 149+ NV 149+ T 149+
Reading:	Schonell Graded Word Reading: 11:11 Revised Neale Analysis of Reading Ability Rate of reading: 10:3 Accuracy score: 10:5 Comprehension: 11:11
Gender:	Male
Reason for referral:	Attention fluctuations, under-achieving

CASE STUDY I	
Age:	9:5
Class:	Grade 3
Language:	Afrikaans
IQ:	SSAIS-R V 133 NV 134 T 139
Reading:	Schonell Graded Word Reading: 9:10 Revised Neale Analysis of Reading Ability Rate of reading: 9:11 Accuracy score: 11:10 Comprehension: 11:9
Gender:	Male
Reason for referral:	Under-achieving, motor control poor, resistance to writing

APPENDIX B : READING ASSESSMENT INSTRUMENTS

ANDERHALTER, O.F. & GAWKOSKI, R.S. 1968. Diagnostic Reading Instrument, Grade 1 and beginning Grade 2. Illinois: Scholastic Testing Service.

AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH. (s.a.) Silent Reading Tests for Grade 3 - 8. Melbourne: Brown, Prior & Company.

BARNARD, I. & CHAMBERLAIN, J.C. 1992. Performance Test: Reading Comprehension English Second Language, Elementary Level. Pretoria: HSRC.

BARNARD, E.L. S.A. Reading Comprehension Test of the National Foundation for Educational Research in England and Wales. England: Sydney Press Limited.

BATE, S.M. (s.a.) Secondary Reading Tests. England: National Foundation for Educational Research in England and Wales, Sydney Press Limited.

BOND, G.L. BARLOW, B. & HOYT, C.J. 1965. The New Developmental Reading Test. Chicago: Lyons & Carnahan.

BODER, E. & JARRICO, S. 1982. The Boder Test of Reading - Spelling Patterns : A Diagnostic Screening Test for Subtypes of Reading Disability.

BURT, C. 1974. Graded Word Reading Test. London: Hodder and Stoughton

CALLIS, D. & CHAMBERLAIN, J.C. 1992. Performance test: Reading Comprehension: English First Language Elementary Level Form S. Pretoria: HSRC.

CHAPMAN, 1953. Chapman Reading Comprehension Test - Revised : Grade 5 thru 12. Minnesota: Educational Test Bureau.

DEARBORN, W.F. & WESTBROOK, C.H. 1921. The Dearborn - Westbrook Reading Tests. Cambridge: s.n.

DOREN, M. 1973; 1956. Doren Diagnostic Reading Test of Word Recognition Skills. Minnesota: AGS.

FIELDHOUSE, A.E. (s.a.) - Australian Council for Educational Research : Silent Reading tests. Wellington: New Zealand Council of Education Research.

FRENCH, E., CHAMBERLAIN, J.C. & REINECKE, S. 1992. Test of Basic Literacy in English. Pretoria: HSRC.

GATES, A.I. 1958; 1926. Gates Primary Reading tests, Grade 1 and First Half of Grade 2. New York: Bureau of Publications.

GATES, A.I. 1935. A Reading Vocabulary for the Primary Grades. New York: Bureau of Publications.

GATES, A.I. 1926. Gates Advanced Primary Reading Tests : Grade 2 (second half) and Grade 3. New York: Bureau of Publications.

GATES, A.I. 1926. Gates Basic Reading Tests : Grade 3 (second half) thru Grade 8. New York: Bureau of Publications.

GATES, A.I. & MACGINITIE, W.H. 1968. Readiness skills : Gates - MacGinitie Reading Tests. New York: Teacher's College Press.

GATES, A.I. & MACGINITIE, W.H. 1965. The Gates - MacGinitie Reading Tests. New York: Teachers's College Columbia.

INGRAHAM, J.E. & CLARK W.W. 1929. Ingraham-Clark Diagnostic Reading Tests : Grades 4 - 8. California: California Test Bureau.

KARLSEN, B., MADDEN, R. & GARDNER, E.F. 1966. Stanford Diagnostic Reading Test Level 1 (Red Level). New York: Harcourt, Bruce & World.

KARLSEN, B., MADDEN, R. & GARDNER, E.F. 1966. Stanford Diagnostic Reading Test Level 2 (Green Level). New York: Harcourt, Bruce & World.

KARLSEN, B., MADDEN, R. & GARDNER, E.F. 1966. Stanford Diagnostic Reading Test Level 3 (Brown Level). New York: Harcourt, Bruce & World.

KARLSEN, B., MADDEN, R. & GARDNER, E.F. 1966. Stanford Diagnostic Reading Test Level 4 (Blue Level). New York: Harcourt, Bruce & World.

KELLY, V.H. & GREENE, H.A. 1953. The Kelley - Greene Reading Comprehension Test. New York: World Book Company.

MACCAULY, BEE, STEVENSON, STURLUNGA, PEPYS & WALPOLE (s.a.). The "Brighton" Reading Tests. London: University of London Press.

MACLEOD, J. & ANDERSON, J. 1972. Grapadol Reading Comprehension Forms b, r, g, y. Australia: Hedges & Bell.

MCNEIL, J., PAXTON, N. & PAULSON, L. 1973. Reading Comprehension Skills Collection - IOX-Objectives-Based Tests. California: Instructional Objectives Exchange.

MOSENSON, L., HILL, P. & MASTERS, G. 1987. Tests of Reading Comprehension (TORCH). Australia: Brown Prior Anderson.

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES. 1973. Tests of Proficiency in English : Reading Tests. London: National Foundation for Educational Research.

NEALE, M.D. 1966; 1958. Neale Analysis of Reading Ability - Forms A, B, C. London: St Martins Press.

THE PSYCHOLOGICAL CORPORATION. 1984. Stanford Diagnostic Reading Test 3rd edition. New York: Harcourt.

SCHONELL, F.J. 1955; 1940. Schonell Graded Word Reading Test. Edinburgh: Oliver and Boyd.

SCHONELL, F.J. 1955; 1940. Schonell Silent Reading Test. Edinburgh: Oliver and Boyd.

SOUTHGATE, V. 1959. Southgate Group Reading Tests. London: University of London Press.

SPEER, R.K. & SMITH, S. 1938. National Achievement Test : Reading Comprehension for Grade 3 - 8. New York: Acorn Publications Company.

STONE, C.R. & BUEHRMANN, A. 1922. The Stone Series of Narrative-Reading Tests : For Measuring Rate and Comprehension Grades 3 - 9 : Narratives for Grade 3 and 4. Bloomington: Public School Publishing Company.

THOMPSON, G. 1977. The Edinburgh Reading Tests Stage 1 : Ages 7:0 - 9:0. London: University of London Press.

THOMPSON, G. 1972. The Edinburgh Reading Tests Stage 2 : Ages 8:6 - 10:6. London: University of London Press.

TRIGGS, F.O., BEAR, R.M., SPACHE, G.D., TOWNSEND, A., TRAXLER, A.E. &
WESTOVER, F.L. 1968, 1961. Diagnostic Reading Tests Survey Section : Lower
Levels (Grade 4 - 8). North Carolina: Committee on Diagnostic Reading Tests.

YOUNG, D. 1976. The SPAR Spelling and Reading Tests. Essex: Chigwell Press Ltd.

APPENDIX C : STATISTICAL ANALYSIS

TABLE 1a(i) : ITEM ANALYSIS AND SELECTION : SUB-SET A1 - Recognition of initial letters in words, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1) goat	j	j/g recognition of letters	* g	correct answer	h	h/g recognition of letters	t	position of sound - last instead of first	
Original test: difficulty value	0,0%		99,5%		0,5%		0,0%		-0,078
Not Selected	item correlation low								
(2) dam	p	p/d reversal visual	t	voiced / unvoiced auditory	b	b/d reversal visual	* d	correct answer	
Original test: difficulty value	0,0%		1,1%		5,9%		93,1%		0,228
Selected items	now item 1								0,253
(3) soft	* s	correct answer	z	voiced / unvoiced auditory	f	middle sound	t	position of sound in word - last instead of first	
Original test: difficulty value	98,9%		0,0		1,1		0,0		0,070
Not Selected	item correlation low								
(4) fox	x	position of sound - last instead of first	t	f/t reversal visual	* f	correct answer	j	j/f visual form of letter	
Original test: difficulty value	1,1		0,0		97,9		0,5		0,124
Not Selected	item correlation low								
(5) not	* n	correct answer	r	r/n visual discrimination	t	position of sound in word - last instead of first	h	n/h visual discrimination	
Original test: difficulty value	97,3		0,5		1,1		1,1		0,234
Selected items	now item 2								0,219

TABLE 1a(i) : ITEM ANALYSIS AND SELECTION : SUB-SET A1 - Recognition of initial letters in words, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6) clown	cr	cl/cr consonant blend auditory	* cl	correct answer	co	co/cl consonant blend auditory	gr	voiced / unvoiced, consonant blend auditory	
Original test: difficulty value	0,5%		97,9%		1,1		0,0		0,190
Not Selected	item correlation low								
(7) flank	tl	t/f reversal visual	nk	position of sounds in word	* fl	correct answer	fk	omission of middle letters	
Original test: difficulty value	9,0		0,0		87,8		3,2		0,152
Not Selected	item correlation low								
(8) plant	bl	b/p reversal visual	* pl	correct	nt	position of sound in word, auditory	pt	omission of middle letters, auditory	
Original test: difficulty value	1,6		96,8		0,0		1,6		0,256
Selected items	now item 3								0,266
(9) snack	* sn	correct	kn	position of sound in word, blend	sr	r/n discrimination visual	sa	consonant blends, auditory	
Original test: difficulty value	87,2		0,0		10,1		2,7		0,193
Selected items	now item 4; suggested new item 4 to be more in line with Form Z : <u>swift</u> with options pt x sm x sw x st								0,026
(10) twist	st	position of sounds words	ts	visual sequence and position of sounds	to	sound-letter association, blends tw/to, auditory	* tw	correct	
Original test: difficulty value	2,1		2,1		2,1		93,6		0,287
Selected items	now item 5								0,299



TABLE 1a(i) : ITEM ANALYSIS AND SELECTION : SUB-SET A1 - Recognition of initial letters in words, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11) splash	sl	omission of middle sound in blends auditory	sps	omissions of sounds in word, auditory	* spl	correct	sp	consonant blends, auditory	0,319
Original test: difficulty value	4,3		4,8		64,9		26,1		
Selected items	now item 6								
(12) string	srt	letter sequence, visual/auditory	tsr	letter sequence, visual/auditory	* str	correct	st	consonant blends, omission, auditory	0,225
Original test: difficulty value	7,4		0,5		86,7		5,3		
Selected items	now item 7								
(13) chair	sh	digraphs, auditory	* ch	correct	th	digraphs, visual memory	j	recognition of sounds, auditory	0,205
Original test: difficulty value	4,3		91,0		3,7		1,1		
Selected items	now item 8; suggested new item <u>chick</u> , options sh/th/j/ch - the digraph could have caused the difference between X & Z scores								
(14) sharp	ch	digraphs, auditory	th	digraphs, visual memory	s	digraphs, auditory	* sh	correct	0,254
Original test: difficulty value	8,5		1,6		12,2		77,1		
Selected items	now item 9								
(15) think	tch	digraphs, visual memory	* th	correct	f	auditory discrimination	ch	digraphs, visual memory	0,245
Original test: difficulty value	4,8		87,8		4,3		2,7		
Selected items	now item 10								

TABLE 1a(i) : ITEM ANALYSIS AND SELECTION : SUB-SET A1 - Recognition of initial letters in words, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(16) what	wt	digraphs, omission of middle	sh	digraphs, visual memory	* wh	correct	th	digraphs, visual memory	0,238
Original test: difficulty value	28,7	sound, visual memory	0,0		68,1		2,7		
Not Selected	difficult item on comparable form								
(17) pancake	* pan	correct	ban	b/d reversal, voiced/unvoiced	dan	d/p reversal	nap	word reversal visual	- 0,059
Original test: difficulty value	97,3		2,1		0,5		0,0		
Not Selected	item correlation low								
(18) picnic	cip	syllable reversal visual	nic	position of syllable	cin	syllable/ word reversal visual	* pic	correct	- 0,080
Original test: difficulty value	2,1		3,7		1,6		92,6		
Selected items	item correlation low								

TABLE 1b(i) : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON SUB-SET A1 - Recognition of initial consonants - Form X

SUB-SET 1	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
8	1	0,5	1	0,5
10	1	0,5	2	1,1
11	1	0,5	3	1,6
12	6	3,2	9	4,8
13	3	1,6	12	6,4
14	15	8,0	27	14,4
15	26	13,8	53	28,2
16	43	22,9	96	51,1
17	47	25,0	143	76,1
18	45	23,9	188	100,0



TABLE 1a(ii) : ITEM ANALYSIS AND SELECTION : SUB-SET A1 - Recognition of initial letters in words, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1) gate	j	j/g recognition	* g	correct	h	h/g recognition	t	position of sound	0,173
Original test: difficulty value	1,9		96,2		0,6		1,3		
Not Selected	item correlation low								
(2) big	p	b/p reversal visual	g	auditory, position of sound	d	b/d reversal visual	* b	correct	0,240
Original test: difficulty value	1,3		0,6		5,0		93,1		
Selected items	now item 1								0,222
(3) taps	* t	correct	p	middle sound	d	voiced / unvoiced auditory	s	position of sound	0,286
Original test: difficulty value	95,0		2,5		0,6		0,6		
Not Selected	item correlation low on same test of comparable form								
(4) hut	t	position of sound	n	n/h discrimination visual	* h	correct	j	j/h recognition	0,274
Original test: difficulty value	4,4		0,6		95,0		0,0		
Not Selected	item correlation low on same test of comparable form								
(5) peg	* p	correct	q	p/q reversal visual	g	position of sound, auditory	b	b/p reversal visual	0,195
Original test: difficulty value	95,6		3,1		0,6		0,6		
Selected items	now item 2; change to <u>net</u> , options m x t x h x n to be more in line with Form X								0,167



TABLE 1a(ii) : ITEM ANALYSIS AND SELECTION : SUB-SET A1 - Recognition of initial letters in words, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6) drum	br	b/d reversal visual	* dr	correct	du	dr/du consonant blend	dm	omission of middle letters	0,371
Original test: difficulty value	10,1		84,3		2,5		2,5		
Not Selecteds	difficulty level vary on X and Z item correlation low on same item of comparable form								
(7) flock	* fl	correct	tl	ft reversal visual	fk	omission of middle letters	fo	consonant blends	0,204
Original test: difficulty value	95,0		0,0		3,1		1,9		
Selected items	item correlation low on same item of comparable form								
(8) blend	pl	p/b reversal visual	* bl	correct	nd	position of sounds, auditory	bd	omission of middle sounds, auditory	0,380
Original test: difficulty value	2,5		94,3		1,9		1,3		
Selected items	now item 3								0,323
(9) swept	pt	position of sounds	sm	w/m reversal visual	* sw	correct	st	omission of middle sounds, auditory	0,663
Original test: difficulty value	1,3		2,5		91,8		3,8		
Selected items	now item 4								0,626
(10) twins	ns	position of sounds	sn	letter sequence and position of sounds	to	sound/letter association	* tw	correct	0,556
Original test: difficulty value	0,6		3,8		6,9		88,1		
Selected items	now item 5								0,540



TABLE 1a(ii) : ITEM ANALYSIS AND SELECTION : SUB-SET A1 - Recognition of initial letters in words, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11) splat	slp	letter sequence visual	pls	letter sequence visual	* spl	correct	sp	omission of sound in consonant blend, auditory	
Original test: difficulty value	11,9		4,4		73,6		9,4		0,288
Selected items	now item 6								0,270
(12) spring	sr	omission of middle sound, auditory	spn	r/n visual discrimination	* spr	correct	sp	omission of sound in consonant blend, auditory	
Original test: difficulty value	9,4		7,5		69,8		12,6		0,346
Selected items	now item 7								0,335
(13) chest	sh	digraph, auditory	* ch	correct	th	digraph, visual memory	j	j/ch recognition of sounds, auditory	
Original test: difficulty value	6,3		86,2		3,8		2,5		0,431
Selected items	now item 8								0,424
(14) shunt	ch	digraph, auditory	th	digraph, visual memory	s	s/sh recognition of letters, auditory	* sh	correct	
Original test: difficulty value	12,6		4,4		1,3		81,8		0,344
Selected items	now item 9								0,293
(15) thank	tch	recognition of letters, visual memory	* th	correct	f	auditory discrimination	ch	digraphs, visual memory	
Original test: difficulty value	6,3		81,8		8,2		3,1		0,351
Selected items	now item 10								0,326

TABLE 1a(ii) : ITEM ANALYSIS AND SELECTION : SUB-SET A1 - Recognition of initial letters in words, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(16) when	wn	digraphs, omissions of middle sounds, visual discrimination	sh	digraphs, visual memory	* wh	correct	th	digraphs, visual memory	0,422
Original test: difficulty value	39,6		0,6		59,1		0,6		
Not Selected	difficult item								
(17) pencil	* pen	correct	ben	b/p reversal, visual voiced/unvoiced sound auditory	den	d/p reversal visual	nep	word reversal visual	0,357
Original test: difficulty value	95,0		1,9		1,9		1,3		
Not Selected	item correlation low on same item of comparable form								
(18) piglet	gip	word / syllable reversal visual	let	position of syllable	tel	syllable/ word reversal visual	* pig	correct	0,338
Original test: difficulty value	3,1		3,1		1,3		92,5		
Not Selected	item correlation low on same item of comparable form								

TABLE 1b(ii) : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON SUB-SET A1- Recognition of initial letters in words, Form Z

SUB-SET 1	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
5	1	0,6	1	0,6
7	3	1,9	4	2,5
8	2	1,3	6	3,8
9	1	0,6	7	4,4
10	1	0,6	8	5,0
11	4	2,5	12	7,5
12	4	2,5	16	10,1
13	7	4,4	23	14,5
14	12	7,5	35	22,0
15	18	11,3	53	33,3
16	30	18,9	83	52,2
17	37	23,3	120	75,5
18	39	24,5	159	100,0



TABLE 2a(i) : ITEM ANALYSIS AND SELECTION : SUB-SET A2 - Recognition of last letters in words, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1) hug	h	position of sound, failure to change set after sub-set A1 = cognitive	k	voiced/unvoiced auditory	*	correct	d	g/d recognition	0,267
Original test: difficulty value	3,2		1,1		95,2		0,5		
Not Selected	single consonant : better items chosen								
(2) map	* p	correct	m	position of sound, failure to change set = cognitive	q	q/p reversal visual	b	b/p reversal visual	0,289
Original test: difficulty value	88,3		3,7		8,0		0,0		
Not Selected	single consonant : better items chosen								
(3) school	k	middle letter, auditory	*	correct	t	recognition of letter, auditory	s	position of sound, auditory failure to change set = cognitive	0,367
Original test: difficulty value	1,1		94,1		0,5		4,3		
Selected items	now item 1								0,259
(4) float	d	voiced / unvoiced	l	middle sound	f	position of sound, failure to change set = cognitive	* t	correct	0,357
Original test: difficulty value	1,1		1,6		9,0		86,2		
Not Selected	item correlation low on same item of comparable form								
(5) sad	s	position of sound, auditory, failure to change set = cognitive	b	b/d reversal visual	* d	correct	t	voiced/unvoiced, auditory	0,353
Original test: difficulty value	2,7		3,7		90,4		2,7		
Selected items	now item 2								0,279

