GORT – 4

Gray Oral Reading Test

Jody Ruf

UW-Platteville

Abstract

GORT – 4 is a test used to measure the rate, accuracy, fluency, comprehension and overall reading ability of individuals 6 years 0 months through 18 years 11 months old. It is used to help identify those students who are significantly below their peers in oral reading proficiency and to help determine kinds of reading strengths and weaknesses. GORT – 4 is used to monitor progress in reading due to intervention programs.

The first edition of the *Gray Oral Reading Tests* (GORT) was developed by Dr. William S. Gray. He was a teacher and author of over 500 books, chapters and articles. He was also the author of a variety of reading programs including the *Fun with Dick and Jane* Books in the Scott Foresman basal reading series. The GORT – 4 has undergone four revisions. The original GORT consisted of four alternative forms while the current version, GORT – 4, has two alternate forms.

Wiederholt and Bryant (2001) determined the purpose of the GORT – 4 is to: (1) help identify students who are significantly below their peers in oral reading and would benefit from supplemental help; (2) help in determining the particular kinds of reading strengths and weaknesses that students may have; (3) document students' progress in reading as a consequence of special intervention programs; (4) serve as a measurement device in investigations where researchers are studying the reading abilities of school-aged students (p. 4).

According to Wiederholt and Bryant (2001), the GORT-4 is a norm-referenced test of oral reading rate, accuracy, fluency, and comprehension. The rate is the amount of time taken by a student to read a story. Accuracy is the student's ability to pronounce each word in the story correctly. Fluency is the student's rate and accuracy combined, and the comprehension score is the student's appropriate response to questions about the content of each story read. This test is appropriate for use with individuals age 6 years 0 months through 18 years 11 months (p. 3).

Wiederholt and Bryant (2001) state the GORT-4 can be given in about 15 to 45 minutes. It is best administered in one session; however two sessions can be used if the reader becomes fatigued or uncooperative. Starting points are given by grade level to

correspond with the student's grade level. Testing continues until the student being tested has achieved a basal and a ceiling for both the Comprehension Score and the Fluency Score. It is suggested that examiners who give and interpret the GORT-4 have some formal training in assessment as well as having supervised practice in using reading tests. Training can be obtained from numerous sources such as college courses devoted to assessment or workshops sponsored by local school agencies. Before actually giving the GORT-4, the manual does ask that examiners consult local school policies, state regulations, and the position statements of professional organizations regarding the use of tests especially if the purpose of the test is to diagnose disability conditions and to qualify students for special programs (p. 10).

The GORT-4 was normed on a sample of 1,677 persons from 28 states. The sites were selected in each of the four major geographic regions which included the Northeast, Midwest, South, and West. A site coordinator was selected for each location to supervise the test administration. All students that were used in the sample attended general education classes and students with disabilities who were enrolled in the general classes were included in the normative sample. Students in grades 1 through 12 were tested at each site. The characteristics of the sample were broken down by percentages by geographic region, gender, race, ethnicity, parental income, and parental education. The Normative sample was also stratified by age and compared to the U.S. Bureau of the Census, 1997, for the school-aged population. The scores are then presented in terms of standard scores having a mean of 10 and a standard deviation of 3. The GORT-4 also provides percentiles, age and grade equivalents for the subtests and composite scores (Wiederholt & Bryant, 2001, p. 49-50).

The reliability of the GORT-4 is summarized below. The GORT-4 tested across three areas of reliability, content sampling, test-retest, and scorer differences using both Form A and Form B (Wiederholt & Bryant, 2001, p. 69).

- Rate: .91 – .97
- Accuracy: .91 – .99
- Fluency: .93 – .99
- Comprehension: .85 – 97
- Oral Reading Quotient: .91 – 99

The GORT-4 provided evidence for content validity, criterion validity, and construct validity. Three demonstrations of content validity were offered for the GORT-4. They used story format and content, conventional item analysis and differential item functioning analysis to show the absence of bias in the test. Stories in the GORT-4 test were chosen due to the general interest and for the usage of age and grade appropriate vocabulary words. The story format also follows the format used in reading inventories as well as classroom textbooks that require students to answer questions after reading a passage. The comprehension assessment uses the multiple-choice format as well, and the stories are sequenced from the easiest to the most difficult.

Wiederholt and Bryant (2001) stated the Criterion-Related Validity for the GORT-4, which measures oral reading abilities, should correlate well with other tests that measure the same abilities (p. 34). According to the test manual, the GORT-4 has been correlated with two other tests of reading, the *Gray Diagnostic Reading Tests-Second*

Edition and the *Gray Silent Reading Tests* (Bryant, Wiederholt & Bryant, p. 84; Wiederholt & Blalock, 2000, p. 84).

The Construct Validity of the GORT-4 should be strongly correlated to age since reading ability is developmental in nature. Therefore, the GORT-4 shows that the means become larger as the subjects grow older. Three studies were also reported to detect changes in reading performance over time due to treatment to support the GORT-4's construct identification validity. The GORT-4 has also been correlated with four tests of intelligence using different samples of children.

References

Bryant, Brian R., & Wiederholt, J. Lee. (2001). *GORT – 4: Gray Oral Reading Tests.* Austin, TX: PRO-ED.

NAME: NS

BIRTHDATE: 11/28/01

ADDRESS:

PARENT:SS & DS

DATE OF TESTING: 6/28/13

NS is an 11 year old, fifth grade student who was given the GORT-4. NS quickly warmed up to this examiner and to the testing environment. NS was willing to answer the questions and try the activities that he/she was presented. It appeared that he/she tried his/her best.

ASSESSMENT ADMINISTERED:

Gray Oral Reading Tests, Fourth Edition

TEST RESULTS:

Oral Reading Quotient	82	12th Percentile
Rate Score	26	16th Percentile
Accuracy Score	31	37th Percentile
Fluency Score	57	16th Percentile
Comprehension Score	22	16th Percentile

NS's overall performance on the GORT-4 indicates that she performs in the below average range of total reading. NS obtained on the Oral Reading Quotient(ORQ) a standard score of 82. This was in the 12th percentile range.

Rate score measures how fast a person reads. For the rate score, NS received a standard score of 7 (16th percentile), placing NS in the below average range.

Accuracy measures how fast a person reads. For the accuracy score, NS received a standard score of 9(37th percentile), placing NS in the average range.

Fluency measures how quickly yet accurately a person can read. NS received a score of 7 (16th percentile) placing NS in the below average range.

Comprehension measures how much of the read material a person can recall. NS scored a 7(16th percentile) placing NS in the below average range.

Recommendations:

1. NS may benefit from practicing reading materials that she finds interesting since her rate score was below average.
2. NS may benefit from reading materials at her level since her fluency level was below average.
3. NS may benefit from answering and asking questions during reading since her comprehension score was below average.