

Metropolitan Readiness Tests

Form R

DIRECTIONS FOR ADMINISTERING AND KEY FOR SCORING

NATURE AND PURPOSE OF THE TEST

The progress young children make when they enter school in the primary grades depends to a large extent upon their readiness for learning and upon the provisions the school makes for variations in readiness. Among the chief factors that contribute to readiness for beginning school-work are linguistic attainments and aptitudes, visual and auditory perception, muscular coördination and motor skills, number knowledge, and the ability to follow directions and to pay attention in group work. How far advanced the school beginner will be in these skills depends upon many factors, such as his intelligence, his home background, his health and physical condition, his degree of emotional maturity, and his social adjustment and general background of experience. Lack of readiness in any of the above traits may account for a pupil's failure to learn in the first grade.

The Metropolitan Readiness Tests were devised to measure the traits and achievements of school beginners that contribute to their readiness for first-grade instruction. Designed for testing pupils at the end of the kindergarten year or the beginning of the first grade, these tests are contained in a sixteen-page booklet comprising six separate tests: Word Meaning, Sentences, Information, Matching, Numbers, and Copying. Each test consists of pictures which the pupil is to mark or copy according to instructions given to him orally by the examiner.

The Metropolitan Readiness Tests are available in two forms, R and S.

DESCRIPTION OF THE SUBTESTS

Test 1. Word Meaning. This is a test of understanding or comprehension of language — not a test of the pupil's language usage. In each row, the pupil is to select from four pictures the one that illustrates the word the examiner names.

Test 2. Sentences. Test 2 is similar in organization to Test 1. However, the pupil is required to comprehend phrases and sentences instead of individual words. The extra conversation, which is not always necessary for the location of the right picture by the pupils, is added to make the test one of more sustained attention, comparable to the attention span required in listening to stories and understanding directions in the beginning work in reading.

Test 3. Information. Test 3 is related to vocabulary. The pupil is required to select from a row of four pictures the one that best suits the examiner's description.

Test 4. Matching. Test 4 is a test of visual perception involving the recognition of similarities, a capacity required in learning to read. Each item contains four different pictures of animals, objects, figures, letters, or words. In the center of the row is a framed picture just like one of the

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Didier Musso



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Emerging Strategies in Early Childhood Education J. Wesley Little, Arthur J. Brigham, 1973 Problems of Drug Dependence, 1982 Committee on Problems of Drug Dependence (U.S.). Scientific Meeting, 1983 The papers in this monograph were presented or read by title at the 44th annual scientific meeting of the Committee on Problems of Drug Dependence Inc in Toronto Ontario Canada on June 27 30 1982 *Problems of Drug Dependence* Committee on Problems of Drug Dependence (U.S.). Scientific Meeting, 1983 The Bilingual-bicultural Child and the Question of Intelligence Francesco Cordasco, 1978 **Studies in the Psychological Foundations of Exceptionality** Jean K. Dissinger, Carole R. Arnold, 1975 Understanding Learning Disabilities Tanis H. Bryan, James H. Bryan, 1986 Educational Assessment of Learning Problems Gerald Wallace, Stephen C. Larsen, 1978 *Reading Tests and Teachers* Robert Schreiner, 1979 An Annotated Bibliography of the Head Start Research Since 1965, 1985 Resources in Education, 1969 *Proceedings of the New York State Convocation on Educational Research*, 1960 **A Guide to the Gertrude Hildreth Papers and Test Collection** Gary D. Saretzky, Jane E. Davis, 1986 **Principles of Educational and Psychological Measurement and Evaluation** Gilbert Sax, 1989