TABLE 2a(i) : ITEM ANALYSIS AND SELECTION : SUB-SET A2 - Recognition of last letters in words, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6) left	* ft	correct	lt	omission of middle sound lt/ft visual	lf	omission of sounds	tl	reversal, omission of sound	0,452
Original test: difficulty value	83,0		6,9		6,4		3,2		
Not Selected	difficulty level vary on X and Z								
(7) hand	rd	r/n discrimination visual	hd	omission middle sounds, auditory n/h visual discrimination	* nd	correct	ng	recognition of letters, auditory	0,411
Original test: difficulty value	0,5		10,6		84,6		4,3		
Selected items	now item 3								0,389
(8) cats	fs	t/f reversal visual	* ts	correct	ks	omission of sounds /k/ & /t/ confusion auditory discrimination	bs	guessing	0,500
Original test: difficulty value	0,5		84,6		14,9		0,0		
Not Selected	difficulty levels vary on X and Z								
(9) bump	mb	p/b reversal, voiced/ unvoiced sounds, mp/mb word endings	nd	n/m discrimination p/d reversal visual	* mp	correct	np	n/m discrimination (visual)	0,267
Original test: difficulty value	6,9		3,2		86,2		3,7		
Selected items	now item 4								0,230
(10) twist	ws	consonant blends, auditory analysis	wt	consonant blends, auditory analysis	ts	sequence, auditory analysis	* st	correct	0,505
Original test: difficulty value	4,8		9,0		9,6		76,6		
Selected items	now item 5								0,466



TABLE 2a(j) : ITEM ANALYSIS AND SELECTION : SUB-SET A2 - Recognition of last letters in words, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11) flask	* sk	correct	ks	sequence visual/ auditory	fs	omission of sounds, auditory analysis	fk	omission of sound, auditory analysis	
Original test: difficulty value	75,5		6,4		3,7		13,8		0,463
Selected items	now item 6								0,434
(12) wish	* sh	correct	wh	digraph visual memory	ch	digraph visual memory	th	digraph visual memory	
Original test: difficulty value	81,9		5,9		11,2		1,1		0,336
Selected items	now item 7								0,396
(13) sling	sl	position of sound, failure to change set cognitive	* ng	correct	nk	recogni- tion of letters auditory	rg	r/n visual discrimi- nation	
Original test: difficulty value	11,2		83,5		4,3		0,0		0,540
Selected items	now item 8								0,540
(14) moth	ft	recognition of letters, visual memory	nt	n/m visual discrimi- nation	* th	correct	sh	digraph visual memory	
Original test: difficulty value	6,4		1,6	position of letters, auditory	89,4		2,7		0,410
Selected items	now item 9								0,421
(15) grandad	* dad	correct	bad	b/d reversal, visual	dap	d/p reversal visual	pad	p/d reversal visual	
Original test: difficulty value	87,8		10,1		0,0		1,6		0,252
Not Selected	difficulty levels vary on X and Z								

TABLE 2a(i) : ITEM ANALYSIS AND SELECTION : SUB-SET A2 - Recognition of last letters in words, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(16) sandpit	dit	d/p reversal visual	* pit	correct	pt	omission middle sound, auditory analysis	tip	sequence, word reversal visual	
Original test: difficulty value	3,2		88,8		6,4		1,6		0,244
Selected items	now item 10								0,203
(17) suntrap	part	letter sequence visual	* trap	correct	rap	consonant blend, auditory analysis	snap	omission middle sounds, auditory analysis	
Original test: difficulty value	0,5		89,9		6,4		3,2		0,461
Not Selected	consonant blend <u>tr</u> too soon in test for early grade 1 learners								

TABLE 2b(i) : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON SUB-SET A2 - Recognition of last letters in words, Form X

SUB-SET 2	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
3	2	1,1	2	1,1
5	2	1,1	4	2,1
6	1	0,5	5	2,7
8	1	0,5	6	3,2
9	5	2,7	11	5,9
10	6	3,2	17	9,0
11	7	3,7	24	12,8
12	10	5,3	34	18,1
13	14	7,4	48	25,5
14	15	8,0	63	33,5
15	27	14,4	90	47,9
16	39	20,7	129	68,6
17	59	31,4	188	100,0

TABLE 2a(ii) : ITEM ANALYSIS AND SELECTION : SUB-SET A2 - Recognition of last letters in words, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1) log	k	voiced/ unvoiced auditory	l	position of sound, failure to change set after A1 = cognitive	* g	correct	d	g/d visual	0,403
Original test: difficulty value	1,9		6,3		91,8		0,0		
Not Selected	item correlation low on same item of comparable form								
(2) mad	* d	correct	b	b/d reversal visual	m	position of sound failure to change set = cognitive	t	voiced/ unvoiced auditory	0,473
Original test: difficulty value	87,4		6,3		5,0		0,0		
Not Selected	item correlation low on same item of comparable form								
(3) dream	r	middle sound, auditory	* m	correct	n	n/m discrimi- nation visual	d	position of sound, auditory, failure to change set = cognitive	0,466
Original test: difficulty value	3,1		91,2		1,3		4,4		
Selected items	now item 1								
(4) flies	t	t/f reversal, position of sound	x	recog- nition of letters	z	voiced/ unvoiced auditory	* s	correct	0,180
Original test: difficulty value	0,0	failure to change set	1,3		53,5		45,3		
Not Selected	item correlation low								
(5) rob	r	position of sound, difficulty to change set = cognitive	d	d/b reversal visual	* b	correct	p	p/b reversal visual	0,341
Original test: difficulty value	2,5		3,1		91,8		1,9		
Selected items	now item 2								
									0,320

TABLE 2a(ii) : ITEM ANALYSIS AND SELECTION : SUB-SET A2 - Recognition of last letters in words, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6) belt	* lt	correct	bt	omission of middle sounds	bl	consonant blends, omission of sounds	tl	letter sequence auditory analysis	0,404
Original test: difficulty value	66,0		12,6		12,6		8,2		
Not Selected	difficulty lever vary on X and Z								
(7) desk	ds	consonant blends, auditory analysis	ks	sequence auditory analysis	* sk	correct	dk	omission middle sounds, auditory analysis	0,469
Original test: difficulty value	6,9		5,7		79,2		6,9		
Selected items	now item 3								0,443
(8) kept	bt	p/b reversal visual	* pt	correct	kt	omission of middle sounds	rt	guessing, recognition of letters	0,579
Original test: difficulty value	3,1		68,6		26,4		1,3		
Not Selected	difficulty levels vary on X and Z								
(9) build	rd	recognition of letters, recognition of letters	dl	sequence	* ld	correct	lp	p/d reversal visual	0,486
Original test: difficulty value	2,5		18,2		75,5		3,1		
Selected items	now item 4								0,454
(10) crisp	cp	omission of letters, auditory analysis	cr	position of sounds, auditory analysis	ps	letter sequence auditory analysis	* sp	correct	0,600
Original test: difficulty value	8,2		8,8		10,1		73,0		
Selected items	now item 5								0,590



TABLE 2a(ii) : ITEM ANALYSIS AND SELECTION : SUB-SET A2 - Recognition of last letters in words, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11) stamp	* mp	correct	st	position of sound, failure to change set	tp	blends, omission of letters, auditory	sp	omission of letters, auditory analysis	
Original test: difficulty value	68,6		15,7		6,3		8,2		0,579
Selected items	now item 6								0,540
(12) hush	* sh	correct	wh	digraphs visual memory	ch	digraphs visual memory	th	digraphs visual memory	
Original test: difficulty value	82,4		3,8		11,9		1,9		0,550
Selected items	now item 7								0,512
(13) cling	mp	recognition of letters p/g, visual discrimination n/m	* ng	correct	nk	recognition ng/nk auditory	rg	r/n visual discrimination	
Original test: difficulty value	1,3		78,6		17,0		0,6		0,439
Selected items	now item 8								0,393
(14) with	ft	digraphs, visual memory	lt	recognition of digraphs visual memory	* th	correct	sh	digraphs visual memory	
Original test: difficulty value	4,4		1,9		90,6		3,1		0,403
Selected items	now item 9								0,403
(15) plastic	* tic	correct	fic	tic reversal visual	cit	word reversal visual	pic	omission of letters	
Original test: difficulty value	74,2		1,9		7,5		15,1		0,531
Not Selected	difficulty levels vary on X and Z								

TABLE 2a(ii) : ITEM ANALYSIS AND SELECTION : SUB-SET A2 - Recognition of last letters in words, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(16) sandbag	dag	b/d reversal visual	* bag	correct	bg	omission of sounds, auditory analysis	gab	word reversal, visual	
Original test: difficulty value	10,1		79,9		6,9		3,1		0,312
Selected items	now item 10								0,303
(17) sunspot	tops	letter sequence visual	* spot	correct	pot	consonant blend auditory analysis	stop	letter sequence visual	
Original test: difficulty value	3,8		83,0		11,9		1,3		0,357
Not Selected	consonant blend <u>sp</u> too soon in test for early grade 1 learners								

TABLE 2b(ii) : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON SUB-SET A2 - Recognition of last letters in words, Form Z

SUBTEST 2	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
1	1	0,6	1	0,6
2	1	0,6	2	1,3
3	1	0,6	3	1,9
4	2	1,3	5	3,1
5	1	0,6	6	3,8
6	2	1,3	8	5,0
7	7	4,4	15	9,4
8	3	1,9	18	11,3
9	9	5,7	27	17,0
10	6	3,8	33	20,8
11	9	5,7	42	26,4
12	7	4,4	49	30,8
13	15	9,4	64	40,3
14	17	10,7	81	50,9
15	22	13,8	103	64,8
16	33	20,8	136	85,5
17	23	14,5	159	100,0



TABLE 3a(i) : ITEM ANALYSIS AND SELECTION : SUB-SET A3 - Synthesis: Words, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1) p-a-t	tat	auditory synthesis	bat	b/p reversal visual	* pat	correct	tap	word reversal visual	
Original test: difficulty value	2,7		1,1		94,7		1,6		0,238
Selected items	now item 1								0,256
(2) t-i-n	fin	t/f reversal visual	* tin	correct	itn	letter sequence visual, auditory analysis, guessing	nit	word reversal visual	
Original test: difficulty value	1,1		98,4		0,5		0,0		0,127
Not Selected	item correlation low								
(3) f-o-g	tog	t/f reversal visual	gof	word reversal visual	* fog	correct	fgo	letter sequence visual, guessing	
Original test: difficulty value	3,2		2,1		94,1		0,5		0,329
Selected items	now item 2 - change last option to tag (vowel & t/f)								0,308
(4) n-e-t	ten	word reversal visual	ent	sequence	nef	t/f reversal visual	* net	correct	
Original test: difficulty value	15,4		2,1		2,7		79,3		0,216
Not Selected	difficulty levels vary on X and Z								
(5) c-r-o-p	* crop	correct	cop	auditory, synthesis, omission of sound in consonant blend	corp	letter sequence visual	crod	d/p reversal visual	
Original test: difficulty value	85,1		1,1		7,4		5,9		0,177
Selected items	now item 3 - not clear why this item had a low item correlation value, whilst <u>crab</u> worked well for Form Z - keep item								0,123

TABLE 3a(i) : ITEM ANALYSIS AND SELECTION : SUB-SET A3 - Synthesis: Words, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6) g-l-e-n	gen	auditory synthesis, omission of sound in consonant blend	lgen	letter sequence visual, auditory synthesis	* glen	correct	geh	letter sequence visual, auditory synthesis	0,170
Original test: difficulty value	2,1		8,0		86,2		3,7		
Not Selected	item correlation low								
(7) s-t-e-p	tsep	letter sequence visual, auditory synthesis	spet	letter sequence visual, auditory synthesis	* step	correct	pets	letter sequence visual, auditory synthesis	0,256
Original test: difficulty value	9,0		6,4		82,4		1,6		
Selected items	now item 4								0,251
(8) p-l-u-m	blum	b/p reversal visual	* plum	correct	plan	vowel a/u recognition, visual memory	pum	omission of sound in blend, auditory synthesis	0,273
Original test: difficulty value	5,9		84,0		9,0		0,5		
Not Selected	item correlation low on same item of Form A and Z								
(9) f-l-a-t	talf	t/f reversal and sequence, visual	fat	omission of sound in consonant blend, auditory synthesis	lat	omission of sound in consonant blend, auditory synthesis	* flat	correct	0,240
Original test: difficulty value	1,6		2,7		3,2		92,0		
Selected items	now item 5								0,204
(10) s-t-o-p	* stop	correct	tops	letter sequence visual, auditory synthesis	pots	word reversal visual, auditory synthesis	spot	letter sequence visual, auditory synthesis	0,118
Original test: difficulty value	97,3		0,5		0,0		2,1		
Not Selected	item correlation low								



TABLE 3a(i) : ITEM ANALYSIS AND SELECTION : SUB-SET A3 - Synthesis: Words, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11) m-e-n-d	* mend	correct	nend	n/m visual discrimination	nemd	letter sequence visual	men	omission of sound in consonant blend, auditory analysis	0,232
Original test: difficulty value	92,6		4,8		1,6		0,5		
Selected items	now item 6								0,230
(12) s-o-f-t	fost	letter sequence visual	sofs	auditory, s/t auditory analysis	soff	letter sequence t/f reversal visual	* soft	correct	0,197
Original test: difficulty value	6,9		24,5		6,9		61,7		
Selected items	now item 7 - change first option to <u>fast</u> , to be more in line with Form Z								0,163
(13) n-e-s-t	nets	letter sequence visual	sent	letter sequence visual	* nest	correct	test	auditory synthesis	0,152
Original test: difficulty value	19,1		2,7		77,7		0,5		
Not Selected	item correlation low								
(14) b-l-e-n-d	* blend	correct	dlend	b/d reversal visual	lend	omission of consonant in blend, auditory synthesis	bend	omission of consonant in blend, auditory synthesis	0,229
Original test: difficulty value	83,5		4,8		9,0		2,1		
Selected items	now item 8								0,236
(15) s-t-a-m-p	stap	omission of sound in consonant blend, auditory analysis	stemp	recognition of vowel, visual memory	stapm	letter sequence visual	* stamp	correct	0,247
Original test: difficulty value	15,4		13,8		15,4		55,3		
Not Selected	difficult item								



TABLE 3a(i) : ITEM ANALYSIS AND SELECTION : SUB-SET A3 - Synthesis: Words, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(16) th-e-n	chen	digraph visual memory	* then	correct	fen	t/th auditory	when	digraph visual memory	
Original test: difficulty value	0,5		88,3		8,0		3,2		0,171
Selected items	now item 9								0,200
(17) sh-o-t	tosh	letter sequence visual	sot	auditory recognition of digraph visual memory	chot	digraph visual memory	* shot	correct	
Original test: difficulty value	1,1		7,4		12,2		79,3		0,323
Selected items	now item 10								0,210
(18) wh-a-t	wat	visual memory recognition of digraph, auditory	* what	correct	that	digraph visual memory	hat	digraph visual memory	
Original test: difficulty value	58,0		39,9		1,1		1,1		0,159
Not Selected	difficult item								
(19) ch-o-p	* chop	correct	jop	recognition of digraph, visual memory	shop	digraph visual memory	thap	digraph visual memory	
Original test: difficulty value	90,4		4,8		4,3		0,5		0,127
Not Selected	item correlation low								



TABLE 3b(i) : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON SUB-SET A3 - Synthesis: Words, Form X

SUBTEST 3	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
5	1	0,5	1	0,5
8	2	1,1	3	1,6
9	1	0,5	4	2,1
10	2	1,1	6	3,2
11	2	1,1	8	4,3
12	7	3,7	15	8,0
13	13	6,9	28	14,9
14	23	12,2	51	27,1
15	29	15,4	80	42,6
16	37	19,7	117	62,2
17	31	16,5	148	78,7
18	24	12,8	172	91,5
19	16	8,5	188	100,0

TABLE 3a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A3 - Synthesis: Words, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1) b-a-t	dat	b/d reversal visual	pat	p/b reversal visual	* bat	correct	tab	word reversal visual	0,290
Original test: difficulty value	12,6		2,5		83,6		1,3		
Selected items	now item 1								0,340
(2) s-o-b	sop	b/d reversal visual	* sob	correct	sod	d/b reversal visual	bos	word reversal visual	0,285
Original test: difficulty value	8,8		88,1		3,1		0,0		
Not Selected	item correlation low on same item of Form X								
(3) d-u-g	bug	b/d reversal visual	gud	word reversal visual	* dug	correct	dgo	letter sequence visual	0,201
Original test: difficulty value	20,1		1,3		76,1		1,9		
Selected items	now item 2 - change last option to bag (vowel, b x d)								0,195
(4) m-e-n	mem	n/m visual discrimination	nem	word reversal visual	wen	w/m reversal visual	* men	correct	0,394
Original test: difficulty value	32,1		7,5		1,3		59,1		
Not Selected	difficulty levels vary on Form X and Z, difficult item								
(5) c-r-a-b	* crab	correct	cab	omission of sound in consonant blend, auditory synthesis	carb	letter sequence visual	crad	b/d reversal visual	0,308
Original test: difficulty value	86,8		1,9		5,0		6,3		
Selected items	now item 3								0,264



TABLE 3a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A3 - Synthesis: Words, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6) g-l-a-d	gad	omission of sound in consonant blend, auditory synthesis	clad	voiced/unvoiced auditory	* glad	correct	gald	letter sequence visual	0,112
Original test: difficulty value	3,1		4,4		90,6		1,9		
Not Selected	item correlation low								
(7) s-t-e-m	tsem	letter sequence visual	smet	letter sequence visual	* stem	correct	mets	word reversal visual	0,271
Original test: difficulty value	6,3		1,3		91,8		0,0		
Selected items	now item 4								0,217
(8) p-l-a-n	blan	b/d reversal visual	* plan	correct	lan	omission of sound in consonant blend, auditory synthesis	pan	omission of sound in consonant blend, auditory synthesis	0,137
Original test: difficulty value	5,0		72,3		20,8		1,9		
Selected items	item correlation low								
(9) f-l-a-g	galf	word reversal visual	fag	omission of sound in consonant blend, auditory synthesis	lag	omission of sound in consonant blend, auditory synthesis	* flag	correct	0,299
Original test: difficulty value	3,1		2,5		0,6		93,7		
Selected items	now item 5								0,311
(10) s-p-o-t	* spot	correct	tops	letter sequence visual	pots	letter sequence visual	stop	letter sequence visual	0,324
Original test: difficulty value	95,6		1,3		0,0		3,1		
Selected items	item correlation low on same item of Form X								



