

## McCall-Crabbs Tests of Reading Comprehension

1. Have your student fill out the top section of the McCall-Crabbs Record Blank (name, year, and grade). Do not enter anything for the “Book,” since your student will be using the different books within the Hardback volume you have.
2. Look at the page in the accompanying Answer Key entitled “Index to Reading Selection Difficulty.” Find your student’s current grade level. For example, we’re in the 1<sup>st</sup> month of the school year. That means if your student is 6<sup>th</sup> grade, he would be 6.1 grade level. You will start at that point and follow this order for the passages your student will read. This means you’ll move around between the five books in the hardback volume so that the passages gradually increase in reading ability. NOTE: If you think this will be too difficult for your student, feel free to drop back 6 months to 1 year in ability level. It is better for your student to have less difficult material at the beginning and ease into the more difficult readings.
3. **Read the lesson for yourself before starting.** You’re going to need to understand the passage and the questions to discuss it.
4. At the top of the first column, enter the lesson number where you’re starting (e.g. A-9, A-43, B-5, etc.).
5. Optional: Look at how many questions there are in this passage, and have your student put an X in the spaces on the record blank for any questions that won’t be asked. For example, if there are only 10 questions, then he would put an X on the spaces for 11 and 12.
6. Explain to your student that he will be given a passage to read to himself followed by some questions about what he just read. He will have four choices for the answers (a, b, c, or d). He is to choose the best answer to the question and write the letter for that answer in the corresponding space on the record blank.
7. Guidelines:
  - a. This is the student’s test; no helping. He can read silently or aloud; it’s his choice.
  - b. He has 3 minutes to read and answer as many questions as possible.
  - c. If he wants to use part of his 3 minutes to go back and read part of the paragraph again, that’s fine.
  - d. Correct answers in the wrong space are wrong--watch where you write your answers.
  - e. If the student still has some questions to answer when the timer goes off, pick up a red pencil and continue. This way he gets to finish, and you still get a grade level score of what was completed in the 3 minutes.
8. If this is a new activity, don’t time him the first couple times you administer the tests. This means that there won’t be a grade level score for these readings. Give him plenty of time to read and answer the questions. If you have done the McCall-Crabbs tests before, then you may time him and get the grade scores for the readings.

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9. After he has read the passage and answered the questions, refer to the answer key for the correct answers. (Be sure you're reading answers from the correct book and lesson number.) Have him check his answers.
10. For any answers that he missed, discuss these with him. Why did he answer the way he did? Was there a word he didn't understand? How could he have figured it out? Was there information in the sentence before or after that gave clues to its meaning? Did he spend time going back to read? Could he have answered other questions quickly and then gone back for that one question? (This is a test-taking issue.) Was there a question that he had to *infer* the answer? (This means the answer was not clearly stated in the paragraph, but was one he had to figure out by the context.) This discussion time is when you are **teaching** reading comprehension. This comes **after** he's been tested on the passage.
11. The grade level score is determined by matching the total answers correct (within 3 minutes) with the grade scores at the bottom of the reading. For example, on Book A, passage #1, three questions answered correctly yield a grade level score of 2.8. All 8 question answered correctly yields a grade level score of 4.1.
12. Have your student plot his score on the line graph. Each day he'll do this and connect the dots. After 10 readings, you'll find an average of those scores and draw a red line across at that grade level. The goal is to see this red average line go up every 10 readings.