Surveys topics in measurement and evaluation for education students in Education or Psychology departments Helps students understand the relevance of the subject by examining implications assumptions and effects of testing and assessment Presumes no mathematic sophistication conceptual formulas are presented with explanations and examples Covers teacher made and standardized tests and the relationship of measurement principles to objectives **The Reading Teacher**, 1974 **Manual for Teachers of Students with Learning Disabilities** Ian I. Dow, Ontario. Ministry of Education, Ontario. Ministry of Colleges and Universities, 1981 The manual is intended to provide regular teachers with the information methods and techniques needed to deal more effectively with a learning disabled child in the regular classroom The introduction examines the general syndrome of learning disability LD with emphasis on two identification components exclusion in which all other handicapping conditions must be discounted as causes of the learning problem and discrepancy in which a child must exhibit discrepancies among abilities Chapter 1 examines the process of identification how LD affects various areas of development the importance of early identification and how teachers can develop their own diagnostic assessment procedures The second chapter presents several effective approaches to teaching programing alternatives and classroom management Considered next are the unique problems presented by the LD adolescent including characteristics of the LD adolescent effect of the problem on the child s overall development and appropriate teaching strategies The final chapter is devoted to an overview of remedial procedures specific to each of four subject areas reading spelling handwriting and mathematics Appendixes include materials in the following areas guidelines for identifying the LD child informal evaluation developing perceptual motor skills materials for teaching the adolescent student tools for teaching reading a listing of Grade 3 spelling words rearranged according to phonic elements and

generalizations tools for teaching handwriting and tools for teaching mathematics Also included are a list of tests a list of materials organized by grade level and a glossary of terms in the field of learning disability DB **The Left-handed Child**
Raquel Peisekovicius,1989 *Ethnic Group Differences in Selected Aspects of Test-taking Behavior on a Standardized Admissions Test* Francis Jay Breyer,1981 *Solving Problems in Literacy* ,1986 *Behavior Disorders in Children* Harvey F. Clarizio,George F. McCoy,1976 **Resources in Education** ,1984

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Table of Contents Metropolitan Readiness Tests 1966 Questions

1. Understanding the eBook Metropolitan Readiness Tests 1966 Questions
 - The Rise of Digital Reading Metropolitan Readiness Tests 1966 Questions
 - Advantages of eBooks Over Traditional Books
2. Identifying Metropolitan Readiness Tests 1966 Questions
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Metropolitan Readiness Tests 1966 Questions
 - User-Friendly Interface
4. Exploring eBook Recommendations from Metropolitan Readiness Tests 1966 Questions
 - Personalized Recommendations

- Metropolitan Readiness Tests 1966 Questions User Reviews and Ratings
- Metropolitan Readiness Tests 1966 Questions and Bestseller Lists
- 5. Accessing Metropolitan Readiness Tests 1966 Questions Free and Paid eBooks
 - Metropolitan Readiness Tests 1966 Questions Public Domain eBooks
 - Metropolitan Readiness Tests 1966 Questions eBook Subscription Services
 - Metropolitan Readiness Tests 1966 Questions Budget-Friendly Options
- 6. Navigating Metropolitan Readiness Tests 1966 Questions eBook Formats
 - ePub, PDF, MOBI, and More
 - Metropolitan Readiness Tests 1966 Questions Compatibility with Devices
 - Metropolitan Readiness Tests 1966 Questions Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Metropolitan Readiness Tests 1966 Questions
 - Highlighting and Note-Taking Metropolitan Readiness Tests 1966 Questions
 - Interactive Elements Metropolitan Readiness Tests 1966 Questions
- 8. Staying Engaged with Metropolitan Readiness Tests 1966 Questions
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Metropolitan Readiness Tests 1966 Questions
- 9. Balancing eBooks and Physical Books Metropolitan Readiness Tests 1966 Questions
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Metropolitan Readiness Tests 1966 Questions
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Metropolitan Readiness Tests 1966 Questions
 - Setting Reading Goals Metropolitan Readiness Tests 1966 Questions
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Metropolitan Readiness Tests 1966 Questions
 - Fact-Checking eBook Content of Metropolitan Readiness Tests 1966 Questions

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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