TABLE 3a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A3 - Synthesis: Words, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11) l-e-n-d	* lend	correct	lenb	b/d reversal visual	neid	letter sequence visual, auditory synthesis	denl	letter sequence visual, auditory synthesis	
Original test: difficulty value	86,2		11,9		0,6		1,3		0,385
Selected items	now item 6								0,455
(12) m-u-s-t	mast	recognition of vowel, visual memory	sumt	letter sequence, visual, consonant blends	muts	letter sequence visual, conso- nant blends	* must	correct	
Original test: difficulty value	14,5		2,5		28,3		54,1		0,263
Selected items	now item 7 - swop first and third options around, to be in line with Form X								0,192
(13) n-e-t-s	nest	letter sequence, visual consonant blends	sent	letter sequence visual	* nets	correct	nefs	t/f reversal visual	
Original test: difficulty value	25,2		1,9		72,3		0,6		0,408
Not Selected	item correlation low on same item of Form X								
(14) b-l-a-n-k	* blank	correct	dlank	b/d reversal visual	lank	omission of sound in conso- nant blend, auditory synthesis	bank	omission of sound in conso- nant blend auditory synthesis	
Original test: difficulty value	90,6		7,5		0,6		1,3		0,197
Selected items	now item 8								0,241
(15) s-t-u-m-p	stup	omission of sound in consonant blend, auditory synthesis	stemp	recog- nition of vowels, auditory, visual memory	stupm	letter sequence visual	* stump	correct	
Original test: difficulty value	18,9		10,1		9,4		61,6		0,209
Not Selected	difficult item								



TABLE 3a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A3 - Synthesis: Words, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(16) th-a-t	chat	digraph visual memory	* that	correct	fat	auditory f/th	what	digraph visual memory	
Original test: difficulty value	2,5		71,7		20,8		4,4		0,357
Selected items	now item 9								0,301
(17) sh-o-p	posh	word reversal visual memory	sop	digraph visual memory	chop	digraph visual memory	* shop	correct	
Original test: difficulty value	1,9		6,3		8,8		83,0		0,337
Selected items	now item 10								0,226
(18) wh-e-n	wen	w with schwa sound auditory	* when	correct	then	digraphs visual memory	hen	digraphs visual memory	
Original test: difficulty value	67,3		31,4		0,0		1,3		0,109
Not Selected	difficult item								
(19) ch-a-t	* chat	correct	jat	recognition of digraphs visual memory	sat	digraphs visual memory	that	digraphs visual memory	
Original test: difficulty value	86,2		8,2		2,5		2,5		0,400
Not Selected	item correlation low on same item of Form X								



TABLE 3b(ii) : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON SUB-SET A3 - Synthesis: Words, Form Z

SUBTEST 3	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
5	2	1,3	2	1,3
7	2	1,3	4	2,5
8	5	3,1	9	5,7
9	2	1,3	11	6,9
10	2	1,3	13	8,2
11	5	3,1	18	11,3
12	9	5,7	27	17,0
13	13	8,2	40	25,2
14	22	13,8	62	39,0
15	26	16,4	88	55,3
16	24	15,1	112	70,4
17	26	16,4	138	86,8
18	12	7,5	150	94,3
19	9	5,7	159	100,0



TABLE 4a(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A4 - Omitting a letter in a word, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1) stop without /s/	pot	word reversal visual	sop	auditory analysis	* top	correct	stop	auditory analysis	
Original test: difficulty value	3,2		4,8		89,4		2,7		0,366
Selected items	now item 1								0,320
(2) span without /s/	* pan	correct	san	auditory analysis	nap	word reversal visual	span	auditory analysis	
Original test: difficulty value	89,9		3,2		3,7		2,7		0,519
Selected items	now item 2								0,551
(3) clock without /c/	cock	auditory analysis	clock	auditory analysis	colk	sequence visual, auditory analysis	* lock	correct	
Original test: difficulty value	18,1		4,3		5,9		71,3		0,404
Selected items	now item 3								0,385
(4) clap without /l/	calp	sequence visual, auditory analysis	cab	b/p reversal visual	* cap	correct	clap	auditory analysis	
Original test: difficulty value	3,2		6,9		85,6		4,3		0,467
Selected items	now item 4								0,443
(5) stock without /t/	* sock	correct	stock	auditory analysis	cot	word reversal, visual auditory analysis	tock	auditory analysis	
Original test: difficulty value	92,6		2,7		2,1		2,1		0,474
Selected items	now item 5								0,486



TABLE 4a(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A4 - Omitting a letter in a word, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6) club without /l/	lub	auditory analysis	club	auditory analysis	cud	d/b reversal visual	* cub	correct	
Original test: difficulty value	3,7		3,2		38,8		54,3		0,297
Not Selected	item correlation low on same item of Form Z								
(7) snack without /n/	sank	letter sequence visual, auditory analysis	* sack	correct	snack	auditory analysis	nack	auditory analysis	
Original test: difficulty value	4,8		87,2		3,7		3,7		0,433
Selected items	now item 6								0,432
(8) damp without /p/	dap	auditory analysis	mad	word reversal visual	* dam	correct	bam	b/d reversal visual	
Original test: difficulty value	3,2		5,9		83,0		8,0		0,256
Selected items	now item 7								0,238
(9) fund without /d/	* fun	correct	fund	auditory analysis visual	nuf	word reversal visual	tun	t/f reversal visual	
Original test: difficulty value	97,3		2,7		0,0		0,0		0,516
Selected items	now item 8								0,545
(10) pump without /m/	bup	b/p reversal visual	* pup	correct	pump	auditory analysis	mup	auditory analysis	
Original test: difficulty value	3,2		87,2		1,1		8,0		0,140
Not Selected	item correlation low								



TABLE 4a(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A4 - Omitting a letter in a word, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11) went without /n/	wen	auditory analysis	new	word reversal visual	went	auditory analysis	* wet	correct	
Original test: difficulty value	5,9		1,6		3,2		89,4		0,511
Selected items	now item 9								0,526
(12) lost without /s/	los	auditory analysis	* lot	correct	tol	word reversal visual	lost	auditory analysis	
Original test: difficulty value	6,4		87,2		4,8		1,6		0,190
Selected items	now item 10								0,244

TABLE 4b(i) : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON SUB-SET A4 - Omitting a letter in a word, Form X

SUBTEST 4	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
0	1	0,5	1	0,5
1	1	0,5	2	1,1
2	1	0,5	3	1,6
3	1	0,5	4	2,1
5	2	1,1	6	3,2
6	6	3,2	12	6,4
7	6	3,2	18	9,6
8	11	5,9	29	15,4
9	17	9,0	46	24,5
10	37	19,7	83	44,1
11	58	30,9	141	75,0
12	47	25,0	188	100,0



TABLE 4a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A4 - Omitting a letter in a word, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1) stab without /s/	bat	word reversal visual	sab	auditory analysis	* tab	correct	stab	auditory analysis	
Original test: difficulty value	0,6		7,5		91,2		0,6		0,270
Selected items	now item 1								0,222
(2) spot without /s/	* pot	correct	sot	auditory analysis	top	word reversal visual	spot	auditory analysis	
Original test: difficulty value	88,7		5,7		3,1		1,3		0,397
Selected items	now item 2								0,397
(3) pluck without /p/	puck	auditory analysis	pluck	auditory analysis	duck	p/d reversal visual, auditory analysis	* luck	correct	
Original test: difficulty value	8,8		1,9		2,5		85,5		0,194
Selected items	now item 3 - change to <u>click</u> with options kick x click x kilk x lick to be in line with Form X								0,182
(4) clan without //	caln	letter sequence, visual, auditory analysis	cau	n/u reversal visual	* can	correct	clan	auditory analysis	
Original test: difficulty value	3,1		4,4		89,3		2,5		0,346
Selected items	now item 4								0,388
(5) black without //	* back	correct	black	auditory analysis	bat	auditory analysis t/k confu- sion auditory discrimi- nation	lack	auditory analysis	
Original test: difficulty value	91,2		1,3		0,6		6,9		0,384
Selected items	now item 5								0,398

TABLE 4a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A4 - Omitting a letter in a word, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6) snob without /n/	nob	auditory analysis	snob	auditory analysis	sod	b/d reversal visual	* sob	correct	
Original test: difficulty value	11,3		0,6		31,4		56,0		0,149
Not Selected	item correlation low								
(7) slack without /l/	salk	letter sequence visual, auditory analysis	* sack	correct	slack	auditory analysis	lack	auditory analysis	
Original test: difficulty value	1,9		93,1		0,6		3,1		0,343
Selected items	now item 6								0,360
(8) pant without /t/	put	recognition of vowel, visual memory, auditory	nap	word reversal visual	* pan	correct	ban	b/p reversal visual	
Original test: difficulty value	7,5		5,7		80,5		1,9		0,276
Selected items	now item 7								0,250
(9) mend without /d/	* men	correct	mend	auditory analysis	nem	word reversal visual	wen	w/m reversal visual	
Original test: difficulty value	96,2		0,6		2,5		0,6		0,231
Selected items	now item 8								0,250
(10) best without /s/	det	b/d reversal visual	* bet	correct	best	auditory analysis	set	auditory analysis	
Original test: difficulty value	12,6		84,3		1,9		1,3		0,347
Not Selected	item correlation low on same item of Form X								

TABLE 4a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A4 - Omitting a letter in a word, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11) lent without /n/	len	auditory analysis	nell	word reversal visual	lent	auditory analysis	* let	correct	
Original test: difficulty value	12,6		1,3		0,0		84,9		0,197
Selected items	now item 9 - change to <u>wes</u> , options wes x sem x west x wet, to be more comparable with Form X								0,182
(12) cost without /s/	cos	auditory analysis	* cot	correct	toc	word reversal	cost	auditory analysis	
Original test: difficulty value	6,3		88,1		3,8		1,3		0,195
Selected items	now item 10 - not clear why this item did not discriminate as well as in Form X								0,187

TABLE 4b(ii) : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON SUB-SET A4 - Omitting a letter in a word, Form Z

SUBTEST 4	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
3	1	0,6	1	0,6
4	2	1,3	3	1,9
5	1	0,6	4	2,5
6	3	1,9	7	4,4
7	7	4,4	14	8,8
8	6	3,8	20	12,6
9	15	9,4	35	22,0
10	33	20,8	68	42,8
11	52	32,7	120	75,5
12	39	24,5	159	100,0



TABLE 5a(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A5 - Adding a letter in a word, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1) am + /d/ (beginning)	* dam	correct	am	auditory analysis	bam	b/d reversal visual	amd	letter sequence, auditory analysis, vocabulary/ language, beginning =?	0,499
Original test: difficulty value	72,9		4,8		8,5		13,8		
Not Selected	difficulty levels vary on X and Z								
(2) at + /h/ (beginning)	at	auditory analysis	ah	letter sequence visual, auditory analysis	ath	letter sequence visual, vocabulary/ language	* hat	correct	0,525
Original test: difficulty value	3,7		5,3		7,4		83,0		
Not Selected	enough CVC items								
(3) is + /h/ (beginning)	nis	n/h visual discrimination	is	auditory analysis	* his	correct	ish	letter sequence visual, vocabulary, language	0,594
Original test: difficulty value	1,1		4,3		87,8		6,4		
Selected items	now item 1								0,562
(4) up + /c/ (beginning)	upc	letter sequence visual, vocabulary/ language	* cup	correct	up	auditory analysis	puc	word reversal visual	0,532
Original test: difficulty value	7,4		88,8		2,1		1,1		
Selected items	now item 2								0,551
(5) at + /f/ (beginning)	* fat	correct	at	auditory analysis	taf	word reversal visual	aft	letter sequence visual	0,537
Original test: difficulty value	92,6		2,1		2,1		3,2		
Selected items	now item 3								0,450

TABLE 5a(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A5 - Adding a letter in a word, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6) end + /l/ (beginning)	end	auditory analysis	neld	letter sequence visual	lenb	b/d reversal visual	* lend	correct	0,319
Original test: difficulty value	4,8		6,9	auditory analysis	25,5		62,2		
Not Selected	difficult item								
(7) pot + /s/ (beginning)	* spot	correct	pots	letter sequence visual, vocabulary/ language	pot	auditory analysis	stop	letter sequence visual, auditory analysis	0,333
Original test: difficulty value	80,9		10,1		2,1		6,9		
Selected items	now item 4								0,344
(8) lot + /s/ (beginning)	lot	auditory analysis	lots	letter sequence visual, auditory analysis	* slot	correct	lost	auditory analysis and letter sequence visual	0,501
Original test: difficulty value	3,2		19,7		75,0		1,6		
Selected items	now item 5								0,478
(9) ran + /d/ (end)	ran	auditory analysis	radn	letter sequence visual, auditory analysis	nard	letter sequence visual, auditory analysis	* rand	correct	0,472
Original test: difficulty value	3,2		4,3		1,6		91,0		
Selected items	now item 6								0,410
(10) let + /s/ (end)	* lets	correct	let	auditory analysis	lest	letter sequence visual, auditory analysis	selt	letter sequence, auditory analysis	0,452
Original test: difficulty value	92,0		5,9		1,6		0,5		
Not Selected	typing error on Form Z answer book - rejected								

TABLE 5a(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A5 - Adding a letter in a word, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11) bag + /r/ (after /b/)	bag	auditory analysis	barg	letter sequence	garb	word reversal	* brag	correct	
Original test: difficulty value	3,2		17,6	visual, auditory analysis	4,8	visual	74,5		0,385
Selected items	now item 7								0,391
(12) bed + /l/ (after /b/)	bed	auditory analysis	* bled	correct	deld	b/d reversal, sequence visual	beld	letter sequence visual, auditory analysis	
Original test: difficulty value	2,1		89,9		2,7		4,8		0,335
Selected items	now item 8								0,364
(13) sad + /n/ (after /a/)	sad	auditory analysis	* sand	correct	snad	letter sequence visual, auditory analysis	sdan	letter sequence visual, auditory analysis	
Original test: difficulty value	4,3		81,9		8,5		5,3		0,440
Selected items	now item 9								0,436
(14) bet + /n/ (after /e/)	dent	b/d reversal visual	tenb	letter sequence visual, auditory analysis	* bent	correct	ben	auditory analysis	
Original test: difficulty value	23,4		3,7		67,6		4,3		0,261
Not Selected	new items 7 & 8 : brag, bled, both b-words - didn't want a third word starting with b (and difficult item)								
(15) lap + /m/ (after /a/)	map	auditory analysis	* lamp	correct	lap	auditory analysis	mmap	letter sequence visual, auditory analysis, vocabulary ; after =?	
Original test: difficulty value	5,9		78,2		3,2		12,8		0,341
Selected items	now item 10								0,342



TABLE 5a(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A5 - Adding a letter in a word, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(16) let + /f/ (after /e/)	felt	letter sequence visual, auditory analysis	lef	auditory analysis	let	auditory analysis	* left	correct	
Original test: difficulty value	17,6		13,3		3,2		66,0		0,323
Not Selected	difficult item								

TABLE 5b(i) : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON SUB-SET A5 - Adding a letter in a word, Form X

SUBTEST 5	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
0	1	0,5	1	0,5
1	1	0,5	2	1,1
2	1	0,5	3	1,6
3	1	0,5	4	2,1
4	1	0,5	5	2,7
5	4	2,1	9	4,8
6	2	1,1	11	5,9
7	4	2,1	15	8,0
8	3	1,6	18	9,6
9	8	4,3	26	13,8
10	6	3,2	32	17,0
11	10	5,3	42	22,3
12	18	9,6	60	31,9
13	25	13,3	85	45,2
14	37	19,7	122	64,9
15	37	19,7	159	84,6
16	29	15,4	188	100,0



TABLE 5a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A5 - Adding a letter in a word, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1) an + /p/ (beginning)	* pan	correct	an	auditory analysis	ban	b/p letter reversal visual	anp	letter sequence visual, auditory analysis, vocabulary/ language, beginning =?	0,516
Original test: difficulty value	87,9		2,5		1,3		8,3		
Not Selected	difficulty levels vary on X and Z								
(2) as + /h/ (beginning)	as	auditory analysis	sah	letter sequence visual, auditory analysis	ash	letter sequence visual, auditory analysis, vocabulary/ language	* has	correct	0,633
Original test: difficulty value	3,8		1,9		8,3		85,4		
Not Selected	enough CVC items								
(3) it + /h/ (beginning)	nit	n/h visual discrimination	it	auditory analysis	* hit	correct	ith	letter sequence visual, auditory analysis, vocabulary/ language	0,690
Original test: difficulty value	1,3		3,8		89,8		5,1		
Selected items	now item 1								0,651
(4) us + /b/ (beginning)	usb	letter sequence visual, auditory analysis, vocabulary/ language	* bus	correct	us	auditory analysis	sub	word reversal	0,431
Original test: difficulty value	7,0		89,2		1,3		2,5		
Selected items	now item 2								0,386
(5) up + /p/ (beginning)	* pup	correct	up	auditory analysis	bup	b/p reversal visual	dup	d/p reversal visual	0,370
Original test: difficulty value	88,5		4,5		4,5		1,3		
Selected items	now item 3								0,338

TABLE 5a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A5 - Adding a letter in a word, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6) and + /s/ (beginning)	and	auditory analysis	ands	letter sequence visual, auditory analysis, vocabulary/ language	sanb	b/d reversal visual	* sand	correct	
Original test: difficulty value	2,5		20,4		28,0		48,4		0,335
Not Selected	difficult item								
(7) top + /s/ (beginning)	* stop	correct	tops	letter sequence visual, auditory, vocabulary/ language	top	auditory analysis	spot	letter sequence visual, auditory analysis	
Original test: difficulty value	74,5		10,8		3,8		10,2		0,314
Selected items	now item 4								0,250
(8) lap + /c/ (beginning)	lap	auditory analysis	lapc	letter sequence visual, auditory analysis, vocabulary/ language	* clap	correct	lapc	letter sequence visual, auditory analysis	
Original test: difficulty value	2,5		14,0		81,5		1,3		0,379
Selected items	now item 5								0,305
(9) fun + /d/ (end)	fun	auditory analysis	funđ	letter sequence visual, auditory analysis	danf	letter sequence visual, auditory analysis	* fund	correct	
Original test: difficulty value	3,8		1,3		0,0		94,3		0,594
Selected items	now item 6								0,546
(10) lot + /s/ (end)	lots	typing error in answer book; was supposed to be lost	lot	auditory analysis	* lots	correct, options 1 and 3 combined	solt	letter sequence visual, auditory analysis	
Original test: difficulty value	0,0		3,2		94,3		2,5		0,283
Not Selected	typing error on answer book - rejected								



TABLE 5a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A5 - Adding a letter in a word, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11) pam +/r/ (after /p/)	pam	auditory analysis	parm	letter sequence visual, auditory analysis	marp	word reversal visual	* pram	correct	
Original test: difficulty value	2,5		10,8		0,6		86,0		0,278
Selected items	now item 7								0,265
(12) pot + /l/ (after /p/)	pot	auditory analysis	* plot	correct	bolt	b/p reversal, letter sequence visual	polit	letter sequence visual, auditory analysis	
Original test: difficulty value	1,9		93,0		0,6		3,8		0,442
Selected items	now item 8								0,439
(13) set + /n/ (after /e/)	set	auditory analysis	* sent	correct	snet	letter sequence visual, auditory analysis	sten	letter sequence visual, auditory analysis	
Original test: difficulty value	2,5		86,0		7,6		3,8		0,307
Selected items	now item 9								0,265
(14) hut + /n/ (after /u/)	hunf	t/f reversal visual	thun	letter sequence visual, auditory analysis, vocabulary, after =?	* hunt	correct	hut	auditory analysis	
Original test: difficulty value	8,9		3,8		85,4		1,3		0,320
Not Selected	recommended to use this item instead of the selected nr 10. (Not used because in Form X item 14 would have been the third word starting with b).								
(15) cap +/m/ (after /a/)	map	auditory analysis	* camp	correct	cap	auditory analysis	cmap	letter sequence visual, auditory analysis, vocabulary, after =?	
Original test: difficulty value	6,4		78,3		3,2		12,1		0,197
Selected items	now item 10 - Very similar to Form X, but on Z item correlation low, swop this item with previous item 14 - <u>hunt</u> and <u>camp</u> are similar								0,169



TABLE 5a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A5 - Adding a letter in a word, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(16) bet + // (after /e/)	belf	letter sequence visual, auditory analysis	bef	auditory analysis	bet	auditory analysis	* belt	correct	
Original test: difficulty value	18,5		0,6		5,1		73,9		0,287
Not Selected	difficult item on comparable form								

TABLE 5b(ii) : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON SUB-SET A5 - Adding a letter in a word, Form Z

SUBTEST 5	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
1	2	1,3	2	1,3
4	1	0,6	3	1,9
5	1	0,6	4	2,5
7	2	1,3	6	3,8
8	6	3,8	12	7,5
9	6	3,8	18	11,3
10	2	1,3	20	12,6
11	2	1,3	22	13,8
12	16	10,1	38	23,9
13	26	16,4	64	40,3
14	29	18,2	93	58,5
15	40	25,2	133	83,6
16	26	16,4	159	100,0



TABLE 6a(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A6 -Word recognition, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1) dog	god	word reversal visual	bog	b/d reversal visual	* dog	correct	pog	b/d reversal visual	
Original test: difficulty value	3,2		21,3		75,5		0,0		0,398
Selected items	now item 1								0,380
(2) man	nan	m/n visual discrimination	nam	word reversal visual	men	recognition of vowel, visual memory e/a discrimination, visual	* man	correct	
Original test: difficulty value	0,0		3,7		14,9		80,9		0,246
Selected items	now item 2 - recognition of vowel caused difficulty - keep item - diagnostic value								0,182
(3) cup	* cup	correct	cap	recognition of vowel, visual memory	cub	b/p reversal visual	cnp	n/u reversal visual	
Original test: difficulty value	93,1		5,9		1,1		0,0		0,177
Not Selected	item correlation low								
(4) vet	wet	v/w visual discrimination, recognition of letters visual memory	* vet	correct	fet	recognition of letters, visual memory	vef	t/f reversal visual	
Original test: difficulty value	4,3		92,6		1,6		1,1		0,205
Not Selected	item correlation low on same item of Form Z								
(5) big	gib	word reversal visual	pig	p/b reversal visual	dig	d/b reversal visual	* big	correct	
Original test: difficulty value	1,1		6,9		13,8		78,2		0,299
Selected items	now item 3								0,317



TABLE 6a(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A6 -Word recognition, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6) sun	san	recognition of vowels, visual memory	* sun	correct	sum	n/m visual discrimination	snn	n/u reversal visual	
Original test: difficulty value	1,1		96,3		1,1		0,0		0,046
Not Selected	item correlation low								
(7) skip	spik	letter sequence visual	stip	t/k auditory discrimination	* skip	correct	skib	b/p reversal visual	
Original test: difficulty value	3,2		2,1		93,1		1,1		0,100
Selected items	item correlation low								
(8) flag	flag	t/f reversal visual	* flag	correct	falg	letter sequence visual	fleg	recognition of vowels visual, e/a discrimination	
Original test: difficulty value	1,1		96,8		1,1		1,1		0,144
Not Selected	item correlation low								
(9) clap	clab	b/p reversal visual	calp	letter sequence visual	tlap	k/t auditory discrimination	* clap	correct	
Original test: difficulty value	8,5		29,5		1,6		60,1		0,257
Selected items	now item 4								0,256
(10) glad	* glad	correct	clad	voiced / unvoiced auditory	glab	b/d reversal visual	tlad	recognition of letters, guessing	
Original test: difficulty value	92,0		4,8		3,2		0,0		0,255
Selected items	item correlation low on same item of Form Z								



TABLE 6a(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A6 -Word recognition, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11) spot	spof	f/t reversal visual	tops	letter sequence visual	* spot	correct	stop	letter sequence visual	
Original test: difficulty value	2,7		1,6		91,0		3,7		0,406
Selected items	now item 5								0,390
(12) step	steb	b/p reversal visual	tscp	letter sequence visual	* step	correct	sfep	t/f reversal visual	
Original test: difficulty value	6,9		8,0		84,6		0,5		0,369
Selected items	item correlation low on same item of Form Z								
(13) pets	pest	letter sequence visual	bets	b/p reversal visual	step	letter sequence visual	* pets	correct	
Original test: difficulty value	20,2		3,2		0,5		76,1		0,315
Selected items	now item 6								0,270
(14) dust	* dust	correct	dast	recognition of vowels visual memory	duts	letter sequence visual	bust	b/d reversal visual	
Original test: difficulty value	91,0		2,7		4,3		2,1		0,150
Not Selected	item correlation low								
(15) swept	swetp	letter sequence visual	* swept	correct	swet	pt/t consonant blends, auditory analysis	sept	sw/s consonant blends, auditory analysis	
Original test: difficulty value	17,0		61,7		16,0		4,8		0,288
Selected items	now item 7								0,226



TABLE 6a(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A6 -Word recognition, Form X

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(16) stand	stanb	b/d reversal visual	stanp	p/d reversal visual	* stand	correct	sand	auditory analysis, consonant blends	0,394
Original test: difficulty value	25,5		3,2		62,8		8,5		
Selected items	now item 8								0,349
(17) chap	shap	digraphs visual memory	* chap	correct	snap	n/h visual discrimination	chab	b/p reversal visual	0,245
Original test: difficulty value	14,4		81,4		2,1		2,1		
Selected items	now item 9								0,276
(18) them	hem	digraph visual memory	whem	digraph visual memory	* them	correct	fem	f/th auditory discrimination	0,222
Original test: difficulty value	2,1		4,8		91,5		1,6		
Not Selected	difficulty levels vary on X and Z								
(19) piglet	giplet	word / syllable reversal visual	piget	omission of sound	pigtel	word / syllable reversal visual	* piglet	correct	0,251
Original test: difficulty value	6,4		30,9		7,4		55,3		
Selected items	now item 10								0,244
(20) helmet	* helmet	correct	hemet	omission of sound	heltem	word / syllable reversal visual	nelmet	n/h visual discrimination	0,284
Original test: difficulty value	78,2		17,6		3,2		1,1		
Not Selected	item correlation low on same item of Form Z								



TABLE 6a(ii) : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON SUB-SET A6 -Word recognition, Form X

SUBTEST 6	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
5	1	0,5	1	0,5
7	1	0,5	2	1,1
8	1	0,5	3	1,6
9	1	0,5	4	2,1
10	1	0,5	5	2,7
11	4	2,1	9	4,8
12	6	3,2	15	8,0
13	13	6,9	28	14,9
14	17	9,0	45	23,9
15	23	12,2	68	36,2
16	25	13,3	93	49,5
17	17	9,0	110	58,5
18	30	16,0	140	74,5
19	28	14,9	168	89,4
20	20	10,6	188	100,0



TABLE 6a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A6 -Word recognition, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1) pig	gip	word reversal visual	dig	p/d reversal visual	* pig	correct	big	b/p reversal visual	
Original test: difficulty value	3,1		2,5		93,7		0,6		0,399
Selected items	now item 1								0,295
(2) hot	not	h/n visual discrimination	toh	word reversal visual	jot	j/h recognition visual	* hot	correct	
Original test: difficulty value	2,5		0,0		0,6		96,9		0,347
Selected items	now item 2								0,280
(3) ran	* ran	correct	run	recognition of vowels, visual memory	ren	recognition of vowels, visual memory	ram	n/m visual discrimination	
Original test: difficulty value	93,7		4,4		1,3		0,6		0,114
Not Selected	item correlation low								
(4) jam	tam	t/j reversal visual	* jam	correct	gam	g/j recognition visual memory	jan	m/n visual discrimination	
Original test: difficulty value	1,3		96,9		0,6		1,3		0,016
Not Selected	item correlation low								
(5) dam	dem	recognition of vowels, visual memory	dan	n/m visual discrimination	bam	b/d reversal visual	* dam	correct	
Original test: difficulty value	8,8		4,4		19,5		67,3		0,308
Selected items	now item 3								0,267



TABLE 6a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A6 -Word recognition, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6) fun	fan	u/a recognition of vowels, visual memory	* fun	correct	tun	t/f reversal n/m discrimination, visual	tun	t/f reversal visual	
Original test: difficulty value	6,9		93,1		0,0		0,0		0,164
Not Selected	item correlation low								
(7) skin	snik	letter sequence visual	skim	n/m visual discrimination	* skin	correct	sink	letter sequence visual	
Original test: difficulty value	5,0		5,7		85,5		2,5		0,436
Not Selected	item correlation low on same item of Form X								
(8) flap	flap	t/f reversal visual	* flap	correct	falp	sequence, visual	flep	recognition of vowels, visual memory	
Original test: difficulty value	3,1		93,7		2,5		0,6		0,388
Not Selected	item correlation low on same item of Form X - swap this item with the new item 5								
(9) stop	tops	letter sequence, visual	shop	sh/st recognition of letters	spot	letter sequence, visual	* stop	correct	
Original test: difficulty value	2,5		3,1		7,5		86,2		0,301
Selected items	now item 4								0,282
(10) plug	* plug	correct	blug	b/p reversal visual	pulg	sequence, visual	plud	g/d reversal visual	
Original test: difficulty value	91,2		3,8		2,5		1,9		0,175
Not Selected	item correlation low								

TABLE 6a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A6 -Word recognition, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11) flat	flaf	t/f reversal visual	tlat	t/f reversal visual	* flat	correct	falt	letter sequence, visual	
Original test: difficulty value	8,2		3,8		84,3		3,1		0,201
Selected items	now item 5 - swop this item with previous number 8 flap - tlaf x falp x flap x flep								0,190
(12) stab	stap	p/b reversal visual	tsab	letter sequence, visual	* stab	correct	sfab	t/f reversal visual	
Original test: difficulty value	13,8		6,3		79,9		0,0		0,162
Not Selected	item correlation low								
(13) lots	lost	letter sequence, visual	slot	letter sequence visual	lofs	f/t reversal visual	* lots	correct	
Original test: difficulty value	25,2		0,6		0,6		73,0		0,380
Selected items	now item 6								0,370
(14) pond	* pond	correct	poud	n/u reversal visual	bond	b/d reversal visual	pnod	letter sequence, visual	
Original test: difficulty value	95,0		1,3		2,5		1,3		0,278
Not Selected	item correlaiton low on same item of Form X								
(15) stump	stupm	letter sequence, visual	* stump	correct	stup	consonant blend, auditory analysis	sump	consonant blend, auditory analysis	
Original test: difficulty value	15,7		69,2		10,1		4,4		0,212
Selected items	now item 7								0,204



TABLE 6b(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A6 -Word recognition, Form Z

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(16) blond	dlond	b/d reversal visual	bloud	n/u reversal visual	* blond	correct	bond	consonant blend, auditory analysis	
Original test: difficulty value	24,5		12,6		61,6		0,6		0,351
Selected items	now item 8								0,425
(17) shop	chop	digraph, visual memory	* shop	correct	snop	n/h visual discrimination	shob	b/d reversal visual	
Original test: difficulty value	7,5		91,2		1,3		0,0		0,219
Selected items	now item 9 - not clear why this item did not discriminate well, keep item								0,191
(18) when	hen	digraph, visual memory	then	digraph, visual memory	* when	correct	wen	digraph, visual memory	
Original test: difficulty value	2,5		6,9		64,2		26,4		0,222
Not Selected	difficulty levels vary on X and Z								
(19) picnic	cipnic	syllable / word reversal visual	pinic	omission of letter, auditory	picin	omission of letter, letter sequence, auditory	* picnic	correct	
Original test: difficulty value	4,4		20,8		5,7		68,6		0,342
Selected items	now item 10								0,350
(20) temper	* temper	correct	teper	omission of letter, auditory	temrep	syllable / word reversal visual	tember	p/b reversal visual	
Original test: difficulty value	75,5		11,9		8,2		3,8		0,177
Not Selected	item correlation low								



TABLE 6b(ii) : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON SUB-SET A6 -Word recognition, Form Z

SUBTEST 6	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
8	3	1,9	3	1,9
9	1	0,6	4	2,5
10	3	1,9	7	4,4
11	2	1,3	9	5,7
12	3	1,9	12	7,5
13	7	4,4	19	11,9
14	12	7,5	31	19,5
15	11	6,9	42	26,4
16	21	13,2	63	39,6
17	27	17,0	90	56,6
18	28	17,6	118	74,2
19	24	15,1	142	89,3
20	17	10,7	159	100,0



TABLE 7a(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A7 - Listening and reading comprehension, Form X
(Which word answers the question?)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1) ... an animal?	nest	association, vocabulary	* dog	correct	food	association	neck	random word, part of animal	
Original test: difficulty value	1,1		98,9		0,0		0,0		0,003
Not Selected	item correlation low								
(2) ... will roll ...?	cat	inappropriate actions	truck	inappropriate actions	foot	uses foot to kick - association with <u>kick</u>	* ball	correct	
Original test: difficulty value	1,1		1,6		0,0		96,3		0,225
Selected items	now item 1								0,141
(3) ... has feathers ...?	leg	random word, comprehension	cat	vocabulary	* hen	correct	mat	vocabulary, comprehension	
Original test: difficulty value	0,5		2,1		96,8		0,0		0,202
Selected items	now item 2								0,172
(4) ... can you swim in?	cap	voabulary, schemata	block	random word, vocabulary, schemata	tin	vocabulary, schemata	* dam	correct	
Original test: difficulty value	3,7		3,2		3,2		89,9		0,190
Selected items	now item 3								0,197
(5) ... means ... father?	big	close association	* dad	correct	mom	association, opposite	kid	association	
Original test: difficulty value	1,6		89,9		8,0		0,5		0,115
Not Selected	item correlation low								

TABLE 7a(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A7 - Listening and reading comprehension, Form X
(Which word answers the question?)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6) ... not thin ...?	* fat	correct	skin	random word, comprehension	slim	vocabulary, opposite	trim	vocabulary, opposite	
Original test: difficulty value	84,6		4,3		7,4		1,6		0,266
Selected items	now item 4								0,202
(7) ... name of colour ...?	crib	vocabulary	Sam	association with name, comprehension	deck	vocabulary	* black	correct	
Original test: difficulty value	0,5		0,5		0,5		98,4		0,222
Selected items	now item 5								0,286
(8) ... people live ...?	sleep	association, comprehension, schemata	drum	random word, vocabulary	egg	random word, vocabulary	* flat	correct	
Original test: difficulty value	9,6		2,1		2,1		85,6		0,264
Selected items	now item 6								0,279
(9) ... where ... buy food?	jam	association, comprehension	* shop	correct	bag	association, comprehension	bus	comprehension, random word	
Original test: difficulty value	1,6		98,4		0,0		0,0		0,188
Selected items	now item 7								0,200
(10) ...can you ... drive?	jack	random word, comprehension	back	random word, comprehension	drum	random word, comprehension	* truck	correct	
Original test: difficulty value	2,1		4,3		2,1		91,5		0,268
Selected items	now item 8								0,273



TABLE 7a(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A7 - Listening and reading comprehension, Form X
(Which word answers the question?)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11) same as angry...?	* cross	correct	glad	vocabulary, opposite	skip	vocabulary	grin	vocabulary	
Original test: difficulty value	83,0		10,1		0,0		6,9		0,136
Selected items	now item 9								0,165
(12) ... is born?	hen	schemata, comprehension	* dog	correct	egg		duck		
Original test: difficulty value	6,9		39,9		31,9		21,3		0,065
Not Selected	item correlation low								

TABLE 7b(i) : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON SUB-SET A7 - Listening and reading comprehension, Form X (Which word answers the question?)

SUBTEST 7	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
6	1	0,5	1	0,5
7	9	4,7	10	5,3
8	5	2,6	15	7,9
9	21	11,1	36	18,9
10	34	17,9	70	36,8
11	81	42,6	151	79,5
12	39	20,5	190	100,0

TABLE 7a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A7 - Listening and reading comprehension, Form Z
(Which word answers the question?)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1) ... animal?	box	random word	* pig	correct	food	association	leg	random word part of animal	0,299
Original test: difficulty value	1,9		95,6		1,9		0,6		
Not Selected	item correlation low on same item of Form X								
(2) ... is ... round?	truck	schemata	egg	schemata	box	vocabulary, schemata	* ball	correct	0,228
Original test: difficulty value	0,6		17,6		0,0		80,5		
Selected items	now item 1								0,201
(3) has hair?	frog	comprehension, schemata	duck	vocabulary	* man	correct	hen	vocabulary	0,346
Original test: difficulty value	0,6		5,7		84,3		8,8		
Selected items	now item 2								0,299
(4) ... can you wear on head?	sun	association, schemata	book	random word	tin	random word	* hat	correct	0,531
Original test: difficulty value	1,3		2,5		0,6		95,0		
Selected items	now item 3								0,405
(5) ... same as mother?	baby	association	* mom	correct	man	comprehension	kid	association	0,307
Original test: difficulty value	4,4		85,5		8,2		0,0		
Not Selected	item correlation low on same item of Form X								



TABLE 7a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A7 - Listening and reading comprehension, Form Z
(Which word answers the question?)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6) ... can you not eat?	* spoon	correct	nut	listening, vocabulary, attention?	bun	listening, vocabulary, attention?	egg	listening, vocabulary attention?	
Original test: difficulty value	87,4		5,0		3,8		3,1		0,481
Selected items	now item 4								0,465
(7) ... name of colour?	Tom	association with name, comprehension	bed	random word	skin	vocabulary	* red	correct	
Original test: difficulty value	0,6		0,6		3,1		95,0		0,339
Selected items	now item 5								0,380
(8) ... home of a wild bird?	tin	random word	box	random word	seed	association with bird	* nest	correct	
Original test: difficulty value	3,1		0,6		5,0		90,6		0,364
Selected items	now item 6								0,264
(9) ... sail on the sea?	fin	association	* ship	correct	duck	association, schemata	drop	association	
Original test: difficulty value	4,4		81,1		11,3		2,5		0,376
Selected items	now item 7								0,412
(10) ... can you wear?	dad	random word, vocabulary	buck	random word, vocabulary	box	random word, vocabulary	* sock	correct	
Original test: difficulty value	2,5		1,9		0,6		95,0		0,454
Selected items	now item 8								0,405



TABLE 7a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A7 - Listening and reading comprehension, Form Z
(Which word answers the question?)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11) ...means ...happy?	* glad	correct	cross	vocabulary, opposite	grim	vocabulary	sad	vocabulary, opposite	
Original test: difficulty value	76,7		4,4		3,1		15,1		0,375
Selected items	now item 9								0,310
(12)... comes out of an egg?	piglet	schemata, comprehension	* chick	correct	puppy	schemata, comprehension	kitten	schemata comprehension	
Original test: difficulty value	3,1		87,4		5,7		3,1		0,400
Not Selected	item correlation low on same item of Form X								

TABLE 7b(ii) : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON SUB-SET A7 - Listening and reading comprehension, Form Z.(Which word answers the question?)

SUBTEST 7	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
2	1	0,6	1	0,6
3	1	0,6	2	1,3
4	1	0,6	3	1,9
5	1	0,6	4	2,5
6	5	3,1	9	5,6
7	5	3,1	14	8,8
8	8	5,0	22	13,8
9	11	6,9	33	20,6
10	21	13,1	54	33,8
11	41	25,6	95	59,4
12	65	40,6	160	100,0



TABLE 8a(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A8 - Listening and reading comprehension, Form X
(Which word completes the sentence?)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1) sun burn your...	hat	association	drop	association	* skin	correct	red	association	
Original test: difficulty value	12,7		3,7		82,0		1,6		0,231
Selected items	now item 1								0,218
(2) ...light red you must	go	association, opposite	* stop	correct	sleep	random word, schemata	jump	schemata	
Original test: difficulty value	2,1		97,9		0,0		0,0		0,072
Not Selected	Item correlation low								
(3)...play in water you are	* wet	correct	dam	association	swim	association	drop	association	
Original test: difficulty value	93,1		0,5		4,8		0,5		0,081
Not Selected	Item correlation low								
(4) planted	sand	association	mud	association	water	association	* seeds	correct	
Original test: difficulty value	5,8		2,1		2,6		89,4		0,296
Selected items	now item 2								0,319
(5) baby dog	cub	vocabulary	kitten	vocabulary	* puppy	correct	small	association	
Original test: difficulty value	6,3		4,2		87,3		1,6		0,415
Selected items	now item 3								0,393



TABLE 8a(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A8 - Listening and reading comprehension, Form X
(Which word completes the sentence?)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6) spider makes	* web	correct	mat	vocabulary	clock	vocabulary	trip	vocabulary	0,311
Original test: difficulty value	97,4		1,1		0,0		1,1		
Selected items	now item 4								0,277
(7) brother born same day	baby	association	* twin	correct	man	association	lad	vocabulary	0,208
Original test: difficulty value	15,3		75,7		5,8		3,2		
Selected items	now item 5								0,270

TABLE 8b(i) : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON SUB-SET A8 - Listening and reading comprehension, Form X (Which word completes the sentence?)

SUBTEST 8	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
3	8	4,2	8	4,2
4	5	2,6	13	6,8
5	26	13,7	39	20,5
6	50	26,3	89	46,8
7	101	53,2	190	100,0

TABLE 8a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A8 - Listening and reading comprehension, Form Z
(Which word completes the sentence?)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1) ... knee part of your	lip	vocabulary	foot	part of the whole	* leg	correct	neck	vocabulary	
Original test: difficulty value	0,6		8,8		88,7		1,9		0,327
Selected items	now item 1								0,264
(2) borrow a book, give it	look	vocabulary	* back	correct	see	association	pen	association	
Original test: difficulty value	1,9		94,3		0,6		3,1		0,189
Not Selected	item correlation low								
(3) floor wet, easily ...	* slip	correct	water	association	run	schemata	swim	association	
Original test: difficulty value	81,1		8,8		1,9		8,2		0,474
Not Selected	item correlation low on same item of Form X								
(4) cat can catch a	dish	random word, vocabulary	house	random word	tree	vocabulary	* rat	correct	
Original test: difficulty value	1,3		0,6		0,6		96,9		0,309
Selected items	now item 2								0,222
(5) policeman is a	cat	random word	kill	association	* cop	correct	gun	association	
Original test: difficulty value	0,6		3,1		94,3		1,9		0,376
Selected items	now item 3								0,356

TABLE 8a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A8 - Listening and reading comprehension, Form Z
(Which word completes the sentence?)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6) hammer and drill are a	* tool	correct	chop	action	stick	vocabulary	man	association	
Original test: difficulty value	81,8		4,4		11,9		1,3		0,565
Selected items	now item 4								0,479
(7) small branch of tree is a	green	association	* twig	correct	stem	vocabulary	root	vocabulary	
Original test: difficulty value	6,9		53,5		25,2		14,5		0,260
Selected items	now item 5								0,297

TABLE 8b(ii) : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON SUB-SET A8 - Listening and reading comprehension, Form X (Which word completes the sentence?)

SUBTEST 8	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
1	3	1,9	3	1,9
2	1	0,6	4	2,5
3	5	3,1	9	5,7
4	13	8,2	22	13,8
5	20	12,6	42	26,4
6	52	32,7	94	59,1
7	65	40,9	159	100,0



TABLE 9a(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A9 - Listening and reading comprehension, Form X
(Which word goes best with the given word?)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1) hen? (possessions)	* egg	correct	leg	part of whole	duck	association	dig	vocabu- lary e.g. peck/dig?	
Original test: difficulty value	81,1		2,1		15,3		1,6		0,234
Selected items	now item 1								0,215
(2) ... sun? (qualities)	black	random word, compre- hension poor	wet	associa- tion, vocabu- lary	green	random word, compre- hension poor	* hot	correct	
Original test: difficulty value	2,1		2,6		0,0		95,3		0,388
Selected items	now item 2								0,407
(3) sleep? (place)	mat	schemata	* bed	correct	cat	association	book	random word, compre- hension poor	
Original test: difficulty value	2,1		95,3		1,6		1,1		0,260
Selected items	now item 3								0,206
(4) ... shoe? (partners)	dog	random word, compre- hension poor	pig	random word, compre- hension poor	* sock	correct	spot	random word, correction poor	
Original test: difficulty value	3,7		3,7		90,5		2,1		0,100
Not Selected	item correlation low								
(5) ... purr? (sounds)	bull	vocabu- lary	hen	vocabu- lary	dog	vocabulary	* cat	correct	
Original test: difficulty value	15,8		5,3		5,8		71,6		0,320
Selected items	now item 4								0,332

TABLE 9a(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A9 - Listening and reading comprehension, Form X
(Which word goes best with the given word?)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6) ... write? (functions)	* pen	correct	spoon	random word, vocabu- lary, schemata	clock	vocabulary, schemata	clip	vocabu- lary, schemata	0,208
Original test: difficulty value	84,2		6,3		1,6		7,9		
Selected items	now item 5								0,205
(7) ... crying? (emotions)	sing	opposite	* sad	correct	glad	opposite	mad	random word vocabu- lary	0,342
Original test: difficulty value	1,1		86,8		7,4		3,7		
Selected items	now item 6								0,386
(8) ...medicine? (quality)	bag	association	fun	random word, vocabu- lary	* pill	correct	shop	associa- tion	0,176
Original test: difficulty value	6,3		2,1		80,0		11,6		
Selected items	now item 7								0,182

TABLE 9b(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A9 - Listening and reading comprehension, Form X
(Which word goes best with the given word?)

SUBTEST 9	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
2	2	1,1	2	1,1
3	4	2,1	6	3,2
4	6	3,2	12	6,3
5	12	6,3	24	12,6
6	38	20,0	62	32,6
7	51	26,8	113	59,5
8	77	40,5	190	100,0



TABLE 9a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A9 - Listening and reading comprehension, Form Z
(Which word goes best with the given word?)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1) ... hen (possession)	* chick	correct	foot	part of whole	duck	association	baby	association with chick?	
Original test: difficulty value	81,1		0,6		17,0		1,3		0,376
Selected items	now item 1								0,414
(2)...summer (qualities)	cool	opposites	sing	random word, comprehension poor, cognition, logical reasoning	run	random word, logical reasoning poor	* hot	correct	
Original test: difficulty value	17,0		8,2		1,3		72,2		0,110
Not Selected	item correlation low								
(3) ... chair (actions)	sleep	schemata	* sit	correct	jump	random word, inappropriate actions, comprehension poor	sun	random word, comprehension poor	
Original test: difficulty value	5,7		89,9		3,8		0,6		0,402
Selected items	now item 2								0,399
(4) ... tea? (partners)	plan	random word, comprehension poor	spoon	association	* cup	correct	pen	random word, comprehension poor	
Original test: difficulty value	1,9		13,8		82,4		0,6		0,208
Selected items	now item 3								0,228
(5)...bark? (sounds)	man	vocabulary	cat	vocabulary	cop	vocabulary	* dog	correct	
Original test: difficulty value	0,6		3,1		3,1		92,5		0,279
Selected items	now item 4								0,254

TABLE 9a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A9 - Listening and reading comprehension, Form Z
(Which word goes best with the given word?)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6) ... shoot (functions)	* gun	correct	stab	association violence	pen	random word, comprehension poor	spot	random word, comprehension poor	
Original test: difficulty value	88,7		6,9		0,0		3,8		0,366
Selected items	now item 5								0,372
(7) ...sugar (qualities)	smell	not utilising schemata	* sweet	correct	bun	not utilising schemata	box	random word, not utilising schemata	
Original test: difficulty value	3,8		84,3		8,8		3,1		0,344
Selected items	now item 6								0,369
(8)... doctor? (quality)	leg	random word, not using schemata, poor comprehension	shop	random word, poor comprehension	* sick	correct	fun	random word, poor comprehension	
Original test: difficulty value	5,0		3,8		88,1		2,5		0,197
Selected items	now item 7								0,207

TABLE 9b(ii) : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON SUB-SET A9 - Listening and reading comprehension, Form Z (Which word goes best with the given word?)

SUBTEST 9	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
2	3	1,9	3	1,9
3	4	2,5	7	4,4
4	6	3,8	13	8,2
5	9	5,7	22	13,8
6	29	18,2	51	32,1
7	45	28,3	96	60,4
8	63	39,6	159	100,0

TABLE 10a(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A10 - Listening and reading comprehension, Form X
(Which one of the four words does not go with the others?)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1) -	pig	does not visualise, poor classification skills = cognitive	cat	does not visualise, poor classification skills = cognitive	* hen	correct (2 legs vs 4 legs, bird vs animal)	dog	does not visualise, classification poor, = cognitive	0,117
Original test: difficulty value	36,3		14,7		44,7		4,2		
Not Selected	item correlation poor - difficult item								
(2) -	green	does not visualise, poor classification skills = cognitive	* dam	correct (dam vs colours)	black	does not visualise, poor classification skills = cognitive	red	does not visualise, poor classification skills = cognitive	0,398
Original test: difficulty value	5,8		82,6		4,7		6,8		
Selected items	now item 1								0,308
(3) -	* brick	correct (brick vs something to sleep in)	bed	does not visualise, poor classification skills = cognitive	pram	does not visualise, poor classification skills = cognitive, vocabulary	cot	does not visualise, poor classification skills = cognitive vocabulary	0,377
Original test: difficulty value	67,4		14,2		6,3		11,1		
Selected items	now item 2								0,365
(4) -	fall	does not visualise, poor classification skills = cognitive	trip	does not visualise, poor classification skills = cognitive vocabulary	* run	correct (run: control, activity vs fall: not in control, passivity)	slip	does not visualise, poor classification skills = cognitive vocabulary	0,257
Original test: difficulty value	15,8		11,1		45,3		27,4		
Not Selected	difficult item								
(5) -	hen	does not visualise, poor classification skills = cognitive	duck	does not visualise, poor classification skills = cognitive vocabulary	chick	does not visualise, poor classification skills = cognitive vocabulary	* ox	correct (animal, 4 legs vs bird, 2 legs)	0,313
Original test: difficulty value	3,7		5,8		5,8		84,7		
Selected items	now item 3								0,289

TABLE 10a(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A10 - Listening and reading comprehension, Form X
(Which one of the four words does not go with the others?)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6) -	* sit	correct (passive vs active)	run	does not visualise, poor classification skills = cognitive	hop	does not visualise, poor classification skills = cognitive vocabulary	skip	does not visualise, poor classification skills = cognitive vocabulary	
Original test: difficulty value	71,1		5,8		16,3		6,3		0,387
Not Selected	item correlation low on same item of Form Z								
(7) -	cup	does not visualise, poor classification skills = cognitive vocabulary	pot	does not visualise, poor classification skills = cognitive vocabulary	tin	does not visualise, poor classification skills = cognitive vocabulary	* pen	correct (writing vs container)	
Original test: difficulty value	8,9		7,4		12,6		70,5		0,422
Selected items	now item 4								0,386
(8) -	piglet	perhaps <u>pets</u> vs <u>farm</u> animals? vocabulary of piglet unknown	kitten	perhaps <u>pets</u> vs <u>farm</u> animals? vocabulary of piglet unknown	* dog	correct (adult vs small animal)	puppy	perhaps <u>pets</u> vs <u>farm</u> animals? vocabulary of piglet unknown	
Original test: difficulty value	31,1		7,4		50,0		11,6		0,336
Not Selected	reject item - 2 interpretation possible								
(9) -	sob	vocabulary	* glad	correct (emotions: happy vs sad)	sad	vocabulary	weep	vocabulary	
Original test: difficulty value	13,7		33,7		6,3		45,8		0,291
Not Selected	item correlation low on same item of Form Z								
(10) -	* zip	correct (part vs whole)	vest	vocabulary, classification	dress	classification does not visualise	pants	classification, does not visualise	
Original test: difficulty value	63,2		9,5		7,4		20,0		0,229
Selected items	now item 5								0,223



TABLE 10a(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A10 - Listening and reading comprehension, Form X
(Which one of the four words does not go with the others?)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11) -	she	does not visualise, poor classification = cognitive	her	does not visualise, poor classification = cognitive	hers	does not visualise, poor classification = cognitive	* him	correct (gender)	
Original test: difficulty value	6,3		2,1		22,1		67,4		0,191
Selected items	now item 6								0,159
(12) -	brother	does not visualise, poor classification = cognitive	* mster	correct (family vs not a member of the family)	sister	does not visualise, poor classification = cognitive	father	does not visualise, poor classification = cognitive	
Original test: difficulty value	6,3		44,7		34,7		12,1		0,078
Not Selected	two interpretations possible : gender, or not family - reject item, item correlation low								

TABLE 10b(i) : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON SUB-SET A10 - Listening and reading comprehension, Form X (Which one of the four words does not go with the others?)

SUBTEST 10	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
0	1	0,5	1	0,5
1	1	0,5	2	1,1
2	5	2,6	7	3,7
3	6	3,2	13	6,8
4	18	9,5	31	16,3
5	22	11,6	53	27,9
6	19	10,0	72	37,9
7	24	12,6	96	50,5
8	31	16,3	127	66,8
9	29	15,3	156	82,1
10	22	11,6	178	93,7
11	7	3,7	185	97,4
12	5	2,6	190	100,0

TABLE 10a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A10 - Listening and reading comprehension, Form Z
(Which one of the four words does not go with the others?)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1) -	cat	does not visualise, classification skills	ox	does not visualise, classification skills	* duck	correct (poultry 2 legs vs animals 4 legs)	pig	does not visualise, classification skills	0,034
Original test: difficulty value	6,3	poor = cognitive	78,0	poor = cognitive	9,4		6,3	poor = cognitive	
Not Selected	item correlation poor								
(2) -	fig	does not visualise, classification skills	* tin	correct (object vs fruit)	plum	does not visualise, classification skills	nut	does not visualise, classification skills	0,266
Original test: difficulty value	20,8	poor = cognitive, vocabulary	52,8		14,5	poor = cognitive, vocabulary	10,7	poor = cognitive, vocabulary	
Selected items	now item 1								0,280
(3) -	* hat	correct (hat vs different spots)	spot	vocabulary	speck	vocabulary	dot	vocabulary	0,265
Original test: difficulty value	46,5		10,7		23,9		18,2		
Not Selected	difficult item								
(4) -	run	does not visualise, classification skills	jog	does not visualise, classification skills	* fall	correct (fall, not in control, passivity vs run, in control, activity)	trot	does not visualise, classification skills	0,344
Original test: difficulty value	5,7	poor = cognitive	7,5	poor = cognitive, vocabulary	56,6		26,4	poor = cognitive, vocabulary	
Selected items	now item 2								0,364
(5) -	two	does not visualise, classification skills	six	does not visualise, classification skills	ten	does not visualise, classification skills	* add	correct (to add vs numbers)	0,348
Original test: difficulty value	2,5	poor = cognitive	3,8	poor = cognitive	5,0	poor = cognitive	88,1		
Selected items	now item 3								0,373



TABLE 10a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A10 - Listening and reading comprehension, Form Z
(Which one of the four words does not go with the others?)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6) -	* moon	correct (moon - night vs sun and associations)	sun	does not visualise, classification skills	tan	does not visualise, classification skills	hot	does not visualise, classification skills	0,008
Original test: difficulty value	28,3		8,2	poor = cognitive	49,7	poor = cognitive, vocabulary	11,9	poor = cognitive, vocabulary	
Not Selected	item correlation low								
(7) -	house	does not visualise, classification skills	web	does not visualise, classification skills	nest	does not visualise, classification skills	* hat	correct (hat vs places to live in, people and animals)	0,333
Original test: difficulty value	17,0	poor = cognitive	10,1	poor = cognitive, vocabulary	11,9	poor = cognitive, vocabulary	60,4		
Selected items	now item 4								0,325
(8) -	cub	does not visualise, classification skills	pup	does not visualise, classification skills	* cat	correct (young vs adult)	chick	(2 legs vs 4 legs)	- 0,000
Original test: difficulty value	25,8	poor = cognitive, vocabulary + cup/ cub?	20,1	poor = cognitive, vocabulary	19,5		32,1		
Not Selected	item correlation low - reject item, 2 interpretations possible - young vs adult / 2 legs vs 4 legs								
(9) -	big	does not visualise, classification skills	* thin	correct (thin vs fat)	fat	does not visualise, classification skills	tall	does not visualise, classification skills	- 0,077
Original test: difficulty value	23,3	poor = cognitive	24,5		15,1	poor = cognitive, vocabulary	35,2	poor = cognitive, vocabulary	
Not Selected	item correlation low								
(10) -	* shop	correct (shop vs clothes)	vest	does not visualise, classification skills	frock	does not visualise, classification skills	dress	does not visualise, classification skills	0,236
Original test: difficulty value	42,1		8,8	poor = cognitive, vocabulary	29,6	poor = cognitive, vocabulary	17,6	poor = cognitive, vocabulary	
Not Selected	difficult item								

TABLE 10a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A10 - Listening and reading comprehension, Form Z
(Which one of the four words does not go with the others?)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11) -	his	does not visualise, classification skills	he	does not visualise, classification skills	him	does not visualise, classification skills	* her	correct (gender)	
Original test: difficulty value	7,5	poor = cognitive	7,5	poor = cognitive	3,1	poor = cognitive	78,6		0,229
Selected items	now item 5								0,306
(12) -	mother	does not visualise, classification skills	* mister	correct (gender / family vs not family member)	sister	does not visualise, classification skills	granny	does not visualise, classification skills	
Original test: difficulty value	4,4	poor = cognitive	61,0		11,9	poor = cognitive	18,9	poor = cognitive	0,301
Selected items	now item 6								0,221

TABLE 10b(ii) : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON SUB-SET A10 - Listening and reading comprehension, Form Z (Which one of the four words does not go with the others?)

SUBTEST 10	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
0	1	0,6	1	0,6
1	1	0,6	2	1,3
2	11	6,9	13	8,2
3	13	8,2	26	16,4
4	21	13,2	47	29,6
5	23	14,5	70	44,0
6	31	19,5	101	63,5
7	24	15,1	125	78,6
8	22	13,8	147	92,5
9	9	5,7	156	98,1
10	2	1,3	158	99,4
11	1	0,6	159	100,0



TABLE 11a(i) : ITEM ANALYSIS AND SELECTION ON SUB-SET A11 - Listening and reading comprehension, Form X
(Which word goes best with the two sentences?)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1) swim, run and walk	hen	schemata, only one attribute	ship	vocabulary: swim/sail	fish	schemata, only one attribute	* duck	correct	
Original test: difficulty value	9,5		1,6		11,1		77,8		0,178
Selected items	now item 1 - item correlation low - diagnostic value, keep item								0,169
(2) fly, two legs	man	schemata, only one attribute	* hen	correct	moth	schemata, 6 legs, only one attribute	jet	schemata, only one attribute	
Original test: difficulty value	5,8		61,4		19,0		13,8		0,113
Selected items	now item 2 - item correlation low - diagnostic value, keep item								0,161
(3) big, swim in it	cup	schemata	pot	schemata	tin	schemata	* dam	correct	
Original test: difficulty value	4,2		4,8		5,3		85,2		0,065
Not Selected	item correlation low, difficult item on Form Z								
(4) small, prick you	* pin	correct	bat	schemata, vocabulary	pram	schemata, vocabulary	pen	schemata, vocabulary	
Original test: difficulty value	77,8		5,8		5,8		9,0		0,335
Selected items	now item 3								0,308
(5) flat, cannot eat it	box	schemata, only one attribute	egg	schemata, association, sentences not read accurately	* flag	correct	plum	schemata, vocabulary, sentences not read accurately	
Original test: difficulty value	26,5		7,4		57,1		6,9		0,234
Selected items	now item 4								0,233



TABLE 11b(i) : FREQUENCY DISTRIBUTION OF TOTA SCORES ON SUB-SET A11 - Listening and reading comprehension, Form X (Which word goes best with the two sentences?)

SUBTEST 11	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
1	9	4,7	9	4,7
2	32	16,8	41	21,6
3	35	18,4	76	40,0
4	67	35,3	143	75,3
5	47	47,7	190	100,0

TABLE 11a(ii) : ITEM ANALYSIS AND SELECTION ON SUB-SET A11 - Listening and reading comprehension, Form Z
(Which word goes best with the two sentences?)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1) fly, run and walk	dog	schemata, only one attribute	jet	schemata, only one attribute	bat	schemata, only one attribute	* duck	correct	
Original test: difficulty value	11,9		11,9		13,2		62,9		0,204
Selected items	now item 1								0,242
(2) hop, 4 legs	man	schemata	* frog	correct	hen	schemata	ant	schemata	
Original test: difficulty value	5,7		87,7		3,1		3,1		0,203
Selected items	now item 2 - item correlation low, diagnostic value, keep item								0,166
(3) small, water in	dam	schemata, only one attribute	mud	schemata and association	pool	schemata, only one attribute	* cup	correct	
Original test: difficulty value	24,5		7,5		20,8		44,0		0,166
Not Selected	item correlation low on same item of Form X - difficult item								
(4) from a tree, eat it	* nut	correct	bun	schemata, only one attribute	twig	schemata, vocabulary, only one attribute	stem	schemata, vocabulary, only one attribute	
Original test: difficulty value	75,5		9,4		6,9		6,3		0,225
Selected items	now item 3								0,204
(5) flat cannot eat it	block	schemata, only one attribute	bell	schemata, only one attribute	* map	correct	jam	schemata, sentences not read accurately	
Original test: difficulty value	20,8		12,6		58,5		7,5		0,320
Selected items	now item 4								0,320



TABLE 11b(ii) : FREQUENCY DISTRIBUTION OF TOTAL SCORES SUB-SET A11 - Listening and reading comprehension, Form Z (Which word goes best with the two sentences?)

SUBTEST 11	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
0	2	1,3	2	1,3
1	14	8,8	16	10,1
2	27	17,0	43	27,0
3	36	22,6	79	49,7
4	54	34,0	133	83,6
5	26	16,4	159	100,0

TABLE 12a : ITEM ANALYSIS AND SELECTION ON GRADE 1 - level story : BEN AND KEN - SUB-SET B1

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1)	a	wrong word in text, poor understanding of idioms	b	wrong ending of word twin/twig	c	gender wrong	* d	correct, inferential question	0,242
Original test: difficulty value	46,5		6,4		2,1		44,9		
Not Selected	difficult item								
(2)	a	guessing	* b	correct, inferential question	c	guessing	d	guessing	0,314
Original test: difficulty value	8,6		65,2		10,2		16,0		
Selected items	now item 1								0,256
(3)	a	vocabulary (twin?)	b	vocabulary	c	vocabulary, schemata (Ken is boy's name)	* d	correct, inferential	0,397
Original test: difficulty value	7,0		8,0		25,7		58,8		
Selected items	now item 2								0,391
(4)	a	same initial blend, word ending different (plan / plot)	b	wrong word in text, difficulty with in/on preposition	c	sight word recognition and decoding horse / hour	* d	correct, understanding of preposition	0,125
Original test: difficulty value	1,6		19,3		18,2		60,4		
Not Selected	item correlation low								
(5)	a	same initial blend, ending different	b	b/p reversal visual	* c	correct inferential question (it = ?)	d	difficulty with vocabulary, near / on	0,493
Original test: difficulty value	9,6		7,5		62,0		19,8		
Selected items	now item 3								0,529

TABLE 12a : ITEM ANALYSIS AND SELECTION ON GRADE 1 - level story : BEN AND KEN - SUB-SET B1

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6)	* a	correct, inferential question	b	from / for house / horse sight word recognition	c	t/f reversal, schemata	d	t/f reversal, adding of sound, schemata	
Original test: difficulty value	71,7		14,4		8,0		5,9		0,359
Selected items	now item 4								0,287
(7)	a	guessing, vocabulary (pets?), reading without meaning	* b	correct, inferential question	c	guessing, vocabulary (pets?), reading without meaning	d	guessing, vocabulary (pets?), reading without meaning	
Original test: difficulty value	24,1		49,7		10,7		15,0		0,320
Not Selected	difficult item								
(8)	a	wrong combination in text	b	schemata, wrong combination in text	c	schemata wrong combination in text	* a	correct, direct question	
Original test: difficulty value	15,0		11,8		13,9		59,4		0,565
Selected items	now item 5								0,568
(9)	a	guessing, word and phrases in text	b	guessing, word and phrases in text, reading without meaning	* c	correct, inferential question	d	guessing, wrong conclusion, wrong schemata	
Original test: difficulty value	19,8		12,3		59,4		7,0		0,416
Selected items	now item 6								0,478
(10)	a	wrong conclusion, words in text	b	guessing vocabulary poor, no comprehension, reading without meaning	* c	correct, inferential question	d	guessing, poor comprehension	
Original test: difficulty value	13,4		7,0		72,2		7,0		0,425
Selected items	now item 7								0,407



TABLE 12a : ITEM ANALYSIS AND SELECTION ON GRADE 1 - level story : BEN AND KEN - SUB-SET B1

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11)	a	poor comprehension, reading without meaning	* b	correct, inferential question	c	swim / swans, to/two vocabulary, guessing	d	wrong quotation from text	
Original test: difficulty value	19,3		56,1		7,0		16,6		0,273
Selected items	now item 8								0,245
(12)	a	literal interpretation of idiom	* b	correct, idioms	c	idiom	d	wrong conclusion	
Original test: difficulty value	27,8		43,9		10,2		18,2		0,357
Not Selected	Difficult item								

TABLE 12b : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON GRADE 1 - level story : BEN AND KEN - SUB-SET B1

BEN	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
1	2	1,0	2	1,0
2	11	5,8	13	6,8
3	12	6,3	25	13,1
4	19	10,1	44	23,2
5	18	9,5	62	32,7
6	25	13,2	87	45,9
7	16	8,5	103	54,4
8	18	9,5	121	63,9
9	22	11,6	143	75,5
10	21	11,1	164	86,6
11	16	8,5	180	95,1
12	9	4,9	189	100,0

TABLE 13a : ITEM ANALYSIS AND SELECTION ON GRADE 1 - level story : FLAP AND POG - SUB-SET B2 (NOT SELECTED)
(The two other grade 1-level stories had higher reliability coefficients and more comparable means and standard deviations)

ITEM0	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1)	a	is / has wrong meaning	b	wrong word in text, vocabulary, no meaning	* c	correct, direct question	d	p/d reversal visual	0,198
Original test: difficulty value	17,4		2,1		78,9		1,6		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients)								
(2)	a	gender, infer he = male	b	random word from text	c	b/d reversal visual	* d	correct, inferential question	0,221
Original test: difficulty value	17,9		6,3		14,7		61,1		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients)								
(3)	a	sight word, meaning of vocabulary sun / son	* b	correct, inferential question	c	association, reading without meaning	d	b/d/p reversal, random word	0,340
Original test: difficulty value	14,7		56,3		17,9		9,5		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients)								
(4)	a	guessing, p/d reversal	b	b/p reversal visual	c	b/d reversal visual	* d	correct, inferential question	0,314
Original test: difficulty value	11,1		11,6		6,3		71,1		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients)								
(5)	* a	correct, inferential question	b	random colour from text	c	random colour from text, schemata	d	random colour from text, schemata	0,206
Original test: difficulty value	63,2		24,7		7,9		3,2		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients)								

TABLE 13a : ITEM ANALYSIS AND SELECTION ON GRADE 1 - level story : FLAP AND POG - SUB-SET B2 (NOT SELECTED)
(The two other grade 1-level stories had higher reliability coefficients and more comparable means and standard deviation)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6)	a	p/d, reversal, wrong colour	b	d/b reversal visual	* c	correct, true / false	d	schemata	0,417
Original test: difficulty value	11,6		18,4		51,1		18,9		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients)								
(7)	a	inferential question, schemata, vocabulary	b	vocabulary, idiom	c	idiom, difficulty to infer	* d	correct, idiom	0,324
Original test: difficulty value	17,9		31,1		12,6		38,4		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients)								
(8)	a	vocabulary, different meaning of same word	b	vocabulary two / too and meaning of fit	* c	correct, vocabulary	d	schemata	0,100
Original test: difficulty value	24,7		8,9		31,1		34,7		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients)								
(9)	a	schemata	* b	correct, vocabulary	c	son / sun vocabulary, meaning	d	difficulty to infer	0,100
Original test: difficulty value	48,4		27,9		6,3		16,8		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients)								
(10)	a	b/d reversal	* b	correct	c	reading without meaning schemata	d	schemata, guessing	0,290
Original test: difficulty value	23,2		42,6		24,2		8,9		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients)								

TABLE 13a : ITEM ANALYSIS AND SELECTION ON GRADE 1 - level story : FLAP AND POG - SUB-SET B2 (NOT SELECTED)
(The two other grade 1-level stories had higher reliability coefficients and more comparable means and standard deviation)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11)	a	wrong connection of sentences	b	wrong connection of sentences	* c	correct	d	does not read with meaning, schemata	0,339
Original test: difficulty value	15,3		12,6		43,2		28,9		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients)								
(12)	a	literal interpretation	b	literal interpretation	c	guessing	* d	correct, idiom	0,168
Original test: difficulty value	27,4		14,2		8,4		49,5		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients)								

TABLE 13b : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON GRADE 1 - level story : FLAP AND POG - SUB-SET B2 (NOT SELECTED) (The two other grade 1-level stories had higher reliability coefficients and more comparable means and standard deviation)

FLAP	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
1	1	0,5	1	0,5
2	3	1,6	4	2,1
3	7	3,7	11	5,8
4	16	8,4	27	14,2
5	26	13,7	53	27,9
6	25	13,2	78	41,1
7	31	16,3	109	57,4
8	27	14,2	136	71,6
9	18	9,8	154	81,4
10	17	8,8	171	90,2
11	8	4,1	179	94,2
	11	5,8	190	100,0



TABLE 14a : ITEM ANALYSIS AND SELECTION ON GRADE 1 - level story : TUB AND TOD - SUB-SET B3

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1)	a	house / horse sight word	* b	correct, direct question	c	guessing words in text	d	guessing words in text	0,249
Original test: difficulty value	31,7		62,4		2,6		3,2		
Selected items	now item 1								0,226
(2)	a	Tub / Tod	b	b/p Tub/Tod reading without meaning	c	guessing, random word vocabulary, reading without meaning	* d	correct, direct question	0,296
Original test: difficulty value	17,5		1,6		0,5		79,9		
Selected items	now item 2								0,276
(3)	a	schemata	b	schemata wrong word in text, poor comprehension, reading without meaning	* c	correct, direct question	d	sight word vocabulary "colour" difficulty	0,373
Original test: difficulty value	12,2		4,8		66,1		15,3		
Selected items	now item 3								0,339
(4)	a	literal interpretation	* b	correct, idiom	c	literal interpretation, off = association with fall	d	nod = ? vocabulary difficulty	0,142
Original test: difficulty value	40,2		30,7		3,7		24,9		
Not Selected	difficult item								
(5)	a	Tod / Tub confusion, wrong quotations wrong interpretation of who he refers to	b	Tod / Tub confusion of who the he refers to	c	Tod / Tub confusion of who the he refers to	* d	correct, inferential he = ?	0,390
Original test: difficulty value	30,2		15,3		15,3		39,2		
Not Selected	difficult item								

TABLE 14a : ITEM ANALYSIS AND SELECTION ON GRADE 1 - level story : TUB AND TOD - SUB-SET B3

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6)	* a	correct, inferential question	b	schemata	c	random word, using b/p reversal	d	word reversal, wrong word	
Original test: difficulty value	56,6		20,6		3,2		19,0		0,475
Selected items	now item 4								0,448
(7)	a	poor comprehension, reading single words without meaning	b	difficulty interpreting who <u>he</u> is	* c	correct, inferential question	d	random word, guessing	
Original test: difficulty value	17,5		19,0		58,2		4,8		0,419
Selected items	now item 5								0,414
(8)	a	Tod / Tub confusion	* b	correct, inferential question (he = ?)	c	wrong, poor reading for meaning, schemata	d	schemata no meaning	
Original test: difficulty value	25,9		65,6		5,3		2,6		0,265
Selected items	now item 6								0,291
(9)	a	lot / lost wrong conclusion	* b	correct, inferential small = not big	c	wrong conclusion, schemata	d	omission of word <u>not</u> alters meaning	
Original test: difficulty value	6,9		40,7		28,0		23,8		0,318
Not Selected	difficult item								
(10)	* a	correct	b	omission of not alters meaning	c	guessing, reading without meaning	d	guessing, reading without meaning	
Original test: difficulty value	57,1		27,5		4,8		9,5		0,406
Selected items	now item 7								0,391

TABLE 14a : ITEM ANALYSIS AND SELECTION ON GRADE 1 - level story : TUB AND TOD - SUB-SET B3

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11)	a	wrong conclusion	b	not reading for meaning	* c	correct, inferential question	d	small detail, the word <u>not</u> alters meaning	
Original test: difficulty value	14,3		37,0		27,0		21,2		0,349
Not Selected	Difficult item								
(12)	a	guessing	b	not reading for meaning	c	wrong conclusion	* d	correct, inferential question	
Original test: difficulty value	14,8		17,5		15,9		51,3		0,474
Selected items	now item 8								0,425

TABLE 14b : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON GRADE 1 - level story : TUB AND TOD - SUB-SET B3 (NOT SELECTED)

TUB	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
1	4	2,1	4	2,1
2	10	5,3	14	7,4
3	14	7,4	28	14,8
4	27	14,3	55	29,1
5	29	15,3	84	44,4
6	26	13,8	110	58,2
7	15	7,9	125	66,1
8	16	8,5	141	74,6
9	13	6,9	154	81,5
10	15	7,9	169	89,5
11	15	7,9	184	97,4
12	5	2,6	189	100,0

TABLE 15a : ITEM ANALYSIS AND SELECTION ON BEYOND GRADE 1 - level story : LU AND JO - SUB-SET C1

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1)	a	p/d kids / kips	* b	correct, inferential question	c	letter sequence kids / skid	d	not reading for meaning	
Original test: difficulty value	3,7		83,7		3,2		9,5		0,376
Selected items	now item 1								0,370
(2)	a	n/m visual discrimination	b	visual discrimination	* c	correct, direct question	d	random word, same beginning	
Original test: difficulty value	7,4		10,5		77,9		3,7		0,302
Selected items	now item 2								0,282
(3)	a	vocabulary	* b	correct, schemata, vocabulary	c	reading without meaning	d	reading without meaning	
Original test: difficulty value	27,4		63,2		5,8		3,2		0,471
Selected items	now item 3								0,483
(4)	* a	correct, inferential question	b	schemata, vocabulary	c	guessing	d	guessing	
Original test: difficulty value	78,4		11,6		4,7		4,2		0,416
Selected items	now item 4								0,436
(5)	a	schemata	b	schemata	c	reading without meaning	* d	correct, inferential question	
Original test: difficulty value	13,2		12,6		6,3		67,4		0,494
Selected items	now item 5								0,514

TABLE 15a : ITEM ANALYSIS AND SELECTION ON BEYOND GRADE 1 - level story : LU AND JO - SUB-SET C1

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6)	a	schemata	b	wrong word in text, reading without meaning	* d	correct, direct question	d	right word soft / sort	
Original test: difficulty value	10,5		11,1		73,7		4,7		0,390
Selected items	now item 6								0,366
(7)	a	m/w smells/ swells reading without meaning	b	m/w smells/ swells letter reversal visual	c	reading without meaning, confusing meaning of smiles/ smells vocabulary	* d	correct, true/false	
Original test: difficulty value	17,9		11,6		26,3		43,2		0,332
Not Selected	difficult item								
(8)	a	guessing, schemata	* b	correct	c	guessing, schemata	d	b/p reversal visual	
Original test: difficulty value	14,7		69,5		11,6		3,7		0,555
Selected items	now item 7								0,547
(9)	a	literal interpretation of idiom	b	wrong conclusion	* c	correct, idiom	d	wrong conclusion	
Original test: difficulty value	17,9		28,4		28,9		23,2		0,215
Not Selected	difficult item								

TABLE 15b : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON BEYOND GRADE 1 - level story : LU AND JO - SUB-SET C1

LU	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
1	1	0,5	1	0,5
2	5	2,6	6	3,1
3	12	6,3	18	9,4
4	15	7,9	33	17,3
5	23	12,1	56	29,4
6	21	11,1	77	40,5
7	23	12,1	100	52,6
8	33	17,4	133	70,0
9	40	21,1	173	91,1
	17	8,9	190	100,0

TABLE 16a : ITEM ANALYSIS AND SELECTION ON BEYOND GRADE 1 - LEVEL STORY : SAM - SUB-SET C2 (NOT SELECTED) (The two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels, means and standard deviation)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1)	* a	correct, inferential	b	vocabulary, of "nearly"	c	guessing	d	guessing (the readers were \pm 6 - 7)	
Original test: difficulty value	32,8		54,5		2,6		10,1		0,125
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								
(2)	a	multiple meaning of word dress	b	gender	* c	correct, inferential him = male gender	d	metacognition	
Original test: difficulty value	13,2		4,8		78,3		3,7		0,361
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								
(3)	a	not connecting gender and reads without comprehension	* b	correct, inferential questions dress, multiple meaning	c	p/d reversal	d	meaning of dress	
Original test: difficulty value	9,0		77,8		5,3		6,9		0,437
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								
(4)	a	shirt / skirt decoding, sight word recognition	b	banks/ pants b/p t/k sight word recognition	c		* d	correct, direct question	
Original test: difficulty value	10,6		8,5		7,9		72,0		0,412
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								
(5)	* a	correct, vocabulary, meaning, schemata	b	guessing, vocabulary	c	guessing vocabulary	d	vocabulary schemata	
Original test: difficulty value	54,0		6,9		9,0		29,6		0,526
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								

TABLE 16a : ITEM ANALYSIS AND SELECTION ON BEYOND GRADE 1 - LEVEL STORY : SAM - SUB-SET C2 (NOT SELECTED) (The two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6)	a	schemata cannot infer	b	schemata cannot infer	c	schemata cannot infer	* d	correct, inferential question	0,331
Original test: difficulty value	9,5		35,4		12,2		41,8		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								
(7)	a	guessing	* b	correct, direct question	c	guessing	d	guessing	0,349
Original test: difficulty value	10,1		69,8		10,6		9,0		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								
(8)	a	reading without meaning, random words from text	b	reading without meaning, random words from text	* c	correct, sequence of actions	d	reading without meaning, random words from text	0,010
Original test: difficulty value	20,6		40,7		26,5		11,6		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								
(9)	a	wrong conclusion	b	literal interpretation	c	literal interpretation	* d	correct, idiom	0,072
Original test: difficulty value	39,7		15,3		21,7		22,2		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								

TABLE 16b : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON BEYOND GRADE 1 - LEVEL STORY : SAM SUB-SET C2 (NOT SELECTED) (The two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)

SAM	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
0	2	1,1	2	1,1
1	12	6,3	14	7M4
2	13	6,8	27	14,2
3	21	11,1	48	25,3
4	36	18,9	84	44,2
5	32	16,8	116	61,0
6	39	20,5	155	81,5
7	22	11,6	177	93,1
8	8	4,3	185	97,4
9	5	2,6	190	100,0

TABLE 17a : ITEM ANALYSIS AND SELECTION ON BEYOND GRADE 1 - LEVEL STORY : JIM - SUB-SET C3

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1)	a	gender wrong	b	wrong gender	* c	correct, inferential (Jim=his)	d	wrong conclusion	
Original test: difficulty value	4,8	cannot infer (his = male)	1,1	cannot infer (his = male)	92,6		1,6		0,291
Selected items	now item 1								0,300
(2)	a	schemata	b	omission of letter play/pay	c	phrase from text, letter sequence errors	* d	correct	
Original test: difficulty value	12,7		3,2		4,8		79,4		0,277
Selected items	now item 2								0,302
(3)	a	guessing	* b	correct inferential question	c	schemata	d	schemata	
Original test: difficulty value	4,2		35,4		13,2		45,5		0,138
Not Selected	difficult item, item correlation low								
(4)	* a	correct inferential question	b	not reading with meaning	c	wrong word, reading single words without meaning	d	reading single words without meaning	
Original test: difficulty value	42,3		19,6		10,1		27,5		0,127
Not Selected	difficult item, item correlation low								
(5)	a	guessing	b	wrong conclusion, words in text	* c	correct, inferential question	d	shelf/shell vocabulary confusion	
Original test: difficulty value	6,3		18,0		71,4		4,2		0,408
Selected items	now item 3								0,465

TABLE 17a : ITEM ANALYSIS AND SELECTION ON BEYOND GRADE 1 - LEVEL STORY : JIM - SUB-SET C3

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6)	a	wrong word	b	guessing	c	guessing	* d	correct direct question	
Original test: difficulty value	26,5		5,3		7,9		60,3		0,210
Selected items	now item 4								0,249
(7)	a	reading without meaning	b	wrong conclusion	c	lots / lost, sequence	* d	correct, inferential question	
Original test: difficulty value	5,8		21,7		5,8		65,6		0,478
Selected items	now item 5								0,514
(8)	a	schemata	* b	correct, inferential question	c	reading without meaning, guessing	d	schemata	
Original test: difficulty value	34,4		57,1		4,2		3,2		0,372
Selected items	now item 6								0,309
(9)	a	letter sequence picks / pans spick / span	b	tiny / tidy not reading for meaning	c	omission of <u>not</u> in sentence	* d	correct, idiom	
Original test: difficulty value	11,1		3,7		16,4		67,2		0,504
Selected items	now item 7								0,521



TABLE 17b : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON BEYOND GRADE 1 - LEVEL STORY : JIM - SUB-SET C3

JIM	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
0	1	0,5	1	0,5
1	5	2,6	6	3,1
2	9	4,7	15	7,8
3	14	7,4	29	15,2
4	21	11,1	50	26,3
5	29	15,3	79	41,6
6	35	18,4	114	60,0
7	36	18,9	150	78,9
8	29	15,3	179	94,2
9	11	5,8	190	100,0

TABLE 18a : ITEM ANALYSIS AND SELECTION ON GRADE 2 - LEVEL STORY : BRAD - SUB-SET C4 (NOT SELECTED) *(The two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels, means and standard deviations)*

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1)	a	not using meta-cognition	b	wrong conclusion, not using metacognition	* c	correct, inferential question	d	wrong conclusion, cannot infer, using wrong contextual clue	
Original test: difficulty value	12,4		30,3		29,3		28,1		0,243
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								
(2)	a	guessing, schemata	b	guessing, schemata	c	do not use connecting sentences to understand text	* d	correct, inferential questions	
Original test: difficulty value	4,9		31,4		37,8		25,4		0,295
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								
(3)	a	not using clues in text	* b	correct true / false	c	not reading for meaning	d	guessing	
Original test: difficulty value	41,6		24,3		27,6		5,9		0,005
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								
(4)	* a	correct, inferential question	b	guessing	c	random word from text	d	guessing	
Original test: difficulty value	82,2		2,2		15,1		0,0		0,368
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								
(5)	a	guessing random word from text	b	guessing random word from text	* c	correct, inferential question	d	schemata	
Original test: difficulty value	2,7		13,0		55,7		28,6		0,186
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								

TABLE 18a : ITEM ANALYSIS AND SELECTION ON GRADE 2 - LEVEL STORY : BRAD - SUB-SET C4 (NOT SELECTED)
(The two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels, means and standard deviations)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6)	a	cannot infer and use clues	* b	correct, connecting sentences to infer	c	guessing	d	vocabulary meaning, not reading for meaning, metacognition	0,149
Original test: difficulty value	8,1		66,5		2,2		23,2		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								
(7)	a	schemata, guessing	* b	correct, inferential question	c	guessing	d	guessing	0,385
Original test: difficulty value	10,8		81,1		6,5		1,6		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								
(8)	* a	correct, direct question	b	schemata	c	reading without meaning, not connecting sentences	d	not connecting sentences, random phrase from text	0,198
Original test: difficulty value	57,3		5,4		6,5		30,8		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								
(9)	a	guessing	b	random phrase from text, not using schemata	c	guessing	* d	correct, inferential question, schemata	0,148
Original test: difficulty value	2,7		30,8		2,2		64,3		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								
(10)	a	literal interpretation	b	b/d and literal interpretation	* c	correct, idiom	d	r/n visual discrimination	0,360
Original test: difficulty value	37,3		9,7		41,1		11,9		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								

TABLE 18a : ITEM ANALYSIS AND SELECTION ON GRADE 2 - LEVEL STORY : BRAD - SUB-SET C4 (NOT SELECTED)
(The two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels, means and standard deviations)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11)	a	vocabulary	b	not reading with meaning	c	quietly/quickly sight word vocabulary, decoding	* d	correct, true/false vocabulary	0,328
Original test: difficulty value	9,7		3,8		30,8		54,1		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								
(12)	a	cannot infer	b	cannot infer	* c	correct, inferential question	d	guessing	0,405
Original test: difficulty value	8,6		4,9		82,7		3,8		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								
(13)	a	not reading with meaning	b	not reading with meaning	c	not reading with meaning	* d	correct, direct question	0,383
Original test: difficulty value	10,3		8,6		1,6		78,9		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								
(14)	a	literal interpretation	b	literal interpretation	c	wrong conclusion, cannot infer	* d	correct, idiom	0,063
Original test: difficulty value	49,2		8,6		20,5		21,6		
Not Selected	(the two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels)								



TABLE 18b : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON GRADE 2 - LEVEL STORY : BRAD - SUB-SET C4 (NOT SELECTED) *(The two other grade 1-level stories had higher reliability coefficients and more comparable difficulty levels, means and standard deviations)*

BRAD	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
1	1	0,5	1	0,5
2	4	2,1	5	2,7
3	9	4,8	14	7,4
4	10	5,3	24	12,8
5	14	7,4	38	20,2
6	22	11,7	60	31,9
7	25	13,3	85	45,2
8	28	14,9	113	60,1
9	34	18,1	147	78,2
10	17	9,0	164	87,2
11	15	8,0	179	95,2
12	4	2,1	183	97,3
13	4	2,1	187	99,5
14	1	0,5	188	100,0

TABLE 19a : ITEM ANALYSIS AND SELECTION ON GRADE 2 - LEVEL STORY : PAM - SUB-SET CS

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1)	a	schemata	b	wrong conclusion	* c	correct inferential question	d	random word	
Original test: difficulty value	6,5		12,5		81,0		0,0		0,423
Selected items	now item 1								0,443
(2)	a	literal association with snow schemata	b	literal association, schemata	* c	correct, idiom	d	wrong conclusion, schemata	
Original test: difficulty value	2,7		6,0		77,7		12,5		0,407
Selected items	now item 2								0,432
(3)	a	vocabulary (clearly = ?)	* b	correct	c	schemata, wrong conclusion	d	schemata not reading for meaning	
Original test: difficulty value	3,8		88,6		4,9		2,2		0,376
Selected items	now item 3								0,377
(4)	* a	correct, true/false	b	vocabulary, meaning of always/sometimes	c	guessing, reading without meaning	d	meaning / vocabulary of hard to hear vs hear well	
Original test: difficulty value	86,4		9,8		1,6		0,5		0,199
Selected items	now item 4 - keep item, diagnostic value - language								0,167
(5)	a	q/p vocabulary	b	guessing word beginning quick/quiet, sight word recognition	c	quickly/quiet vocabulary word beginning	* d	correct, idiom	
Original test: difficulty value	2,2		20,1		11,4		65,8		0,217
Selected items	now item 5 - keep item, diagnostic value - language								0,194



TABLE 19a : ITEM ANALYSIS AND SELECTION ON GRADE 2 - LEVEL STORY : PAM - SUB-SET C5

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6)	a	guessing	b	does not use contextual clues schemata nor metacognition, cannot infer	c	wrong conclusion, literal interpretation	* d	correct, inferential question	
Original test: difficulty value	4,3		3,3		8,2		83,2		0,388
Selected items	now item 6								0,406
(7)	a	guessing	* b	correct, direct	c	wrong word, read single words without meaning	d	schemata	
Original test: difficulty value	6,5		56,5		26,1		9,8		0,423
Selected items	now item 7								0,391
(8)	a	wrong fact	b	schemata	c	wrong fact	* d	correct, direct question	
Original test: difficulty value	24,5		12,5		9,2		53,3		0,488
Not Selected	difficult item								
(9)	a	w/m reversal, literal interpretation	b	literal interpretation	* c	correct, idiom	d	random w/m	
Original test: difficulty value	8,7		40,2		33,2		17,4		0,312
Not Selected	difficult item								
(10)	a	schemata	b	schemata, metacognitive involvement	c	recognition of vowels	* d	correct, direct question, schemata	
Original test: difficulty value	1,6		8,7		8,7		80,4		0,347
Selected items	now item 8								0,345



TABLE 19a : ITEM ANALYSIS AND SELECTION ON GRADE 2 - LEVEL STORY : PAM - SUB-SET C5

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11)	a	vocabulary	* b	correct, vocabulary	c	language, vocabulary	d	vocabulary	0,433
Original test: difficulty value	8,7		59,2		13,0		17,9		
Selected items	now item 9								0,399
(12)	a	literal interpretation, cannot infer	b	literal interpretation, wrong conclusion	c	literal interpretation, wrong conclusion	* d	correct, idiom	0,284
Original test: difficulty value	17,9		10,3		3,3		67,9		
Selected items	now item 10								0,229
(13)	a	wrong word in text	b	wrong word in text	c	guessing	* d	correct, vocabulary meaning	0,411
Original test: difficulty value	9,8		10,3		8,7		70,7		
Selected items	now item 11								0,403
(14)	a	omission of initial letter in word	b	k/t confusion, stalks/starts sight word and decoding	* c	correct, vocabulary	d	wrong conclusion, vocabulary	0,322
Original test: difficulty value	10,9		12,5		63,0		13,0		
Selected items	now item 12								0,316



TABLE 19b : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON GRADE 2 - LEVEL STORY : PAM - SUB-SET C5

PAM	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
1	1	0,5	1	0,5
2	1	0,5	2	1,1
3	5	2,7	7	3,7
4	7	3,7	14	7,4
5	3	1,6	17	9,0
6	9	4,8	26	13,8
7	15	8,0	41	21,8
8	24	12,8	65	34,6
9	20	10,6	85	45,2
10	26	13,8	111	59,0
11	15	8,0	126	67,0
12	23	12,2	149	79,3
13	27	14,4	176	93,6
14	12	6,4	188	100,0

TABLE 20a : ITEM ANALYSIS AND SELECTION ON GRADE 2 - LEVEL STORY : BIRDS - SUB-SET C6

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1)	a	schemata, association whole instead of part	b	sight word recognition feathers/fathers	* c	correct, vocabulary meaning infer "they" = ?	d	vocabulary	0,238
Original test: difficulty value	15,8		13,6		65,0		5,6		
Selected items	now item 1								
(2)	a	vocabulary meaning	* b	correct, vocabulary meaning	c	random	d	association shell	0,234
Original test: difficulty value	14,1		81,4		4,5		0,0		
Selected items	now item 2								
(3)	a	wrong conclusion, association feathers/wings, schemata wrong	b	wrong conclusion, does not use schemata	c	guessing, reading without meaning	* d	correct, inferential question	0,438
Original test: difficulty value	16,4		5,1		2,3		76,3		
Selected items	now item 3								
(4)	a	week / weak vocabulary	b	m/w vocabulary	* c	correct, vocabulary	d	vocabulary meaning	0,453
Original test: difficulty value	14,1		6,8		74,6		4,5		
Selected items	now item 4								
(5)	a	wrong conclusion	b	wrong conclusion	c	wrong conclusion	* d	correct, inferential question	0,319
Original test: difficulty value	11,3		6,8		2,3		79,7		
Selected items	now item 5								

TABLE 20a : ITEM ANALYSIS AND SELECTION ON GRADE 2 - LEVEL STORY : BIRDS - SUB-SET C6

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6)	a	literal interpretation, schemata, cannot infer	b	cannot infer	c	vocabulary	* d	correct, idiom	0,178
Original test: difficulty value	20,3		4,0		22,6		53,1		
Not Selected	item correlation low								
(7)	a	schemata, infer	b	parents/ parrots sight word, decoding	* c	correct	d	association baby birds/ chick	0,352
Original test: difficulty value	9,0		5,6		79,1		5,6		
Selected items	now item 6								0,373
(8)	a	cannot infer, idiom	b	letter sequence nest / nets	* c	correct, inferential question	d	random, guessing	0,380
Original test: difficulty value	4,0		13,0		78,5		4,5		
Selected items	now item 7								0,375
(9)	a	reading without meaning, wrong words/ facts from text	* b	correct, true / false	c	meaning vocabulary, connected ideas, reading without meaning	d	wrong conclusion	0,220
Original test: difficulty value	7,9		65,5		14,1		11,3		
Selected items	now item 8								0,196
(10)	a	wrong conclusion, schemata, cannot infer	b	wrong conclusion, schemata, cannot infer	c	confuse feathers/ wings	* d	correct, true/false	0,323
Original test: difficulty value	32,8	(they = ?) vocabulary	11,3	vocabulary	18,1		36,7		
Not Selected	difficult item								

TABLE 20a : ITEM ANALYSIS AND SELECTION ON GRADE 2 - LEVEL STORY : BIRDS - SUB-SET C6

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11)	a	wrong conclusion, does not see connection between sentences schemata	b	b/d reversal buck/duck	c	wrong conclusion, does not see connection between sentences schemata	* d	correct, inferential question	
Original test: difficulty value	21,5		5,6		27,7		44,6		0,353
Selected items	now item 9								0,308
(12)	a	guessing	b	guessing	* c	correct, inferential question, metacognition	d	association, schemata	
Original test: difficulty value	5,6		4,0		54,2		35,0		0,426
Selected items	now item 10								0,420
(13)	a	wrong word in text	* b	correct inferential (she = ?)	c	guessing	d	chick/cheek, sight word schemata does not see connection between sentences	
Original test: difficulty value	5,6		84,2		5,1		4,0		0,291
Selected items	now item 11								0,286
(14)	* a	correct, inferential question	b	wrong conclusion, reading without meaning	c	wrong word in text	d	guessing	
Original test: difficulty value	67,2		10,2		19,2		2,8		0,324
Selected items	now item 12								0,329



TABLE 20b : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON GRADE 2 - LEVEL STORY : BIRDS - SUB-SET C6

BIRDS	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
0	1	0,5	1	0,5
2	4	2,1	5	2,7
3	3	1,6	8	4,3
4	3	1,6	11	5,9
5	10	5,3	21	11,2
6	16	8,5	37	19,7
7	12	6,4	49	26,1
8	23	12,2	72	38,3
9	19	10,1	91	48,4
10	23	12,2	114	60,6
11	24	12,8	138	73,4
12	22	11,7	160	85,1
13	18	9,6	178	94,7
14	10	5,3	188	100,0

TABLE 21a : ITEM ANALYSIS AND SELECTION ON GRADE 3 - LEVEL STORY : ROB - SUB-SET C7 (NOT SELECTED)
(The other two grade 3-level stories had more comparable difficulty levels, means and standard deviation)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1)	a	irrelevant random phrase from text	b	vocabulary	c	vocabulary	* d	correct, vocabulary	0,248
Original test: difficulty value	20,6		4,1		2,4		72,9		
Not Selected	(the other two grade 3-level stories had more comparable difficulty levels)								
(2)	a	vocabulary	* b	correct, vocabulary	c	vocabulary	d	vocabulary, sight word recognition and decoding fishing/finishing	0,314
Original test: difficulty value	12,9		78,8		4,7		3,5		
Not Selected	(the other two grade 3-level stories had more comparable difficulty levels)								
(3)	a	random word deduced from text, vocabulary	b	random word, vocabulary	* c	correct, vocabulary, and inferential question	d	random word	0,195
Original test: difficulty value	1,8		1,8		91,8		4,7		
Not Selected	(the other two grade 3-level stories had more comparable difficulty levels)								
(4)	a	literal interpretation	* b	correct, idiom	c	literal interpretation	d	fit/tiff reversal, vocabulary	0,446
Original test: difficulty value	8,8		84,7		2,9		3,5		
Not Selected	(the other two grade 3-level stories had more comparable difficulty levels)								
(5)	a	not connecting sentences	b	guessing	* c	correct, inferential, connecting sentences	d	guessing	- 0,029
Original test: difficulty value	42,9		25,3		24,1		7,6		
Not Selected	(the other two grade 3-level stories had more comparable difficulty levels)								

TABLE 21a : ITEM ANALYSIS AND SELECTION ON GRADE 3 - LEVEL STORY : ROB - SUB-SET C7 (NOT SELECTED)
(The other two grade 3-level stories had more comparable difficulty level, means and standard deviation)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6)	a	irrelevant, random fact from text	b	irrelevant, cannot infer	c	not connecting all sentences and information	* d	correct, inferential question	0,411
Original test: difficulty value	11,2		7,6		2,9		78,2		
Not Selected	(the other two grade 3-level stories had more comparable difficulty levels)								
(7)	a	omission of letter sport /spot	b	literal interpretation	c	literal interpretation	* d	correct, idiom	0,337
Original test: difficulty value	7,1		6,5		2,9		82,9		
Not Selected	(the other two grade 3-level stories had more comparable difficulty levels)								
(8)	a	vocabulary	b	vocabulary	* c	correct, vocabulary	d	vocabulary	0,312
Original test: difficulty value	8,2		2,9		46,5		41,8		
Not Selected	(the other two grade 3-level stories had more comparable difficulty levels)								
(9)	a	guessing, vocabulary	b	guessing	* c	correct, vocabulary	d	guessing	0,419
Original test: difficulty value	4,1		2,9		90,6		2,4		
Not Selected	(the other two grade 3-level stories had more comparable difficulty levels)								
(10)	a	schemata	* b	correct, inferential question	c	not using metacognition and schemata	d	not using metacognition and schemata	0,174
Original test: difficulty value	37,6		45,9		12,4		4,1		
Not Selected	(the other two grade 3-level stories had more comparable difficulty levels)								

TABLE 21a : ITEM ANALYSIS AND SELECTION ON GRADE 3 - LEVEL STORY : ROB - SUB-SET C7 (NOT SELECTED)
(The other two grade 3-level stories had more comparable difficulty levels, mean and standard deviation))

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11)	a	not reading with meaning	b	not reading with meaning	c	not true, direct question from text	* d	correct, true/false	
Original test: difficulty value	1,2		2,9		60,6		35,3		0,299
Not Selected	(the other two grade 3-level stories had more comparable difficulty levels)								
(12)	* a	correct, inferential question	b	wrong conclusion	c	wrong conclusion	d	random passage from text	
Original test: difficulty value	51,8		32,4		11,2		4,7		0,144
Not Selected	(the other two grade 3-level stories had more comparable difficulty levels)								
(13)	a	random sentence from text	b	guessing	* c	correct, direct question	d	guessing	
Original test: difficulty value	12,4		8,2		73,5		5,9		0,329
Not Selected	(the other two grade 3-level stories had more comparable difficulty levels)								
(14)	a	cannot infer, not connecting sentences correctly	b	reading without meaning	c	difficulty to infer	* d	correct true/false	
Original test: difficulty value	5,9		3,5		4,7		85,9		0,392
Not Selected	(the other two grade 3-level stories had more comparable difficulty levels)								
(15)	a	reading without meaning and comprehension	b	reading without meaning	* c	correct, true / false	d	meaning of vocabulary (until)	
Original test: difficulty value	20,6		4,1		2,4		72,9		- 0,064
Not Selected	(the other two grade 3-level stories had more comparable difficulty levels)								

TABLE 21a : ITEM ANALYSIS AND SELECTION ON GRADE 3 - LEVEL STORY : ROB - SUB-SET C7 (NOT SELECTED)
(The other two grade 3-level stories had more comparable difficulty levels, means and standard deviation)

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(16)	a	random fact in text	b	guessing	c	guessing	* d	correct, direct question	- 0,193
Original test: difficulty value	12,9		78,8		4,7		3,5		
Not Selected	(the other two grade 3-level stories had more comparable difficulty levels)								
(17)	a	not understanding the text (not only)	b	not understanding the text	c	does not understand the text	* d	correct, true/false	- 0,211
Original test: difficulty value	1,8		1,8		91,8		4,7		
Not Selected	(the other two grade 3-level stories had more comparable difficulty levels)								

TABLE 21b : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON GRADE 3 - LEVEL STORY : ROB - SUB-SET C7 NOT SELECTED (The other two grade 3-level stories had a more comparable difficulty level)

ROB	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
0	18	9,6	18	9,6
2	1	0,5	19	10,1
4	1	0,5	20	10,6
5	6	3,2	26	13,8
6	6	3,2	32	17,0
7	5	2,7	27	19,7
8	7	3,7	44	23,4
9	3	1,6	47	25,0
10	14	7,4	61	32,4
11	22	11,7	83	44,1
12	19	10,1	102	54,3
13	31	16,5	133	70,7
14	19	10,1	152	80,9
15	22	11,7	174	92,6
16	12	6,4	186	98,9
17	2	1,1	188	100,0

TABLE 22a : ITEM ANALYSIS AND SELECTION ON GRADE 3 - LEVEL STORY : BOB - SUB-SET C8

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1)	a	guessing	b	schemata	* c	correct, vocabulary	d	vocabulary	
Original test: difficulty value	6,5		16,5		22,9		54,1		0,231
Not Selected	difficult item								
(2)	a	schemata, difficulty to infer	b	difficulty to infer	c	schemata	* d	correct inferential question	
Original test: difficulty value	1,8		3,5		11,2		83,5		0,390
Selected items	now item 1								0,296
(3)	a	schemata	* b	correct, vocabulary	c	schemata	d	pets/pest letter sequence	
Original test: difficulty value	1,8		53,5		2,4		42,4		0,083
Not Selected	item correlation low								
(4)	a	schemata, difficulty to infer	b	schemata, difficulty to infer	* c	correct, schemata and inferential	d	schemata, infer	
Original test: difficulty value	5,9		28,8		59,4		5,9		0,293
Selected items	now item 2								0,308
(5)	a	nets/nests letter sequence	b	wrong phrase from text	c	guessing, cannot infer, schemata	* d	correct, inferential question	
Original test: difficulty value	5,9		10,6		2,9		80,6		0,258
Selected items	now item 3								0,243



TABLE 22a : ITEM ANALYSIS AND SELECTION ON GRADE 3 - LEVEL STORY : BOB - SUB-SET C8

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6)	a	vocabulary, random phrase from text	* b	correct, vocabulary meaning feed/eat	c	vocabulary meaning, random phrase from text	d	random phrase from text	
Original test: difficulty value	4,1		91,2		2,4		2,4		0,137
Not Selected	item correlation low								
(7)	* a	correct, vocabulary meaning, inferential question	b	association, schemata	c	association	d	random word, guessing	
Original test: difficulty value	83,5		13,5		0,0		2,9		0,186
Selected items	now item 4								0,238
(8)	a	wrong conclusion, idiom	b	wrong conclusion, idiom	c	wrong conclusion, idiom	* d	correct, idiom	
Original test: difficulty value	25,3		9,4		38,2		26,5		0,153
Not Selected	item correlation low								
(9)	a	comparison or <u>like</u> vs <u>to like</u>	* b	correct, idiom, comparison	c	literal interpretation	d	wrong conclusion	
Original test: difficulty value	11,8		63,5		10,6		14,1		0,286
Selected items	now item 5								0,261
(10)	a	understanding vocabulary (pretend = ?)	b	reading for meaning poor	c	wrong connection, wrong conclusion	* d	correct, inferential question	
Original test: difficulty value	18,2		8,8		14,7		58,2		0,323
Selected items	now item 6								0,384



TABLE 22a : ITEM ANALYSIS AND SELECTION ON GRADE 3 - LEVEL STORY : BOB - SUB-SET C8

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11)	a	schemata	b	guessing	* c	correct, inferential	d	guessing	
Original test: difficulty value	8,8		5,9		78,8		6,5		0,315
Selected items	now item 7								0,378
(12)	a	wrong conclu- sion, difficulty to infer	b	schemata, wrong conclu- sion	c	vocabu- lary meaning	* d	correct, true/false	
Original test: difficulty value	8,2		10,0		11,2		70,0		0,434
Selected items	now item 8								0,403
(13)	a	wrong conclu- sion	* b	correct, inferential question	c	guessing	d	schemata, wrong conclu- sion	
Original test: difficulty value	10,6		39,4		14,7		34,7		0,197
Not Selected	difficult item								
(14)	* a	correct, inferential question	b	vocabu- lary meaning	c	vocabu- lary meaning	d	vocabu- lary meaning	
Original test: difficulty value	68,8		21,2		4,1		5,9		0,320
Selected items	now item 9								0,305
(15)	a	schemata	b	schemata	* c	correct schemata, inferential question	d	schemata	
Original test: difficulty value	6,5		16,5		22,9		54,1		0,231
Not Selected	difficult item								

TABLE 22a : ITEM ANALYSIS AND SELECTION ON GRADE 3 - LEVEL STORY : BOB - SUB-SET C8

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(16)	a	random phrase from text	b	vocabulary meaning	c	random phrase/ word from text	* d	correct, inferential question	
Original test: difficulty value	1,8		3,5		11,2		83,5		0,390
Selected items	now item 10								0,386
(17)	a	literal interpretation idiom	b	schemata, difficulty to infer, idiom	c	literal interpretation, idiom	* d	correct, idiom	
Original test: difficulty value	1,8		53,5		2,4		42,4		-0,379
Not Selected	item correlation low								

TABLE 22b : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON GRADE 3 - LEVEL STORY : BOB - SUB-SET C8

BOB	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
0	18	9,6	18	9,6
3	2	1,1	20	10,6
4	5	2,7	25	13,3
5	6	3,2	31	16,5
6	8	4,3	39	20,7
7	10	5,3	49	26,1
8	10	5,3	59	31,4
9	18	9,6	77	41,0
10	23	12,2	100	53,2
11	16	8,5	116	61,7
12	18	9,6	134	71,3
13	26	13,8	160	85,1
14	12	6,4	172	91,5
15	10	5,3	182	96,8
16	6	3,2	188	100,0

TABLE 23a : ITEM ANALYSIS AND SELECTION ON GRADE 3 - LEVEL STORY : MATT - SUB-SET C9

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(1)	a	sight word, decoding, vocabulary meaning	b	sight word decoding, vocabulary meaning	c	vocabulary meaning, sight word vocabulary	* d	correct, vocabulary	
Original test: difficulty value	14,1		6,5		4,1		75,3		0,520
Selected items	now item 1								0,425
(2)	a	house/horse wrong conclusion	b	literal interpretation	* c	correct, comparison, idiom	d	random words, different meaning	
Original test: difficulty value	5,9		7,1		59,4		27,6		0,187
Selected items	now item 2								0,195
(3)	a	schemata vocabulary	* b	correct, vocabulary, change schemata	c	vocabulary, reading for meaning	d	vocabulary, reading for meaning	
Original test: difficulty value	7,1		81,8		7,1		4,1		0,366
Selected items	now item 3								0,403
(4)	a	vocabulary, classification	* b	correct, classification, schemata	c	vocabulary schemata metacognitive involvement	d	vocabulary schemata metacognitive involvement	
Original test: difficulty value	12,9		77,6		1,8		7,6		0,225
Selected items	now item 4 - keep item, vocabulary								0,184
(5)	a	literal interpretation, idiom	b	wrong conclusion, idiom	c	wrong conclusion, idiom	* d	correct, idiom	
Original test: difficulty value	4,7		8,8		16,5		70,0		0,262
Not Selected	only ten items necessary - idiomatic use of language								

TABLE 23a : ITEM ANALYSIS AND SELECTION ON GRADE 3 - LEVEL STORY : MATT - SUB-SET C9

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(6)	a	schemata	* b	correct vocabulary meaning	c	connected sentences, reading for meaning metacognition	d	connected sentences, reading for meaning	
Original test: difficulty value	37,6		31,8		15,9		13,5		0,238
Not Selected	difficult item								
(7)	* a	correct vocabulary meaning	b	vocabulary	c	schemata	d	guessing	
Original test: difficulty value	5,3		10,6		81,8		1,2		-0,154
Not Selected	item correlation low								
(8)	a	schemata, guessing	b	random phrase, idiom not understood	c	schemata	* d	correct, inferential question	
Original test: difficulty value	4,7		21,2		2,9		70,0		0,350
Selected items	now item 5								0,346
(9)	* a	correct, idiom	b	literal interpretation	c	literal interpretation, wrong conclusion	d	random phrase, guessing, does not understand question	
Original test: difficulty value	57,6		2,4		11,8		27,1		0,429
Selected items	now item 6								0,417
(10)	a	omission of letter fist / first	* b	correct, inferential question	c	cannot infer	d	guess, wrong conclusion	
Original test: difficulty value	14,1		75,3		5,9		3,5		0,395
Selected items	now item 7								0,418

TABLE 23a : ITEM ANALYSIS AND SELECTION ON GRADE 3 - LEVEL STORY : MATT - SUB-SET C9

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(11)	a	idiom, conclusion	b	wrong conclusion	* c	correct, idiom	d	wrong conclusion, difficulty to infer	0,405
Original test: difficulty value	4,7		3,5		81,2		10,6		
Not Selected	comparable with Bob - idiomatic use of language								
(12)	a	wrong conclusion	b	reading without meaning	c	cannot infer	* d	correct, true/false	0,379
Original test: difficulty value	3,5		8,8		12,4		75,3		
Selected items	now item 8								0,397
(13)	a	cannot infer	b	word meaning	* c	correct, inferential question	d	cannot infer	0,491
Original test: difficulty value	10,0		8,2		77,6		4,1		
Selected items	now item 9								0,504
(14)	a	random word	b	cannot infer, schemata	c	reading without meaning	* d	correct, true/false	0,529
Original test: difficulty value	1,8		15,9		1,8		80,0		
Selected items	now item 10								0,541
(15)	a	cannot infer	b	random word, sight word exercise/exciting, vocabulary meaning	c	random word, vocabulary meaning	* d	correct, true/false	0,520
Original test: difficulty value	14,1		6,5		4,1		75,3		
Not Selected	enough other chosen items with more diagnostic value								

TABLE 23a : ITEM ANALYSIS AND SELECTION ON GRADE 3 - LEVEL STORY : MATT - SUB-SET C9

ITEM	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	OPTION	ERROR TYPE	ITEM CORRELATION
(16)	a	cannot infer	* b	correct, inferential question	c	cannot infer	d	vocabulary, cannot infer	
Original test: difficulty value	5,9		7,1		59,4		27,6		-0,218
Not Selected	item correlation low								
(17)	a	schemata, cannot infer	b	random phrase, cannot infer	* c	correct, inferential question	d	r/n visual discrimination, cannot infer	
Original test: difficulty value	7,1		81,8		7,1		4,1		-0,464
Not Selected	item correlation low								

TABLE 23b : FREQUENCY DISTRIBUTION OF TOTAL SCORES ON GRADE 3 - LEVEL STORY : MATT - SUB-SET C9

MATT	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
1	18	9,6	18	9,6
2	1	0,5	19	10,1
3	3	1,6	22	11,7
4	6	3,2	28	14,9
5	5	2,7	33	17,6
6	5	2,7	38	20,2
7	3	1,6	41	21,8
8	7	3,7	48	25,5
9	6	3,2	54	28,7
10	12	6,4	66	35,1
11	15	8,0	81	43,1
12	22	11,7	103	54,8
13	26	13,8	129	68,6
14	24	12,8	153	81,4
15	23	12,2	176	93,6
16	12	6,4	188	100,0